



Successful Outcomes for Arkansas Readers (SOAR) Grant

Comprehensive Literacy State Development (CLSD) Federal Grant
Request for Applications

Winter 2022-2024

Essential information guiding application for and award of this grant is contained in this
Request for Applications (RFA).

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SUBMISSION GUIDELINES

NOTE: Applicants must submit an electronic copy of the application. Electronic submissions must be received no later than 11:59 p.m. on **Friday, January 27, 2023.**

Completed applications should be sent:

Electronically:	<p>Dr. Brooke Butler ArkansasCLSDGrant@ade.arkansas.gov</p> <ul style="list-style-type: none">• Subject of Email: SOAR Grant Application (Name of District and School if applicable)• PDF Document Titled: Winter 2022-2023 SOAR Application (Name of District and School if applicable)• Grants Budget and Narrative Excel File Titled: SOAR 2022-23 Budget (Name of District and School if applicable)• May be emailed directly or link to a shared Google Folder with access to download file(s)
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Submission Guidelines:

- Applications that do not meet the specifications listed in this Request for Applications (RFA) may not be reviewed.
- Incomplete applications may not be reviewed.
- Applications should be typed in a readable font.

Submission of a grant application indicates acceptance by the applicant of the appropriate federal and state administrative conditions. All applicants submitting applications in a timely manner will receive a **Grant Application Receipt Acknowledgment** by email.

Submission Checklist:

- ☐ Completed [Winter 2022-2024 SOAR Grant Application](#)
- ☐ Completed [FY23 Grants Budget and Narrative](#)
- ☐ Completed [FY24 Grants Budget and Narrative](#)
- ☐ District and/or school-level literacy plan

INTRODUCTION

On October 1, 2019, the Arkansas Division of Elementary and Secondary Education (DESE) was awarded a federal Comprehensive Literacy State Development (CLSD) grant from the US Department of Education. DESE is required to subgrant no less than 95 percent of the award to eligible subgrantees. At least 15 percent of the grant funds must serve children from birth through kindergarten entry; 40 percent must serve students in kindergarten through grade 5; and 40 percent (split equitably) must serve students in middle and high schools.

The purpose of the CLSD is to award subgrants that advance literacy skills and development. These skills include preliteracy skills, reading, and writing for all children from birth through grade 12.

Priority for grant funds will be given to districts having more than 40% of students scoring “in need of support” on state assessments or are identified as needing targeted support for special education or English learners. Consideration will be given to districts serving high percentages of families with income levels at or below 200 percent of the federal poverty line.

The four required Government Performance and Resulting Act (GPRA) measurements are listed below:

1. Increase the percentage of participating 4-year-old children who achieve significant gains in oral language skills;
2. Increase the percentage of participating fifth-grade students who meet or exceed proficiency on state reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA;
3. Increase the percentage of participating eighth-grade students who meet or exceed proficiency on state reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA; and
4. Increase the percentage of participating high school students who meet or exceed proficiency on state reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA.

DESE will monitor progress toward these goals throughout the duration of the grant. The CLSD Grant shall henceforth be referred to as the SOAR Grant in the State of Arkansas.

REGULATIONS AND GUIDANCE

The SOAR Grant is carried out under the legislative authority under Sections 2221–2225 of the Elementary and Secondary Education Act of 1965, as amended by the ESSA (Pub. L. 115–224). Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Non procurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474. (d) The Supplemental Priorities.

ELIGIBLE ENTITY

Eligible entities are entities categorized as a Local Education Agency (LEA).

REPORTING & MONITORING REQUIREMENTS

Recipients of the grant will be required to submit **Mid-Year Reports** and **Year-End Reports** to evaluate their progress towards meeting the **measurable program outcomes defined in the recipient's grant application(s)**. Subgrantees will be required to provide information requested via surveys and other data collection projects.

Monthly calls and quarterly data briefings may be scheduled with grant recipients to monitor progress toward achieving goals and outcomes. Additional documentation may be requested in a timely manner to ensure compliance with all Federal Grant guidelines. This may include but is not limited to the number of teachers proficient in the Science of Reading, attitudes towards literacy, and/or family and community engagement attitudes and efforts.

