MONTANA COMPREHENSIVE LITERACY PROJECT

Subgrant Application Workshop

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ULTIMATE OUTCOME OF THE MCLP:

Improved literacy skills of disadvantaged children and students across Montana

Alignment Grades 6-12

Alignment Birth to Grade 5

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MONTANA COMPREHENSIVE LITERACY PROJECT (MCLP)

Competitive subgrants will be awarded to districts to advance literacy skills, including pre-literacy skills, reading, and writing for children from birth through Grade 12, with an emphasis on disadvantaged children.

Must be evidence based supported by moderate or strong evidence

The MCLP will only award grants to districts who propose a high-quality comprehensive literacy program that is supported by moderate or strong evidence and aligns with the Montana Comprehensive Literacy Plan as well as local needs. Districts can demonstrate this by completing the MCLP Alignment Tool.

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GUIDING QUESTION

Does you district have the commitment of administration at all levels?

How could you demonstrate that commitment?

MCLP

Funds Available: 7.6 million per year available for awards to eligible districts contingent upon the availability of federal funds. Funds made available from the Department of Education's Striving Readers Comprehensive Literacy Grant.

Estimated Range of Awards: $250,000---$600,000 per application each year over a three---year period, with a possibility of a year 4.

Review Process: The application review will be a two---tier process: Expert reviewers will evaluate and score the applications; and

The Office of Public Instruction (OPI) will make necessary policy decisions regarding the awards.

Not a one year grant- successful subgrantees in year one, continue through all funding years.

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MCLP REQUIREMENTS:

EACH DISTRICT AWARDED MONTANA COMPREHENSIVE LITERACY PROJECT FUNDS WILL MEET THE FOLLOWING REQUIREMENTS

Administrative Support

Onsite Leadership Team, which includes the principal(s) attending two statewide workshops in Helena ($2,000 per team per meeting)

Use of a walkthrough system

This $ amount is a guide—each team determines what it will cost…

Onsite Leadership Team must be present during onsite support from an Instructional Consultant and the OPI team member as identified in the preset agenda

Schools must identify time for teacher team meetings when Instructional Consultant is onsite

MCLP REQUIREMENTS
EACH DISTRICT AWARDED MONTANA COMPREHENSIVE LITERACY PROJECT FUNDS WILL MEET THE FOLLOWING REQUIREMENTS (CONT.)

Personnel: Costs will only be allowed if personnel directly support implementation of the required activities and if the sustainability of those components can be justified.

Instructional Consultant: Instructional Consultants must be written in each application. Instructional Consultants will be chosen from a list of approved External Partners after districts are awarded based on needs identified within the comprehensive needs assessment and subgrant application ($2,500 per day).

$2,500 is a set rate and non-negotiable

Number of students or Children	Number of on-site support days/month from Instructional Consultant (October-April)	Funds Required for Instructional Consultant
1-200	2 @ $2,500 x 7	$35,000
201-500	3 @ $2500 x 7	$52,500
500-750	4 @ $2500 x 7	$70,000
751-1000	5 @ $2500 x 7	$87,500
1001-2499	6 @ $2500 x 7	$105,000
2500+	7 @ $2500 x 7	$122,500

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GOALS OF MCLP

GOAL #1

Independent Peer Review Process

To use an independent peer review process to prioritize awards to eligible subgrantees who propose implementing a high-quality comprehensive literacy instruction program, supported by moderate or strong evidence, and that aligns with the MCLP as well as local needs.

GOAL #2

High Quality Plan to Serve Disadvantaged Children

To implement a high-quality plan to prioritize and award subgrants that will serve the greatest numbers or percentages of disadvantaged children, including children living in poverty, English learners, and children with disabilities.

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GOAL #3

High Quality Plan to Align Language and Literacy Birth to Grade 5 for Readiness

To implement a high-quality plan to align, through a progression of approaches appropriate for each age group, early language and literacy projects serving children from birth to grade 5 with programs and systems to improve readiness and transitions for children across this continuum.

GOAL #4

To ensure all Awarded Subgrantees submit and implement a local literacy plan that is...

1.) informed by a comprehensive needs assessment aligned with the MCLP, 2.) Provides Professional Development, 3.) Includes interventions and practices, supported by moderate or strong evidence, 4.) Includes a plan to track children's outcomes consistent with all applicable privacy requirements.

GOAL #5

The OPI will use the CIC and the results of monitoring and evaluations and other administrative data to inform the continuous improvement and decision making

to improve program participant outcomes, and to ensure that disadvantaged children are served and other stakeholders receive the results of the effectiveness of the MCLP in a timely fashion.

