CALIReads

The Guide

California's Adolescent Literacy Initiative

July 2018 - June 2023

CALIReads
California Adolescent Literacy Initiative

NAPA COUNTY OFFICE OF EDUCATION

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U.S. Office of Special Education Programs

Overview

The California Adolescent Literacy Initiative (CALI Reads) is a 5-year project that offers content area literacy coaching, training, funding, and support to California teachers and administrators. Our mission is to enhance literacy training in struggling middle schools in order to increase adolescent literacy outcomes for all students and students with disabilities. CALI Reads supports several districts/district consortia across the state with low student performance in English language arts.

CALI Reads is a federally funded State Personnel Development Grant (SPDG), #H323A170011, provided from the U.S. Department of Education, Office of Special Education Projects, Part D of the Individuals with Disabilities Education Act (IDEA). The SPDG funds are competitively awarded to the California Department of Education, Special Education Division and administered by the Napa County Office of Education – Research and Professional Development Center.

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CALI Reads Focus Areas

Focus 1: Multi-tiered Literacy Systems of Supports

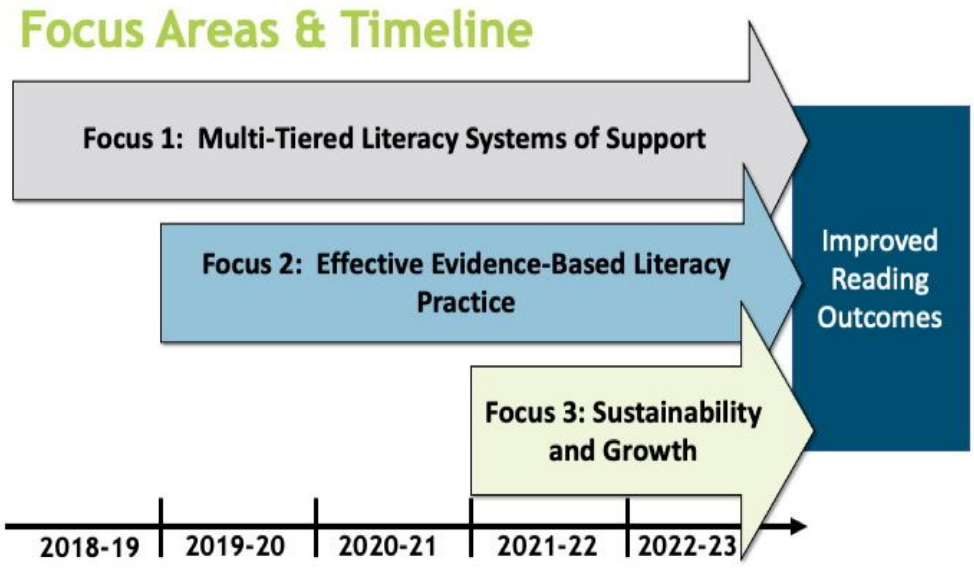
Building effective leadership teams at various decision-making tiers who monitor implementation, literacy programming, and engage in data-based decision making and problem solving to meet the needs of all students.

Focus 2: Evidence-Based Literacy Practice

Engaging participants and families in training modules, workshops and coaching on evidence-based literacy strategies in word analysis, fluency, vocabulary, and comprehension for content area classes, targeted intervention, and home support.

Focus 3: Sustainability and Growth

Establishing leadership, systems, monitoring tools, and resources to better enable districts to scale-up and sustain implementation over time.



CALI Reads Activities

Year One (2018-19')

Building Leadership Teams (the Site Implementation Teams and District Support Teams) and creating a culture of Collaborative Data Review.

Year Two (2019-20')

Continues with Year One activities and adds Literacy and Literacy Intervention Training, Coaching, and Family Involvement.

Year Three (2020-21')

Continues with Year One and Year Two activities. District encouraged to identify a 4th middle school site with district coach support to scale-up project implementation.

Year Four (2021'-22')

Continues with Year One through Year Three activities. Sites begin focus on Sustainability and Growth Plans. District's 4th site enters the project.

Year Five (2022-23')

Continues with Year One-Four activities, while supporting Scale-up and Sustainability.

Eligibility Criteria

CALI Reads aims to serve California Districts and Schools with low student performance in English Language Arts (ELA). In selecting District to participate, we look for applicants who meet the following criteria:

- **Need** — District and School Sites rank as Red, Orange, or Yellow on the CDE Dashboard in ELA Performance for all students and students with disabilities;
- **Readiness** — Demonstrate a focus on schoolwide literacy and support of student with disabilities and evidence of districtwide collaboration and leadership, data decision-making, inclusive programming, and tiered systems of support on their application narrative.

Participation Benefits

Participation Funds to support teacher release time or extended time for project activities and literacy training
A District Coach to support systems development
A Site Coach to support literacy training and instruction
Literacy Training through online modules, videos, and in-person trainings
Book Funds for high interest, low-level readers
ly Workshop Funds to host annual events
Partnership & Collaboration across state agencies

Participant Commitments

Districts funded under this project:

- Designate a District Representative to oversee project and lead a District Support Team (DST)
- Identify a fiscal contact for contracting and invoicing
- Meet and collaborate with a CALI Reads Regional Coach
- Form a DST of district and site administrators to meet 3 times annually
- Ensure project funds are being leveraged appropriately
- Distribute designated project funds for teacher release time or extended time for CALI activities

Sites funded under this project:

- Commit to meeting and collaborating with the CALI Site Coach
- Identify participants across content areas to complete online literacy training
- Identify participants to attend the Regional Workshop
- Designate representatives for the District Support Team and Site Implementation Team
- Leverage project funds to support team meetings, collaboration, and training
- Host an annual Family Workshop
- Collaborate with a Parent Training Information Center

Teachers participating on the project:

- Participate in literacy training through online training modules
- Commit to meeting, training, and collaboration with a CALI Reads Site Coach
- Apply CALI training in the classroom and monitor implementation
- Conduct digiCOACH walkthroughs for formative feedback
- Participate in the Site Implementation Team and/or Teacher Support Team
- Attend a Regional Workshop

- Participate in periodic data collection

Participant Activity

To support the goal of improving literacy outcomes, each CALI Reads school site should identify participants for the following four activities, detailed in sections further below. Participants can be involved in one or more activities.

- Literacy Training
- Leadership Teams
- Regional Workshops
- Family Literacy Workshop

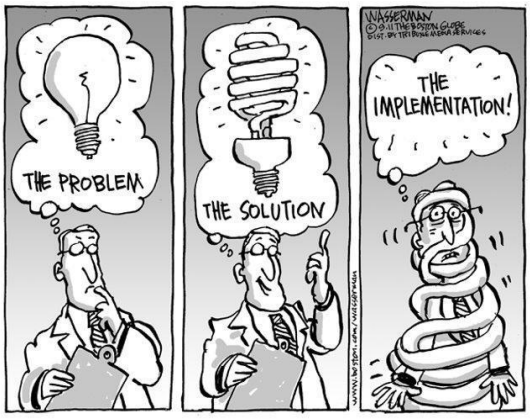
Implementation Science

CALI Reads is grounded in the framework of Implementation Science.

Implementation Science is …

the study of factors that influence the full and effective use of innovations in practice.

NIRN, 2015



We know from an extensive body of research that Effective Interventions are a critical piece in the equation for improving outcomes. CALI Reads effective interventions are

the Evidence-Based Practices that have proven to be effective with adolescent students and in middle school contexts.

The NIRN Formula for Success

As demonstrated in the NIRN Formula for Success, effective intervention alone will not produce the outcomes we seek. The NIRN Formula for Success illustrates, it takes Effective Interventions + Effective Implementation + Enabling Contexts to produce improved outcomes. Every factor here is important. And if any factor is weak, we will not get the outcomes we seek.

Implementation Science Frameworks

The combination of effective factors that influence implementation are described by the five Implementation Frameworks.

Handout 1
The Active Implementation Frameworks

In 2005, the National Implementation Research Network (NIRN) released a monograph[1] synthesizing implementation research findings across a range of fields. The NIRN also conducted a series of meetings with experts to focus on implementation best practices[2]. Based on these findings and subsequent research and field learning, NIRN developed five overarching frameworks referred to as the Active Implementation Frameworks.

Framework Modules, Lessons and Resources are available at:
http://implementation.fpg.unc.edu/modules-and-lessons

Usable Innovations are effective and well-operationalized. Well-operationalized innovations can be taught and coached so educators can use them as intended (with fidelity). An innovation needs to be teachable, learnable, doable, and readily assessed in practice if it is to be used effectively to reach all students who could benefit.

Implementation Teams support the full, effective, and sustained use of effective instruction and behavior methods. Linked Implementation Teams define an infrastructure to help assure dramatically and consistently improved student outcomes.

Implementation Drivers are the key components of capacity that enable the success of innovations in practice. Implementation Drivers assure development of relevant competencies, necessary organization supports, and engaged leadership.

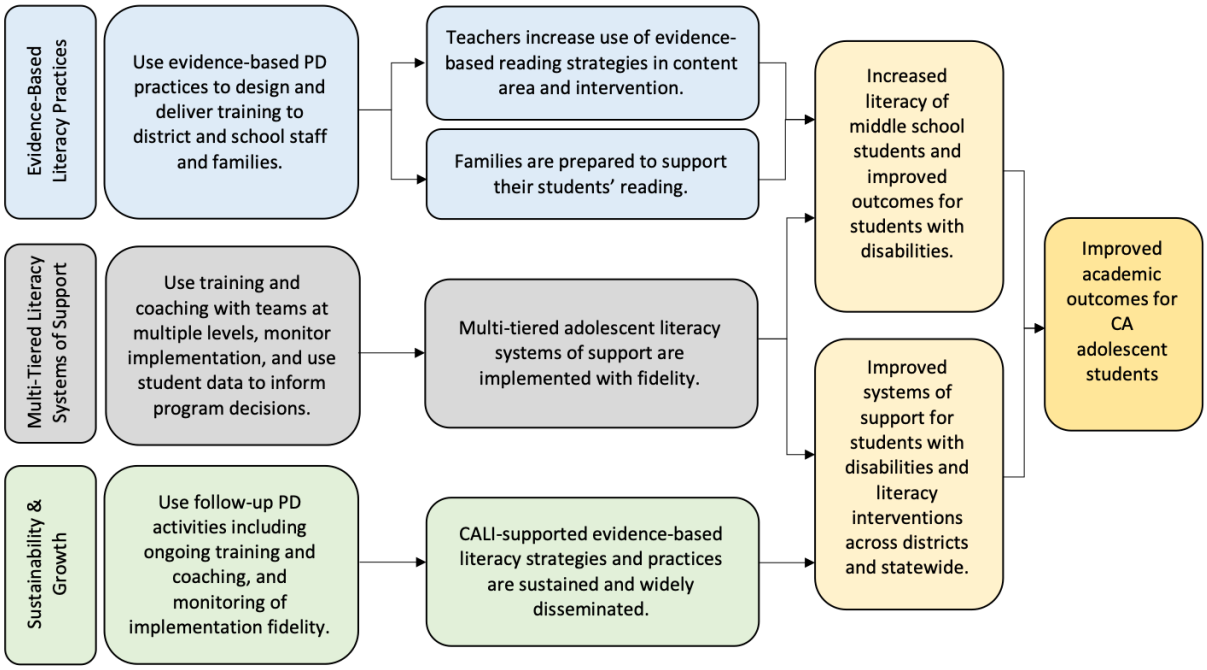
Implementation Stages outline the integrated, non-linear process of deciding to use an effective innovation and finally having it fully in place to realize the promised outcomes. Active implementation stages are Exploration, Installation, Initial Implementation and Full Implementation.

