



Literacy  
Network of  
Kansas

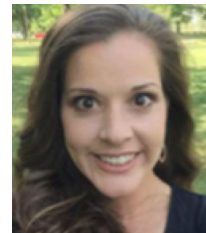
*While We're  
Together....*

## Workshop Outcomes

- Develop a stronger understanding of criteria and requirements needed for a successful grant application submission.
- Consult with Link support team members to answer grant-related questions; and
- Provide dedicated time for collaborative teams to further grant writing efforts;



**Suzanne E. Myers**  
**LiNK Director**



**Amber Rowland**  
**LiNK Partner**



**Jayne James**  
**LiNK Partner**

# Agenda



# 4

## 60-Minute Work Sessions

Short session overview with small-group time to focus, plan and write to the element targeted within the RFA.

9:00 - 9:30 | Welcome Activity: Where are we? Who are we?

9:30 – 10:30 | *Work Session One: Feasibility*

10:40 – 11:40 | *Work Session Two: Impact*

11:40 – 1:00 | Lunch on your own.

1:10 – 2:10 | *Work Session Three: Impact, continued*

2:20 – 3:20 | *Work Session Four: Sustainability*

3:20 – 3:30 | Reflection, Feedback, Next steps

## LiNK Goals

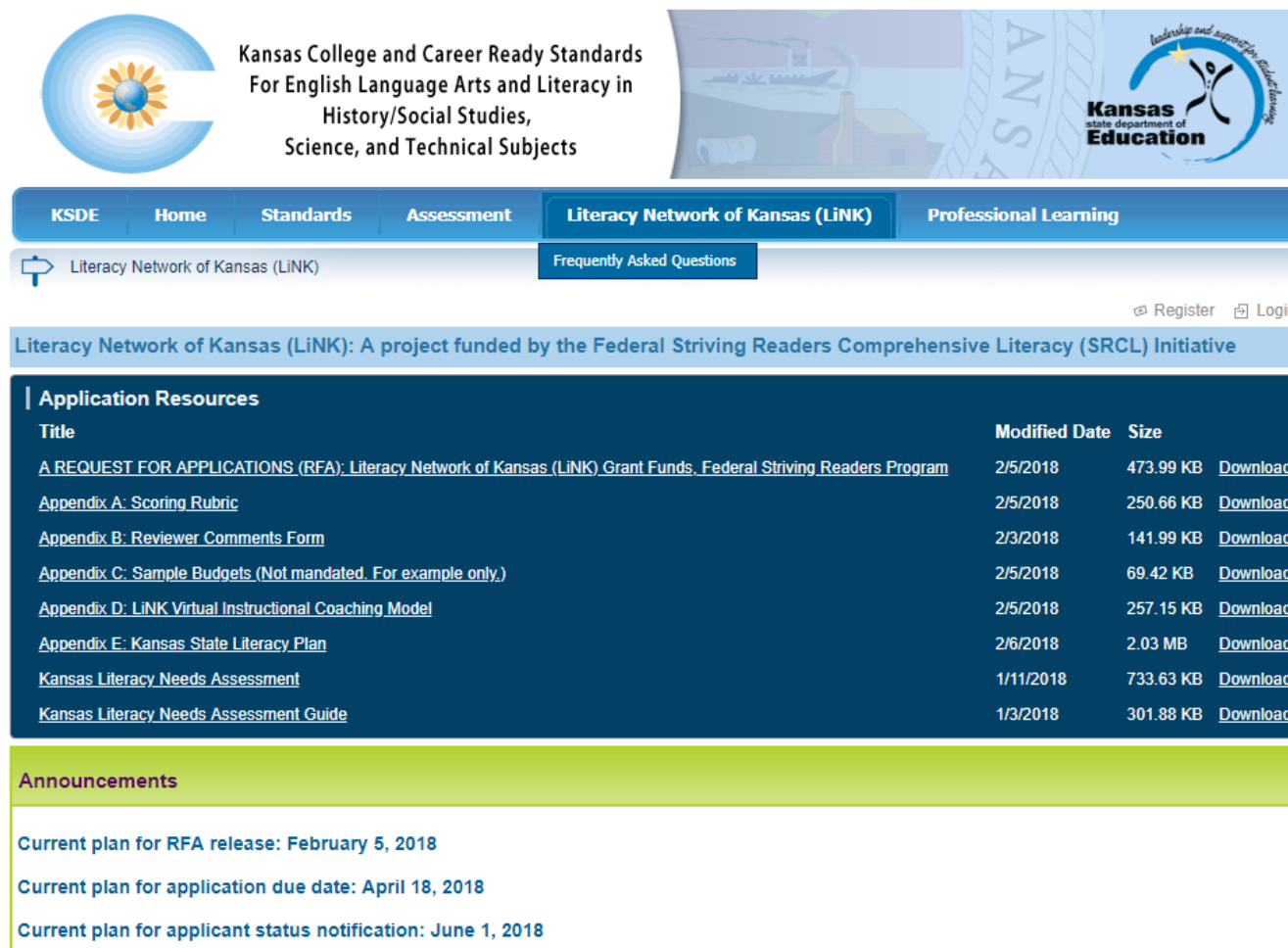
# Build Capacity

Funds distributed to LiNK projects should focus on making a **significant impact** on literacy growth and development for children from **BIRTH through GRADE 12** – particularly disadvantaged children and youth, including **English learners, economically disadvantaged** students, and **students with disabilities**.

