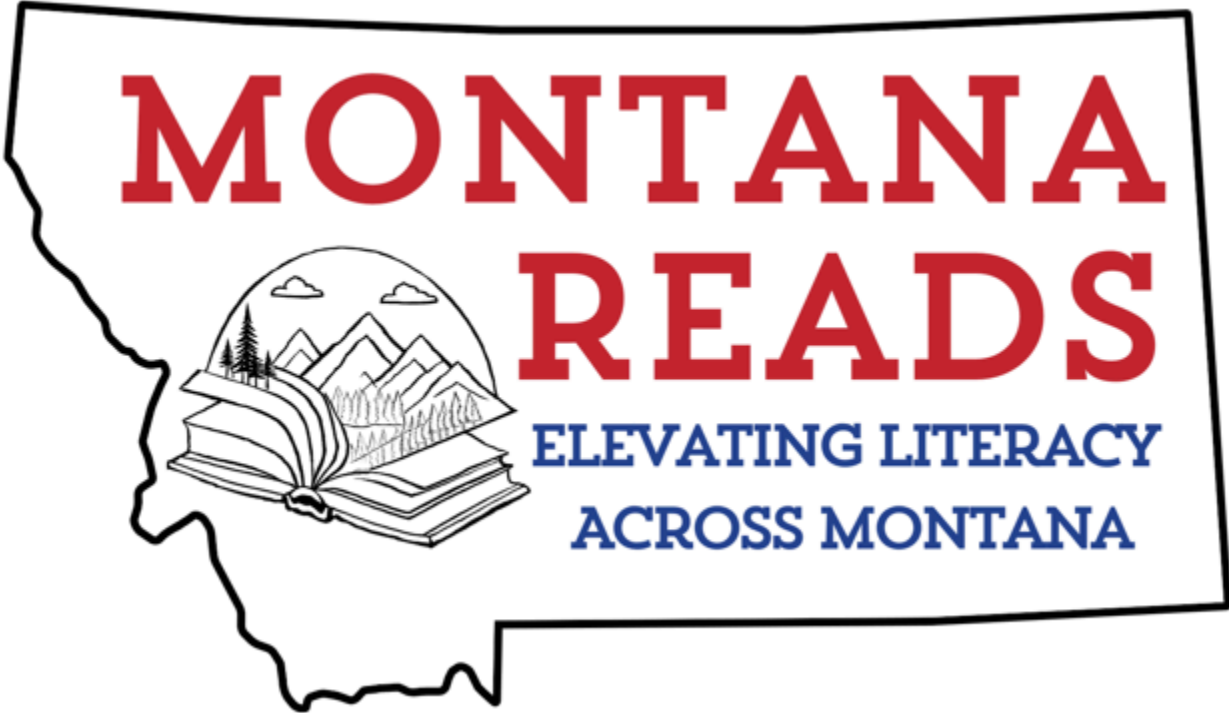# Subgrant Application Writing Packet for the Montana Reads Literacy Grant

Applications Due March 14, 2025

The Montana Reads Subgrant Application

Applications Due: March 14, 2025

Applications will be collected in Qualtrics

No applications will be accepted through the mail. All applications must be submitted electronically.

Direct questions to:

Rachel Gott
Rachel.Gott@mt.gov
406-465-4218

Funds Available

Approximately $47,500,000 will be available across 5 years for subgrantees. Awards in the second year of funding will be significantly larger with each award tapering off to help facilitate sustainability beyond grant funding.

Fiscal Information

Successful projects are expected to operate from June 2025-September 2029. Grant awards will be issued for each budget year within that period. For the current year (FY25), funds will be available July 2025, through September 2025. _Continuation of funds will be contingent upon sufficient documented progress in meeting the goals of the program and continued funding from the Department of Education._

Section I - Program Information

Overview

The purpose of the Montana Reads Grant is to advance the literacy skills of students through the use of evidence-based practices, activities and interventions, by training school leaders and leadership teams in implementation science, providing teachers a background in scientifically based reading instruction, and strengthening systems at both the state and district levels to increase collaboration and sustainability.

Federal Program Performance Measures

Objective	Description of Objective
1.	The percentage of participating four-year-old children who achieve significant gains in oral language skills.
2.	The percentage of participating fifth-grade students who meet or exceed proficiency on State reading/language arts assessments
3.	The percentage of participating eighth-grade students who meet or exceed proficiency on State reading/ language arts assessments
4.	The percentage of participating high school students who meet or exceed proficiency on State reading/ language arts assessments

Montana Reads Project Specific Objectives

Objective 1: Identify and build the capacity of districts serving the highest percentage of disadvantaged students in the state to accelerate their literacy outcomes.

