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<u>INTRODUCTION: The Power and Promise of Public Education</u>

Hawaii has a unique educational structure as a unitary state and local education agency and the only state with a single P-20 public education continuum. Ensuring articulation across the P-20 continuum is the Hawaii P-20 Partnerships for Education, a statewide collaboration between the Executive Office of Early Learning, the Hawaii Department of Education (HIDOE), and the University of Hawaii system with the goal of improving educational outcomes for all students throughout the state. The Early Learning Board, which governs the Executive Office of Early Learning, partners with the Hawaii Department of Human Services to ensure children from birth through kindergarten entry have increased access to early childhood education programs.

As a unified educational system, we must unleash the power and promise of public education and make it our primary mission to deliver on an instructional design that prepares students for college, careers and civic responsibility. The next decade of work, which will be articulated in a community-inspired ten-year strategic plan, will center on **Five Promises** to students:

Hawaii: Students will be educated within a public school system that is grounded in HĀ, a framework to develop the skills, behaviors and dispositions that are reminiscent of Hawaii's unique context, honors the qualities and values of the indigenous language and culture of Hawaii, powers a multilingual society, and embraces Hawaii's local and global contribution.

Equity: Students will have equitable access to quality education through strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.

School Design: Students will be immersed in excellent learning environments that are thoughtfully designed around the community's power to contribute to a thriving, sustainable Hawaii. The purposeful design of our schools will meet the diverse needs, interests, and passion of our students and take advantage of the full capacity of what our teachers and leaders bring into the school and workplace.

Empowerment: Students will develop their authentic voice as contributors to equity, excellence, and innovation by providing input on what, how, and where they learn. Understanding ourselves, our core mission of equity, and school design as our model empowers our schools to be decision makers in their design.

Innovation: Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals. Our students are building high capacity for individual empowerment and action as well as collective action to impact the current and future Hawaii.

HIDOE strives to develop confident leaders and citizens by encouraging students to aspire to become agents of change through a culturally-relevant educational experience. The Comprehensive Literacy State Development (CLSD) program will provide Hawaii the means to refine its comprehensive literacy program to better enable HIDOE to fulfill the five promises and develop literate leaders and citizens.

NEEDS ASSESSMENT: Identifying our Students

Hawaii has approximately 91,000 children under the age of five. Of these young children, 30% live at or below 200% of the federal poverty level. The public-funded prekindergarten programs, including HIDOE, the Executive Office of Early Learning and Head Start/Early Head Start programs, service 2% of the children under the age of five. Of the

children serviced, 79% have special needs. Schools serving military families experience a large influx of preschoolers with special needs as Hawaii fulfills the overseas tour requirement and is one of the few overseas locations that provides special education services. As a result, these military-impacted schools service 20% of all preschoolers receiving special education services. The public-funded prekindergarten programs administer the Teaching Strategies GOLD, an online formative assessment platform, to assess children's learning and development in six child developmental domains: social-emotional; physical, gross, and fine motor; cognitive; language; literacy; and math. For School Year (SY) 2017-18, 58% of 4-year-olds in state-funded prekindergarten programs and 68% of 4-year-olds in Head Start programs were considered proficient in the skills, knowledge, and disposition in the oral language area for their age-group. Hawaii needs to dramatically expand prekindergarten efforts to ensure all students achieve the skills they need to be successful in the PK-12 system.

Hawaii faces unique challenges in providing literacy services for all 180,000 students in the public PK-12 system. Providing equitable access to effective literacy learning programs and services, professional development opportunities, and family support to 256 public schools and 34 public charter schools in 15 administrative complex areas that span across seven islands requires shared agreements with strong partners around strategies and outcomes that will be valued by the public and families. The island of Oahu serves as the political and business center for Hawaii. Therefore, communities and schools on Oahu have more timely access to resources and opportunities than those on the neighbor islands (Hawaii Island, Kauai, Lanai, Maui, Molokai, and Niihau). While distance learning technology has somewhat alleviated this problem, there remains remote areas on the neighbor islands with limited opportunities for networking and collaboration. The current efforts to create access through technology and

communities of practice serve to create new opportunities to engage students, educators, and families.

Of the 290 public schools in Hawaii, 181 (62.4%) have a student population in which at least 47.20% are economically disadvantaged, qualifying the school for Title I supports. In Fall 2017, 18 schools were identified for comprehensive support and improvement. Eleven schools were identified for additional targeted support, eight due to their students with disabilities subgroup. In Fall 2018, 84 schools were identified for targeted support and improvement due to consistently underperforming subgroups; 68 were identified due to their students with disabilities subgroup and 13 due to their English learner subgroup. Hawaii is currently restructuring our Special Education and English Learner programs to ensure the appropriate curricula, instructional strategies, and supports are implemented to increase the achievement of students in these subgroups which have historically struggled the most. Hawaii spent the past three years designing, training, piloting, and measuring the impact of new instructional programs and plans to leverage the innovative literacy programs that schools design with their communities.