Improvement Cycles support systematic and intentional change. Improvement Cycles are based on the Plan, Do, Study, Act (PDSA) process for rapidly changing methods, usability testing for changing innovations and organization supports, and practice-policy communication cycles for changing systems to enable continual improvement in impact and efficiency.

[1] Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). Implementation Research: A Synthesis of the literature. The National Implementation Research Network.
[2] Blase, K. A., Fixsen, D. L., Naoom, S. F., & Wallace, F. (2005). Operationalizing implementation: Strategies and methods. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute.

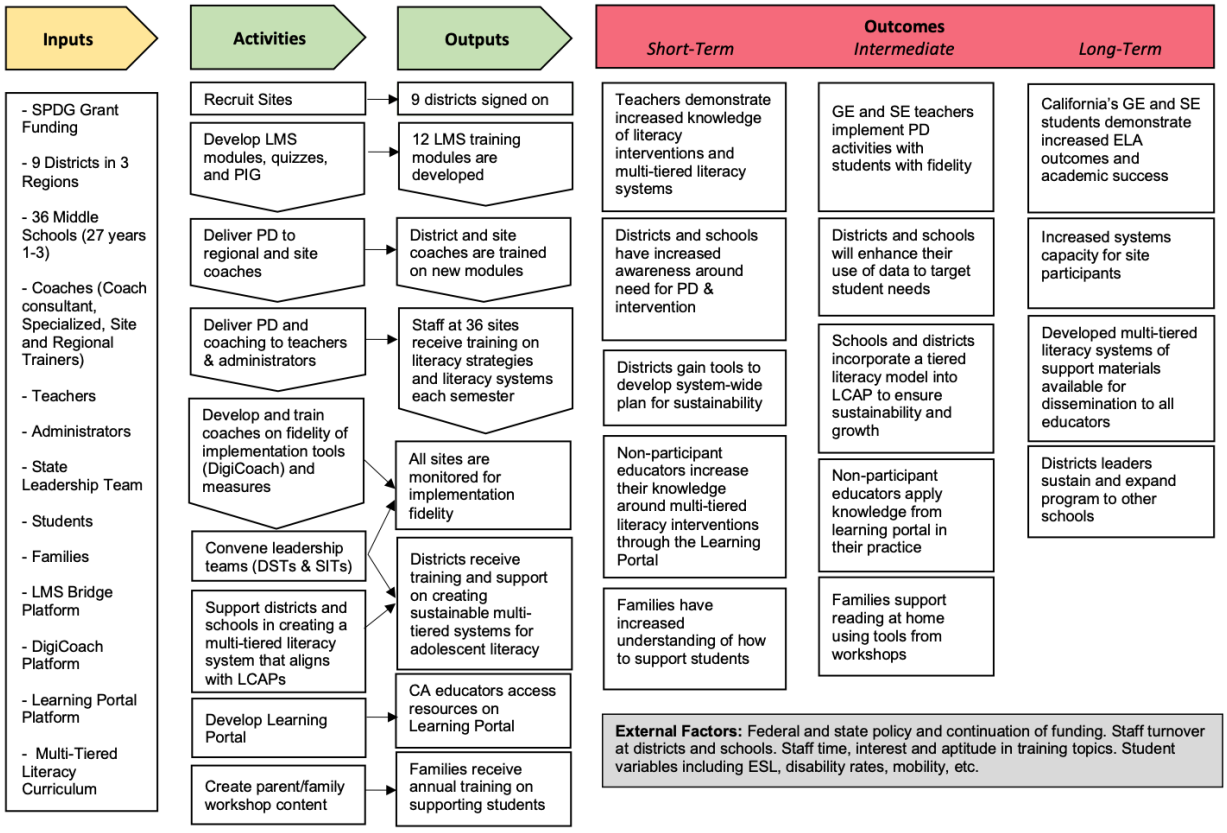
CALI Reads Theory of Change

The CALI Reads Theory of Change illustrates that CALI Reads emphasis of three connected focus areas that collectively work to improve reading outcomes of adolescent students. CALI Reads works with participating districts to increase Evidence-Based Literacy Practices, build Multi-tiered Literacy System of Support, and build Sustainability and Growth.



CALI Reads Logic Model

The CALI Reads Logic Model diagrams the relationship between program resources and activities with the expected short, intermediate and long-term outcomes. The project evaluation will be monitoring the extent to which resources are used, activities occurred, and outcomes are achieved. The logic model depicts the project's design and goals, which are rooted in research on adolescent literacy and adult learning theories.



CALI Reads Evaluation Overview

The CALI evaluation includes both formative and summative evaluations.

Formative Evaluation

The formative evaluation concentrates on questions necessary to ensure continuous quality improvement. Formative evaluation data and reports are shared with project Director, coaches and sites continually and the State Leadership Team (SLT) twice annually.

Key Formative Evaluation Questions

1. What is the number, nature and quality of activities implemented to date?
2. What aspects of the project need improvement or modifications?
3. What practices may need additional support for implementation with fidelity?

Summative Evaluation

The summative evaluation will use performance measures and other forms of information to determine the degree to which the objectives, outcomes, and benchmarks have been achieved. The summative evaluation will focus on the quality of processes and products, the degree of program implementation fidelity, and the impact of the SPDG activities on the intended audiences. A summative evaluation and OSEP report are completed annually.

Key Summative Evaluation Questions

1. Are CALI Reads participants using CALI Reads strategies with students and families?
2. Do CALI Reads schools demonstrate improvement in implementation with fidelity?
3. Is the use of CALI Reads strategies and practices sustained and disseminated?
4. Do students demonstrate improvements in ELA and reading outcomes?

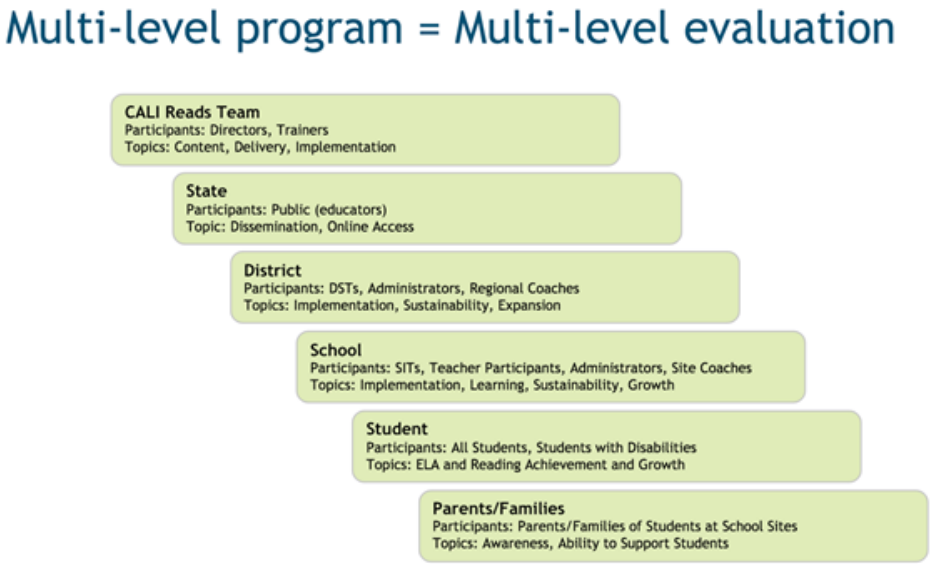
An Integrative Approach

Rather than having separate processes or sets of tools for the formative and summative evaluations, each tool or method of evaluation used in CALI is specifically designed to simultaneously engage and address formative evaluation by focusing on utility for participants and coaches as well as the improvement of PD materials, and summative evaluation through performance measures and benchmarks. To the degree that tools and methods are meaningful to participants and coaches the quality of the data is likely to be enhanced as well.

Mixed Method Design

The CALI evaluation is a mixed method evaluation design. Mixed method designs are characterized by the use of qualitative and quantitative data collection and analysis methods. The approach is useful for understanding and assessing interventions that occur on multiple levels (e.g., classroom, school, district) and have multiple components. The approach also helps to both deepen the understanding and the credibility of the findings with the results converging (or not) from multiple data sources and data collection activities.

CALI uses a combination of progress reporting and fidelity monitoring tools, surveys and assessment data at every level of the CALI Reads program to answer the evaluation questions. The figure below shows what topics are covered in the evaluation of participants at each level of the project.



Fidelity of Implementation Tool

An essential evaluation tool for CALI Reads' participating sites is the Fidelity of Implementation Tool. Sites will use this tool to monitor the success of CALI Reads Implementation by identifying their areas of strength and areas for support. The FIT identifies 8 Key Elements of CALI Reads implementation and their phases of implementation. To monitor CALI Reads progress, Site Implementation Teams and Site Coaches rate their progress on each Element on the FIT twice annually and describe action steps for moving sites toward project sustainability. The goal is for sites to reach Full Implementation on many Elements by Year Three and build toward Growth and Sustainable levels in Year Four and Five.

See Appendix A for instructions and the full FIT for completion.

Eight Key Elements of CALI Reads implementation

A. Literacy Professional Development
B. Classroom Implementation (digiCOACH)
C. Coach Support
D. Family Involvement
E. Site Implementation Team (SIT)
F. Tiered Literacy Programs
G. Data-Driven Decision Making
H. Systems Change

Five Levels/Stages of Implementation for each Key Element

1. Initiation
2. Early Implementation
3. Full Implementation
4. Growth/Innovative
5. Sustainability

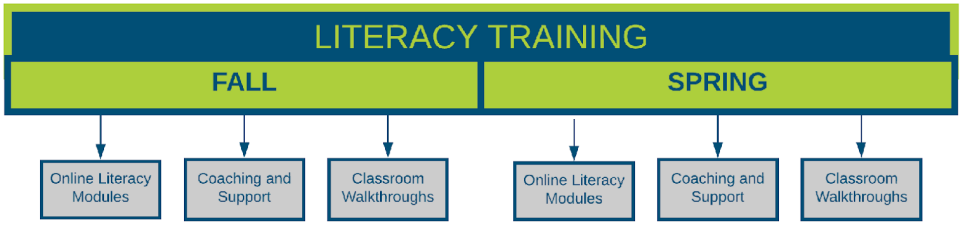
Participant Activity

To support the goal of improving literacy outcomes, each CALI Reads school site should identify participants for the following four activities, detailed in sections further below. Participants can be involved in one or more activities.

- Literacy Training
- Leadership Teams
- Regional Workshops
- Family Literacy Workshop

Literacy Training

CALI Reads supports literacy training through E-learning modules, CALI Reads coaching, digiCOACH walkthroughs and project funds for teacher release time.