Criteria,  
Examples and  
More!

[www.ksde.org/ela](http://www.ksde.org/ela)

# LiNK to Resources



Kansas College and Career Ready Standards  
For English Language Arts and Literacy in  
History/Social Studies,  
Science, and Technical Subjects

Kansas  
state department of  
Education

KSDE Home Standards Assessment **Literacy Network of Kansas (LiNK)** Professional Learning

Literacy Network of Kansas (LiNK) Frequently Asked Questions

Register Login

Literacy Network of Kansas (LiNK): A project funded by the Federal Striving Readers Comprehensive Literacy (SRCL) Initiative

**Application Resources**

Title	Modified Date	Size	
<a href="#">A REQUEST FOR APPLICATIONS (RFA): Literacy Network of Kansas (LiNK) Grant Funds, Federal Striving Readers Program</a>	2/5/2018	473.99 KB	<a href="#">Download</a>
<a href="#">Appendix A: Scoring Rubric</a>	2/5/2018	250.66 KB	<a href="#">Download</a>
<a href="#">Appendix B: Reviewer Comments Form</a>	2/3/2018	141.99 KB	<a href="#">Download</a>
<a href="#">Appendix C: Sample Budgets (Not mandated. For example only.)</a>	2/5/2018	69.42 KB	<a href="#">Download</a>
<a href="#">Appendix D: LiNK Virtual Instructional Coaching Model</a>	2/5/2018	257.15 KB	<a href="#">Download</a>
<a href="#">Appendix E: Kansas State Literacy Plan</a>	2/6/2018	2.03 MB	<a href="#">Download</a>
<a href="#">Kansas Literacy Needs Assessment</a>	1/11/2018	733.63 KB	<a href="#">Download</a>
<a href="#">Kansas Literacy Needs Assessment Guide</a>	1/3/2018	301.88 KB	<a href="#">Download</a>

**Announcements**

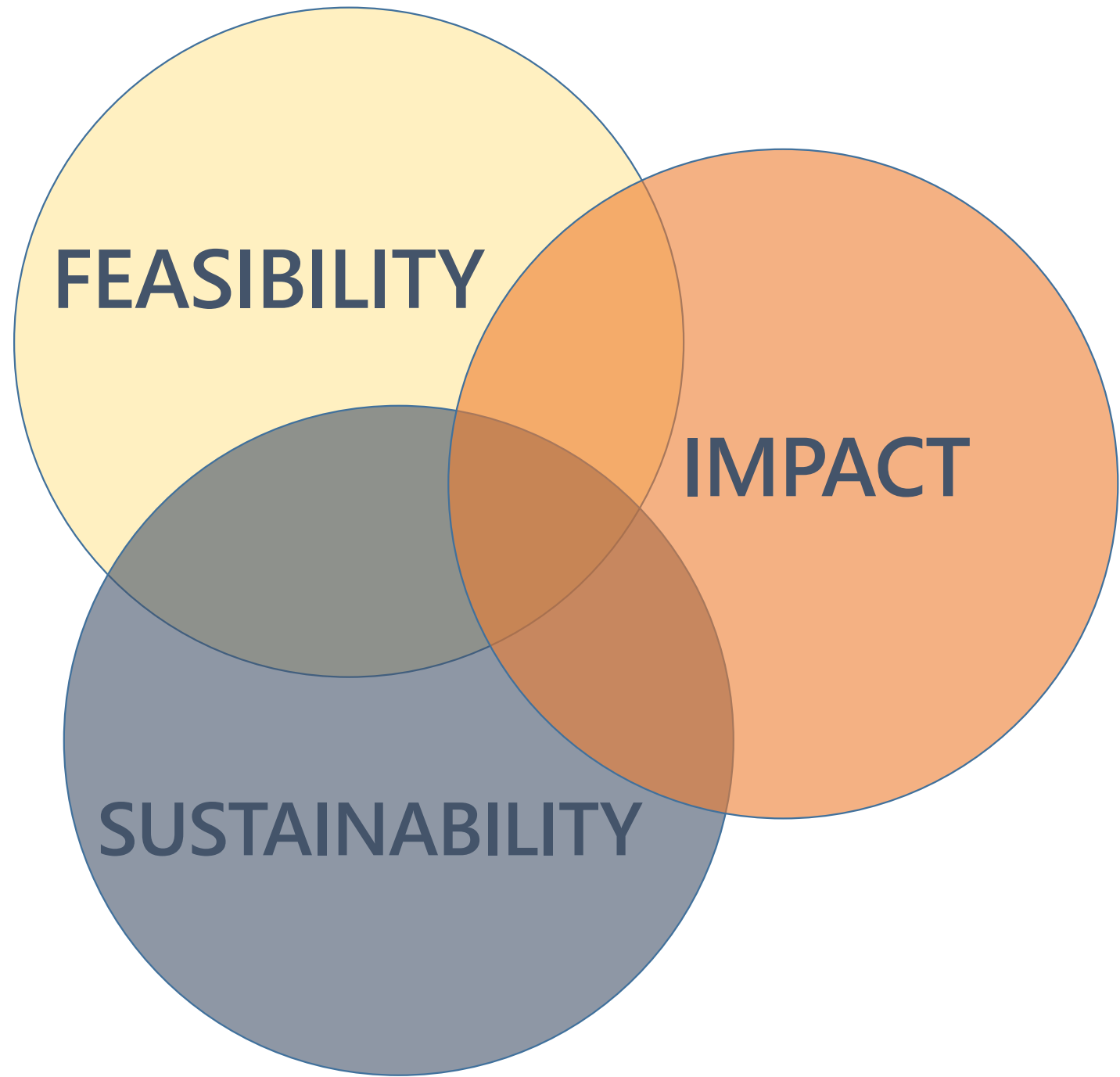
Current plan for RFA release: February 5, 2018