CONTINUOUS IMPROVEMENT CYCLE (CIC)

Assess Needs

Select Relevant, Evidence-Based Interventions

Create Plan for Implementation

Implement and Monitor Plan

Reflect and Revise Plan

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GOAL #6

To implement the revised version of the Montana Comprehensive Literacy Plan (MLP)

that is informed by a comprehensive needs assessment and developed with the assistance of the State Literacy (SL) Team, who will review and update the MLP annually.

GUIDING QUESTION

Alignment Continuum What does this currently look like in your district and what is needed to improve?

- Do you have an alignment PK-Grade 5? Who needs to come to the table?

Who are your disadvantaged students? How will you ensure this grant focuses on them?

GPRA GOAL #1

GPRA Goal #1

To increase the percentage of children aged 3 to 5 who make significant gains on the E/ROWPVT from fall to spring.

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GPRA GOAL #2

GPRA Goal #2

To increase the percentage of fifth- and eighth-grade students proficient on the SBAC.

GPRA GOAL #3

GPRA Goal #3

To increase the percentage of eleventh-grade students proficient on the ACT.

ASSESSMENT AND DATA MANAGEMENT

- Districts will be required to adopt an assessment identified in each of the four categories listed in Table 1 to ensure the evaluation and effectiveness of the Montana Comprehensive Literacy Project (MCLP).

- Districts will purchase and administer assessment instruments and data management systems identified in Table 1

Not every assessment but AN assessment from each area

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MCLP REQUIRED ASSESSMENTS

TYPE	Description	Assessment Options
SCREENING	• Quick efficient measures known to be strong indicators that predict student performance in a specific subject. Assessments are given at grade---level skill • All students, PreK-12 • Beginning, middle, and end of year *or upon arrival into district*	• E/ROWPVT (PreK) * • TS Gold • ISIP (K-10) • DIBELS Next (K-6) • AIMSweb (K-6) • MAP (K-12) • STAR reading • iReady
*=requirement of MCLP		

MCLP REQUIRED ASSESSMENTS (CONT.)

TYPE	Description	Assessment Options
Progress Monitoring	- Frequent measurement to determine if students are making adequate academic progress - All students, PreK-12 - Should be administered as part of the instructional routine: - Tier 1 every 6 weeks, Tier 2 every 4 weeks, Tier 3 every 2 weeks	***E/ROWPVT (PreK)**** - TS Gold - ISIP (K-10) - DIBELS Next (K-6) - AIMSweb (K-6) - i-Ready ***Smarter Balanced Interim Assessments*** - STAR reading - Program assessments - Intervention program assessments

MCLP REQUIRED ASSESSMENTS (CONT.)

TYPE	Description	Assessment Options
Diagnostic	• Individually administered assessments to provide in---depth information regarding a student's skills and instructional needs • K---12 students who are not responding efficiently to instruction • As needed through data analysis	• Program diagnostic assessments • Intervention program diagnostic assessments

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MCLP REQUIRED ASSESSMENTS (CONT.)

TYPE	Description	Assessment Options
Outcome	• Assessments which provide an evaluation of the effectiveness of instruction and indicate student year---end achievement when compared to grade---level performance standards • All grades, PreK-Grade 12 • End of school year	• E/ROWPVT (PreK) * • SBAC assessment (3-10) • ACT **(GRADE 11)** • ISIP (K-10) • iReady

GUIDING QUESTION

What of our current assessments meet the criteria?

- Screening
- Progress Monitoring
- Diagnostic
- Outcome

ELIGIBILITY CRITERIA

Eligibility Criteria for SRCL Subgrantees at the District Level

- District has 50% or more students eligible for free/reduced-price meals or

- District has 15% or 1,000+ students identified with disabilities

Eligibility Criteria for SRCL Subgrantees at the School Level within a District:

School has 40% percent or more students eligible for free/reduced price meals and either:
- School has <50% students proficient on the ELA state assessment or
- School has >20% of identified English learners

GRANT APPLICATION NARRATIVE SECTIONS

Part 1: Assessment of Local Needs

Part 2: Selection of Relevant, Evidence-Based Interventions

Part 3: Creation of a Plan for Implementation

Part 4: Development of a Plan for Monitoring and Revising Local Projects

Part 5: Adequacy of Resources to Implement Local

Part 6: Quality of Local Project Design

Part 7: Grant Competitive Priorities

MCLP NARRATIVE CRITERIA PARTS 1-7

- Parts 1-6 = 90 Points

- Part 7 =30 points

- Budget Summary (Section III) = 10 Points

- Total Possible = 130 Points

- Ranges of points in three standards
  - Exemplary
  - Meets Some Standards
  - Does Not Meet Standards