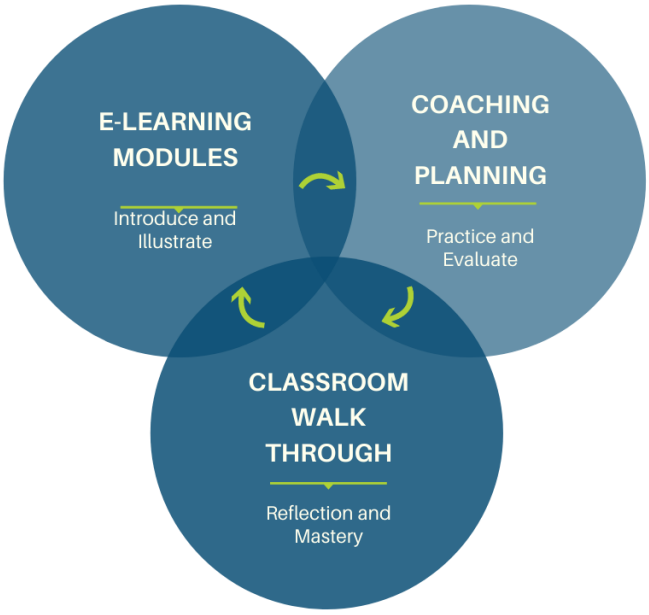


Each school site identifies a cadre of teachers to participate in Literacy Training. Participation by a site administrator or school leader is strongly encouraged to support their role as an Instructional Leader on campus. Participant time commitment is estimated to total 10 hours each semester. Participants engage in the following three literacy training activities each semester.

E-Learning

Month one (~2-3 hours)

- Complete the E-learning module
- Attend a training by a CALI Reads Site Coach



Coaching and Planning

Month two and three (~3-4 hours)

Work with a CALI Reads Site Coach and your colleagues to:

- Develop lessons
- Implement the strategy
- Refine instruction

Classroom Walkthroughs

Month three and four (~2-3 hrs.)

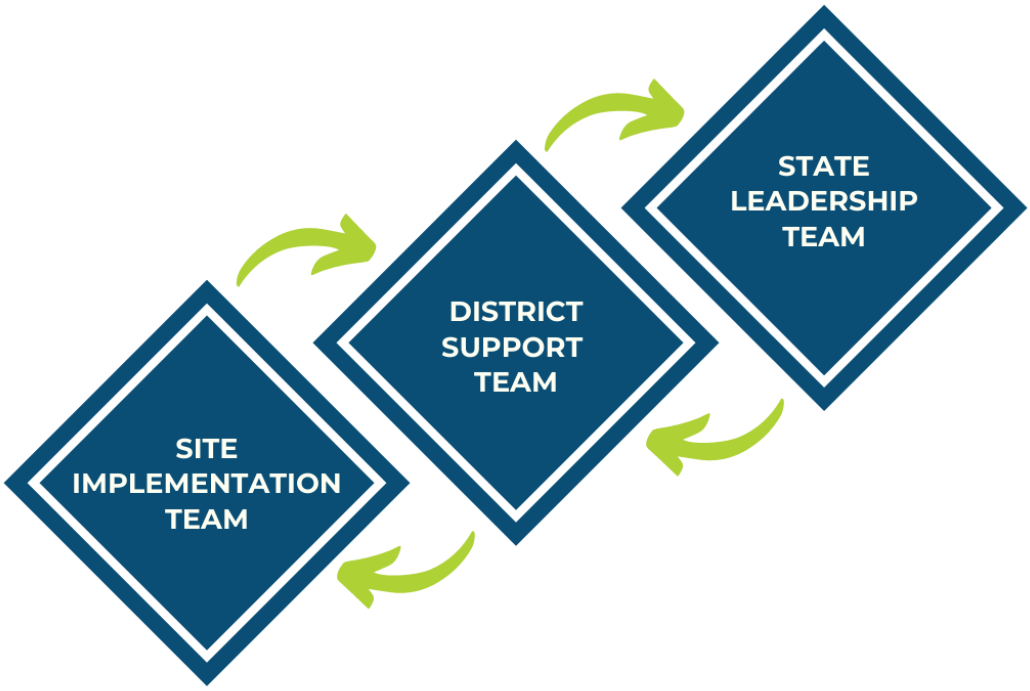
- Use the Walkthrough Tool to plan and self-rate a lesson (~30 mins).
- *Collaborate with a colleague to conduct a Peer-Walkthrough (~1-2-hour total).
- Schedule a Walkthrough by a Coach or Instructional Leader (~1-hour total).
- Each school site identifies a cadre of teachers to participate in Literacy Training.

  At least one site administrator should be included to support their role as an Instructional Leader. Participant time commitment is estimated to total 10 hours a semester.

* Note: Peer Observation can play a strong role in improving instruction. By creating opportunities for teachers to observe one another in their classrooms, they engage in mutual beneficial non-evaluative opportunities that help enhance their skills and share effective practices. Through peer observation, teachers work to improve a specific instructional practice or classroom management routine by watching and debriefing with one another.

Leadership Teams

CALI Reads uses a cascading system of tiered leadership teams that are formed at different decision-making levels. That is because one team is not enough to assure improved outcomes, but rather you want a thoughtful arrangement of linked teams who monitor and support implementation. Too often innovations rely on just a champion or two. But those champions can move on to new challenges or burn out and innovations can go out the door right along with them. The advantage of an Implementation Team is that the team collectively has the knowledge, skills, abilities, and capacity needed to implement, maintain and improve programs over time and across staff.



State Leadership Team (SLT)

The SLT meets bi-annually in Sacramento to review CALI Reads project implementation progress; address facilitators and barriers on an ongoing basis; plan next steps; and make recommendations for successful project implementation through the participating California districts and school sites. The SLT membership is comprised of broad representation of individuals across:

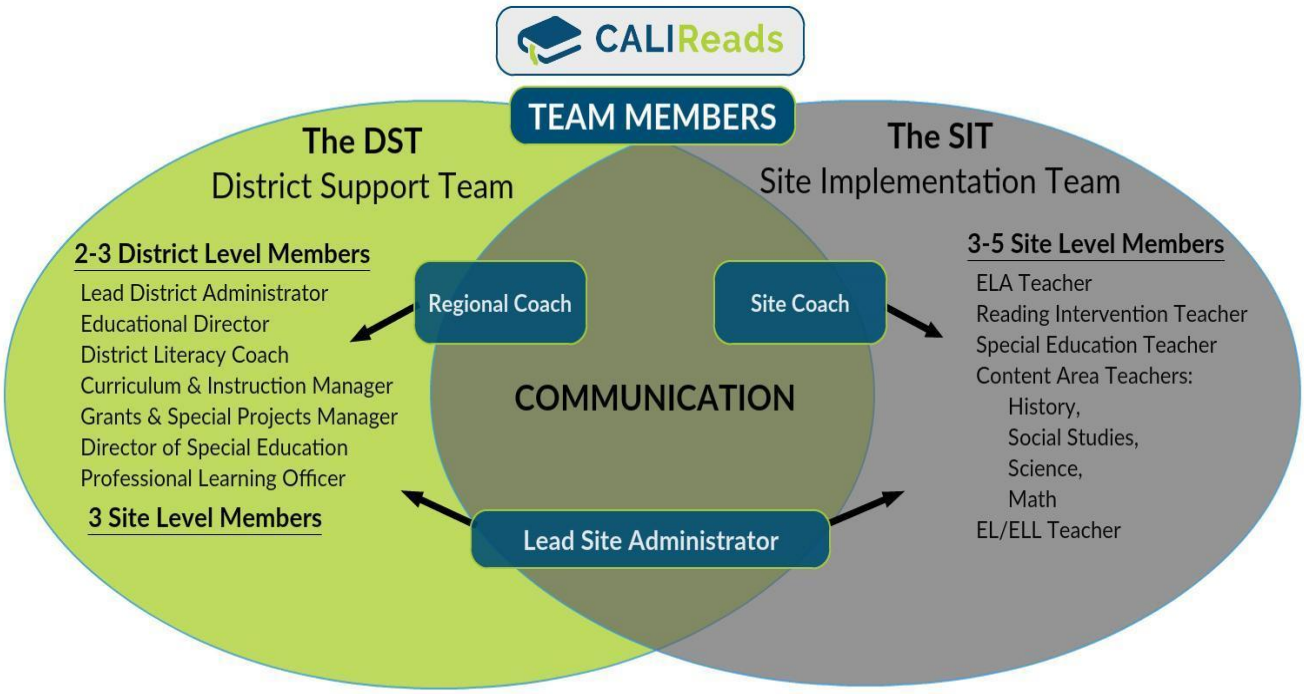
- California Department of Education, Special Education Division
- CALI Reads Implementation Team
- CALI Reads Regional Coaches
- Participant Representatives (two administrators and two teachers)
- a liaison from a Parent Training Information Center
- a Specialized Trainer from the California State University, Northridge

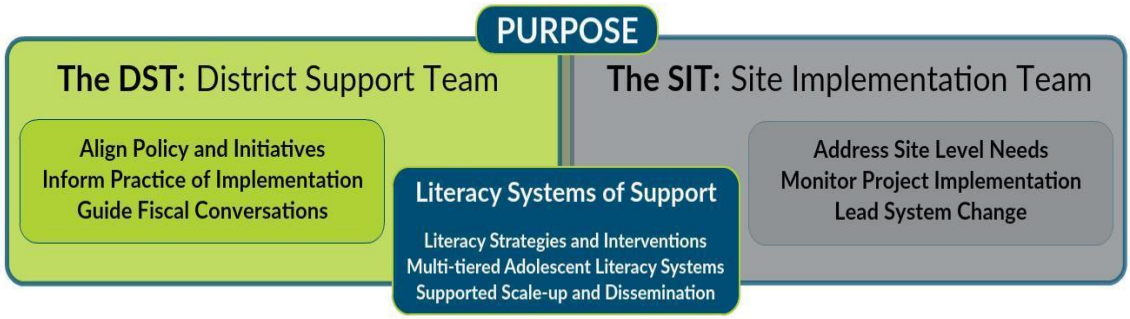
District Support Team (DST)

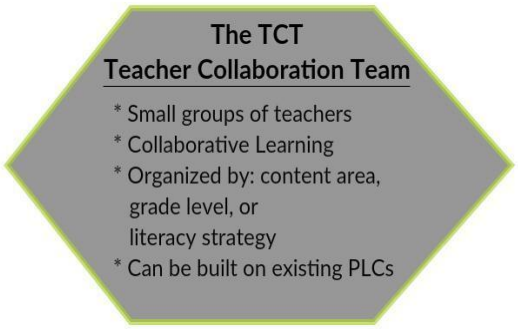
Each district forms a DST leadership team to oversee CALI implementation across their participating school sites, review corresponding data, and complete the District Checklist (DC) (see Appendix B) as a tool to guide their work. The DST meets approximately three times a year at the District Office to monitor project success and outcomes across the district, and to address barriers to project implementation. The DST is supported by the CALI Reads Regional Coach who works directly with each school district to provide reflection, support and planning for Systemic Change. The DST team is formed from 2-3 district level participants, an administrator from each school site, and the CALI Reads Regional Coach.

Site Implementation Team (SIT)

Each participating school site forms a SIT leadership team of teachers and administrators to oversee CALI implementation at the school site level. The SIT meets at least quarterly and use the Fidelity of Implementation Tool (FIT) (see Appendix A) as a guiding tool to monitor project success and address barriers to implementation at school site level. SIT team membership is 5-7 site level participants such as the site administrator, a variety of content area teachers, resource/intervention teachers, English language teachers, and the CALI Reads Site Coach.