Current plan for application due date: April 18, 2018

Current plan for applicant status notification: June 1, 2018

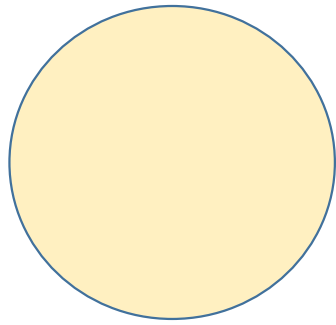
**Welcome  
Activity**

**Let's Get to  
Work!**



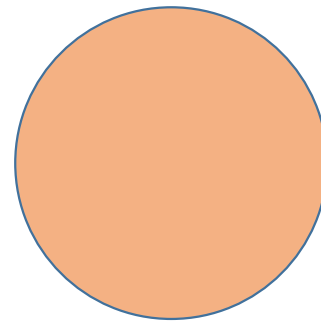
# Welcome Activity

## Let's Get to Work!



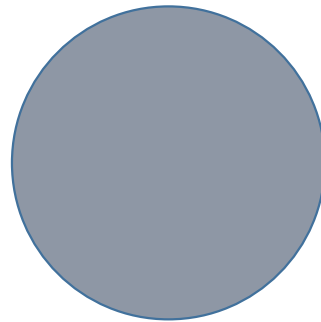
### FEASIBILITY

- Local Needs Assessment
- Management Plan
- Comprehensive Literacy Plan
- Professional Learning
- Recent, Relevant Research
- Plan for Allocation of Project Funds



### IMPACT

- Use of Evidence-Based Practices
- Personalized Learning Practices
- Evaluation
- Targeting of Disadvantaged Students
- Alignment from Birth to Age 5 and K-12 Literacy

