

Ready 4 Success 2022-2023 Scope of Work (Draft)

July 2022-June 2023

Read it Again- PreK! (RIA) is an evidence-based low-cost instructional supplement designed to promote intentional teaching practices to boost early literacy in Early Childhood Education (ECE) programs serving preschool children. The Ready 4 Success (R4S) team first implemented RIA in Early Start Columbus (ESC) classrooms in 2021-2022. R4S supported teachers' implementation of RIA at the whole classroom level; that is, teachers used the curriculum to develop the language and literacy skills necessary for kindergarten readiness among all ESC children in their class.

For the 2022-2023 academic year, the R4S staff will again facilitate the implementation of RIA, with additional goals to expand implementation to support children's mathematics development and roll out a response-to-intervention system for children needing extra support – or an additional “tier” of instruction based on their needs. The R4S team will also work to improve the fidelity of implementation across ESC classrooms and evaluate its methods of training and supports for teachers.

The scope of work includes the following activities:

Activity 1: RIA Implementation with Additional Targeted Support. R4S staff will facilitate the implementation of RIA in an estimated 75 community-based ESC classrooms to support children's skills development in language, literacy, and math. This estimate accounts for new ESC slots anticipated in the Columbus Early Learning Center program westside location.

The RIA curriculum provides detailed lessons for teachers to follow that align with RIA storybooks for a 30-week period. Lessons are implemented twice a week and focus on building narrative, vocabulary, print knowledge, and phonological awareness skills. Working with ESC providers and designated teachers, R4S staff will provide supplemental curriculum materials (implementation manual, resources, and implementation log), books, professional development, and support to implement RIA over the academic year. Teachers are expected to implement RIA over the course of 30 weeks and use the implementation log to document RIA lesson delivery and child progress data, which are reviewed and analyzed by the R4S team. Ongoing coaching and feedback will be provided to support implementation and measure fidelity of the RIA curriculum supplement across all participating classrooms.

To support children who are at risk of not achieving foundational kindergarten skills, RIA implementation will occur in two tiers of support. Based on prior analysis of ESC participants' scores, we expect around 15% of children to be eligible for the additional or second-tier support – this is the percentage identified as demonstrating “emerging readiness” on the Ohio Kindergarten Readiness Assessment (KRA) (Crane Center Research Brief: Early Start Columbus Investment and Kindergarten Readiness, 2021).

Tier 1: All ESC children in participating classrooms will receive the initial Tier 1 (whole classroom) level of instruction. Tier 1 delivery will follow the RIA curriculum as outlined in the implementation manual: two lessons per week for 30 weeks.

Tier 2: Children who do not demonstrate developmentally appropriate progress in the areas of phonological awareness, vocabulary, print knowledge, and narrative skills as evidenced by the RIA Pupil Progress Checklist and the mid-year Get Ready to Read (GRTR) assessment will be assigned to receive a Tier 2 (high) level of support. For children in the Tier 2 group, ESC teachers will provide one additional weekly RIA lesson targeting the learning domains, objectives, and scaffolding strategies of RIA. Children assigned to the Tier 2 group will

receive 15 weeks of additional lessons through one-on-one or small group (2-5 children) instruction. The goal of this higher level of instruction is to increase the language and literacy skills development of children demonstrating a need for additional support.

Outcomes: Primary outcomes will be measured by a) teachers' implementation fidelity of RIA b) child literacy gains as a function of teacher implementation fidelity, as measured by pre- and post-assessment scores, and c) teacher satisfaction of RIA and reported barriers to implementation. This information will inform any adjustments that may need to be made to increase and ensure high rates of implementation fidelity.

Staff Responsible: Shelby Dowdy, R4S Instructional Coaches

Activity 2: (New) Read It Again-Math (RIA-M) Activities.

To demonstrate readiness for kindergarten and schooling success, children need not only literacy and social-emotional skills but also math skills, all three of which factor into a child's KRA scores and whether they are deemed sufficiently ready for kindergarten. To enhance ESC participants' skills development in math, the R4S team will develop and implement a 30-lesson math curriculum companion to RIA.