Hawaii continues to struggle with an "achievement gap" that separates the engagement and achievement of educationally disadvantaged students – students with disabilities, English learners, and economically disadvantaged students – from that of their non-disadvantaged peers. Approximately 50% of Hawaii's public school students are economically disadvantaged, 9% are English learners, and 10% qualify for special education services. The gap between the disadvantaged and non-disadvantaged students has not decreased within the past four years. The gap for Language Arts is 32%; for Mathematics, it is 28%. To increase the achievement of all students, we must address the needs of our students who are struggling the most.

Table 1. Student subgroup achievement data and long-term goals

	Language Arts Achievement		Math Achievement	
	SY 2017-18	SY 2024-25	SY 2017-18	SY 2024-25
All students	52%	76%	40%	71%
Economically disadvantaged students	39%	70%	29%	66%
Students with disabilities	16%	57%	12%	56%
English learners	12%	61%	14%	61%
Asian (excluding Filipino)	71%	86%	63%	82%
Black	50%	77%	34%	69%
Filipino	56%	77%	44%	72%
Hispanic	48%	75%	33%	68%
Native Hawaiian	37%	68%	25%	64%
Pacific Islander	30%	65%	21%	61%
White	62%	83%	49%	77%
Migratory students	26%		18%	
Military dependents	70%		58%	
Homeless students	27%		19%	
Students in foster care	27%		16%	

Hawaii has identified the following racial and ethnic groups to include as subgroups of students in its statewide accountability system to ensure that it is appropriate for our student population: Native Hawaiian (26.0% of the student population); Filipino (22.1%); White (17.0%); Asian, not including Filipino (15.5%); Pacific Islander (9.4%); Hispanic (3.6%); and

Black (2.8%). Native Hawaiians, Filipinos, and Pacific Islanders were added to ensure we address the needs of our major subgroups of students. Native Hawaiian and Filipino are the two most prevalent ethnicities of our students. The Pacific Islander subgroup struggles the most on the academic indicators amongst our racial and ethnic groups of students. Table 1 includes the achievement data from SY 2017-18 and the long-term goals for SY 2024-25 as established in the Hawaii Consolidated State Plan.

As stated in the Hawaii Consolidated State Plan, Hawaii believes all students can achieve excellence with the appropriate supports and expects all groups of students to meet or exceed the long-term goals to progress towards closing the achievement gap. Thus, schools will need to ensure they are aggressively addressing the needs of the lagging subgroups through interventions to accelerate their progress to meet the targets set for 2025. All goals were determined to ensure the closing of the achievement gaps in an ambitious yet attainable timeframe. The CLSD grant will provide Hawaii's complex areas, schools, and preschool programs the resources they need to accelerate student learning to meet these goals within the given timeframe.

HAWAII STATE IMPLEMENTATION PLAN: Evidence-Based Literacy

Culture-Based Education

In addition to the disadvantaged subgroups, the Native Hawaiian and Pacific Islander subgroups have struggled academically. Culture-based education serves as a response to the needs of indigenous youth by grounding instruction and student learning in shared ways of being, knowing, and doing (Battiste, 2002; Castagno & Brayboy, 2008; Kanaʻiaupuni, 2007). Culture-based education pedagogy places significance on native language; place-based, project-based, and experiential learning; cultural identity; holistic well-being; and personal connections and belonging to family, community, and ancestors (Demmert & Towner, 2003; Dockery, 2009;

Kanaʻiaupuni, 2007; Kawakami & Aton, 2001; Thompson, Gifford, & Thorpe, 2000). Six critical elements were identified as inherent within culturally-based education programs (Alcantara, Keahiolalo & Pierce, 2016; Demmert & Towner, 2003):

1. Recognition and use of indigenous languages.

2. Pedagogy that stresses traditional cultural characteristics and adult-child interactions as the starting place for education.

3. Pedagogy in which teaching strategies are congruent with the culture as well as with contemporary ways of knowing and learning.

4. Curriculum that is based on traditional culture and recognizes the importance of Native values while placing the education of young children in a contemporary context.

5. Strong Native community participation in educating children and in the planning and operation of school activities.

6. Knowledge and use of the social and political mores of the community.

To achieve our literacy outcomes for all learners, Hawaii must strategically leverage expertise, relationships, and resources. Hawaii's comprehensive literacy system must embed identity, language, and assets from our communities to provide our learners with a rich advantage in the local and global context. To complement the assets of our culture and increase the number of students attaining their college and career goals, this grant will focus on fostering a productive and positive educational environment that supports equitable access to culturally-relevant learning experiences through a statewide coordinated approach to professional learning and literacy instruction; purposeful school design; home, school, and community partnerships; and the identification and supports for literacy learning needs.

Utilizing and adapting the Louden & Rohl study (2003) of "practice axis" of literacy instruction, Hawaii will construct a Hawaii-based cultural literacy principles tool consistent with the adopted performance evaluation system for educators to collect data on teachers, leaders, and schoolwide practices. Educators and leaders will continuously team to evaluate their practice using their data, engage in learning collaboratives at their school and complex area level, discuss student progress, identify community opportunities, and mitigate challenges through change processes focused on highly-effective student-centered practices that improve learning experiences and increase student achievement.