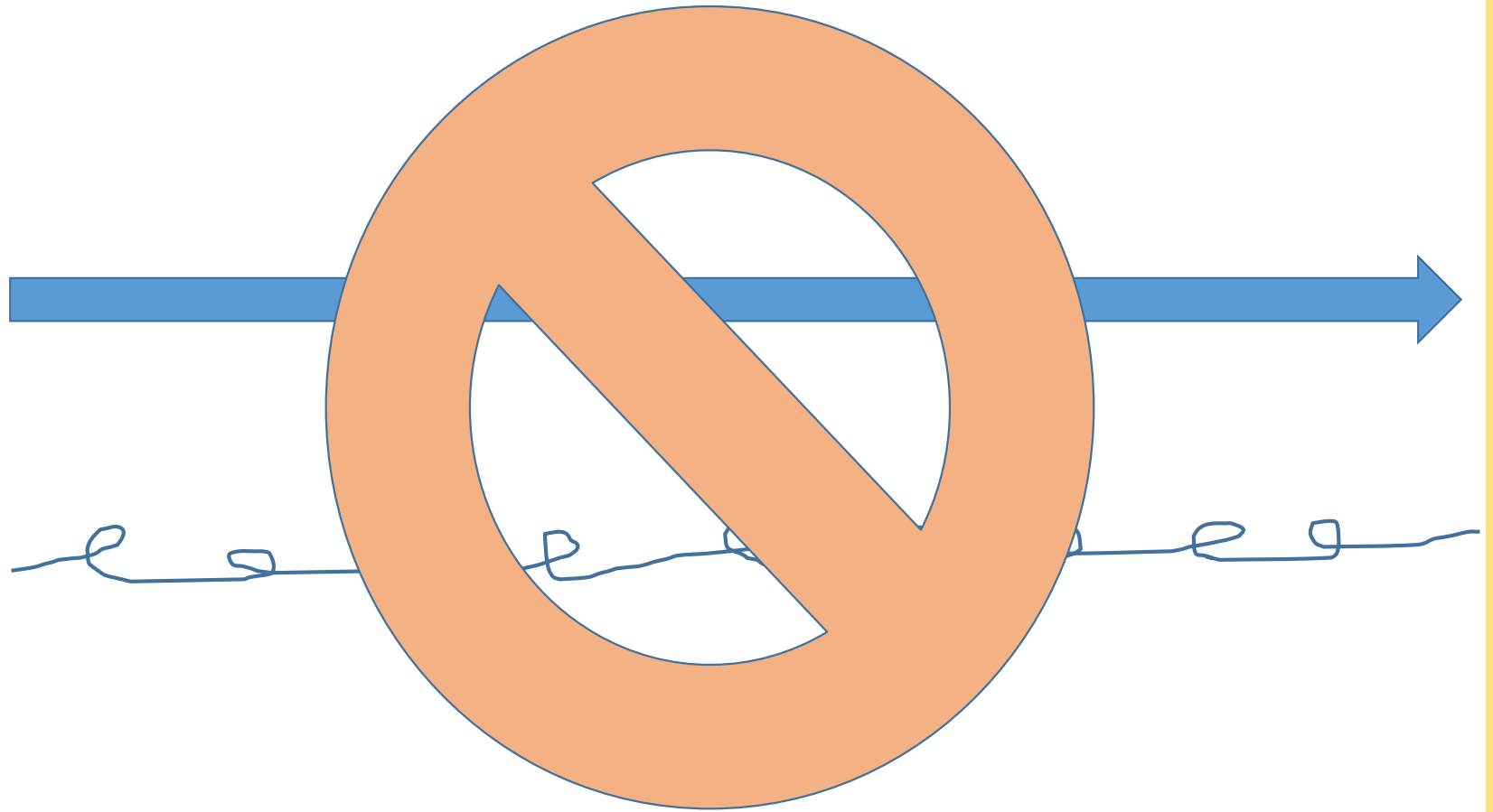


### SUSTAINABILITY

- Partnerships
- Supplement, not Supplant
- Continuous Improvement Plan

Welcome  
Activity

Let's Get to  
Work!





# QUIZ TIME!

10 points  
each

- ☐ Completed local needs assessment
- ☐ Drafted management plan
- ☐ Drafted comprehensive literacy plan
- ☐ Drafted plan for professional learning in literacy for all project staff
- ☐ Team is versed in recent, relevant literacy research
- ☐ Drafted plan for allocation of project funds (budget)
- ☐ Knowledge of (or have begun to research) evidence-based practices aligned with literacy plan
- ☐ Established personalized learning practices
- ☐ Started researching evaluators who would work well with your project
- ☐ Worked on a plan for targeting disadvantaged students
- ☐ Worked on aligning birth-age 5 and K-12 literacy efforts
- ☐ Established partnerships with community organizations, businesses, service providers, etc.
- ☐ Determined what programs we would add, begin, expand, etc. so as not to violate the supplement-not-supplant rule
- ☐ Drafted a continuous improvement plan for our LiNK efforts

Let's meet each  
other.

0-30 points:  
**Mass Street**

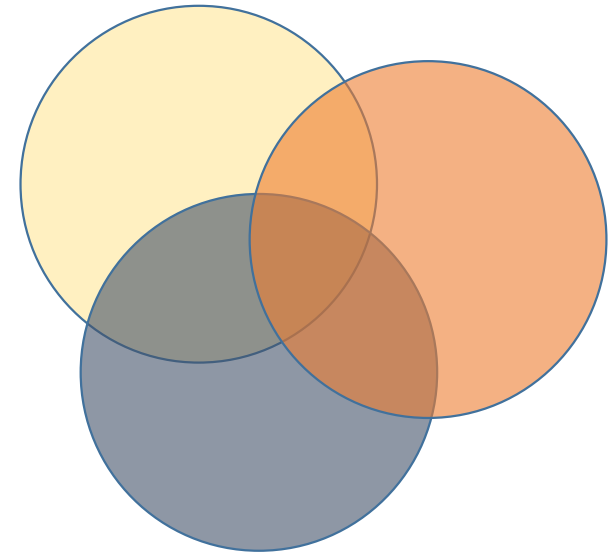
40-70 points:  
**The Merc**

80-140  
points:  
**Old West  
Lawrence**

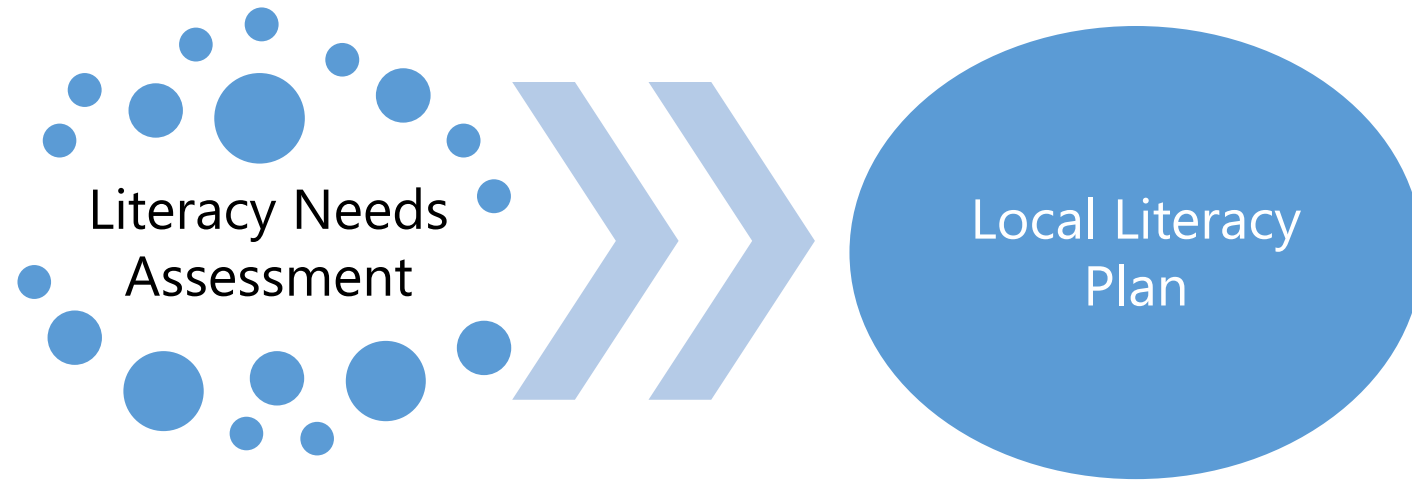
# Work Session One: Feasibility

## FEASIBILITY

- Local Needs Assessment
- Management Plan
- Comprehensive Literacy Plan
- Professional Learning
- Recent, Relevant Research
- Plan for Allocation of Project Funds