PART I: ASSESSMENT OF LOCAL NEEDS

Complete the 6 steps of the Gap Analysis and describe the process in the grant

- Step 1 : Gather Child and Student Data

  - Include local assessment data

    - ISIP, DIBELS, AIMSWeb, MAP, Dial, TS Gold, E/ROWPVT, SBAC Interim

  - Include Montana State Assessment data

    - E/ROWPVT (MPDG), SBAC, ACT

  - Disaggregate the data by disadvantaged subgroups

    - Living in poverty, disability, English Learners, Homeless, Foster care, incarcerated, Left school before reviewing a regular high school diploma, at risk of not graduating with a diploma on time

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PART I: ASSESSMENT OF LOCAL NEEDS

Complete the 6 steps of the Gap Analysis and describe in detail

- Step 2 : Analyze Child and Student Data

    - Review data reports

    - Disaggregate the data by disadvantaged subgroups

    - Identify gaps in the data

    - Determine barriers to success

    - Determine next steps

    - Complete charts by identifying ideas for improving student outcome

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GAPS in Data for Disadvantaged subgroups			
Disaggregated data compared to State and Local data			
Disadvantaged Subgroup	Gaps in Data	Barriers to Success	Next Steps for Improvement
English Learner	Vocabulary in ISIP School average 75% American Indian average 23%	Vocabulary is not being explicitly taught so students are guessing at meanings	• Provide explicit instruction on vocabulary • Provide more opportunities for student to respond • Provide specific feedback

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PART I: ASSESSMENT OF LOCAL NEEDS

Complete the 6 steps of the Gap Analysis and describe in detail

- Step 3 : Complete the Montana Comprehensive Needs Assessment (CNA)

  - School Leadership Team Member each completes the CNA independently

  - Each component and subcomponent needs to be given a "score"

    - 1 – Exploring

    - 2 – Beginning to implement

    - 3 – Implementing

    - 4 – Beginning to sustain

    - 5 – Sustaining

  - Determines strengths and weaknesses of comprehensive literacy instruction in your school

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PART I: ASSESSMENT OF LOCAL NEEDS

Complete the 6 steps of the Gap Analysis and describe in detail

Step 4 : Analyze the Results from the Montana Comprehensive Needs Assessment

- Review the CNA report

- Complete the chart provided

- Provide areas of weaknesses

- Provide next steps for improvement

MCLP Components	What are the weaknesses?	Next Steps for Improvement
Comprehensive Literacy Components		
Curriculum Standards		
Assessment and Data-Driven Decision making to Inform Instruction		
Amount and Quality of Instruction	Literacy classes are limited to 40 minutes and no intervention time	Look at some creative scheduling to increase instructional time

PART I:
ASSESSMENT OF LOCAL NEEDS

Complete the 6 steps of the Gap Analysis and describe in detail

- Step 5 : Compare and Connect the Student Data and CNA to Identify Needs for Interventions

  - Correlate the student data and CNA Next Steps together and complete the first two columns of the chart

  - Review the results and make correlations on how next steps will positively impact the gap in student data for all students or the disadvantaged subgroup(s)

  - Determine which next steps with the student data correlates to the components in the CNA

  - Ensure that the next steps identified are within your control and not outside of your control

  - Determine which next steps from the CNA would improve the next steps identified with the student data

  - Complete the chart

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Student Data Results	Correlating CNA Results	Next Steps	Additional questions to determine
Vocabulary in ISIP School average 75% American Indian average 23%	**Create a PD plan that aligns to student data and the CNA**	**Create a PD plan focused on effective vocabulary strategies especially for American Indian students**	• **What PD is available that has moderate or strong evidence?** • **Who will provide the PD?** • **How much time is needed and when?** • **What will be the expectation at the conclusion of the PD who will provide PD to ensure implementation?** • **Who will monitor the impact of the implementation?**

PART I: ASSESSMENT OF LOCAL NEEDS

Complete the 6 steps of the Gap Analysis and describe in detail

- Step 6 : Use Gap Analysis Results for Selecting Relevant, Evidence-Based Interventions, Strategies, or Practices

  - Use the results from the Gap Analysis and to determine interventions with strong or moderate evidence by using the Process for Selecting Relevant, Evidence-Based Interventions, Strategies, or Practices (steps on next slide)

  - Provide evidence that the interventions are differentiated and appropriate

  - Provide evidence that the interventions are relevant to your Local Project and identified need

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GUIDING QUESTION

Will the gap analysis be completed at the school or district level?