Connecting literacy practices to culture and student achievement will yield the following deliverables:

- Identified resources, materials, and professional learning opportunities for and designed by educators and leaders to utilize as part of their literacy practice axis.
- Promising evidence-based practices linked to teacher performance growth planning and evaluation protocols for dissemination across struggling schools.
- Data collection processes that provide focus on designs for professional learning in literacy areas and practices as well as other targeted support (e.g., technical assistance).
- A technology approach to advance collaborative practices around data analysis, evidence-based practices, and planning for educators, leaders, and parents.
- Models of teacher collaboration time embedded in the school day.
- Promising practices to build the capacity of families to support and advocate for the literacy achievement of their children.

Family Literacy

In 2017, HIDOE Superintendent, Dr. Christina Kishimoto, called for Hawaii educators and families to co-construct culturally-appropriate expectations and goals for family engagement that strengthen skills in advocacy and stimulate ongoing involvement in the education of their children. In a state with such a diverse population, Hawaii schools must build authentic connections with the family that recognizes, values, and builds upon children's unique assets represented by cultural and family context.

Hawaii has begun the work of establishing guiding principles for literacy learning utilizing strong research that encourages intentionally accessing the ways in which children learn based on home language. Rejecting family's home language is tantamount to rejecting the students themselves. Although standard English is the medium for instruction, families' home languages must be acknowledged and treated with dignity and respect.

Literacy of community requires homes that reinforce strong reading skills and access to materials for school-aged children through parent collaboration, mutual learning partnership, and adult access to college and career pathways. Alongside of the home environment, a well-designed literacy and arts approach that extends to even our most disenfranchised – incarcerated youth and parents, homeless communities, and high poverty populations – requires actions to integrate supports as the State addresses the full spectrum from birth to grade 12 to ensure an informed, literate and productive citizenry. This consolidated effort values a multi-generational approach, a cultural perspective to define family that extends to significant adults in a learner's life, literacy learning opportunities in spaces that serve the multiple needs of the families, and equitable access. To promote intergenerational literacy and increase family involvement, HIDOE will:
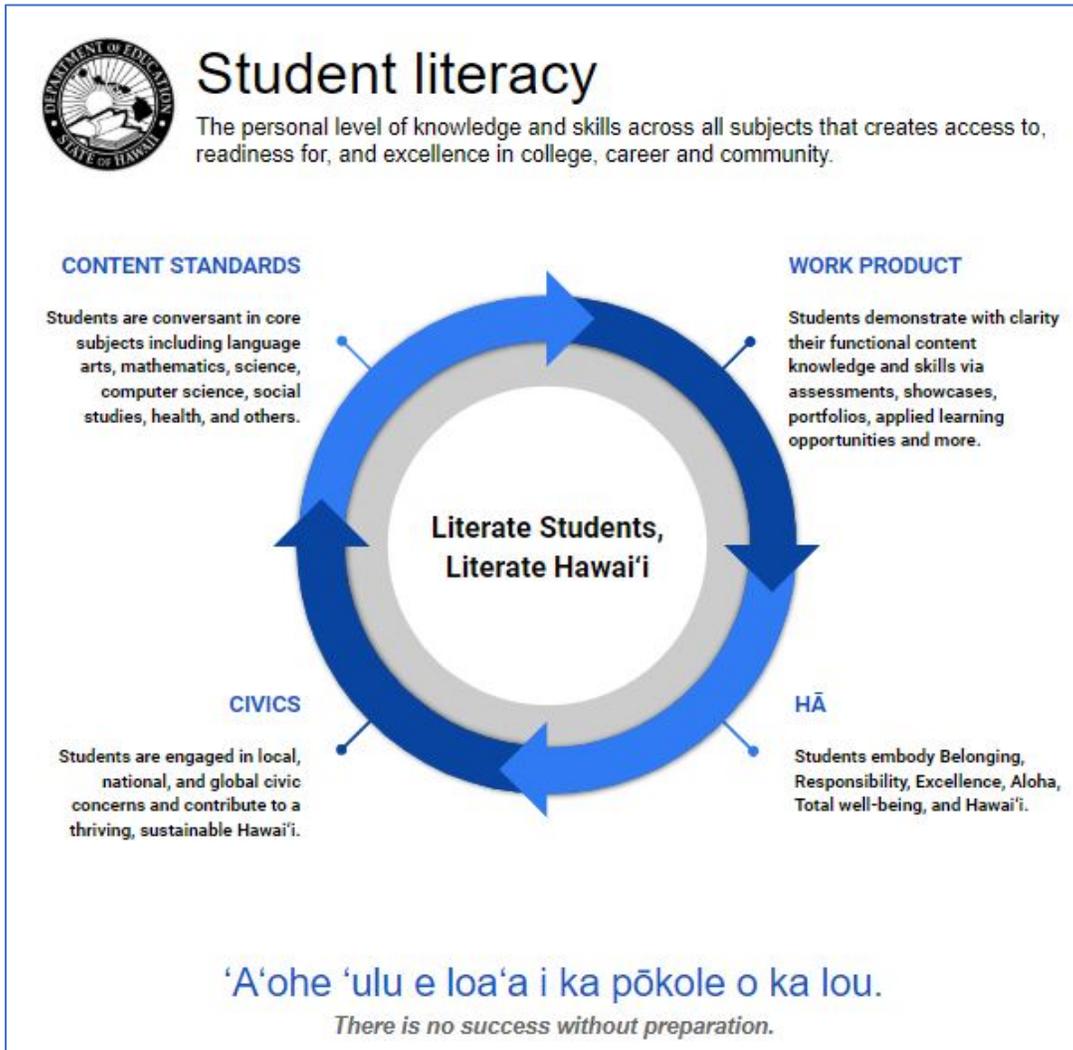
- Create school-based conversation protocols to help diverse families discover and honor the cultural, linguistic, and experiential riches in their families.