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Regional Workshops

CALI Reads facilitates an Annual Regional Workshop focused on one key aspect of literacy. The Regional Workshop and all workshop materials are free for project participants, and CALI Reads provides funds to cover costs of teacher attendance. Regional Workshops are held as virtual events or locally hosted at District Offices. Each school site should identify up to 6 participants to attend. Participant time commitment is 8 hours/participant annually.

2018-19' Collaborative Data Review

CALI Reads' collaborator Dr. Deborah Reed lead participants through how to build Collaborative Data Review. Topics covered were the structures and process for successful collaborative data teams, importance of aggregate and disaggregate student data review, using student work, and implications for preparing school teams.

2019-20' CORE Adolescent Solutions: Decoding Instruction for Adolescents

CALI Reads delivered Part I of CORE's Adolescent Literacy Solutions training on Decoding Instruction. The topics covered in this session include basic linguistics, basic phonics, high frequency words, and multisyllabic word instruction.

2020-21' CORE Adolescent Solutions: Vocabulary Instruction

CALI Reads brings you Part II of CORE's Adolescent Solutions training on Vocabulary Instruction. This training teaches middle school teachers how to enhance vocabulary knowledge and content understanding through comprehension strategies for both literary and informational text. Participants will receive the CORE Teaching Reading Sourcebook ($80 value) , CORE Assessing Reading Multiple Measures ($50 value), and CORE Participant Guide ($15 value).

Who: Content area teachers, Intervention teachers, Special Educators, Reading teachers, Coaches, English Learner teachers, Instructional Leaders, Teachers on Special Assignment (TOSA).

When: Multi-day 2-hour sessions = 4 sessions. Scheduled by CALI Reads Regional Coach with the District and Site Lead Administrators.

How: Virtually via Zoom. Delivered by the CALI Reads Regional Coach with the support of the CALI Reads Site Coach.

Family Literacy Workshop

Family support of home literacy is a significant factor in improving adolescent literacy skills (Center for Comprehensive School Reform & Improvement, 2005). To help families better support home literacy, CALI Reads participating school sites should facilitate an Annual Family Workshop. CALI Reads provides funding, coach collaboration, and sample materials to support Family Workshop event planning and facilitation. Please read the Family Workshop Instructions before planning your event.

Family Workshop Coordinator

Sites are encouraged to identify a Family Workshop Coordinator to plan and/or facilitate the event. We estimate the time commitment for a Family Workshop Coordinator to be 4-5 hours annually. The Family Workshop Coordinator responsibilities are to:

1. Identify a Family Workshop topic
2. Identify a Family Workshop presenter
3. Disseminate event information to parents
4. Collect the Event Sign-in sheet and Survey

Family Workshop Instructions

CALI Reads offers districts $500 per school site to offset costs of hosting a Family Workshop. To qualify for the funds, sites must submit the following:

Prior to the Event: Submit Event Details online (https://www.calireads.org/Family-Workshop-Coordinator-Form.php

During the Event: Hand out to all Attendees:

- Family Workshop Sign-in Sheet (Appendix D)
- End-of-Workshop Survey | Español (Appendix E, English; Appendix F, Spanish)

CALI Reads uses these documents for program improvement and to meet federal reporting requirements.

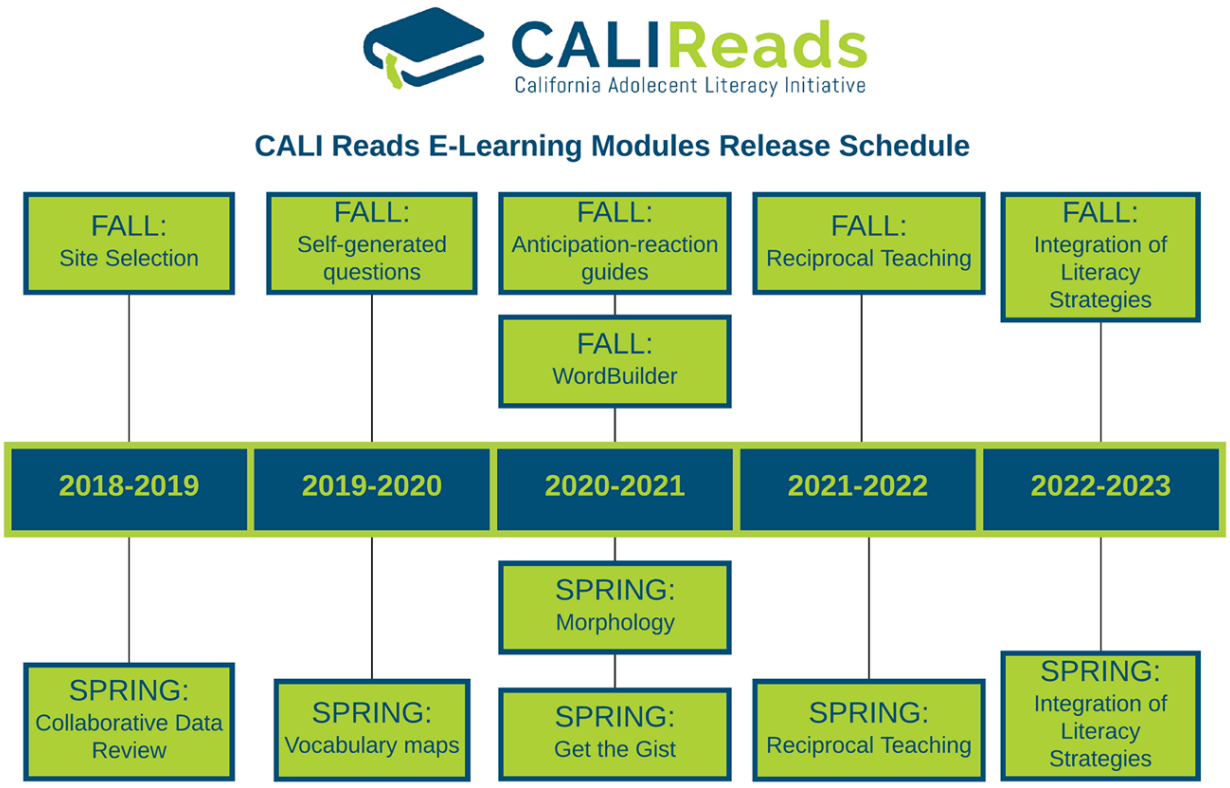
After the Event: Return the Cover Sheet with completed Sign-in Sheet and End-of-Workshop Surveys to (Appendix C, D, E, F):

Napa County Office of Education
c/o Amy Maynard, CALI Reads
1450 Technology Lane, Suite 200
Petaluma, CA 94954

LITERACY TRAINING COMPONENTS

CALI Reads E-Learning Modules

CALI Reads literacy training is provided through E-Learning Modules delivered through the Bridge Learning Management System. The E-Learning Modules showcase evidence-based strategies that support adolescent literacy and are developed in collaboration with literacy experts. E-learning modules are designed to offer participants convenient, flexible, easy-to-access content. Each module is expected to take 1-2 hours to fully complete and can be viewed incrementally and revisited for review if desired. Each semester, CALI Reads releases new e-learning modules through the Bridge Learning Management System. Following participant training, e-learning modules will post to the CALI Reads website for public access.



Evidence Base for Literacy Training

Quality professional development (PD) in adolescent literacy strategies involves *in-depth, ongoing training and coaching* for teachers in how to use the evidence-based strategies—intensive word study, vocabulary development, and comprehension focus—to support mastery of complex text and promote active student engagement. CALI Reads' training and coaching emphasizes the following:

- Implementing a small number of strategies at a time (Kosanovich, Reed, & Miller, 2010), modeling the strategies (Snow-Renner and Lauer, 2005),
- Providing on-going job-embedded support for implementation and refinement (Kosanovich, Reed, & Miller, 2010),
- Fostering collaboration among teachers in using data to plan instruction (American Institutes for Research, 2007; Hamilton et al., 2009),
- Demonstrating how to integrate content with literacy instruction (Siebert and Draper, 2008), and
- Utilizing adult learning principles and practice with coaching feedback (Blasé, VanDyke, and Fixsen, 2010; Drago-Severson, 2009; Fixsen et al., 2005; and Trivette, 2009).

Evidence-based strategies chosen for training focus in CALI Reads fall into the area of supporting Word Analysis, Vocabulary Knowledge, or Reading Comprehension and depending on the routine or strategy support Before, During and Post Reading development. Each are briefly described below.

Word Study

Word Study in decoding multisyllabic words with analysis of syllable patterns and morphemes is considered to be most appropriate for adolescent readers (Boardman et al., 2008). Word study techniques for breaking a word into syllables facilitate understanding of the word, ultimately aiding comprehension (Townsend et al., 2012; Gless et al., 2012; Mullany et al., 2014). Evidence from a synthesis of adolescent reading instruction suggests that adolescents benefit from explicit word study instruction, including morphemic analysis (Edmonds et al., 2009; Brown, Lignugaris-Kraft & Forbush, 2016).

- **Multisyllabic Word Reading** helps students break a complex word apart by its constituent syllables. Students learn to work with pronounceable parts of the word and use knowledge of the syllable type to increase predictability of the vowel sound.

- **Morphemic Analysis** helps students break a word apart into its constituent morphemes (prefixes, roots, and suffixes). This strategy supports decoding and vocabulary development. Tiers 2 & 3 include strategic instruction in morphemes and related vocabulary.

- ***Wordbuilder* app** is a specialized word study digital tool including kinesthetic application of phonics and structural analysis skills, updated to target middle school level words by CA State University, Northridge, the originator. It will be transitioned from a commercial product to web-based availability through CALI to all CA schools for Tiers 2 & 3 to provide direct, explicit, multisensory, structured, sequential, cumulative, age-appropriate instruction.

Vocabulary

Vocabulary strategies build comprehension (Townsend et al., 2012), specifically explicit vocabulary instruction using a vocabulary map (Vaughn et al., 2013), study of academic vocabulary (Sprenger, 2013), and a Frayer Model graphic organizer for monitoring and integrating students' vocabulary knowledge (Silverman et al., 2013; Reed et al., under review). Vocabulary training will include the use of graphic organizers and discussion to develop word knowledge using the following strategy/routine:

- **Vocabulary Maps** (a graphic organizer) as a prereading support to teach important, unfamiliar words before students read the text, using turn and talk opportunities to develop student-friendly definitions, synonyms, pictures, etc. and applying the word in context.

- **Frayer Model** is a graphic organizer used to increase conceptual understanding of key words and their associated concepts *after* reading. Students create word descriptions, characteristics, examples (subordinating concepts), and non-examples (coordinating concepts).

Reading Comprehension

Reading Comprehension is enhanced in teaching middle school students to self-generate questions (Bugg and McDaniel, 2012; Simmons et al., 2010), implementing Reciprocal Teaching (Wexler et al., in press) and using an Anticipation Reaction Guide to activate students' background knowledge to facilitate text-dependent inference making (Elbro and Buch-Iversen, 2013; Guthrie and Klauda, 2014; LaRusso et al., 2016).

- **Main Idea (Get the Gist)** is a strategy to help students identify and concisely state the most important information in a paragraph.