Lessons will follow guidelines from the National Association for the Education of Young Children (NAEYC) and will align with RIA books already used by teachers. The lessons will target the following math domains and objectives:

1. Numbers and Operations
2. Geometry and Spatial Sense
3. Measurement
4. Patterns and Algebraic Thinking
5. Displaying and Analyzing Data

R4S staff will recruit 25 ESC teachers to implement RIA-M over the academic year. Teachers will be provided with professional development, supplemental curriculum materials, and coaching support for these math activities. R4S staff will conduct observations, fidelity assessments, and teacher feedback to monitor the implementation of these additional activities.

Outcomes: The primary outcomes of this activity to facilitate the development of math skills in children will occur through a) consistent, regular math instruction targeting the five specified math domains, b) child math gains as a function of teacher implementation fidelity as measured by pre-, mid-year, and post-assessment (PENS) scores, and c) teacher satisfaction of RIA-M and reported barriers to implementation. This information will inform the feasibility of adding RIA-M to all ESC classrooms in future expansions.

Staff Responsible: Shelby Dowdy, R4S Instructional Coaches

Activity 3: Child Assessments. Staff will implement screening tools with ESC participants in the fall and spring of the 2022-2023 academic year. This includes ESC R4S participating children and Columbus Public School children who do not receive R4S programming. Data from screening assessments will be used to help teachers identify needs among their students and provide individualized/differentiated instruction and will be reported throughout the year in our formative and summative assessments. Screenings are conducted using tablets in the field and data are uploaded into the Cee-Hive platform. Identified participants will receive pre- and post-assessments utilizing the Get Ready to Read and PENS assessment tools. Four-year-old ESC children in community-based providers will also receive a mid-year (January) assessment. This mid-year assessment will be used to monitor the progress of children and identify children in need of additional support (Tier 2) to achieve the desired skill development for kindergarten.

Outcomes: The primary outcome will be gains in children’s literacy and math skills over the school year.

Staff Responsible: Shelby Dowdy, R4S Instructional Coaches, ESC teachers, and Field Assessors

Activity 4: Online Professional Development. Staff will maintain online professional development courses targeting evidence-based practices:

- a. Understanding the Social-Emotional Climate of Your Classroom
- b. Effective and Authentic Math Instruction
- c. Power Words: Enhancing Children’s Vocabulary Development
- d. Read it Again Mobile
- e. Print-Focused Read-Aloud for Literacy
- f. Challenging Behaviors
- g. Diversity & Inclusion Training
 - a. Module 1-Diversity 101
 - b. Module 2- Creating an Anti-Biased Classroom Environment

Professional Development courses will provide Ohio approved specialized training hours. PD modules and additional resources will be readily available online on the [Ready 4 Success webpage](#). ESC teachers will be encouraged to complete all the R4S courses.

Outcomes: For this activity, we will continue to measure and track the number of teachers that take professional development courses.

Staff Responsible: Shelby Dowdy, R4S Instructional Coaches

Activity 5: Ready 4 Success & RIA Webpages and Technical Support. The R4S team will continue to develop content and resources for the [Ready 4 Success webpage](#) to encourage accessibility. The page houses links to R4S online professional development workshops and instructional resources for ESC teachers. Resources include research articles, teacher-planning guides; STAR cards, book kits aligned with professional development topic, and sample ready-to-use lessons. The R4S team will also ensure that updated RIA materials and webpages are available to ESC teachers to access.

Staff Responsible: Shelby Dowdy, R4S Instructional Coaches

Activity 6: Technical Assistance. We will provide each ESC provider with ongoing technical assistance with Cee-Hive that includes basic use of the data system, accessing and understanding screening results, program reports, and completing the Preschool to Kindergarten Transition Summary.

Staff Responsible: Shelby Dowdy, R4S Instructional Coaches

Activity 6: Progress Reports and Evaluation. R4S will provide progress reports (November 2022 and February 2023) that detail the current work of R4S; the status of SOW activities; implementation details, including challenges encountered, teachers’ satisfaction with curriculum, and child outcomes and trends; and any other pertinent information for the City. A summative evaluation (July 2023) will be provided which highlights the demographics and skills of children participating in ESC, as well as the overall impact of RIA implementation. Where possible and available, data will also be analyzed that enables the City to track kindergarten scores of past ESC recipients.

Staff Responsible: Sunny Munn, Shelby Dowdy, Jamie O’Leary

Personnel (Salaries and Fringe)	404,421.00
Materials and Other Direct Costs	14,754
Travel (Mileage)	10,530
Total Direct Costs	\$429,705.00
Facilities & Administration (Indirect Costs)	\$42,971.00
Total	\$472,676.00