- Identify existing collections of parents' working knowledge around literacy practices and the developmental needs of early, adolescent, and adult learners.

- Provide linguistically-diverse families access to educational-focused programming led by parent leaders speaking their native language through available technology (e.g., partnerships with local educational television stations such as PBS and Olelo).

- Create discipline-specific literacy models of instruction inclusive of community and local place-based assets and, when appropriate, family narratives to enhance curricular choices and learning experiences.

- Create learning opportunities (e.g., courses, internships, and mentorship) or work-based literacy for adolescent and adult learners tied to high-demand careers.

Literacy learning becomes the interplay of learned skills and knowledge and their application in experiences/observations, utilizing critical and creative thinking and discourse and representing learned and new ideas through writing, visual representation, or oral presentation. Learning experiences will become opportunities to develop expertise by pursuing a special interest, utilizing literacy strategies to organize information, engage with primary sources, use domain-specific vocabulary, and demonstrate understanding through presentation or writing.

Student Literacy

By providing students with authentic literacy learning experiences across all subjects taught, we are ensuring they obtain the knowledge and skills necessary to succeed in college and in the workforce. Figure 1 outlines these knowledge and skills.

Figure 1. Student literacy diagram

Student literacy

The personal level of knowledge and skills across all subjects that creates access to, readiness for, and excellence in college, career and community.

CONTENT STANDARDS

Students are conversant in core subjects including language arts, mathematics, science, computer science, social studies, health, and others.

WORK PRODUCT

Students demonstrate with clarity their functional content knowledge and skills via assessments, showcases, portfolios, applied learning opportunities and more.

Literate Students, Literate Hawai'i

CIVICS

Students are engaged in local, national, and global civic concerns and contribute to a thriving, sustainable Hawai'i.

HĀ

Students embody Belonging, Responsibility, Excellence, Aloha, Total well-being, and Hawai'i.

'A'ohe 'ulu e loa'a i ka pōkole o ka lou.
There is no success without preparation.

Components of the programs and services to cultivate student literacy

Schools:

1. A balanced literacy program encompassing the *Student literacy* graphic with instructional strategies aligned to learner needs and flexible, student-responsive instructional methods.

2. Data used by students, teachers, and leaders to inform instructional and curricular decisions.

3. Highly effective PK-12 teachers of literacy.

4. Teacher-designed, student-inspired opportunities across content area discipline.

5. In schools identified for comprehensive or targeted support and improvement, a comprehensive needs assessment for struggling students and an inventory of the literacy efforts to adjust academic planning for a targeted literacy focus and high time-on-task.

6. In schools identified for comprehensive support and improvement, a theory of change and literacy-focused initiatives inclusive of underserved student groups and family empowerment efforts documented in the school's plan with monthly status updates on leading and lagging key processes and performance indicators.

7. In schools identified for comprehensive support and improvement, prioritized curriculum and learning goals.

Complex Area:

1. Increased instructional and curricular leadership in literacy through partnerships and targeted professional development, monitoring, and feedback loops.

2. Family empowerment with metrics for increased involvement, satisfaction, and correlation to student learning.

3. Agreements of annual literacy targets and milestones, monitoring and evaluation.

4. Aligned resources for accessible systemic services and supports for curricular, educational practices, use of groupings and time, and student learning supports across all PK-12 schools.

5. Family engagement centers or gathering places for family literacy programs.

6. For schools identified for comprehensive or targeted support and improvement, literacy professional learning and collaboration based on student data and literacy coaching supports to schools and specific classrooms to support special education students and English learners.

7. For schools identified for comprehensive or targeted support and improvement, monthly walkthroughs to capture literacy support needs of learners and educators to improve outcomes.

8. Walkthrough protocols to capture literacy support needs of learners and educators to improve outcomes.

9. Monthly monitoring of implementation and quarterly progress reports with risks, challenges, and next steps.

State:

1. A comprehensive statewide literacy plan inclusive of a strategy map and balanced scorecard articulating objectives, measures, and outcomes and a balanced literacy program inventory of evidence-based practices for schools and complex areas.

2. PK-12 Governance for planning, advocacy for policy, supports and data system for monitoring balanced scorecard, and a statewide equity dashboard.

3. Through statewide convenings, risks and challenges assigned to respective state offices to provide technical assistance to complex area and, as appropriate, to school.

4. Professional development classes focused on literacy needs for teachers tied to salary incentives.

5. For Hawaiian-medium schools, design workgroups to develop Hawaiian language materials and professional learning to support Immersion teachers and leaders.

6. A collection of promising literacy programs and services, strategies for PK-12, family engagement, and supporting vulnerable learners.

7. An approved list of providers and a library of literacy resources (e.g., online) and teacher-created open resource materials.