# The Relationship



What is the current state  
of birth-12 literacy in  
our district?

What plan (including  
goals, proposed  
outcomes, etc.) will best  
address our prioritized  
assessed needs?

## Where do these belong in the application?

Reference needs assessment in project plan (Requirement).

Full needs assessment or parts of needs assessment **could be** included as an appendix.

Reference literacy plan in the project plan (Requirement).

Full literacy plan **should be** included as an appendix.

# Let's talk goals

## Model A

### Goal 1: Literacy Professional Learning

Explanation of what indicators from our needs assessment caused us to select this goal

Subpoint a: Explanation of birth-age 5 professional learning we will implement

Subpoint b: Explanation of K-5 professional learning we will implement

Subpoint c: Explanation of MS/HS professional learning we will implement

## Model B

### Goal 1: Improve birth-grade 12 language acquisition and vocabulary skills

Explanation of what indicators from our needs assessment caused us to select this goal

Subpoint a: Explanation of leadership required for this goal

Subpoint b: Explanation of professional learning required for this goal

Subpoint c: Explanation of evidence-based practices required for this goal

Etc.

## What Might a Management Plan Look Like?

*A management plan isn't just a list of personnel...*

- WHO is doing
- WHAT?
- WHEN? and
- To WHOM?
- HOW?

# Professional Learning

## *What IS high-quality, effective professional learning?*

- Demand Driven
- Ongoing
- Embedded
- Instructional Coach Based
- Measurable
- LiNK Professional Learning Communities



# Team Time

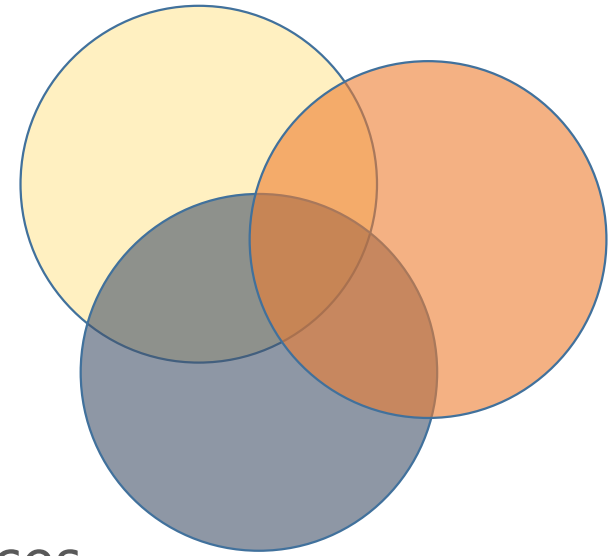


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## Work Session Two: Impact

# IMPACT

- Use of Evidence-Based Practices
- Personalized Learning Practices and Strategies



# Why Evidence Based Practices?

## *Evidence-Based Practices can promote...*

- Student achievement
- Accountability
- Support for the project plan
- Efficiency of staff and resources
- Fiscal responsibility

# LiNK Requirements related to Evidence

- Supplement *not* supplant
- Recent, relevant research
- Strong research (recommended); Moderate research (required)

## Recommended: Strong Evidence

The majority of proposed literacy practices included in the applicant's literacy plan have strong evidence of support for use with the populations with whom the applicant plans to use them.

Strong evidence of support as defined by the U.S. Department of Education means **"a statistically significant effect on improving student outcomes or other relevant outcomes based on at least one well-designed and well-implemented experimental study."**

## Required: Moderate Evidence

Proposed literacy interventions and practices included in the applicant's literacy plan must have at least moderate evidence of support.

Moderate evidence is defined by the U.S. Department of Education as evidence that shows a **“statistically significant effect on improving student outcomes or other relevant outcomes based on at least one well-designed and well-implemented quasi-experimental study.”**

## Absence of Moderate or Strong Evidence

In the absence of strong or moderate evidence in a particular language or literacy area, applicants must show that proposed interventions and/or programs have evidence that shows promise of effectiveness.

# Selecting EBPs: Key Considerations

Relevant: To what extent does the practice match the literacy needs of students and the potential root causes of those needs?

Realistic: How much time, funding, and training does the practice require to be implemented well?

Rigorous: How strong is the evidence to address the literacy need you are trying to improve?