Compliance issues may arise during DESE's monitoring activities. Issues uncovered by DESE will be communicated to the subgrantee and will result in immediate rectification or a corrective action plan. If a corrective action plan is required, all future monitoring activities will include adherence to the corrective action plan commitments. Subgrantees that have persistent and/or extended non-compliance of grant activities may lead to termination of the subgrant. DESE will closely review audits for any findings or compliance issues. These issues will be addressed in the same manner as the aforementioned.

APPLICATION DEADLINE AND PERIOD OF AVAILABILITY

The SOAR Grant application window opens November 2022 and closes January 27, 2023.

This grant cycle is approximately one and one half years with funds available from approximately January 2023 to September 2024.

TOTAL FUNDING AMOUNT AVAILABLE

Approximately \$8 million is available for subgrants serving learners in kindergarten to grade 12 for the state Fiscal Year of 2022-2023. More funding will be allocated to support secondary (grades 6-12) than to elementary (grades K-5) during this grant cycle. Exact availability of funds will be determined after a grant is awarded.

Grant award amounts will be distributed via reimbursement through the state. The amount awarded is the entirety of the grant funds available to the district and/or school. For example, an LEA with 1,450 students may be awarded \$150,000.

Funding is dependent on availability of funds. If Arkansas's SOAR Grant funding is decreased or eliminated, the SOAR subgrantees' funding will be decreased or eliminated.

Funding for subgrantees will be awarded to applicants that demonstrate a solid plan for students with the highest need. Subgrantees selected through a competitive grant process will have identified a literacy program that aligns with the literacy goals outlined in this application. Subgrantees' needs will be based on several factors: percentage of economically disadvantaged students, assessment results, graduation rates, attendance rates, teacher turnover, and the most recent ESSA School Index Report.

Priority will be given to districts that have not yet received any funding from the CLSD/SOAR Grant. If funds are available, previously funded districts will be considered for an additional award.

School Districts with Enrollment Less Than or Equal to 2,000

School districts with an enrollment of less than or equal to 2,000 students, as of 2021-2022 enrollment count as reported to DESE, may only apply for a District SOAR Grant. Eligible grant funds are determined by student enrollment. [Enrollment numbers for the 2021-2022 school year can be located on the [DESE Statewide Information System Reports](https://adedata.arkansas.gov/statewide/Default.aspx) (<https://adedata.arkansas.gov/statewide/Default.aspx>)].

Available Grant Funds for Districts Less Than or Equal to 2,000

School District Enrollment	Eligible Amount	School District Enrollment	Eligible Amount
0-100	\$10,000	1,001-1,100	\$110,000
101-200	\$20,000	1,101-1,200	\$120,000
201-300	\$30,000	1,201-1,300	\$130,000
301-400	\$40,000	1,301-1,400	\$140,000
401-500	\$50,000	1,401-1,500	\$150,000
501-600	\$60,000	1,501-1,600	\$160,000
601-700	\$70,000	1,601-1,700	\$170,000
701-800	\$80,000	1,701-1,800	\$180,000
801-900	\$90,000	1,801-1,900	\$190,000
901-1,000	\$100,000	1,901-2,000	\$200,000

School Districts with Enrollment Greater Than 2,000

School districts with an enrollment of greater than 2,000 students, as of 2021-2022 enrollment count as reported to DESE, may apply for a School Based SOAR Grant(s) OR a District SOAR Grant of up to \$200,000. Eligible grant funds are determined by student enrollment of the school which submits the grant application. [Enrollment numbers for the 2021-2022 school year can be located on the [DESE Statewide Information System Reports](https://adedata.arkansas.gov/statewide/Default.aspx) (<https://adedata.arkansas.gov/statewide/Default.aspx>)].