8. For schools identified for comprehensive or targeted support and improvement, increased oversight and resources for literacy learning success conditions (e.g., afterschool/out-of-school time tutorials via technology, changes in transportation to support twilight educational opportunities, alternative learning opportunities) based on data and academic planning.

9. For schools identified for comprehensive support and improvement, fall and spring school visits to observe changes in school literacy programming and address identified risks and challenges with recommendations for action by the complex area and school.

Professional Development

Hawaii recognizes the importance of literacy research on teaching and learning, including equity studies on how to close the achievement gap for disadvantaged and struggling students. The proposed focus draws upon significant research done to reflect attention to teacher and leader qualities and capacities that will enhance literacy achievement, providing a lens to support and monitor for accountability best practices in literacy programming. HIDOE will draw on shared values of what teachers and leaders should know and be able to do: 1) Understand what needs to be assessed formally and informally in literacy for all children including English learners, special education, and other diverse populations (e.g., Hawaiian Immersion) (Allington & Walmsley, 1995); 2) understand the components of evidence-based engaging practices for the focused literacy area (Morrow & Gambrell, 2011); 3) effectively implement strategies from best practices based on the multidimensional characteristics of learners and student learning data – leaders are able to observe, provide feedback, coach, and intervene to ensure resources and opportunities are provided to create equitable access to excellence in instruction (Morrow & Gambrell, 2011); 4) interpret patterns to identify opportunities for strategic responses and interventions to support student learning (Clay, 2013); 5) create and use systems of supports in

their schools for struggling learners and create a collegial academic climate in their schools, and

6) reflect on the process of learning and continuously improve their practices.

Table 2. State-level activity timeline: Design phase

	State Level Activities
August 2019	• Convene stakeholders and assign immediate tasks to execute grant
November 2019	• Execute Memorandum of Agreement with Hawaii P-20 • Finalize Hawaii's comprehensive literacy instruction plan
December 2019	• Hire 2 State Literacy Grant Coordinators and 1 Administrative Assistant • Create and distribute Request for Proposals to potential applicants
January 2020	• Hold information sessions for CLSD Request for Proposals • Provide technical assistance (as needed)
February 2020	• Review CLSD competitive grant proposals
March 2020	• CLSD competitive grant proposals awarded
April 2020	• Competitive grant proposals awardees create implementation plans
May 2020	• Review detailed implementation plans submitted • Meet with teams to provide technical assistance (as needed)
June 2020	• CLSD Literacy Implementation Plans Approved/Finalized
Implementation of the Literacy Implementation Plans with support and monitoring by the state	

Hawaii State Literacy Advisory Team

The Hawaii State Literacy Advisory Team is comprised of representatives from the P-20

public education system, multiple state agencies, and community organizations. This team has

been involved in writing the State's comprehensive birth through adulthood literacy plan which

builds upon Hawaii's commitment to literacy and the HIDOE's Comprehensive Literacy for

Learning Plan (April 2009). The current plan addresses professional learning; effective literacy

practices; literacy assessment; and school, home, and community partnership. As the plan is

being developed, input is sought from multiple stakeholder groups across the entire birth through

adulthood spectrum. Once all revisions are incorporated, the plan will be distributed on State

departments' websites and incorporated in the implementation of the Complex Area literacy

plans.

The Hawaii State Literacy Advisory Team will identify a recruitment, selection, and

communication protocol to support the establishment of community-based literacy coalitions to

implement the innovative and promising literacy practices that are aligned with the State

Literacy Plan. The CLSD grant will provide the resources needed for this implementation.

To coordinate the state-level activities (see Table 2 above) and monitor the progress of

the grant activities throughout the duration of the grant, three new full-time State level positions

will be created and funded with no more than five percent of the CLSD State award ($

- **Two State Literacy Grant Coordinators** (one for HIDOE and one for Hawaii P-20)

    will oversee the day-to-day operation of the grant and will meet monthly with each of

    the competitive grant recipients' Literacy Teams to provide technical assistance;

    coordinate monthly meetings with the Literacy Coordinators, engaging literacy

    experts in the State; and support the integration of the CLSD activities with the New

    Teacher Induction program, the University of Hawaii Teacher Education program,

    and the Early Learning Academy of Executive Office of Early Learning.

- **One Administrative Assistant**, housed at HIDOE, will oversee the budget and fiscal

    expenditures and in coordination with the State Literacy Grant Coordinator; monitor

the Complex Area and Early Learning Programs Literacy Teams' budget; and ensure that the CLSD required allocations are maintained (15%: birth-Kindergarten entry; 40%: K-5; 40%: 6-12).

Potential competitive grant applicants will be notified in December 2019 of the competitive grant availability through a letter requesting program proposals. This Request for Proposal letter will include: 1) a needs assessment instrument to assist in gathering needs assessment data for the competitive grant application; 2) an explanation of the funding formulas; 3) suggestions for creating a planning team to draft the proposal; and 4) a notification of priority points for proposals that strive to serve children from birth through age five who are from families with income levels at or below 200% of federal poverty level or serve a high number or percentage of high-need schools.