How will the results be analyzed and written into the grant?

PART 2:
SELECTION OF RELEVANT, EVIDENCE-BASED INTERVENTIONS

Process for Selecting Relevant, Evidence-Based Interventions

- Step 1: Research and identify interventions that are supported by strong or moderate evidence

- Step 2: Determine if an intervention that is supported by moderate or strong evidence is differentiated, appropriate and relevant to the proposed project and identified needs

- Step 3: Determine capacity to implement possible interventions

- Step 4: Choose whether or not to select the intervention

S

Strong evidence

- MEETS GRANT PRIORITY
- Is there at least one well-designed and well-implemented experimental study and a summary of the research included?

M

Moderate evidence

- MEETS GRANT PRIORITY
- Is there moderate evidence from at least one well-designed and well-implemented quasi-experimental study?

P

Promising evidence

- DOES NOT MEET GRANT PRIORITY
- Was there promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias?

Evidence-based is essential for a successful subgrant application

GUIDING QUESTION

What evidence based interventions (practices and strategies) do you want to implement?

- Programs…
  - What Works Clearinghouse
  - FCRR Florida Center for Reading Research
  - CO State Dept.
  - LA State Dept.
- Practices and Strategies…
  - IES Guides

PART 3: CREATION OF A PLAN FOR IMPLEMENTATION

Create a high quality plan that clearly defines:

- **Goals** that are clear and measureable and based on data

- **Activities** that support the achievement of the identified goals with rationale as to why the activities are important

- A **timeline** that is realistic and achievable but also rigorous

- **Identified persons responsible** to ensure the activities are achieved

PART 3:
CREATION OF A PLAN FOR IMPLEMENTATION (CONTINUED)

Create a high quality plan that clearly defines:

- A clear process for the gap analysis to be conducted

- A clear process for using the alignment tool

- A clear description of how evidence-based interventions, practices, and strategies will be used and how it will impact achievement

- A clear rationale for the local plan that may be demonstrated by a logic model

Example of Plan for Implementation		
GPRA Goal: Increase the level of proficiency on the Smarter Balanced Assessment for Fifth Grade		
Subgoal: Improve vocabulary acquisition for all 5th grade students as measured by iSIP vocabulary subtest (Based on gap analysis and the evidence based process)		
Activitiy 1: District level professional development on explicit vocabulary instruction	Timeline: PIR days August 2018	Persons Responsible: Curriculum director and Instructional consultant
Activity 2: Weekly walkthroughs to look for implementation of explicit vocabulary instruction	Timeline: Weekly: Principal Monthly: OPI and Principal	Persons Responsible: Principal, OPI

Demonstrated by a logic model

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GUIDING QUESTION

What is our theory of action?

Should we create a logic model to demonstrate our theory of action?

PART 4:
DEVELOPMENT OF A PLAN FOR MONITORING AND REVISING LOCAL PROJECTS

Create a high quality plan that clearly describes:

- Using data to make decisions during the development

- Using a reflective process for using data to make decisions during the implementation

- Using data to revise the plan

- Using interim assessments and how they align to the predictability of GPRA measures

PART 4:
DEVELOPMENT OF A PLAN FOR MONITORING AND REVISING LOCAL PROJECTS

Create a high quality plan that clearly describes:

- Using approved assessments to design an effective transition from kindergarten through Grade 3

- Using approved assessments, including SBAC to design an effective transition into middle school

- Using approved assessments, including ACT to design an effective transition into high school

CONTINUOUS IMPROVEMENT CYCLE (CIC)

Assess Needs

Select Relevant, Evidence-Based Interventions

Create Plan for Implementation

Implement and Monitor Plan

Reflect and Revise Plan

GUIDING QUESTION

What Continuous Improvement Cycle does our district use?

- How can it align with the CIC of the MCLP?
- How can we use step 4 and 5 of the Continuous Improvement Cycle to monitor and revise our local project ?
- How can that be demonstrated in our theory of action or logic model?
- Think through how the Continuous Improvement Cycle would provide evidence of a high quality plan (part 4 of the application)?