Objective 2: Increase the number of disadvantaged students who have access to effective educators prepared to implement and sustain scientifically based reading instruction.

Objective 3: Strengthen systems at both the SEA and LEA levels to provide and implement high-quality evidence-based literacy instruction.

Grant Activities and Allowable Uses of Funds

Participation in the Montana Reads Grant Program will allow for a combination of required activities for all participating districts as well as activities determined at the local level. This section of the application packet will provide an overview of required activities as well as a brief overview of allowable uses of funds for local activities.

Required Activities

Participation in the Literacy Leadership Academy

One of the main focuses of MT Reads is to provide support and professional development to instructional leaders and leadership teams in order to empower them to make the best decisions for their own students and communities and ensure sustainability of practices beyond the years of grant funding. This support will be provided through a Literacy Leadership Network. Each school will be required to have a team including a school administrator and teacher leaders who will participate in the Literacy Leadership Network. This network will consist of both in-person and virtual meetings for participants and will cover various topics necessary to make lasting change in the comprehensive literacy programs of participating schools. Participation will include professional learning on instructional leadership, coaching, implementation science and scientifically based reading approaches. In addition, participants will:

- Conduct an audit of instructional programming currently being used in each building

- Participate in reviews of new programs and adopt high quality instructional materials at each level of instruction

- Participate in a review of the Multi-Tiered Systems of Support (MTSS) in each school and make plans to strengthen the MTSS system if necessary

- Key staff will participate in Communities of Practice designed to strengthen instruction targeted toward underserved populations such as students with dyslexia, English Learners, and additional groups as determined by participants

- Participate in a review of the Montana Literacy Plan and make recommendations to strengthen the plan

- Each participating district will create or update their own Local Literacy Plan using what they have learned from the Literacy Leadership Network

- Support and collaboration around mentoring activities

This is not intended to be an exhaustive list as additional topics and activities could be added based on feedback from participating members of the Literacy Leadership Network.

Training in the Science of Reading

All participating schools will be required to provide training to their staff in the Science of Reading. The OPI will review professional development providers and produce a list of approved providers that will include both in-person and virtual training options. Districts will then submit their training plans to OPI and provide updates through regular monitoring to ensure training is completed.

Mentorship/Coaching for Implementation and Sustainability

In addition to professional development plans, districts will be required to include a plan that outlines how each district plans to support staff in the implementation and sustainability of their professional development. This plan will most likely be unique to the situation of each district, but could include the hiring of a full-time instructional coach or a peer coaching model. If coaching is not a possibility for the district, the OPI will also be working with Montana universities with established mentoring programs to match staff with virtual coaching through mentors in these programs.

Allowable Uses of Funds

The purpose of MT Reads grant funds is to support eligible districts in the development and implementation of a comprehensive literacy program. Districts can use their awarded funds in many ways to support these plans as long as they supplement current literacy funding and do not supplant funds already in place. Additionally, all funds must be spent in a 15/40/40 grade span breakdown with 15% going to preschool, 40% going to elementary (K-5) and 40% going to secondary (6-12). Funds must also be spent in alignment with the goals written into each grant. Some allowable uses of funds are:

- High Quality, evidence based instructional materials

- Professional Development aligned to grant goals

- Stipends for PD or planning that that is aligned to grant goals and takes place outside of contract hours

- Costs associated with travel and activities in the Literacy Leadership Network

- Costs associated with mentorship activities

- Instructional coaching either by hiring a full time coach or supporting peer coaching, professional learning communities, etc.

Use of funds that require pre approval:

- Technology - While some technology is allowable using these grant funds, the use of the technology must be directly aligned with grant goals and have a specific grant purpose.

- Out of state travel for professional development

Section II - Application Writing Support

The Montana Reads Subgrant Application will be submitted through Qualtrics. This packet is being provided so districts can plan their writing and submission. **No paper applications will be accepted.**

Notice of Intent to Apply:

Deadline for Notice of Intent to Apply: February 1, 2024.

Please submit a Notice of Intent to Apply through this link: https://forms.gle/NcqnEQo1cHrAf7es5

The OPI will be able to review grant applications more efficiently if we know the approximate number of applicants that intend to apply. Therefore, we strongly encourage each potential applicant to notify us of their intent to submit an application. To do so, please use the Google form accessible through the link above. *Applicants that do not submit a notice of intent to apply may still apply for funding; applicants that do submit a notice of intent to apply are not bound to apply or bound by the information provided.*

This document is intended to provide an overview of application requirements. For more in-depth explanations of each section and requirement, please attend application training sessions via Zoom or view the recordings prior to application submission.