To support the application process, Request for Proposal information sessions will be held several weeks after the announcement for potential applicants. The sessions will provide details about the CLSD program and the process competitive grant applicants need to follow in order to be eligible to receive funding. Complex Area leadership will be encouraged to create Complex Area Literacy Planning Teams comprised of school and community representatives to draft a proposal that best meets the needs of their communities.

Approved competitive grant applicants will receive professional development and technical assistance to cultivate multi-literacy, multilingual education through school design offerings and access to high-yield evidence-based strategies. Schools customize strategic plans best aligned to their priorities and the communities in which they thrive. Teams with early learning initiatives will share and deepen capacity around key levers including evidence-based instruction and intervention for children; literacy strategies across STEM and art; transitions to

Kindergarten programs for children and parents; and parent/family engagement with a commitment to strengthen grade 3 reading readiness, which is considered a gateway to content learning.

Through a competitive application process, HIDOE will competitively grant 80% of CLSD grant funds to Complex Areas. Priority will be given to applications that serve low-income and high-needs students. Similarly, Hawaii P-20 will competitively grant 15% of the CLSD grant funds to Early Childhood Programs (birth to Kindergarten entry) serving low-income or otherwise disadvantaged children. The application process is divided into two steps: Step One is the initial application which must be approved before Step Two can be completed. Step Two is the full proposal which includes an implementation plan outlining how the CLSD funds will be used. Step Three is the implementation phase.

Step One: Comprehensive Needs Assessment [December 2019 - March 2020]

The application will require a comprehensive needs assessment and assurances that the funds will be used to address the literacy needs of students (birth to kindergarten entry, grades K to 5, and/or grades 6 to 12) and families. Priority points will be given to early learning programs that target families with income levels at or below 200% of the federal poverty line (birth-kindergarten entry) and Complex Areas that include elementary/middle schools in which not less than 50% of the enrolled students are from low-income families and high schools in which not less than 40% of the enrolled students are from low-income families, which may be calculated using comparable data from the schools that feed into the high school. In addition, targeted participants should reflect the demographic composition of underserved or other disadvantaged learners of the region. Initial applications will be reviewed by HIDOE, the Executive Office on

Early Learning, Hawaii P-20, and the Hawaii Department of Human Services and scored on criteria that reflects the needs of our schools and students.

Step Two: Proposal [March 2020 - May 2020]

Applicants with an approved application in Step One will be asked to submit a full proposal to be considered for a CLSD competitive grant. During this stage, the following activities must be addressed in the grant submission:

- Literacy Collaborative. CLSD grantees will form a regional collaborative mapping the extension to which their work reaches intended populations, the comprehensiveness of planned strategies, and a shared theory of action to maximize use of resources and expertise to reduce unnecessary redundancies and increase likelihood of impact.

- Consideration for bi-literacy/dual language support, In recognition of the State of Hawaii's official dual language, English and Hawaiian, and commitment to bi-literacy, the activities and deliverables need to demonstrate its connection to or inclusion of Hawaiian medium education schools or innovation for supports for English learners or linguistically-diverse families.

- Identify a Literacy Coordinator. A literacy coordinator, with an academic background in literacy or at least five years of experience in literacy development and success working with diverse learners, will provide technical assistance to competitive grant participants, support the implementation of grant activities, monitor outcomes, and participate in collaborative and statewide convenings.

- Job-embedded, targeted professional development. Targeted professional development should focus on areas of need in literacy, a full range of educator roles, and incorporate ongoing coaching that is customized, job-embedded, data-driven, and student-focused. In

addition, there should be planned and documented efforts to monitor application of new learning into practice. Professional development should include resources, evidence-based instruction training and intervention strategies that incorporate best practices for comprehensive literacy program/activities for children birth through 12th grade and their families and address data collection as part of informing a needs assessment, effectiveness for ongoing differentiation of instruction, and analysis of CLSD program's effectiveness in improving practices, reflection, and impact on student literacy learning.

- Create a Literacy Implementation Plan**.** Clear targets and deliverables focused on the literacy elements integrated into the school's design which is informed by community needs, student voice, and teacher input; targets disadvantaged children in need of literacy support; is aligned with the State Literacy Plan; includes the activities required by the CLSD program, including coordination with community partners; and includes the following elements (approval criteria is also specified, if applicable):

  1. **A detailed proposed budget** that includes a summary that describes the overall percentage of funds that are being used for programs and activities pertaining to respective grade span(s) addressed. This budget should also include line item costs (and a detailed description) for additional staff necessary to implement the activities and the cost of assessment tools and activities necessary to implement the competitive grant.

  2. **A literacy needs assessment** that explains the rationale for how CLSD funds will be used to inform and improve comprehensive literacy instruction.

  3. **Description of professional development participants**. The professional development plan must extend beyond classroom teachers and include others such as

other program leaders, specialized instructional support personnel, paraprofessionals, families, and/or early childhood educators.

4. **Description of professional development activities**. Professional development activities should be sustainable, intensive, collaborative, job-embedded, data-driven, and classroom-focused, and include monitoring application into practice. Those that are stand-alone, one-day, or short-term workshops will not be approved.

5. **Description of professional development content**. Professional development content must build the capacity to provide comprehensive literacy instruction that is developmentally appropriate and engaging, inclusive of interdisciplinary content at all age levels; provides academic, domain-specific vocabulary instruction; differentiates the literacy and numeracy needs of young learners, adolescents, and college- or career-bound young adults. Consideration must also be given to companion opportunities for families in support of their learners.