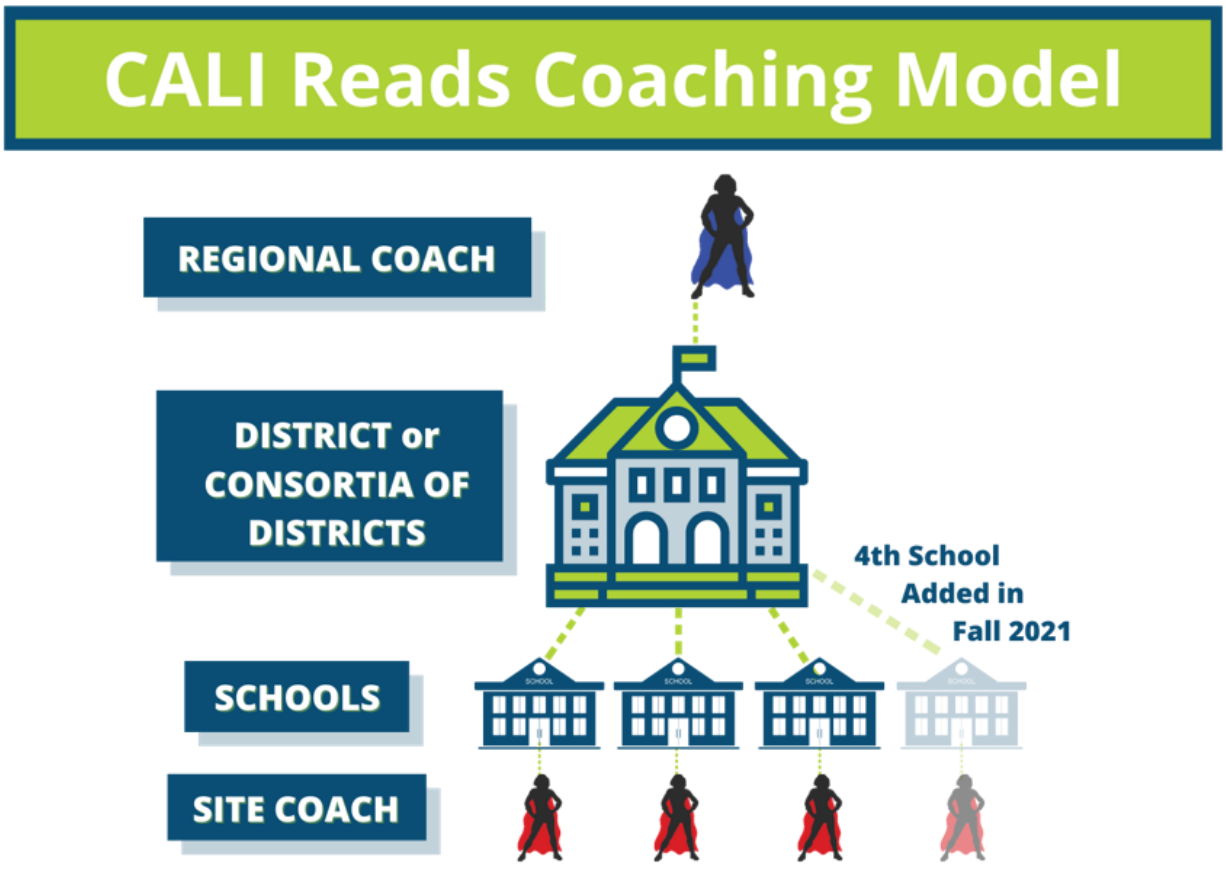
- **Self-Generated Questions** prompts students to pause regularly, generate & answer their own questions about what they have read, citing proof from the text. Three levels of questions are right there (literal), putting it together (within-text), and making connections (between-texts).

- **Anticipation-Reaction Guide** is a graphic organizer that helps students think about a key idea in a text. Before reading, the guide activates background knowledge, and during reading, students record textual evidence related to guide_statements.

- **Reciprocal Teaching** is a reading strategy to help students comprehend texts by working collaboratively with peers. Students take different roles to lead the summarizing, questioning, clarifying, and predicting elements of text reading.

CALI Reads Coaching

CALI Reads Coaches provide *high-quality, in-depth, ongoing training and coaching* on how to implement evidence-based adolescent literacy strategies across content area, intervention, English language, and special education classes. Each participating District and Site Coach has a designated CALI Reads Regional and Site Coach. Regional Coaches serve as a support to the District and to Site Coaches within a region, and Site Coaches to serve at the school level to support literacy training and coaching needs.



CALI Reads coaches are seasoned, experienced educators with strong backgrounds in areas of literacy, special education, and/or administration [see https://www.calireads.org/coaches.html]. CALI Reads supports the work of coaches through frequent check-ins and trainings facilitated by the CALI Reads Implementation Team and our partnered Literacy Experts from Institutes of Higher Education.

CALI Reads individualized coaching helps teachers succeed through observation and feedback. Instructional coaches support ongoing development through regular observation and feedback. The coaching process is often cyclical—the coach: a) works with the teacher in learning the literacy routine/practice, b) works with teachers in lesson planning, c) observes a lesson and d) meets with the teacher to discuss how the literacy strategy instruction is going, provide instructional feedback, and identify concrete action steps for refining and integrating the practice.

Site Coach Role

On behalf of CALI Reads, Site Coaches:

- Will work with participating teachers and administrators at each middle school site to support:
  - literacy learning and training,
  - integration of literacy strategies and fidelity of use within content area instruction,
  - first best instruction to meet the needs of all students, and
  - data-driven decision making.
- Will conduct classroom digiCOACH walkthroughs, hold reflective conversations and provide feedback to participating teachers on targeted literacy topics.
- Will participate in Site Leadership Team meetings to build systems capacity and assist site completion of needs assessments, implementation plans, and fidelity checks.
- Will coordinate and collaborate with the CALI Reads Regional Coach to evaluate resources and barriers to project success.

Site Coach Responsibilities

Support teacher and administrator training

- Face-to-Face Coaching on use of strategies
- Monitor participant implementation and fidelity in use of strategies
- Conduct staff training each semester to support the target literacy practice
- Meet regularly with content and grade-level teacher groups, as well as, one-on-one with teachers to plan lessons, review classroom data, and monitor progress
- Conduct digiCOACH walkthroughs to offer feedback and reflective conversations
- Attend the Annual Regional Workshop to facilitate participant activities

Support school site capacity building

- Participate in monthly Site Leadership Team meetings
- Support sites in completing needs assessments, implementation plans, and fidelity checks
- Support an annual Family Workshop

Participate in Coach Training

- Attend in-person coach training
- Attend regular training webinars
- Participate in online literacy modules

Project Liaison

- Submit quarterly site summaries
- Submit biannual surveys
- Hold regular and as-needed check-ins

Regional Coach Role

On behalf of CALI Reads, Regional Coaches:

- Will work with 2-3 Administrators at the district office to form a District Support Team to build systems capacity and assist in the completion of needs assessments, implementation plans, and monitor fidelity checks.
- Will conduct regular site visits to support Site Coach training and coaching.
- Will coordinate and collaborate with the CALI Reads Site Coach to evaluate resources and barriers to project success and support their coaching work at the participating middle schools.
- Will participate on the State Leadership Team to monitor project implementation, work to address implementation barriers, and refine a model of implementation for scale-up.

Regional Coach Responsibilities:

Support teacher and administrator training

- Monitor Site Coaching, Training, and Feedback on use of strategies
- Monitor each site's implementation and fidelity in use of strategies
- Conduct Site Visits with the Site Coach to support project work
- Conduct biannual walkthroughs to offer feedback and reflective conversations
- Attend the annual Regional Workshop to facilitate participant activities

Support school site capacity building

- Participate in triennial District Leadership Team meetings
- Support the completion of needs assessments, implementation plans, and fidelity checks
- Monitor implementation of annual Family Workshops (Year Two-Five)

Participate in Coach Training

- Attend a 3-day training in Year One
- Attend 2-day biannually in Year Two through Five
- Attend regular videoconferencing calls

Project Liaison

- Serve on the State Leadership Team and attend biannual training
- Submit quarterly site summaries
- Submit biannual surveys
- Hold regular and as-needed check-ins with CALI Reads staff

What is the role of a Site Coach versus a Regional Coach?

Regional Coach. With a single region, the Regional Coach supports three districts or district consortiums. Regional Coaches are given 12 coaching days per district. To support each district, coaching days are used for the following:

1. The Regional Coach will form a District Support Team and meet with them triennially. During the District Support Team meetings, the Regional Coach will complete the District Checklist with the team twice annually and review summary data provided by the CALI Reads team on Coach Quarterly Summaries, FIT summaries, and digiCOACH reports in order to address successes and barriers to project implementation.

2. The Regional Coach is also expected to visit participating district school sites once each semester to support the Site Coach. During those visits, the Regional Coach can attend SIT meetings, support a site training, co-conduct digiCOACH observations for calibration, and observe Site Coaches in their role. Deliverable = digiCOACH fidelity check once annually and complete the HQPD Checklist.

The Regional Coach is also an important member of the State Leadership Team (SLT). They are asked to attend biannual meetings at the CDE in Sacramento. During SLT meetings, Regional Coaches should present on regional and district level data to demonstrate successes and challenges to implementation in order to address needs and support project goals. The Regional Coach also attends the annual Regional Workshop to support the Site Coach.

Site Coach. Within a single district or district consortium, Site Coaches support three participating school sites. To support each school site, site coaches are given 12 coaching days/site. Coaching days are used for the following:

1. Site coaches will form and attend a Site Implementation Team at each school. During those meetings, Site coaches will facilitate the completion of the FIT and are expected to complete an independent rating twice annually.

2. Site Coaches will support literacy training and coaching support for each site's ten participants. Coaches will schedule literacy trainings, planning, and digiCOACH walkthroughs followed by collaborative conversations to enhance fidelity of implementation. Site Coaches will schedule with Regional Coaches for regular site visits and co-conduct annual digiCOACH observations for calibration.

The Site Coach also attends the annual Regional Workshop to support school site participants.

DigiCOACH Walkthroughs

In CALI Reads, the digiCOACH system is used to:

Conduct Walkthroughs

digiCOACH informs and guides users through key look-fors aligned with professional learning literacy training modules designed to enhance teacher efficacy.

Coach Teachers

A library of prewritten strategies and coaching tips specific to each strategy help reinforce the use of key instructional components.

Self-Reflect & Support Peers

Teachers use digiCOACH to plan and self-reflect on lessons. Peer walkthroughs offer teachers the opportunity to collaborate and reflect on strategy implementation.

DigiCOACH is an easy-to-use app designed to enhance teacher efficacy. CALI Reads has partnered with digiCOACH to develop walkthrough frameworks to support middle school literacy instruction. Participants conduct digiCOACH walkthroughs to reinforce key instructional look-fors and provide formative feedback through praise and coaching tips from a library of feedback statements. The digiCOACH app can be accessed on your tablet or phone (Apple and Android).

Teacher participants conduct digiCOACH walkthroughs to help refine instructional practice for each focal literacy practice. To get the most out of walkthroughs, teachers should conduct them at three points in time: self-rating, peer walkthrough, and coach/instructional leader walkthrough.