PART 5:
ADEQUACY OF RESOURCES TO IMPLEMENT LOCAL PROJECTS

Create a high quality plan that clearly describes:

- The budget's ability to sufficiently support implementation

- The alignment with other subgrantee budgets such as Title I, II, III, IDEA, and local funds to support implementation

- Distribution of funds as follows:

  - 15% for birth through age 5

  - 40% for K-5 or 6 if part of an elementary

  - 40% for middle school and high school through grade 12

15/40/40: This DOES have to be followed.

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PART 6:
QUALITY OF LOCAL PROJECT PLAN

Create a high quality plan that clearly describes:

- A clear plan for how this grant will build upon current efforts to improve literacy

- A clear plan (i.e., activities and goals) for building capacity within each school and across the district to improve literacy beyond the life of the grant

- A timeline for building capacity to implement the plan

- A method to monitor the effectiveness of building a\capacity for each school and the district and how it's impacting teaching and learning.

GUIDING QUESTION

How will your plan impact teaching and learning during and after the grant?

What do you have in place that is currently impacting teaching and learning in literacy and how will this grant continue to build capacity for improvement?

PART 7:
GRANT COMPETITIVE PRIORITIES

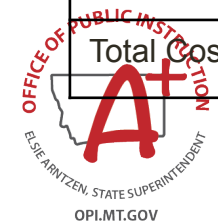Create a high quality plan that clearly describes:

- How it will serve the greatest numbers or percentages of disadvantaged children

- A continuum or progression, including standards, curriculum, activities, and transitions for serving preschool children through grade 5

- How instructional coaching will support the implementation of the plan and how staff will continue with the plan between instructional consultant and OPI visits

BUDGET TEMPLATE

Category	Description	Year 1	Year 2	Year 3	Year 4
1) Personnel	Personnel Costs				
2) Travel & PD	MCLP Conferences				
3) Supplies & Materials	Interventions w/ Strong or Moderate Evidence				
	Assessments				
	Additional supplies & materials in Grant Application				
	Additional PD activities proposed within the grant				
4) Contractual	Instructional Consultant $2500/day				
5) Total Direct Costs					
Indirect Costs	Amount given by the OPI				
Total Costs					

(only allowed if directly supports implementation of required activities and if sustainability of those supports can be justified, including the instructional coach)
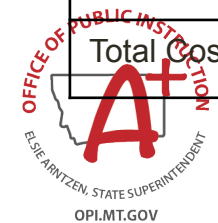
(Costs to send SL Team to two 2-day MCLP Conferences **at approximately** $2,000/SL team/training. THIS IS A GUIDE)

BUDGET TEMPLATE

Category	Description	Year 1	Year 2	Year 3	Year 4
1) Personnel	Personnel Costs				
2) Travel & PD	MCLP Conferences				
3) Supplies & Materials	Interventions w/ Strong or Moderate Evidence				
	Assessments				
	Additional supplies & materials in Grant Application				
	Additional PD activities proposed within the grant				
4) Contractual	Instructional Consultant $2500/day				
5) Total Direct Costs					
Indirect Costs	Amount given by the OPI				
Total Costs					

Year 2 and Year 3 are full years. Determine budget needs cost for these years first.

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BUDGET TEMPLATE

Category	Description	Year 1	Year 2	Year 3	Year 4
1) Personnel	Personnel Costs				
2) Travel & PD	MCLP Conferences				
3) Supplies & Materials	Interventions w/ Strong or Moderate Evidence				
	Assessments				
	Additional supplies & materials in Grant Application				
	Additional PD activities proposed within the grant				
4) Contractual	Instructional Consultant $2500/ day				
5) Total Direct Costs					
Indirect Costs	Amount given by the OPI				
Total Costs					

Year 1 should be projected at half of the projected year 2 and year 3 budget

Full budget from the budget chart created for subgrant application

Full budget from the budget chart created for subgrant application

Year 4 should be projected at half of projected year 2 and year 3 budget

MCLP ASSURANCES

SECTION IV– STAFF ASSURANCES

I have participated in developing or reading the _____(school or Early Childhood Center) application for a Montana Comprehensive Literacy Grant and agree to the requirements and commitments identified in the grant.

_____   _____

Signature of Superintendent   Date

_____   _____

Signature of Board Chair   Date

_____   _____

Signature of Principal   Date

_____   _____

Signature of Assistant Principal   Date

_____   _____

Signature of Assistant Principal   Date

_____   _____

Signature of Staff   Grade Level/Content   Date

_____   _____

Signature of Staff   Grade Level/Content   Date

SUPPORT

Assistance:

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http://opi.mt.gov/Leadership/Academic-Success/Title-Other-Federal-Programs/Instructional-Innovations