Available Grant Funds if Applying for a School Based Grant

School Student Enrollment	Eligible Amount	School Student Enrollment	Eligible Amount
0-100	\$10,000	1,001-1,100	\$110,000
101-200	\$20,000	1,101-1,200	\$120,000
201-300	\$30,000	1,201-1,300	\$130,000
301-400	\$40,000	1,301-1,400	\$140,000
401-500	\$50,000	1,401-1,500	\$150,000
501-600	\$60,000	1,501-1,600	\$160,000
601-700	\$70,000	1,601-1,700	\$170,000
701-800	\$80,000	1,701-1,800	\$180,000
801-900	\$90,000	1,801-1,900	\$190,000
901-1,000	\$100,000	1,901+	\$200,000

Available Grant Funds if Applying for a District Based Grant

District Student Enrollment	Eligible Amount
2,000+	\$200,000

The number of subgrants and the subgrant amounts will be based on the number and quality of applications submitted. The state reserves the right to award a smaller or larger amount of grant funds than requested based upon funding and the recommendations of the review panel.

GRANT APPLICATION TIMELINE, Winter 2022-2023

Note: All dates are subject to change.

Activity	Date
SOAR RFA Released:	December 2022
SOAR RFA updates and information:	Informational Webinars held during the month of December 2022. Please check the SOAR Grant Webpage for dates and times.
RFA Due:	January 27, 2023
Subgrant Review Period:	January 30, 2023 – February 20, 2023
Notice of Intent to Award:	February 2022
Grant Period:	February 1, 2023 to September 15, 2024
Y1 Baseline Reporting Due:	March 15, 2023
Y1 Audit Trail Submission Due:	September 1, 2023
Y1 End-of-Year Report Due:	August 31, 2023
Y2 Budget Proposal:	August 1, 2023
Y2 Baseline Reporting Due:	October 1, 2023
Y2 Mid-Year Budget and Metric Reports Due:	January 15, 2024
Y2 End-of-Year Report Due:	August 31, 2024

OBJECTIVES

This application asks LEAs to be creative and innovative in order to support the DESE's vision of transforming Arkansas to lead the nation in student-focused education.

Applications should address the five components of Comprehensive Literacy Instruction based on the Science of Reading and consider evidence-based activities and materials appropriate for the grade level for the selected schools designated in this application. The document ["A New Chapter for Arkansas Students: 2018 Report"](http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/RISE/RISE_Arkansas/RISE_Arkansas_2018_Report_REV2.pdf) (http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/RISE/RISE_Arkansas/RISE_Arkansas_2018_Report_REV2.pdf) has a series of objectives that align with the Arkansas Reading Initiative for Student Excellence (RISE) and are designed to promote literacy for students in Arkansas. The Arkansas SOAR Grant also outlines objectives.

These objectives include:

1: Sharpen the focus and strengthen instruction

- (a) Enhance and increase professional learning to provide educators with in-depth information related to the Science of Reading, evidence-based instructional strategies, and the skills to make data-based decisions for students.
- (b) Improve annual student performance, as evidenced through growth data, outlined in the Arkansas ESSA plan in English/Language Arts (ELA) and reading on state assessments in grades 3-10 for each of the following:
 - All students
 - Economically disadvantaged students
 - English learners
 - Students with disabilities
 - Students in foster care
- (c) Increase the number of students who enroll in and complete the additional reading courses in high school.

2: Create community collaboration

- (a) Establish post-secondary programs alongside business and community partnerships that are critical to changing the landscape of literacy.
- (b) Increase opportunities for family and community engagement through literacy.
- (c) Establish a committee of stakeholders from multiple stakeholder groups including, but not limited to, businesses, nonprofits, government, and education. The goal of this committee would be to support literacy within the community.

3: Build a culture of reading

- (a) Encourage school districts and community groups to plan local reading campaigns to promote the culture of reading throughout the state and provide access to books in the home.
- (b) Increase the number of families in targeted districts reporting positive outcomes related to family literacy activities.
- (c) Work towards the goal of becoming a recognized RISE Community as determined by the forthcoming guidelines established by the State Literacy Team.