During a walkthrough, the observer will:

1. Identify key Look Fors across Literacy Focus Areas
2. Select Strategy/Routine specific Coaching Tips
3. Send a follow-up email with the feedback

Four Simple Steps to Completing a CALI Reads/digiCOACH Walkthrough:

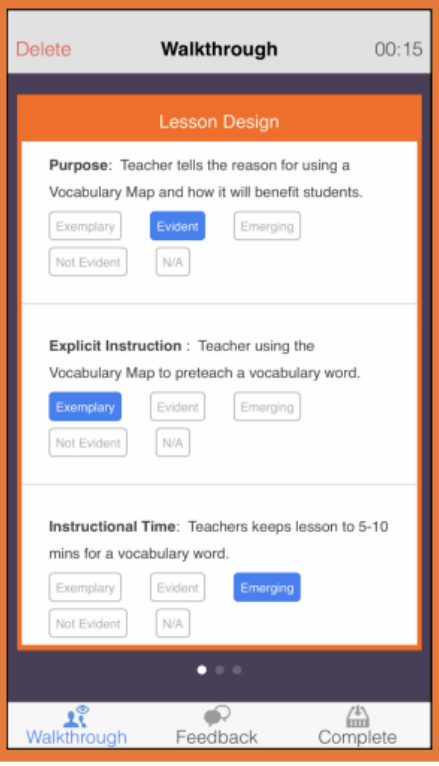
Step 1. When implementing a CALI Reads strategy, teachers use the corresponding Walkthrough tool (pictured below) to plan a lesson that incorporates key instructional look-fors.

CALI Reads **Vocabulary Maps** **digiCOACH**

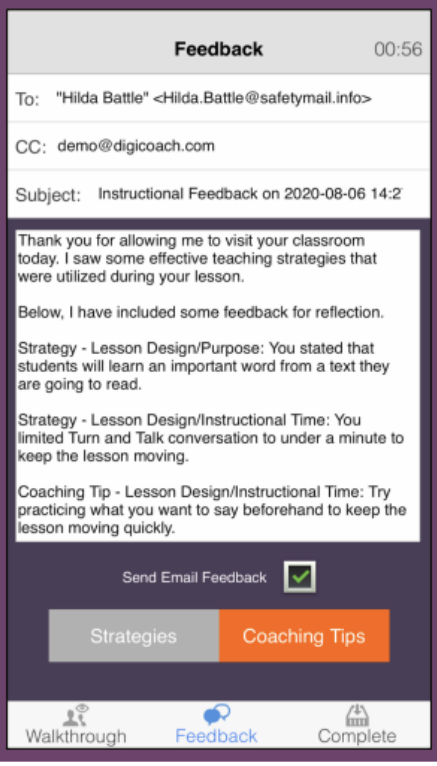
Lesson Design	Tools and Resources	Vocabulary Map
Purpose	**Graphic Organizer**	**Pronunciation**
Teacher tells the reason for using a Vocabulary Map and how it will benefit students.	Teacher displays a fully completed Vocabulary Map to teach a word.	Teacher carefully enunciates the vocabulary word.
		Illustration
Explicit Instruction	**Word Choice**	Teacher uses a relevant illustration to support the vocabulary word meaning.
Teacher using the Vocabulary Map to preteach a vocabulary word.	Teacher selects a vocabulary word that is conceptually important to the text.	**Student-Friendly Definition**
		Teacher gives an easy-to-understand definition.
Instructional Time	**Cognate**	**Synonym(s)**
Teachers keeps lesson to 5-10 miunutes for a vocabulary word.	Teacher identifies an existing cognate for non-native speakers.	Teacher gives a known, closely related synonym for the vocabulary word.
Collaborative Discussion	**Turn and Talk Prompts**	**Example Sentences**
Teacher monitors students Turn and Talk discussion and supports as needed.	Teacher chooses prompts that effectively illicit student discussion about the vocabulary word.	Teacher selects/creates appropriate example sentences to illustrate the word's use in context.

calireads.org | digicoach.com/calireads.html

Step 2. During the lesson, the observer uses the digiCOACH system to identify key instructional look-fors used in the lesson from the Walkthrough Tool.



Step 3. Next, the observer uses the digiCOACH system to send an email with formative feedback, including praise and coaching tips, from the library of feedback statements to support strategy implementation.



Step 4. After informal walkthroughs are complete, teachers meet with a peer or coach to reflect on the lesson and discuss how to refine future lessons by incorporating the walkthrough feedback provided in the feedback email during step 3.

All Walkthroughs with digiCOACH Are Non-Evaluative

digiCOACH walkthroughs offer teachers a system for receiving formative feedback specific to the CALI Reads literacy strategies.

The digiCOACH system is designed as an informal observation tool to support high quality instruction and promote collaborative discourse among educational professionals.

Data collected and feedback provided during step 3 are shared only with the teacher and observer, and used for the sole purpose of improving strategy implementation.

digiCOACH Support

How do I use digiCOACH app on CALI Reads?

For questions on how you should be using digiCOACH for the project, contact your CALI Reads Site Coach.

How can I download the digiCOACH app?

To access digiCOACH walkthroughs, you will need the digiCOACH mobile app. All CALI Reads iPads come with the app downloaded and ready for your personal log in.

Support: To download the digiCOACH app onto other devices, go to digiCOACH.com/install.html or search the app store from your device.

How do I access my personal digiCOACH account?

You should have received an email from digiCOACH (search email for: **digiCOACH Account Activated**) with instructions and a link to where you can create your account password. **Note:** Keep your password handy for log in.

Support: If you did NOT receive a digiCOACH invitation email, request one at info@calireads.org.

How do I log into the digiCOACH Mobile App?

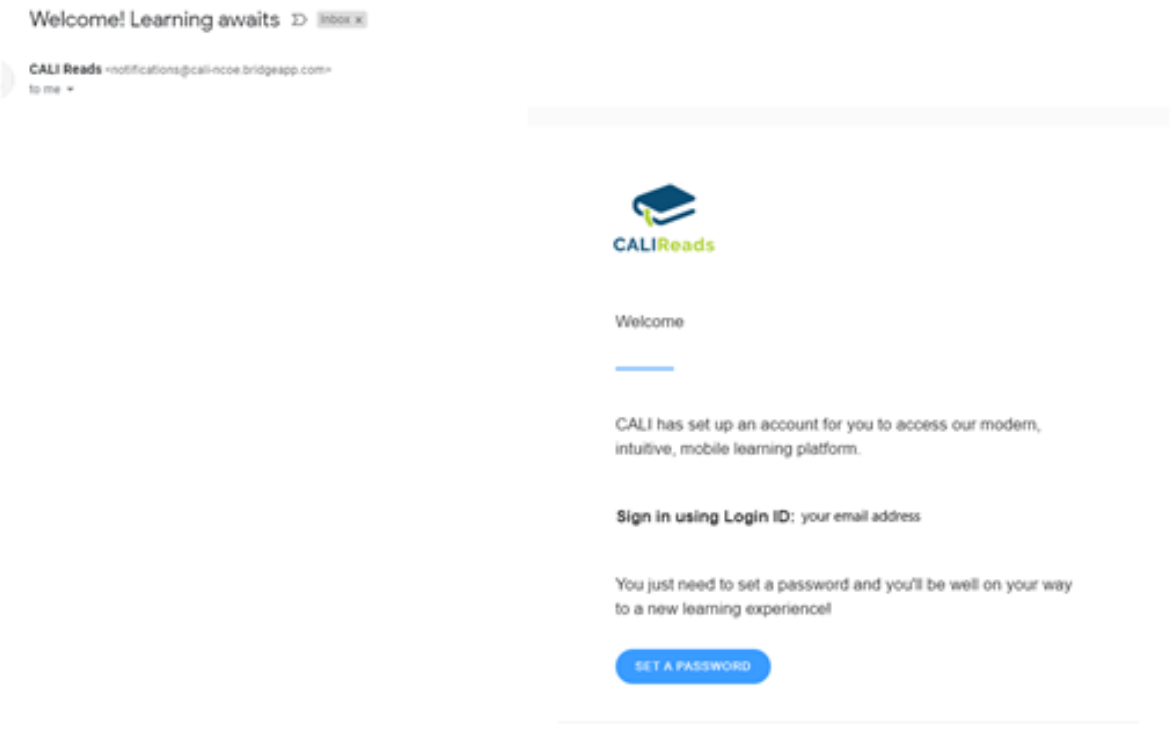
Use your email address and the password you created. **Please note, the initial login to the digiCOACH app will take around 90 seconds to complete**. When you are logging in, keep your device unlocked and the digiCOACH app active when the spinning icon is on the screen. Once the download completes you will be ready to start your first walkthrough!

Support: For questions about your digiCOACH password or support logging in, contact Brandon@digiCOACH.com

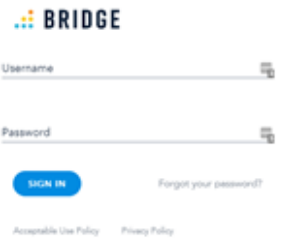
Bridge Learning Management System

CALI Reads uses an online Learning Management System called Bridge to deliver online literacy training. All participants will receive access to Bridge. If this is your first time using Bridge, you will receive an email like the one shown below. You will click the "Set A Password" button in the email to set the password for your account. Your username will be the email address where you received the message.

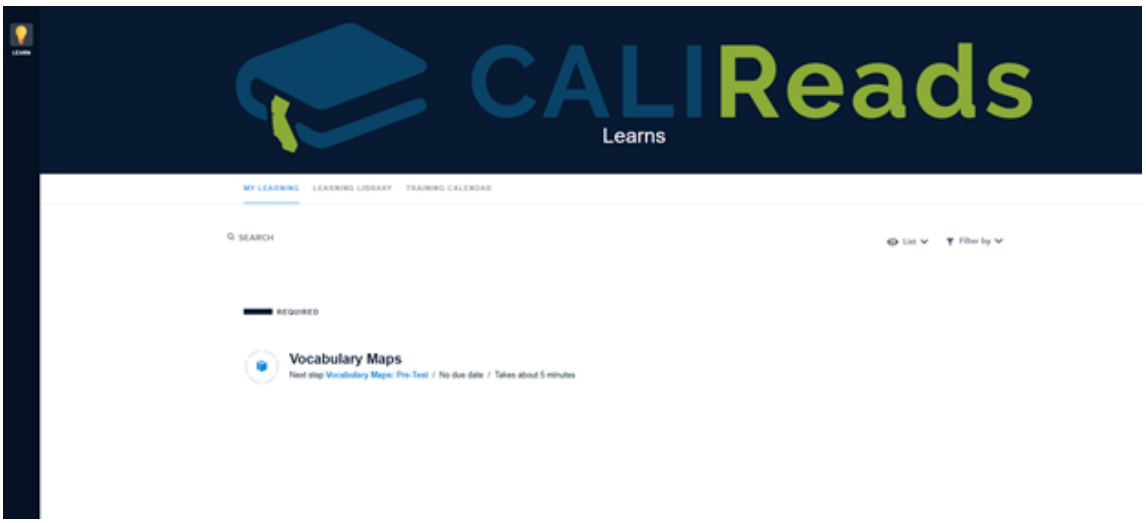
If you are a CALI Reads participant, but don't yet have an account, please request access at info@calireads.org. Please provide your full name, school site and district, coach name, and email address for access.



