

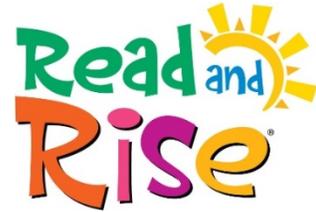
TAB 6 – ATTACHMENT D-I-1

Response Template for Professional Development Offering

SUMMARY - Scholastic Inc. is proposing one professional development solution with one delivery method.

Name of Professional Development Offering

Read and Rise®



Brief (15 to 20 Word) Description

Read and Rise® is a train-the-trainer program created to bring families and schools together to support birth-to-third-grade children’s literacy development.

1. What method will you use to deliver the professional development? Indicate one and only one delivery method set out below as (I, II, or III) per separate Attachment D. (Also see Attachment E, Pricing Schedule.) Indicate the delivery method I – III to the right of “Attachment D” in the header above.

Select one and only one:

- I. In-person (face-to-face)
- II. Virtual or online (e.g., via Webinar)
- III. Combination of live and virtual/online

Briefly describe the approach and why it is appropriate for meeting the learning objectives.

The in-person approach is essential for meeting learning objectives. First, it follows the same approach that the workshop participants (Facilitators) will use when they train families through their own *Read and Rise*® Family Conversations Workshops. In other words, the face-to-face approach models how the Facilitators will be hosting their own Workshops. Second, the in-person training maximizes the group’s synergy and enthusiasm. Participants learn from each other’s questions and answers, are supported by each other, and complete engaging activities in a group format.

You may also select “Other.” (Also see Attachment E, Pricing Schedule.) Professional development offerings using “other” delivery methods may or may not be included in any resulting contract. Briefly describe the approach, why it is appropriate for meeting the learning objectives, the time commitment, and the justification for the time commitment needed to meet the objectives of the professional development opportunity.

- IV. Other

Not applicable.

Table A. Check all that apply to this stand-alone product:

	Professional Development Category
	a. Quality of teacher-child interactions
	b. Providing developmentally appropriate preschool learning environments
	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
	f. Promoting preschool children’s critical thinking, problem solving, and other executive functions
	g. Promoting preschool children’s social and emotional development
	h. Instructional services and support for students with disabilities
	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
	k. Preschool classroom management techniques
	l. Elementary school leadership development to support and strengthen early learning programs
	m. Communicating with diverse parents of preschool children
	n. Aligning early childhood education programs from birth through third grade or preschool to third grade
X	o. Family engagement and support services, including comprehensive preschool services, and effective family engagement strategies designed to sustain improved early learning outcomes through third grade

2. Which of the Essential Domains of School Readiness does this stand-alone professional development offering focus on (Check one or more)

- Language and literacy development;
- Cognition and general knowledge (including early mathematics and early scientific development);
- Approaches toward learning (including the utilization of the arts);
- Physical well-being and motor development (including adaptive skills); and
- Social and emotional development.

3. Who is your target audience? (Check all that apply.)

- Teachers
- Coaches
- Administrators
- Teacher Assistants
- Other service providers (specify here: Parent Coordinators, Early Child Care Staff, Reading Specialists, Child Care Center Directors)
- Parents and families (Ultimate audience that would be trained by the *Read and Rise*[®] - trained Facilitators)

4. How much time will your participants need to commit? (Provide total number of days, hours per day, and the total time frame in months in which participants will be expected to participate, and a justification for the time commitment needed to meet the objectives of the professional development opportunity.)

Face-to-Face Professional Development (Train-the-Trainer)

1 Days
6 Hours per day
 Months to complete

Online Professional Development N/A

 Total Hours
 Minimum time for each segment/lesson
Combination N/A

Please describe, including the time participants will need to commit, here.

EXAMPLES

Face-to-Face Professional Development

The example "X" below provides the time participants need to participate in a series of 4 workshops that take place during a 10 month school year for 4 hours each.

4 Days
4 Hours per day
10 Months to complete

The example "Y" below provides the time participants need to participate in a professional development workshop that is a 2-day series of 8 hours per day.