The following objectives will be assumed for each school and/or district:

- 1) The school will meet the attendance rate target of 95% for all students and for each of the subgroups identified in Goal 1(b).
- 2) If the school has 5 or more English Learners, the school will meet the ELP Growth goal as well as the target for On Track to English Language Proficiency.
- 3) Identify **three or four goals** addressed within the SOAR Grant Application. For each identified area of need:
 - a. Indicate the specific area of need (content, subgroups, etc.).
 - b. Identify a measurable goal/target(s) for Year 1 and Year 2.
 - c. Indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used (e.g., assessment data, observational data, survey data).
 - d. Include current baseline data for each metric.

Priority Areas

While funding may be allocated to address additional priorities identified by the applicant in the Needs Assessment section of the SOAR grant application, the following priorities have been identified by DESE as in need of additional support.

Elementary

- High-Quality Instructional Materials (HQIM)
- High-Quality Professional Learning opportunities that align to HQIM and address deficit areas
- Support of subpopulations (students in foster care and/or special education, English Learners, students identified as low socio-economic, migrant, and/or dyslexic)
- Access to grade-level texts

Secondary

- High-Quality Instructional Materials
- High-Quality Professional Learning opportunities that align to HQIM and address deficit areas
- Curriculum Resources to support Academic Reading, Critical Reading, and Strategic Reading courses
- Support of subpopulations (students in foster care and/or special education, English Learners, students identified as low socio-economic, migrant, and/or dyslexic)
- Access to grade-level texts

***Priority will be given to districts/schools that have not yet received any funds from the CLSD/SOAR Grant and awarded as support needs dictate.**

PROGRAM DESCRIPTION

In evaluating potential programs and/or practices to support the SOAR Grant Objectives, schools and/or school districts are encouraged to utilize the [Hexagon Implementation Tool](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/NIRN%20Hexagon%20Discussion%20Analysis%20Tool%20v2.2.pdf) (<https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/NIRN%20Hexagon%20Discussion%20Analysis%20Tool%20v2.2.pdf>) developed by the National Implementation Network at the University of North Carolina at Chapel Hill.

Please complete the Program Description on the provided *SOAR Grant Application* on the [SOAR Grant Application Google Document](#).

A. Executive Summary

Provide a summary that briefly describes the proposed project. Program descriptions must address the three SOAR Grant Objectives outlined in the section **Objectives**.

Give the reader a vision of the project and the alignment to the applicant's local literacy plan. Summarize the amount of funding requested, introduce the grant project goals and activities, and begin to explain how those activities will support advancing the language and literacy development of the children served and developing a model literacy site(s).

B. Needs Assessment

Describes the needs assessment data that was conducted to identify how funds will be used to inform and improve comprehensive literacy instruction, aligned to the Science of Reading, at the proposed model literacy site(s), (e.g., ACT Aspire data, benchmark data, school and community surveys, EL percentage, economically disadvantaged percentage, special education percentage).

C. Level of Current Implementation

Describe the current level of implementation (exploration, initial implementation, full implementation) of literacy support within the LEA in relation to the district and/or school-level literacy plan.

Discuss the school and/or district's level of implementation of the Arkansas Right to Read legislation (e.g., how many teachers have completed a proficiency pathway, implementation of an Arkansas approved literacy curriculum, implementation of approved reading intervention curriculum, level of professional learning received in approved curriculum).

Identify what curriculum resources are currently in place to address core instructional needs as well as K-12 dyslexia and reading intervention needs. Discuss how these resources are being utilized to support comprehensive literacy and identify the level of implementation (e.g., access to HQIM, basic understanding of HQIM, receiving or received coaching on implementation, full implementation with integrity).

D. Proposed Implementation

Describe the implementation of the proposed project to develop a model literacy site or sites. This information could be presented within a narrative or a chart.