# Where to Find Evidence Based Practices

What Works Clearinghouse (WWC) - Institute of Education Science (IES):

<https://ies.ed.gov/ncee/wwc/>

Best Evidence Encyclopedia (BEE) – Center for Data-Driven Reform at John Hopkins University:

<http://www.bestevidence.org/#content>

National Center on Intensive Intervention (NCII) – American Institutes for Research (AIR):

<https://intensiveintervention.org/#content>

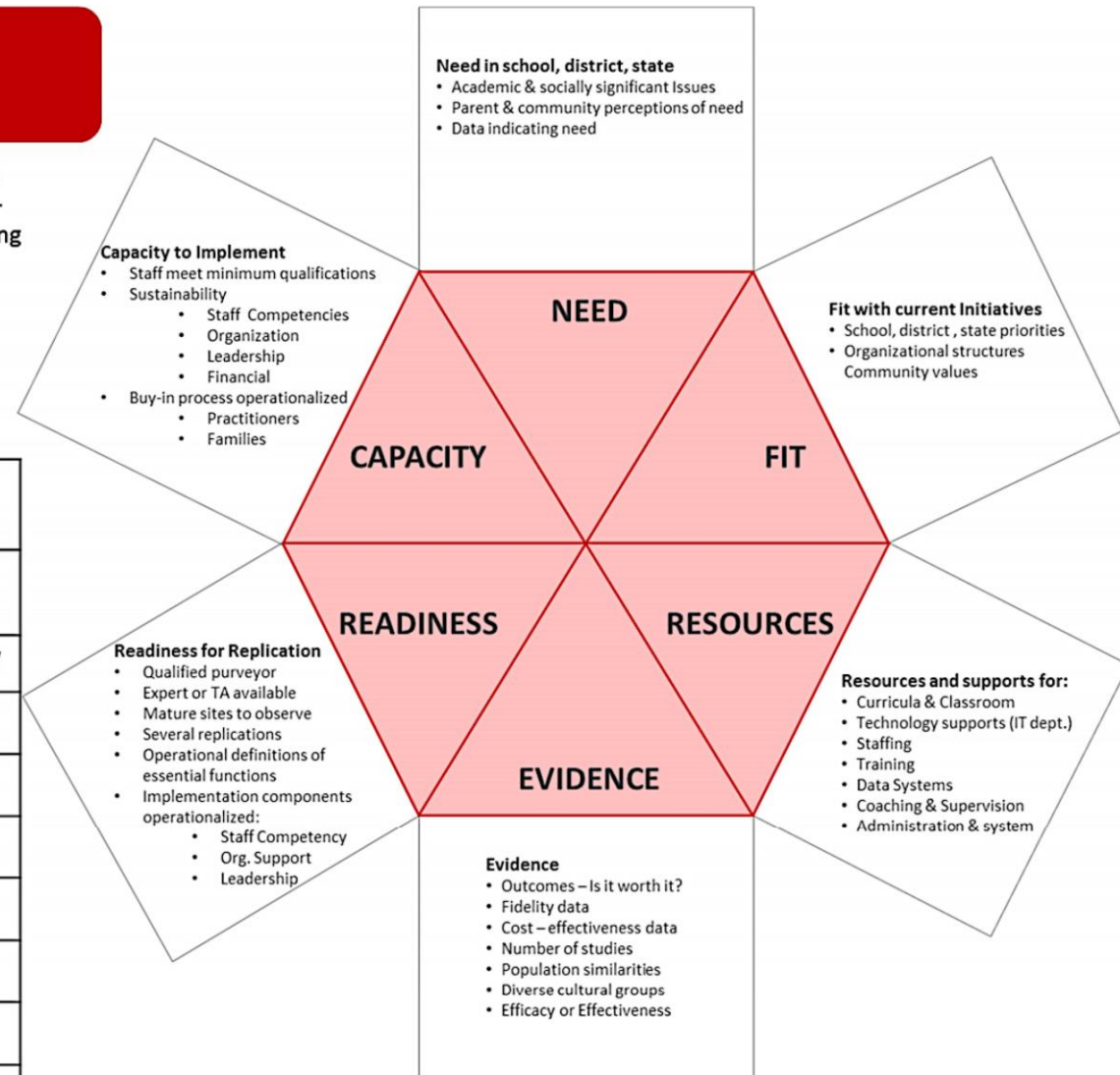
# Benchmarking Tool

## The Hexagon Tool Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library  
<http://implementation.fpg.unc.edu>

EBP:			
5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.			
	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
<b>Total Score</b>			



©2013 Laurel Kiser, Karen Blase, and Dean Fixsen  
Adapted from work by Laurel J. Kiser, Michelle Zabel, Albert A. Zachik, and Joan Smith (2007)



# Criteria for Personalized Learning Strategies

***“Tailoring learning for each student’s strengths, needs and interests—including enabling student voice and choice in what, how, when and where they learn—to provide flexibility and supports to ensure mastery of the highest standards possible.” iNACOL***

- Voice and choice
- Authentic learning
- Differentiated for time, pace, place, and path
- Individualized plans of study

# Where to Learn More about Personalized Learning

iNACOL: <https://www.inacol.org/news/what-is-personalized-learning/>

Summit Learning: <https://www.summitlearning.org/>

Highlander Institute:  
<https://practices.learningaccelerator.org/artifacts/highlander-institute>

Knowledge Works: <https://knowledgeworks.org/>

District Reform Support Network:  
<https://rttd.grads360.org/#program>

# Team Time



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# LUNCH

Please be ready to  
start at 1:00 p.m.