Informational Webinar:

January 10, 2024: 10:00 am-11:00 am

Webinar Recording: *Initial Implementation Support Webinar Recording - January 10, 2025*

Weekly Office Hours:

Office hours will be held on Wednesdays from 10:00-11:00. Zoom room can be accessed from this link each week: https://mt-gov.zoom.us/j/87095023823?pwd=f9MjBC94t2u2XwDGWLq7MVAcsVak8b.1

If you are unable to attend office hours, you are welcome to schedule an individual appointment at your convenience. Please contact Rachel Gott @ Rachel.Gott@mt.gov

Section III-Application Sections

Subgrant Application and Scoring Criteria

The MT Reads Subgrant Application and Scoring Rubric will serve two purposes:

1- To guide eligible Subgrantees in writing their MT Reads Subgrant Application.

2- To guide Independent Peer Reviewers in scoring the MT Reads Subgrant Application.

Application Priorities:

To be eligible for scoring, the subgrant application must submit a plan that covers the following five priority areas of the grant. Each application section will be described in detail below.

Absolute Priorities

Part 1: Need for the Project

Part 2: Comprehensive Literacy Plan

Part 3: Alignment to Early Childhood Programs

Part 4: Coordination with Early Childhood and After School Programs

Part 5: Family and Community Engagement

Part 6: Professional Development

Part 7: Budget & Budget Narrative

In addition to the Absolute Priorities, there are two additional priority areas that will give the application additional points. Those priorities are:

Additional Priorities

Preference Priority 1: Districts new to Montana Literacy Grants

Preference Priority 2: Identification of highest need districts

Part 1: Need for the Project

The MT Reads Grant aims to assist districts in addressing the educational needs of their most underserved student populations. In this section, applicants are invited to provide a comprehensive description of the district's student demographics, community setting, and the specific challenges faced by these populations. The narrative must include an overview of student demographics, a summary of the most recent Comprehensive Needs Assessment (CNA) results, and a detailed analysis of student performance data. This must also encompass any available local data on preschool-aged children. Additional relevant data may include geographic challenges, teacher recruitment and retention issues, and insights from family and community engagement efforts. Applicants are encouraged to incorporate data from the previous spring's accreditation process to support their analysis. Feel free to attach any data files (tables, charts, etc.) relevant to your analysis if you desire.

Evaluation Criteria for Part 1

☐ Did the applicant thoroughly analyze the results of the Comprehensive Needs Assessment (CNA), student performance data and preschool data?

☐ Does the data review clearly establish a need for the project?

☐ Does the applicant provide an overview of how grant funding will be used to meet the needs identified in the data analysis?

Part 2: Comprehensive Literacy Implementation Plan

The MT Reads Grant aims to support schools and districts in the effective implementation of Comprehensive Literacy Instruction. A detailed definition of Comprehensive Literacy Instruction is provided in the appendix of this document.

In this section, applicants are asked to provide a thorough explanation of how they will address the needs identified in Part 1 through the development and implementation of a Comprehensive Literacy Implementation Plan. This plan should outline the specific components of comprehensive literacy that are relevant to your district's grant proposal and describe how these components will be put into practice and how the success of the plan will be monitored.

Key topics to be addressed in this plan include:

- **Identification of Students in Need:** Describe how you will identify the students who require additional literacy support and how this process will align to the current MultiM-Tiered System of Supports.
- **Meeting Student Needs:** Explain the strategies and approaches you will use to meet the literacy needs of students across the district including strategies for each tier of instruction and

underserved populations (students with disabilities, English Learners, or any children reading below grade level). This plan should be clearly aligned to the goals identified in Part 1, should include the components of Comprehensive Literacy Instruction as outlined in the appendix, and should address instruction across all content areas at all grade levels.
- **Required Resources:** Outline any resources necessary for successful implementation, such as instructional materials, staffing requirements, and professional development.
- **Evaluation Plan:** Outline how you plan to monitor your progress and evaluate the success of the plan you are implementing.

Your plan should demonstrate a clear and actionable strategy for improving literacy outcomes and should be tailored to the specific needs and context of your district.