This includes:

- (a) Key activities;
- (b) Lead person(s);
- (c) Specifics of implementation;
- (d) Resources needed;
- (e) Timeline; and
- (f) District support plan

E. Monitoring

Describe how the project will be monitored through data-driven decision-making by outlining a plan for revising and using ongoing data-driven decision-making. This plan should include:

- description of the child/student performance assessments used to monitor progress toward meeting performance goals;
- outline of the procedures and/or process that will be put in place to monitor grant implementation; and
- identification of key personnel that will be involved with the monitoring process.

***Please note, these monitoring procedures should reflect and coincide with the objectives/goals of the grant project.**

BUDGET

A. Budget Worksheet

Applicants must complete and upload the *Winter FY23 and FY24 Grants Budgets and Narratives*:

- Budget Template [Winter FY23 Budget and Narrative](#)
- Budget Template [FY24 Grants Budget and Narrative](#)

B. Budget Narrative

Provide an itemized **budget breakdown and justification for each proposed purchase in each budget category** listed in the Budget Worksheet.

Please be sure to identify what percentage of funds will be allocated for kindergarten to grade 5 and/or grade 6 to grade 12. For schools that include grades from both the K-5 and 6-12 grade bands, the school will be categorized as a K-5 school if a majority of the grades are within the K-5 grade band, and the school will be categorized as a 6-12 school if a majority of the grades are within the 6-12 grade band. For schools that have an equal number of grades within each grade band, this will be identified in the application.

Budget includes only allowable use of funds as described in the section Allowable Costs.

SCORING RUBRICS

	4	3	2	1
A. Executive Summary (20%)	All information is accurate and is delivered effectively. Knowledge is thorough. Extensive details and relevant examples are used to address the Arkansas SOAR Grant Objectives.	Knowledge is evident. Information includes details and strong examples that are used to address the Arkansas SAOR Grant Objectives.	Information is relevant, but details and examples did not address the Arkansas SOAR Grant Objectives.	Information is confusing or irrelevant. Did not address the Arkansas SOAR Grant Objectives.
B. Needs Assessment (15%)	Provides 3 or more sources of data in order to establish the need for the proposed program and/or practice. Provides clear and concise justification for application of data.	Provides 2 sources of data in order to establish the need for the proposed program and/or practice. Provides justification for application of data.	Provides 1 source of data in order to establish the need for the proposed program and/or practice. Provides a vague justification for application of data.	Provides no sources of data in order to establish the need for the proposed program and/or practice. Provides no justification for application of data.
C. Level of Current Implementation (10%)	Provides a clear and concise description of the current level of implementation (exploration, initial implementation, full implementation) of district literacy support plan. Provides a clear and concise assessment of the school and/or district's implementation of the Arkansas Right to Read legislation.	Provides a description of the current level of implementation (exploration, initial implementation, full implementation) of district literacy support plan. Provides an assessment of the school and/or district's implementation of the Arkansas Right to Read legislation.	Provides a vague description of the current level of implementation (exploration, initial implementation, full implementation) of district literacy support plan. Provides a vague assessment of the school and/or district's implementation of the Arkansas Right to Read legislation.	Provides no or a limited description of the current level of implementation (exploration, initial implementation, full implementation) of district literacy support plan. Provides no or a limited assessment of the school and/or district's implementation of the Arkansas Right to Read legislation.

D. Proposed Implementation (15%)	Implementation Plan is organized and contains clear and comprehensive information. Plan provides clear and concise measurable performance metrics. Plan clearly aligns with Arkansas SOAR Grant Objectives.	Implementation Plan is organized and contains enough information. Plan provides measurable performance metrics. Plan aligns with the Arkansas SOAR Grant Objectives.	Implementation Plan is organized, but some components are missing. Does not include enough information to complete the project as envisioned. Proposed performance metrics are vague. Plan somewhat aligns with the Arkansas SOAR Grant Objectives.	Plan is disorganized. Plan is missing key components. Does not include enough information to complete the project as envisioned. Proposed performance metrics are not measurable. Plan does not align with Arkansas SOAR Grant Objectives.
E. Monitoring (20%)	The proposed program and/or practice will be monitored through data-driven decision-making. Plan includes a concise and clear plan for revising and using ongoing data-driven decision-making. Identifies specific student performance assessments used to monitor progress toward meeting performance goals.	The proposed program and/or practice will be monitored through data-driven decision-making. Plan includes a plan for revising and using ongoing data-driven decision-making. Identifies a specific student performance assessment used to monitor progress toward meeting performance goals.	The proposed program and/or practice will be monitored through data-driven decision-making. Identifies a specific student performance assessment used to monitor progress toward meeting performance goals.	The proposed program and/or practice will be monitored through data-driven decision-making or identifies a specific student performance assessment used to monitor progress toward meeting performance goals.