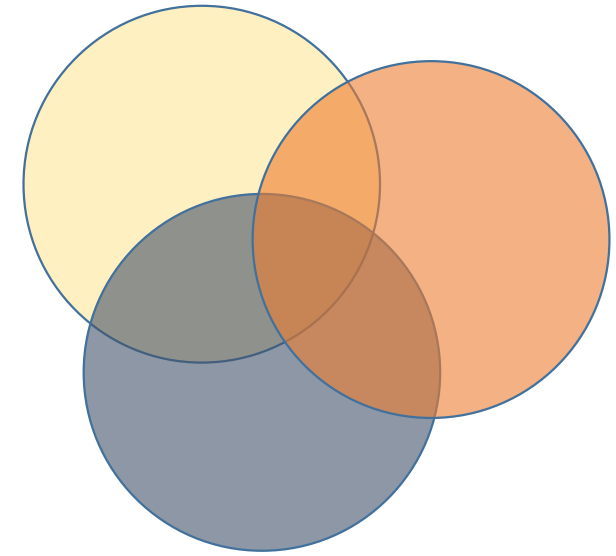


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## Work Session Three: Impact, continued

### IMPACT, continued...

- Evaluation
- Targeting of Disadvantaged Students
- Alignment of Birth to Age 5 and K-12 Literacy



# Evaluation

- What should you be evaluating in your grant?
- What are you evaluating now?
- How will you go about identifying an evaluator for your LiNK grant?





# Addressing Disadvantaged Students and Aligning Efforts Birth – K-12

- How can your needs assessment and your literacy plan(s) leverage this effort?
- What don't you know that you need to find out?
- Missing links in alignment? Does this strengthen your need for the LiNK grant?

# Testing Assumptions Tool

## Javelin Experiment Board





# Experiment Board

Project Name:

Team Leader Name:

Start here. Brainstorm with stickies, pull it over to the right to start your experiment.		Experiments	1	2	3	4	5
Who is your customer? Be as specific as possible. <span style="float: right; font-size: small;">Time Limit: 5 Min</span>	Customer						
What is the problem? Phrase it from your customer's perspective. <span style="float: right; font-size: small;">Time Limit: 5 Min</span>	Problem						
Define the solution only after you have validated a problem worth solving. <span style="float: right; font-size: small;">Time Limit: 5 Min</span>	Solution						
List the assumptions that must hold true, for your hypothesis to be true. <span style="float: right; font-size: small;">Time Limit: 10 Min</span>	Riskiest Assumption						
Need help? Use these sentences to help construct your experiment.							
To form a Customer/Problem Hypothesis: I believe <u>my customer</u> has a problem <u>achieving this goal</u> .	To form a Problem/Solution Hypothesis: I believe <u>this solution</u> will result in <u>quantifiable outcome</u> .	Method & Success Criterion					
GET OUT OF THE BUILDING!							
To form your Assumptions: In order for <u>hypothesis</u> to be true, <u>assumption</u> needs to be true.	To identify your Riskiest Assumption: The assumption with the least amount of data, and core to the viability of my hypothesis is...	Result & Decision					
Determine how you will test it: The least expensive way to test my assumption is...	Determine what success looks like: I will run experiment with <u># of customers</u> and expect a strong signal from <u># of customers</u> .	Learning					

Download Experiment Board and watch case studies at [www.javelin.com](http://www.javelin.com)

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Javelin Experiment Board <https://javelin.com> or <https://www.bigjump.com.au/javelin-experiment-board/>

Business Model Generation - Business Model Canvas: nine business model building blocks, Osterwalder, Pigneur & al. 2010 Business Model Alchemist -

<http://www.businessmodelalchemist.com/tools>

# Team Time

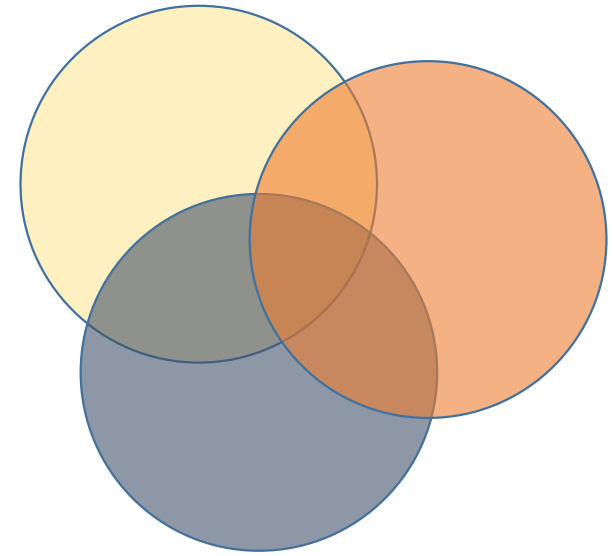


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## Work Session Four: Sustainability

# SUSTAINABILITY

- Partnerships
- Supplement, not Supplant
- Continuous Improvement Plan



Time to build  
and strengthen  
your  
partnerships!

## Authentic partnerships are key in a successful application and sustainable plan of action.

**Required:** Applicants must describe the current state of partnerships (e.g., with early learning providers, local literacy initiatives, libraries, families), and their plan for using funds to increase, improve, and strengthen partnerships for the purposes of improving Birth to Grade 12 literacy.