Evaluation Criteria for Part 2

☐ Does the applicant describe a clear plan for implementing key components of comprehensive literacy instruction across all grade levels that includes evidence-based strategies and resources and is designed to address the needs identified in Part 1?

☐ Does the plan provided by the applicant include strategies and resources needed to meet the needs of underserved populations such as students with disabilities, English Learners, etc.?

☐ Does the applicant explain how the principles of comprehensive literacy instruction will be integrated into teaching practices across different subject areas and content disciplines at all grade levels?

☐ Does the applicant describe the process by which schools will identify students in need of literacy interventions or support services, and how they will use frameworks like MTSS (Multi-Tiered System of Supports) to address these needs of students in all tiers of instruction?

☐ Does the applicant clearly describe the resources needed to implement the plan and how the funding will be used to support implementation?

☐ Does the applicant describe how they will evaluate the success of the activities in enhancing the literacy skills of their students across all grades and content areas?

Part 3: Alignment with Early Childhood Programs

Every applicant agrees to use 15% of their funding to support students from birth - kindergarten entry. These funds can be used to provide additional support to early literacy programs during the school year or jump start programs in the summer. If no school based programs are available, districts can develop alternative plans, such as working with community childcare centers, to address the early language and literacy development of these children prior to school entry. Funds can be used for high quality instructional materials, professional development, family engagement activities, and any other approved activity focused on improving language and literacy development and school readiness of children from birth through kindergarten entry. An analysis of any available preschool data must be included in section 1 of this application and the plan presented must be aligned to the needs identified

in the data analysis. Additionally, a plan for continuous data analysis must be included in this section of the application. Oral language growth of students must be measured twice a year using an Early Literacy Screener selected from the list of Approved Evaluation Methodology for four year olds and prior to Kindergarten found here: Approved Evaluation Methodology Tools.

Evaluation criteria for Part 3

☐ Does the applicant describe how their plan will enhance the language and literacy development and school readiness of children from birth through kindergarten entry through the use of evidence-based early childhood strategies and resources?

☐ Does the applicant describe how they will prepare and provide ongoing assistance to early childhood staff in the program, including through high-quality professional development?

☐ Does the plan include a description of how the applicant will coordinate the involvement of families, early childhood education program staff, and school staff in literacy development of children from birth through kindergarten entry?

☐ Does the applicant describe how they will evaluate the success of the activities in enhancing the early language and literacy development of children from birth to kindergarten entry?

Part 4: Coordination with Early Childhood and After-School Programs

 Explain how your comprehensive literacy plan will align to the Early Childhood plan outlined in Element 3 and any coordination with After-School Programs to ensure consistency in programming.

Evaluation Criteria for Part 3

☐ Does the applicant describe how activities for children from birth to kindergarten entry will be coordinated with comprehensive literacy instruction at the K-12 levels?

☐ Does the applicant describe how the Comprehensive Literacy Implementation Plan will align with after-school programs if the district has an after-school program?

Part 5: Family and Community Involvement

Explain how your comprehensive literacy plan will provide opportunities for family and community engagement and encourage family literacy experiences. Also include professional learning opportunities provided to staff to meet this requirement.

Evaluation Criteria for Part 4

- ☐ Does the applicant describe how they will include family engagement in their comprehensive literacy plan?
- ☐ Does the applicant describe how they will encourage family literacy experiences and practices to support literacy development?

Part 6: Professional Development Plan

A key element of a comprehensive literacy program is the development of a highly skilled and well-supported staff. The MT Reads Grant seeks to assist districts in fostering this growth through targeted professional development opportunities. This section requires applicants to address two key components: first, the professional development needs identified within the district, and second, a plan for the ongoing support and implementation of that development.

Applicants should describe the types of professional development they plan to provide using grant funds. To effectively address this priority, applicants should align their professional development plans with the needs identified in Part 1, particularly in relation to underserved populations. Key opportunities such as participation in the Literacy Leadership Network, Science of Reading training, and Communities of Practice should be highlighted. At this stage, districts are not expected to choose specific professional development programs, but rather to identify key areas of need and provide a general plan and timeline for addressing them including a plan for ongoing professional development beyond grant funding to ensure sustainability.

Following the identification of professional development needs, districts should outline a strategy for ongoing support and implementation. This may include hiring a full-time instructional coach using grant funds, developing a peer coaching model, participating in the mentoring program through OPI, or other district-specific strategies aimed at sustaining long-term professional growth.