	4	3	2	1
Budget Worksheet and Narrative (20%)	Budget includes clear and concise narrative and justification for use of funds. Budget worksheet is accurate. All proposed funds are within allowable costs. Percentages for funds for each school and grade band (K-5 or 6-12) are clearly identified.	Budget includes a narrative and justification for use of funds. Budget worksheet is accurate. All proposed funds are within allowable costs. Percentages for funds for each school and grade band (K-5 or 6-12) are clearly identified.	Budget includes a vague narrative and/or justification for the use of funds. Budget worksheet is accurate. All proposed funds are within allowable costs. Percentages for funds for each school and grade band (K-5 or 6-12) are clearly identified.	Budget worksheet is partially accurate.

ALLOWABLE COSTS

1. ELA HQIM – Core, Reading Intervention, Dyslexia
2. HQPL to support implementation of HQIM
3. Decodable and grade-level texts for small group instruction and expanding classroom and school libraries

***These are the only allowable purchases during this cycle of SOAR Grant funding.**

Districts could petition for the following:

1. Incentive-based reading programs

Appendix A: Definitions

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, with the 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, small, and whole 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 engagement in self-directed learning in reading and writing;
- j. Incorporates the principles of universal design for learning;
- k. Depends on teachers' collaboration in planning, instruction, 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.

Professional learning means activities that:

- (a) Are an integral part of school and LEA strategies for providing educators (including teachers, principals, school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with 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, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that:
 - a. Improve and increase teachers'
 1. Knowledge of the academic subjects the teachers teach;
 2. Understanding of how students learn; or
 3. Ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;
 - b. Are an integral part of broad schoolwide and districtwide educational improvement plans;
 - c. Allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;
 - d. Improve classroom management skills;
 - e. Support the recruitment, hiring, and training of effective teachers, including teachers who become certified through state and local alternative routes to certification;
 - f. Advance teacher understanding of
 1. Effective instructional strategies that are evidence-based; or
 2. Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;
 - g. Are aligned with, and directly related to, academic goals of the school or LEA;

- h. Are developed with extensive participation of teachers, principals, or other school leaders, parents, and administrators of schools to be served under this program;
- i. 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 children, including the appropriate use of curricula and assessments;
- j. To the extent appropriate, provide training for teachers, principals, and other school and community-based early childhood program leaders in the use of technology, so that technology and its application are effectively used in the classroom to improve teaching;
- k. As a whole, are regularly evaluated for the impact on teacher effectiveness and the student academic achievement, with the findings of the evaluations used to improve the quality of professional development 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 these children, including positive behavioral interventions and supports, multi-tiered system of supports, and the use of accommodations;
- l. Include instruction in the use of data and assessments to inform classroom practices;
- m. Include instruction in ways that teachers, principals, school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;
- n. Involve the forming of partnerships with institutions of higher education to establish school-based teacher, principal, and school leader training programs that provide prospective teacher, novice teachers, principals, and school leaders with an opportunity to work under the guidance of experienced teachers, principals, school leaders, and faculty of such institutions;
- o. Provide follow-up training to teachers who have participated in activities described in this section that are designed to ensure that the knowledge and skills learned by the teacher are implemented in the classroom; or
- p. Where practicable, provide for school staff and other early childhood education program providers to address jointly the transition to elementary school, including issues related to school readiness.