6. **References for evidenced-based activities.** The activities must demonstrate at minimum moderate evidence, at least one well-designed and well-implemented quasi-experimental study.

7. **Use of student data**. The literacy plan must identify the student-level data that will be collected, the assessment tools that will be used for the data collection, and how these data will be used to inform the implementation of the CLSD funds. Student-level data should be used to identify students most in need of literacy intervention, to inform classroom practice, and for reporting to the State for quarterly reports.

8. **Family engagement activities.** A description of intentional planning for family engagement and empowerment will provide assurances that families are significant

partners in grant efforts. Projects that are designed to provide families with evidence-based strategies for promoting literacy and empowering families to choose high-quality education experiences that meets their unique needs are strongly encouraged. Expanding support for incarcerated adults to model and increase their competency in literacy skills with their children serve as an extended focus.

9. **Community partnerships**. Competitive grant recipients must identify community partners, such as providers that serve families and children birth to age 5, community resources that support literacy (e.g., community public library), and Hawaiian-medium education programs.

10. **Integration of CLSD-funded activities.** A description of how the CLSD-funded activities are aligned with, and directly related to, the academic goals of the program/complex area/school and provide students with a well-rounded educational experience must be included. An explanation of how these activities complement school design efforts, academic plans, and district-wide improvement plans should be included.

Step 3: Implementation Phase [School Years 2020-2021 through School Years 2023-2024]

Implementation of the Literacy Implementation Plans follows HIDOE's *Plan, Do, Check, Act* implementation protocol. Ongoing formative monitoring will be expected as part of the accountability and will inform any adjustments needed. Complex areas and schools are provided with the flexibility to make decisions, innovate and create strategic systems designed to meet outcomes around literacy development. Success indicators will be analyzed to determine the effectiveness and impact of the activities funded through CLSD.

Coordinated State Effort

The HIDOE Office of Curriculum and Instructional Design will support the complex areas and the early childhood programs in their implementation work through a jointly coordinated effort between HIDOE and Hawaii P-20. The Office of Curriculum and Instructional Design will engage in continuous technical assistance with competitive grant participants through an array of opportunities that leverage existing structures and venues including professional learning communities, networks and cross-agency collaboratives, and coherent implementation of literacy instruction from birth through 12th grade and beyond. Outcomes will target improved language and evidence-based literacy instruction aligned to the vision for a birth to grade 12 pipeline across the state.

In close partnership with the Office of Curriculum and Instructional Design, the HIDOE Office of Student Support Services focuses on providing statewide leadership in the implementation of a focused and responsive system of tri-level supports to strengthen the social, emotional, and physical well-being of all students and their families and communities to impact student achievement. This includes research, development of statewide frameworks, guidance, procedures, and tools, and the provision of professional development, technical assistance, and support to complex areas.

The HIDOE School Transformation Branch helps to facilitate a system and culture of public education work to effectively organize financial, human, and community resources in support of student success. The School Transformation Branch regularly convenes HIDOE state office and complex area school improvement teams to discuss best practices and supports schools need to ensure continuous school improvement. The School Transformation Branch also regularly convenes administrators of our schools identified for comprehensive support and

improvement to discuss challenges in school improvement which, in turn, inform state-level personnel of the supports the schools need to progress. These meetings include representatives from the various HIDOE state offices as well as potential external partners to build a network of supports. To ensure literacy integration support and technical assistance, the State Literacy Grant Coordinator will participate in these convenings.

Convenings

State Monthly Meetings: Each Complex Area/Early Childhood Program's team will meet monthly to discuss the CLSD activities. Other topics that will be covered throughout the year will include data and measurable student outcomes; planning and coordination of the family engagement activity; challenges and successes of implementing various evidence-based activities; transition of children through the Early Childhood Education, grades PK-5, and grades 6-12 systems; supporting children who are disadvantaged, English learners, and at the greatest risk of school failure; and other topics relevant to the Complex Area/Early Childhood Program.

Complex Area Literacy Coordinators Monthly Meetings: The coordinators will attend monthly meetings coordinated by HIDOE to dive deeper into conversation with experts about evidence-based practices being implemented locally, nationally, and internationally; share successful strategies and gather advice for challenges; and coordinate family activities and other activities so events do not compete with one another.

Early Childhood Program Literacy Coordinators Monthly Meetings: The Early Childhood Programs' Literacy Coordinators will attend monthly meetings coordinated by Hawaii P-20 to dive deeper into conversation with experts about collecting and analyzing child-level data and evidence-based practices being implemented locally, nationally, and internationally;

share successful strategies and gather advice for challenges; coordinate family activities and other activities so events do not compete with one.

Complex Area Support: The Complex Areas Literacy Team Coordinator will be responsible for the day-to-day operations of the activities, the overall coordination of the implementation plans, preparing reports for the Complex Area Superintendent, and coordinating meetings with the HIDOE lead for PK-12 activities.

Forward Focus: Literate Students, Literate Hawaii

During the final two years of the grant, Literacy Teams, with the support of Hawaii P-20 and HIDOE, will develop sustainability plans to ensure continuation of evidence-based practices leading to improved student outcomes.