Evaluation Criteria for Part 6

- ☐ Does the applicant describe how ongoing high-quality professional development will be provided to all teachers, including all content area teachers, paraprofessionals and administration to ensure the highest quality instruction is provided to students?
- ☐ Does the applicant describe how they plan to support ongoing implementation of the planned professional development activities through mentoring or coaching?
- ☐ Does the applicant have a plan for ongoing implementation of professional development beyond grant funding to ensure sustainability?

Part 7: Budget Narrative and Budget

The budget narrative provides an opportunity for the applicant to identify how they will use their awarded funds to carry out their proposed plan. The applicant should provide sufficient detail to enable reviewers and project staff to understand how requested funds will be used and the relationship between the requested funds and project activities and outcomes. The awarded funds must be used to supplement the work of your district and cannot supplant non-Federal funds that would otherwise be used to pay for the activities.

The budget narrative should cover the following budget areas:

- Salaries and benefits
- Materials
- Professional Development
- Travel

Budget

Please note that a successful application does not guarantee that you will receive the exact amount of funds requested each year. The OPI may have to work with districts to adjust budget amounts between years to ensure all school's budgets can be accommodated each year.

All schools will be awarded a set amount in year 1 and are not asked to include year 1 in this document. The recorded application training for budgets will provide guidance on how to allocate funds each year.

		Year 1	Year 2	Year 3	Year 4	Year 5
Salaries						
Benefits						
Resources/ Materials						
Professional Development						
Travel						
Total						

Evaluation criteria for Part 7

- ☐ Does the applicant describe how the awarded funds will be used to meet the needs identified in Part 1?
- ☐ Does the applicant describe how the awarded funds will be used to support the implementation of their Comprehensive Literacy Implementation Plan including, staffing needs, the purchase of materials and resources, professional development, coaching/mentoring, and other needs specific to individual plans?
- ☐ Does the applicant describe how the awarded funds will be used to support the implementation of their early childhood plan to enhance the language and literacy development and school readiness of children from birth through kindergarten entry?
- ☐ Is the budget of sufficient size and scope for the LEA to carryout high-quality early literacy and high quality comprehensive literacy instruction?

Preference Priority 1:

Is the applicant new to Montana Literacy grants?

Preference Priority 2:

Does the grantee meet any of the following demographic criteria?

- District with high percentages of American Indian students (>50%)

- District with high percentages of students with disabilities (>12%)

- District with high percentages of English learners (>3%)

Appendix

Requirements for Eligible Applicants

- Must be signed by the Authorized Representative and uploaded to Qualtrics before the application can be submitted.

Example of Staff Assurances Page

- Must be signed by Administration, all board members and all staff who are in support of the grant application and uploaded to Qualtrics before the application can be submitted.

Definitions

Requirements for Eligible Applicants

District Name	Project Starting Date	Project Ending Date
Authorized Representative's Name	Title	Telephone Email
Address	City	Zip Code

Each district awarded Montana Reads Grant funds must commit to the following requirements:

Fiscal Monitoring Requirements:

- All awarded districts agree to spend within the required grade span breakdown of 15/40/40. 15% of funds must be used for preschool, 40% for elementary (K-5) and 40% for secondary (6-12).

- All awarded districts agree to submit monthly cash requests within the grant management system to ensure consistent drawdown of funds and help to minimize excessive carryover.

- All awarded districts will participate in fiscal management (egrants, etc.) training for clerks and authorized representatives.

Administrative Support:

- Administration in all participating schools agrees to participate in the Literacy Leadership Network. Attendance and participation will be monitored with minimum 80% attendance required for continuation of funding. A list of participants will be submitted and approved by OPI in year 1 along with any changes in future years.

- Administration will be responsible for ensuring all monitoring requirements are met and reports are turned in on time.

- Administration will be available during visits from the OPI and will participate in meetings and classroom walkthroughs during that time.

- Administration agrees to support the selection and implementation of Evidence Based programs and strategies in all classes at all grade levels.

Professional Development

- District and school leadership teams will need to be established and agree to participate in relevant sessions of the Literacy Leadership Network. Attendance and participation will be monitored with minimum 80% attendance required for continuation of funding.

- Participating districts agree to ensure that all staff receive training in the Science of Reading as appropriate for role and grade of students including pre and post testing of teacher knowledge.

- Participating districts agree to participate in Communities of Practice focused on best practices for instruction of various disadvantaged subgroups.

Reporting Requirements

- Participating districts agree to work with the external evaluator (Education Northwest) in the collection of student data.

- Participating districts agree to take the Comprehensive Needs Assessment and the Literacy Grant Year End Survey each year of the grant.