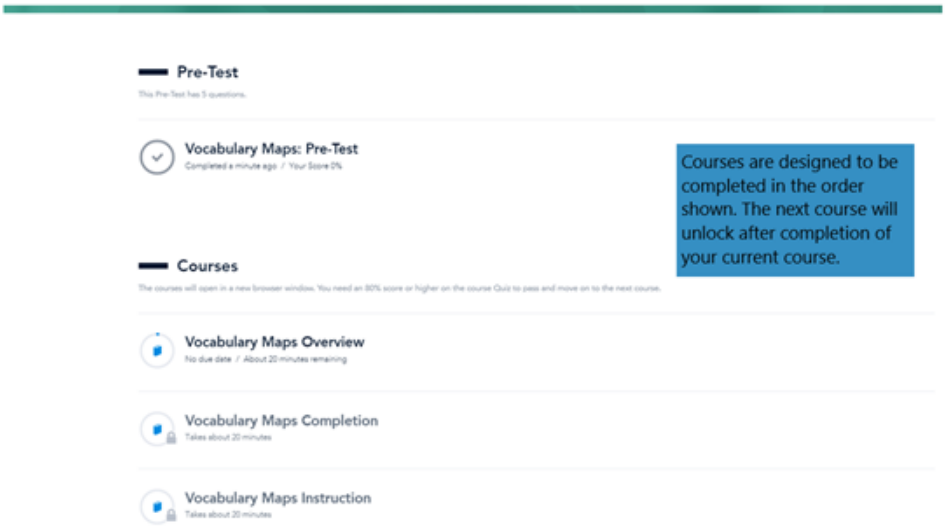
After setting your password, go to https://cali-ncoe.bridgeapp.com/ to login to your account. If you forget your password, use the “Forgot Password” option on the Bridge sign-in page. Bridge will send an email to you with instructions for setting a new password.

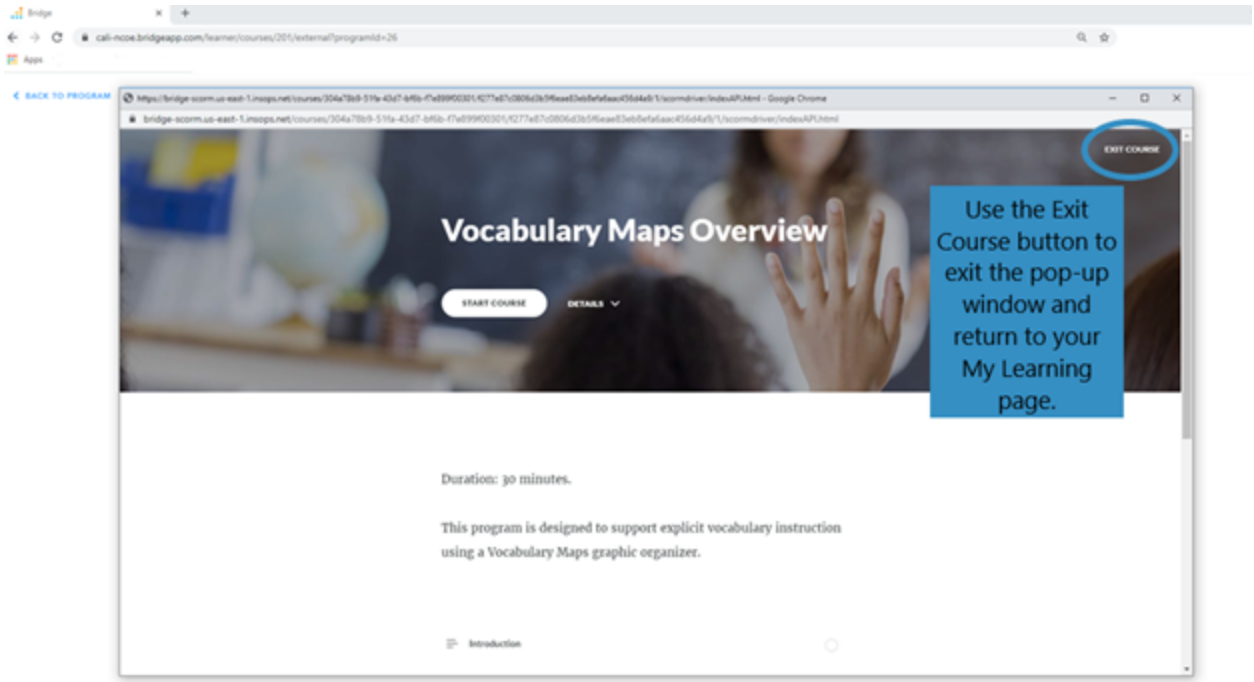


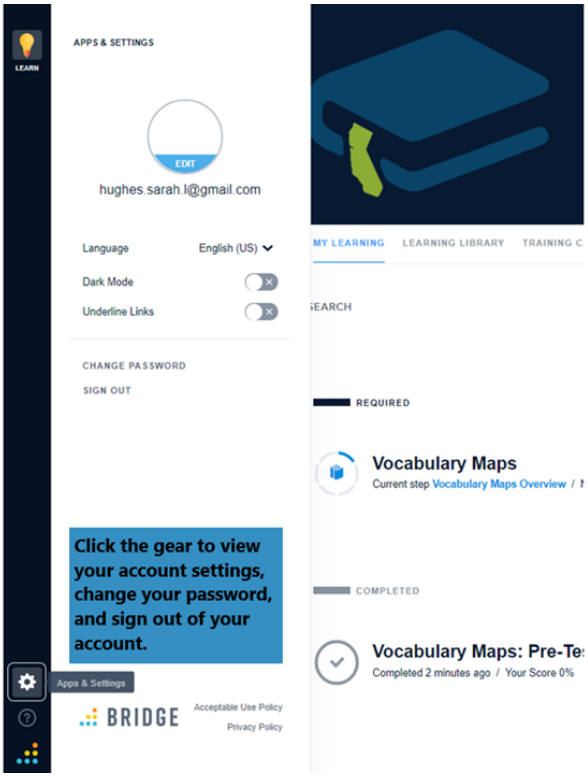
After logging in, Bridge will take you directly to your “My Learning” page. Here you will see all the modules that have been assigned to you.



Click on the title of a module to open it and view the available courses. After you complete a course, a checkmark will appear next to the title.




Vocabulary Maps Overview
START COURSE
DETAILS
EXIT COURSE
Use the Exit Course button to exit the pop-up window and return to your My Learning page.
Duration: 30 minutes.
This program is designed to support explicit vocabulary instruction using a Vocabulary Maps graphic organizer.
Introduction


APPS & SETTINGS
LEARN
EDIT
hughes.sarah.l@gmail.com
Language
English (US)
Dark Mode
Underline Links
CHANGE PASSWORD
SIGN OUT
Click the gear to view your account settings, change your password, and sign out of your account.
Apps & Settings
BRIDGE
Acceptable Use Policy
Privacy Policy
MY LEARNING
LEARNING LIBRARY
REQUIRED
Vocabulary Maps
Current step Vocabulary Maps Overview
COMPLETED
Vocabulary Maps: Pre-Te
Completed 2 minutes ago / Your Score 0%

U.S. Department of Education Partners

Office of Special Education Projects

CALI Reads is a State Personnel Development Grant (SPDG) awarded from the Office of Special Education (OSEP), U.S. Department of Education. The SPDG program provides competitively awarded grants to help state educational agencies (SEAs) reform and improve their systems for personnel preparation and professional development of individuals providing early intervention, educational, and transition services to improve results for children with disabilities. SPDG funds are awarded to the California Department of Education, Special Education Division and coordinated and administered in partnership with the Napa County Office of Education.

California Department of Education Partners

Dr. Theresa Costa Johansen

Dr. Theresa Costa Johansen is an Education Administrator in the Special Education Division at the California Department of Education. In her role, Dr. Johansen coordinates specialized contracts in support of California Districts with the provision of Special Education services. Accordingly, she has served for the past several years as the SPDG Director for Project READ and now the CALI Reads project. In addition, Dr. Johansen was instrumental in leading the California's Dyslexia Work Group in their formation of the Dyslexia Guidelines. She comes to this role with experience across the board in classroom teaching, and school and district level administration. Additional areas of expertise include: curriculum and instruction, educational leadership and improving student achievement outcomes.

Mr. Richard Gifford

Mr. Richard Gifford serves as an Education Programs Consultant for California Department of Education (CDE), Curriculum Frameworks and Instructional Resources Division. In this role, Mr. Gifford specializes in developing and supporting dyslexia policy and programs, and to this end, served as a consultant to CDE in the design of the Dyslexia Guidelines. During his career in education he has provided reading instruction to middle school students with dyslexia and coordinated reading interventions for special education students while working with the Kennedy Krieger Institute in Baltimore, Maryland. He has also worked with the Success for All Foundation, developing reading curricula and technology for struggling readers.

CALI Reads Implementation Team

Dr. Vicki Griffo

Project Director

vgriffo@napacoe.org

Vicki Griffo, PhD is the Director of CALI Reads. Dr. Griffo earned her doctorate in Special Education from UC Berkeley and a masters as a Reading Specialist. She began her career in education as a primary teacher and later a Reading Specialist at the various educational levels and in alternative school settings. She has worked on myriad large-scale reading research projects and taught courses on reading development and pedagogy. Dr. Griffo is passionate about teacher education and supporting struggling readers and marginalized students.

Dr. Amy Maynard

Director of Evaluation

amaynard@napacoe.org

Amelia (Amy) Maynard, PhD is the CALI Reads Director of Evaluation. With over 15 years of experience as an evaluator, her work has focused on improving educational programs using strong methodological designs and inclusive practices. She holds a Ph.D. in Organizational Leadership, Policy and Development and an M.A. in Educational Policy and Administration from the University of Minnesota, both with a major in Evaluation Studies. Before returning to California, Dr. Maynard worked as a District Analyst for the largest school district in Minnesota, where she worked with achievement data, evaluated special education and STEM programs, and vetted new ELA and STEM instructional materials. Previously, Dr. Maynard worked at the Institute on Community Integration at the University of Minnesota and at MPR Associates in Berkeley.

Sarah Hughes

Senior Program Manager
shughes@napacoe.org

Sarah Hughes is the CALI Reads Program Manager. She brings over 15 years of experience implementing grants and contracts with the California Department of Education. Sarah oversees CALI Reads project management, contracting, invoicing, and the Learning Management System for E-Learning. Prior to joining the CALI Reads team, Sarah worked for the Desired Results Access Project to improve outcomes for young children with disabilities in California. She has had a lifelong interest in improving education for all students. Sarah received her bachelor's degree from the University of California, San Diego.

Tom Tranfaglia

Technology Coordinator
ttranfaglia@napacoe.org

Tom Tranfaglia is CALI Reads technology liaison. Tom manages CALI Reads website, databases, and technologies while assuring that all materials are accessible. He brings over 18 years experience overseeing the evolving landscape of technological needs across California Department of Education contracts and State Personal Development Grants.

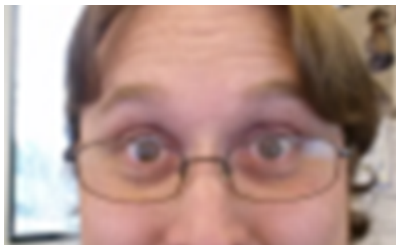
Giselle Blong

Project Coordinator

gblong@napacoe.org

Giselle Blong is the CALI Reads Program Coordinator. She works on budgets, contracts, invoicing, reporting, training preparation, and grant support. Giselle brings more than 13 years' experience working on state professional development grants with California Services for Technical Assistance and Training (CalSTAT), joining NCOE in 2007. Her previous work as a Project Coordinator included development projects with the California Department of Education to improve general and special education student outcomes. She received her Bachelor of Journalism degree from the University of Missouri—Columbia.