Essential to the 21st century learning, leveraging technology provides teachers the ability to collaborate and differentiate literacy instruction aligned to student needs. It commands a heightened importance as a tool and strategy to engage learners in relevant and authentic lessons that builds upon student choice, interests, and aspirations. Students develop leadership skills and qualities as they embrace responsibility for setting goals for their own learning in the present situation and for future preparation in the workforce, entrepreneurship, college and community life.

The quality of this project will determine the merits and impact of CLSD activities in advancing literacy achievement and closing equity achievement gaps through statewide coordination of inputs into literacy processes, school design planning, increased family advocacy and student agency, and timely identification of and supports to address student needs. The fundamental purpose of this evaluation is to assess the effectiveness of activities, monitor literacy growth, and the cumulative impact on student achievement across all metrics on learning

(e.g., attainment of grade level reading and math, grades in core subject areas, college readiness). The overall focus will shift to process and outcomes-based monitoring and evaluation of the key activities in the project design. Evaluation will consist of descriptive and perception data for inputs (e.g., changes in the teacher hiring and retention) and processes (e.g., changes in instructional practices, family engagement, and equitable access to rigorous educational programming), and student learning data, both formative and summative, through the equity dashboards at the school, complex area, and state level and Strive HI reporting (i.e., ESSA Report Card) for student achievement.

Monitoring Progress

Research supporting the proposed project activities come from multiple sources including established evidence-based practices known nationally and cultural-based practices known locally and internationally. Applied research on literacy programming and outcomes in the HIDOE schools have yielded a collection of practices that show promising impact on student literacy learning and increase in family engagement and should be utilized as starting points for the continued efforts in closing the achievement gap and raising literacy achievement.

Focus group and family/community engagement forums: Survey data on literacy can be integrated with intentional, structured project design activities. Focus group and forum data will identify those experiences and skills that are related to literacy progress and attainment and valued by participating schools, families, and partners.

Data from formal learning sessions: Professional development opportunities should maximize the opportunities to harvest the value of these formal learning with in-context changes in practice – how are participants internalizing and applying what has been formally presented.

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First Year: Collection and analysis of focus groups, forums, and learning sessions, as well as minutes from convenings, will provide patterns in the findings to strengthen program and service design, determine dependencies in the timing and execution of strategies, ascertain potential levers for sustainability, and adjust costs as appropriate.

Second Year and ongoing:

1. Clear evidence of processes, dependencies, and infrastructure to document for a sustainable comprehensive literacy system.

2. Increase in strength of partnership with evidence that frequent and quality collaboration around technical assistance creates collective capacity across many communities

Artifacts Review: Utilizing the statewide convenings of complex areas, examination of inputs and processes and of instructional tasks and student responses will build capacity to promote peer-reviewed analysis at the school and individual complex area level. Data collected through these convenings will demonstrate changes in practice and provide formative data on the impact on student learning to report in grant progress reports.

Outcomes-based data: For the school-based equity dashboard, each school will submit quarterly status reports of student progress in literacy to their Complex Area Superintendent, using data obtained through tools such as universal screeners and teacher-designed running records, with analysis to determine the progress and areas of focus for literacy intervention.

Equity Dashboards: Establish equity dashboards for participating schools, complex areas, and state to monitor changes in the system's, school's, and complex area's practices and impact on achievement gap closure, progress of student achievement in literacy, as well as equitable access for disadvantaged students into and successful engagement in rigorous

curricular programs such as inclusive general education, project-based learning, and early college opportunities.

Impact Outcomes:

1) **Teacher capacity.** Teacher participants will implement literacy practices as evidenced by walkthrough data, observations, and self-reporting as compared to other non-participants with similar years of experience and serving in similar demographic conditions.

2) **School Capacity.** Increase and difference in positive effects on schools identified for comprehensive or targeted support and improvement compared to non-participants in similar schools. Indicators may include a review of academic planning with focus on evidence-based practices in literacy, quality of supports for teachers, data-driven decision-making and actions, curricular resources, and the rigor of academic tasks successfully completed by 80% or more of students in classrooms.

3) **Student Learning.** Increase in literacy learning – sampling of weekly contact hours in literacy; grades; use of universal screeners or literacy rubrics; increase in access for disadvantaged subgroup into general education courses, higher level math and other core courses, and early college courses. Summative data includes increase in percentage of students in each subgroup attaining grade level and/or literacy growth trend of peers.

4) **Family Engagement.** Reported satisfaction with learning opportunities and school's efforts to support child in literacy; self-reported through survey – increased confidence in advocating and supporting child.

The quality of project services will include a process-outcome matrix as specificity emerges with the agreements of programs, services, and practices across organizations, and we are able to articulate in-depth the types or levels of literacy system outcomes (i.e., alignment of

partner organization work and connection between families and school, quality systems of support and evaluation, teacher and leadership practices).

King Kamehameha III established the statewide public education system, taught in the native Hawaiian language, in 1840. We are reminded that education innovation is not new to Hawaii! As the oldest such system west of the Mississippi, the Aloha State has a long history developing educational equity, excellence, and innovation. We remain committed to leading in these areas.

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