**Required:** Applicants must demonstrate that the LEA project allocates funds using the following formula:

- 15% of LEA project funds support activities, interventions, and practices for children from Birth to Age 5.
- 40% of LEA project funds support activities, interventions, and practices for students from Kindergarten to Grade 5.
- 40% of LEA project funds support activities, interventions, and practices for students in middle school and high school with equitable distribution of funds between middle school and high school programs.

**Let's work together to  
accomplish together, that  
which cannot be  
successfully achieved in  
isolation!**

**Together,  
we're better!**



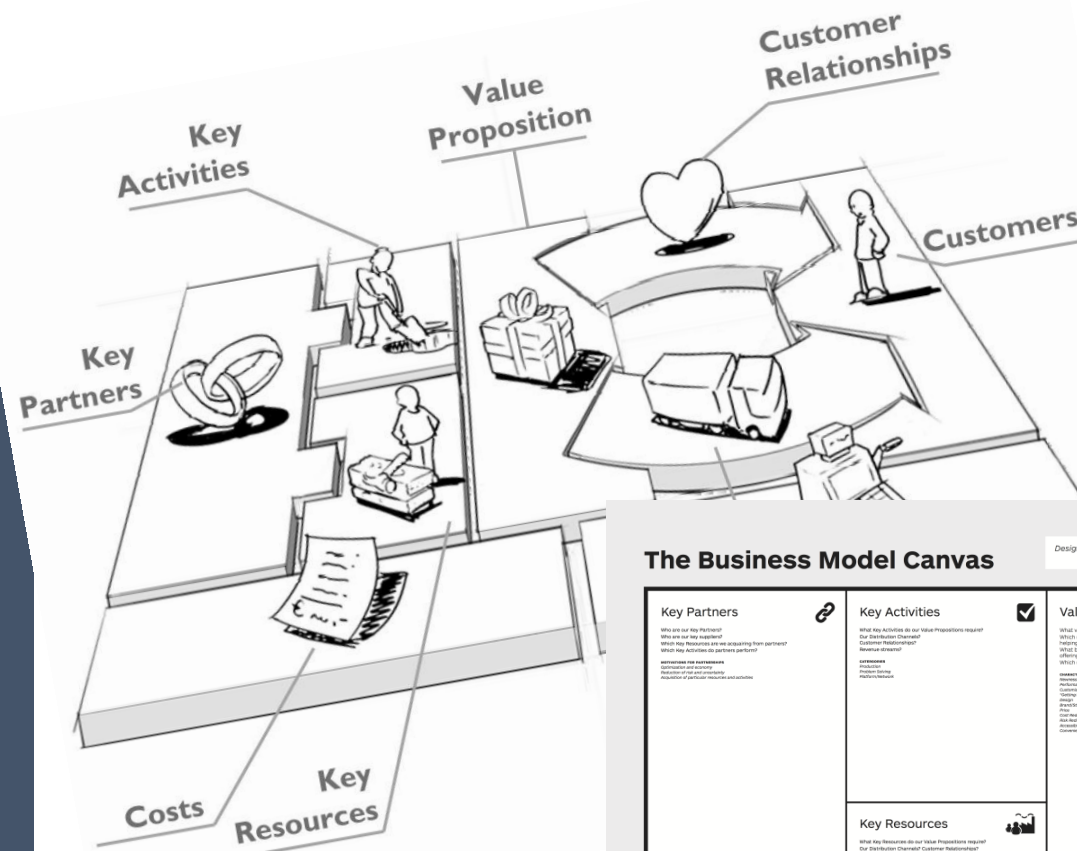
# Process Example: Collective Impact

Tackling Complex Social Problems thro...



<https://www.youtube.com/watch?v=pzmMk63ihNM&feature=youtu.be>

# Two Views

[illegible]

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The makers of Business Model Generation and Strategizer

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Javelin Experiment Board <https://javelin.com> or <https://www.bigjump.com.au/javelin-experiment-board/>  
 Business Model Generation - Business Model Canvas: nine business model building blocks, Osterwalder, Pigneur & al. 2010 Business Model Alchemist - <http://www.businessmodelalchemist.com/tools>



# Wrap Up

- Reflection and Next Steps
- Who is doing what, and by when are they doing it?

# Resources

What Works Clearinghouse (WWC) Video Tour

<https://ies.ed.gov/ncee/wwc/Multimedia/27>

*Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments*

<https://www2.ed.gov/policy/elsec/leg/essa/guidance/useseinvestment.pdf>

National Implementation Research Network (NIRN)

<http://nirn.fpg.unc.edu/>

# Key Dates & Support

## Applications

- February 5: RFA release
- **April 18: Application due date**
- June 1: Notification of application status
- July 1: Program start date

## Grant Writing Workshops

- ~~March 1: Colby~~
- ~~March 2: Dodge City~~
- March 6: Lawrence
- March 7: Manhattan
- March 27: Great Bend
- March 28: Iola

**LiNK website:** <http://community.ksde.org/Default.aspx?tabid=6321>

**Contact:** Jenni Marlatt, [jmarlatt@ksde.org](mailto:jmarlatt@ksde.org) or 785.296.7782  
Suzanne Myers, [semyers@ksde.org](mailto:semyers@ksde.org) or 785.296.5060