Alan Wood



Project Evaluations Specialist & Project Administrator

awood@napacoe.org

Alan Wood has worked on state and federal professional development grants since 2006, working on projects at Sonoma State University before joining NCOE in 2007. As an evaluation analyst, he has focused on the development of data collection tools and processes, maintenance and utilization of data systems, and the analysis and presentation of project outcomes. Working with CALI Reads builds on over ten years of experience in adolescent literacy projects on earlier State Personnel Development Grants, starting with the Effective Reading Interventions Academy (ERIA, 2004–2013) and then Project READ (2012–2018). Alan also worked on NCOE's CalSTAT project, which delivered technical assistance and other supports in alignment with the California Department of Education's One System of Connected Resources and Supports. Alan Wood

holds a bachelor's degree in political science from Sonoma State

Specialized Trainers

CALI Reads collaborates with several Specialized Trainers on literacy content development and training from Institutes of Higher Education.

Dr. Deborah Reed

Director of Iowa Reading Research Center

Deborah K. Reed spent the first 10 years of her career as an English language arts and reading teacher as well as a reading specialist, working primarily with students exhibiting serious reading difficulties. Since 2003, she has been a researcher and technical assistance provider in numerous states. In 2015, Dr. Reed became the director of the Iowa Reading Research Center and joined the faculty of the University of Iowa College of Education. She has published extensively and continues to research methods for improving reading instruction and assessment, particularly for vulnerable populations.

Dr. Vanessa A. Goodwin

Professor,
CSU Northridge

Dr. Sue Sears

Professor,

CSU Northridge

Vanessa Goodwin has spent much of her career working with adolescent struggling readers both as a special education teacher and program specialist. Dr. Goodwin serves as Co-Director of the Special Education Literacy Clinic in the Teaching, Learning and Counseling Consortium (TLCC) at CSUN. Dr. Goodwin also conducts research on evidence-based reading intervention in secondary settings and has presented at conferences and schools across the nation. Dr. Goodwin has authored several publications about K-12 reading pedagogy, teacher dispositions, and the use of technology with struggling readers. Dr. Goodwin teaches beginning and intermediate courses at CSUN for the Preliminary Education Specialist program and the Induction Program.

Sue Sears has taught and supervised the teaching of students with learning disabilities, behavioral challenges, and developmental differences. Dr. Sears has co-directed federally funded personnel preparation grants and a state-funded project supporting an alternative certification program. Dr. Sears served on the Integrated Teacher Education Program (ITEP) Task Force and continues involvement with this program as a member of the ITEP/Liberal Studies Interdisciplinary Program Committee. Dr. Sears is a Director in the Teaching, Learning, Counseling Consortium, a multi-disciplinary group of college faculty, and in this role oversees on-campus literacy tutoring activities. Dr. Sears's research and writing focus on the areas of teacher education and literacy and she has presented extensively on the benefits and challenges of alternative certification programs.

Lindsay Young

Reading Intervention Teacher, LA Unified School District; Adjunct Faculty, CSU Northridge

Lindsay Young is a National Board Certified teacher for LAUSD and provides intensive reading intervention to students who receive special education services. Lindsay is a national presenter and the author of several teacher activity books and articles including *Help Your Students Meet and Exceed Your State Standards for Reading (Grades 6-12)* and *Directed Reading and Thinking Activities*. Young has been featured on *The Teaching Channel*, and in 2015 the California League of High Schools named her an Educator of the Year. She is a part-time faculty member at California State University, Northridge, and a doctoral student at University of Florida.

Funding Table

	2018-19	2019-20	2020-21	2021-22	2022-23
District Support Team (DST)	$1,000 x 3 sites	$1,000 x 3 sites	$1,000 x 3 sites	$1,000 x 3 sites	$1,000 x 3 sites
Host Location for One Day Regional Workshop	$1,500	$1,500	$1,500	$1,500	$1,500
Development of Literacy Plan	n/a	n/a	$1,800 x 3 sites	$900 x 3 sites	$900 x 3 sites
Teacher Training	$7,500 x 3 sites	$9,000 x 3 sites	$9,000 x 3 sites	$9,000 x 3 sites +	$9,000 x 3 sites +

				$2,700 site	$2,700 site
Supplement Training	n/a	$1,500 total	n/a	n/a	n/a
One-Day Regional Workshop Participation	$1000 x 3 sites	$1200 x 3 sites	$1000 x 3 sites	$1,350 additional site only	$1,350 additional site only
Site Implementation Team (SIT)	n/a	$800 x 3 sites	$800 x 3 sites	$800 x 3 sites	$800 x 3 sites
Funds for High-Interest, Low-level Readers	n/a	$500 x 3 sites	$500 x 3 sites	$500 x 3 sites	$500 x 3 sites
Total	**$30,000 total**	**$42,000 total**	**$45,300 total**	**$43,650 total**	**$43,650 total**

Example District AFS

Work to be Performed

The CONTRACTOR, Example School District, agrees to be a part of the CALI Reads program. CALI Reads is a program to support personnel development in order to improve middle school students' literacy achievement. Through CALI Reads, the CONTRACTOR will receive ongoing literacy coaching, professional development, and systems support for participating middle school teachers and administrators. Year Three activities will focus on literacy training and coaching for participants.

The CONTRACTOR will:

Designate a single point of contact in the district who will assume responsibility for overseeing the CALI Reads contract by ensuring the timely execution of contracting, invoicing, and appropriate distribution of project funds.

Ensure timely execution of the Agreement for Services (AFS).

Serve as a fiscal agent by invoicing for project activities and deliverables of the District and participating schools on a quarterly basis.

Distribute project funds to the District and participating schools for their completion of project activities and deliverables and leverage funds in accordance with the CALI Reads AFS.

Monitor the quality and timely delivery of all contract deliverables and required evaluation and reporting activities as outlined on the signed Commitment Page(s).

The CONTRACTOR will meet the following deliverables:

District Support Team (DST) to meet at least three times in Year Three to oversee CALI Reads implementation at participating middle school sites and complete the District Checklist (DC). The DST should be comprised of two to three district staff (including a district instructional coach) and a site administrator from each participating school site.

Support scheduling of the Virtual Regional Workshop to be attended in Year Three by six teachers from each participating school site.

Identify a district lead to collaborate with the CALI Reads Regional Coach on the development of a district literacy plan.

Complete and support evaluation documentation and data collection (for example, DST membership, DC, End-of-Event evaluations, and participant surveys as requested).

Submit de-identified reading assessment data and a summary of student growth for reading intervention teachers, for example, Universal Screening, Formative Assessment Data, or Diagnostic Data.

The CONTRACTOR will ensure the following CALI Reads school site, Middle School #1, meets the following deliverables.

Identify a cadre of participants (10 teachers and an instructional leader) to engage in evidence-based online Literacy Training Modules, digiCOACH walkthroughs, and work with a CALI Reads Coach.

Hold quarterly Site Implementation Team (SIT) meetings to oversee the CALI Reads program at their school site. The SIT should be comprised of a combination of a site administrator, an English Language Arts teacher, one content area teacher, and a Special Education/Intervention teacher.

Send up to 6 teachers to the Virtual Regional Workshop.

Complete and support evaluation documentation and data collection (for example, SIT membership, pre- and post- FIT, End-of-Event evaluations, and bi-annual participant surveys).

Facilitate one family workshop focused on supporting home literacy. Submit event details on https://www.calireads.org/familyworkshop.html

Supply a Purchase Order as proof of purchase for books or digital resources to support classroom literacy (note: not library book purchases).

Compensation

Direct funds to support the CONTRACTOR (district office):

District Support Team – $3,000.00

Rate: $1,000.00 per participating middle school site, up to $3,000.00

Funds are provided to support the District Support Teams (DST) comprised of participants from each school site to meet three times during the contract term.

Required backup documentation:

Document DST member names, contact information, and meeting schedule.

Virtual Regional Workshop Scheduling– $1,500.00

Rate: $500.00 per participating middle school site, up to $1,500.00

Funds are provided for district support in scheduling the annual Regional Workshop which include advertising the opportunity and identifying participants from the school site.

Required backup documentation:

In collaboration with the CALI Reads Regional Coach, set a date and location. CALI Reads will document attendees and collect End-of-Event surveys.

Development of District Literacy Plan – $5,400.00

Rate: $1,800.00 per participating middle school site, up to $5,400.00

Funds are provided to support the district development of a literacy plan.

Required backup documentation:

Lead person name and contact.

Funds allocated to the CONTRACTOR to support CALI Reads school site participation:

The CONTRACTOR (the District) agrees to distribute the funds as detailed below, following school site completion of the following deliverables:

School Site: Middle School # 1 = $12,000.00

Literacy Training – $9,000.00

Rate: $9,000.00 = $2,250.00 per quarter x 4 quarters

Funds are to support teacher release time for participation in CALI Reads by the Content area, Intervention, and Special Education teachers. Activities including (but not limited to) literacy trainings (online and in-person), planning and collaboration with fellow teachers, coaching time with the site coach, and conducting digiCOACH walkthroughs. If your site is unable to identify 10 participants, the contract amount may be reduced.

Required backup documentation:

Q1 and Q3 Invoices: List of participating teachers and email addresses

Q2 and Q4 Invoices: Completion of online literacy training module

Site Implementation Team (SIT) Stipend - $800.00

Rate: $800.00 = SIT meetings per year x 4 meetings x $200.00 per meeting

Stipend for five SIT team members to meet at least quarterly during the contract term and to complete the Fidelity of Implementation Tool (FIT) in the fall and spring.

Required backup documentation:

Document the SIT member names, contact information and meeting schedule. Completion of the FIT.

Virtual Regional Workshop Attendance – $1,200.00

Rate: $1,200.00 = 6 school staff members x $200.00 per staff member

Funds to support attendance of up to six teachers from the school site at the virtual Regional Workshop to be scheduled in collaboration with the District Lead.

Required backup documentation:

Participant attendance confirmed by CALI Reads.

Family Workshop Funds - $500.00

Rate: $500.00 = hosted Family Workshop

Funds to facilitate a 1-2 hour family workshop on supporting home literacy.

Required backup documentation:

Participant attendance and end-of-event surveys.

High Interest/Low Level Readers and Digital Resources - $500.00

Rate: $500.00 =Set of high interest/low level resources

Funds to purchase books or digital resources to support classroom literacy (note: funds for classroom sets not library book purchases).

Required backup documentation:

Copy of receiving Purchase Order listing books or resources purchased with the funds.

Site Lead Checklist

- o Identify Instructional Leader
- o Identify E-Learning Participants (each semester)
- o Review E-Learning completions (each semester)
- o Review digiCOACH walkthrough completions (each semester)
- o Schedule Family Workshop
- o Identify Family Workshop Coordinator
- o Submit Family Workshop Information to CALI Reads
- o Confirm Regional Workshop schedule with Regional Coach
- o Identify Regional Workshop attendees
- o Submit DST membership list & meetings
- o Complete District Checklist
- o Submit SIT membership list & meetings
- o Complete Fidelity of Implementation Tool
- o Order High-Interest Low-level Readers

Appendices

[Appendix A: The Fidelity of Implementation Tool and Instructions]

[Appendix B: The District Checklist Instructions]

[Appendix C: Family Workshop Cover Sheet]

[Appendix D: Family Workshop Sign in Sheet]

[Appendix E: Family Workshop Survey English]

[Appendix F: Family Workshop Survey Spanish]

EVALUATION OVERVIEW