- Participating districts agree to submit all monitoring documents in a timely manner and to provide additional information if needed to support their progress toward goals.

  - Monthly monitoring will be required for months September through November and January through April. These will be brief reports that provide information on grant work completed during the month with an emphasis on providing documented progress toward goals.

- A yearly presentation to OPI staff will be required in May or June of each school year. This presentation will give districts an opportunity to provide an overview of all grant work completed, progress made toward goals and an overview of plans to start the next school year.

- All districts will create or update a Local Literacy Plan to document the systems they have established through participation in the MT Reads Grant.

I hereby certify that to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application. The Board of Trustees agrees to the Common Assurances on file with the OPI for the 2024-2025 school year and those contained in this application regarding this grant.

Additional Assurance

As Authorized Representative of the district I commit to support the implementation of this grant application as it was written and submitted. I certify that I have read and agree to follow the requirements of the MT Reads Grant as written in this application. By signing this application, the district agrees to participate in the National Evaluation of the Montana Reads Grant Program.

X_____ _____

Authorized Representative Signature   Date

This document is provided as a separate download on the Montana Literacy Grants page of the OPI website. It is provided here for informational purposes only. A copy signed by the authorized representative will need to be uploaded to Qualtrics with your application.

Staff Assurances Page

(This is a sample. Please create a similar document that includes the names of all board members, staff members and signatures of those willing to sign and say they are in support of grant implementation. Signatures from all board members must be included.)

_____   _____

John Smith, Superintendent   Date

_____   _____

Julie Johnson, Board Chair   Date

_____   _____

Jenna James, Board Member   Date

_____   _____

Jake Jamison, 1st Grade Teacher   Date

Add additional lines to include all staff members. Collect signatures from as many staff members as are willing to sign in support of grant implementation.

Definitions:

The term ''comprehensive literacy instruction'' means instruction that—

(A) includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas;

(B) includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension;

(C) includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff;

(D) makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of children;

(E) uses differentiated instructional approaches, including individual and small group instruction and discussion;

(F) provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary;

(G) includes frequent practice of reading and writing strategies;

(H) uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child's learning needs, to inform instruction, and to monitor the child's progress and the effects of instruction;

(I) uses strategies to enhance children's motivation to read and write and children's engagement in self-directed learning;

(J) incorporates the principles of universal design for learning;

(K) depends on teachers' collaboration in planning, instruction, and assessing a child's progress and on continuous professional learning; and

(L) links literacy instruction to the challenging State academic standards, including the ability to navigate, understand, and write about, complex print and digital subject matter.

Evidence-based
Section 8101(21)(A)

Except as provided in subparagraph (B), the term 'evidence-based', when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that— (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on— (I) strong evidence from at least 1 well designed and well-implemented experimental study; (II) moderate evidence from at least 1 well designed and well-implemented quasi-experimental study; or (III) promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias.

Grade span

For the purposes of this application, grade span refers to the federally mandated gradespans of preschool (birth - kindergarten entry), elementary (Kindergarten - fifth grade) and secondary (sixth through twelfth grade).

Professional development
Section 8101(42)

The term ''professional development'' means activities that—

(A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well- rounded education and to meet the challenging State academic standards; and

(B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that—

> (i) improve and increase teachers'— (I) knowledge of the academic subjects the teachers teach; (II) understanding of how students learn; and (III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

> (ii) are an integral part of broad schoolwide and districtwide educational improvement plans;

> (iii) allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;

(iv) improve classroom management skills;

(v) support the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification;

(vi) advance teacher understanding of— (I) effective instructional strategies that are evidence-based; and (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;

(vii) are aligned with, and directly related to, academic goals of the school or local educational agency;

(viii) are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian tribes (as applicable), and administrators of schools to be served under this Act;

(ix) are designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

(x) to the extent appropriate, provide training for teachers, principals, and other school leaders in the harms of copyright piracy, so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach;

(xi) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

(xii) are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services, to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;

(xiii) include instruction in the use of data and assessments to inform and instruct classroom practice;

(xiv) include instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;

(xv) involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)), to establish school-based teacher, principal, and other school leader training programs that provide prospective teachers, novice teachers, principals, and

other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and faculty of such institutions;

(xvi) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;

(xvii) provide follow-up training to teachers who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; and

(xviii) where practicable, provide jointly for school staff and other early childhood education program providers, to address the transition to elementary school, including issues related to school readiness.