2 Days
8 Hours per day
<1 Months to complete

Online Professional Development

The example "Z" below provides the time participants need to participate in 10 hours of online professional development that can be completed in 15-20 minute segments.

10 Total Hours
15 min Minimum time for each segment/lesson

In a one-day, six-hour training, Scholastic Literacy Consultants train up to 15 Facilitators on how to conduct six inspiring *Read and Rise*[®] Family Conversation Workshops. Facilitators are introduced to the *Read and Rise*[®] program and taught how to best implement its easy-to-use, effective curriculum and take-home resources. Training is available in Spanish or English.

Continued

4. Please describe, including the time participants will need to commit, here, *Continued*.

The Facilitator's training agenda includes:

- Initiative Overview
- Demonstration of *Read and Rise*[®] Conversations Session 1
- Debrief/reflection on Session 1 Demonstration
- Individual Reading and Session Review
- Small-Group Demonstration Prep Time
- Demonstration activities for *Read and Rise*[®] Conversations Sessions 2, 3, 4, 5, and 6
- Implementation Planning and Q&A

At the end of the day, the Facilitators will have learned how to host six Conversation Workshops for families through the training's demonstrations, activities, and question-and-answer session, followed by implementation planning so that the Facilitators can leave the training ready begin their own district or community Conversation Workshops. The *Read and Rise*[®] initiative creates an inclusive framework that may be customized to fit cultural and demographic needs of the community.

Read and Rise[®] trainings use the same materials to train Facilitators that the Facilitators will use to train parents and families. All materials are available in Spanish and English:

- Facilitator's Guide, a 175-page manual that contains information about workshop structure and content; defines the Facilitator's role; provides strategies for planning for the Conversations Workshops; and includes easy-to-follow, step-by-step instructions and activities for each of the six sessions, reproducibles, tips for reading aloud, and much more
- Conversations Journal, a 96-page workbook with pages to be used for taking notes, recording reflections, drawing pictures, and other purposes, as well as contains the reproducible pages used throughout the Conversations Workshops
- Family Guide, which contains read-aloud stories, literacy and language tips, literacy milestones by age level, and book selection strategies that support families in their role as their children's first and most important teacher
- *Read and Rise*[®] Book and Fun Card, one of 20 available sets, which are used in the Read-Aloud demonstration and some of the practice activities

Sets are available in the following age bands:

- Birth-age 2 for little hands
- Ages 2-5 to read aloud to preschool children
- Ages 5-9 with richer content for slightly older children

Because *Read and Rise*[®] uses a train-the-trainer model, the program is highly sustainable. Facilitators keep all materials and use them in their own trainings. They can purchase the Conversation Journals, Family Guides, and Book and Fun Cards for families attending their Conversations Workshops. VPI+ preschools would use the sets for ages 2-5. However, other sets are available for families with younger children and older sets are available for continuity of the program through third grade. They also may be used by other Virginia public school divisions.

5. What are the goals and learning objectives of the professional development offering?

Read and Rise® is a systematic language and literacy program with the goal of bringing families, schools, and communities together to support children’s literacy development. Based on the latest research, *Read and Rise*® raises awareness of the specific literacy needs of children from diverse backgrounds and builds replicable models of literacy-rich communities. It increases teacher and school leader effectiveness through high-quality, interactive professional development and the use of engaging children’s books and family materials. *Read and Rise*® gets students ready for school success and continues programming through third grade. Participants who attend the sessions make a commitment to advancing their partnerships with children’s families and communities. The program provides targeted outreach for hard-to-reach families.

At the heart of the *Read and Rise*® program is a series of Family Conversation Workshops. The workshops are called “conversations” because they encourage families to talk and learn from each other. Designated Facilitators are trained in *Read and Rise*® program implementation, best practices, and product configurations by a Scholastic Literacy Consultant. Participants in *Read and Rise*® workshops gain a deeper understanding of a child’s literacy development and the role of families in this effort. The definitive content of the *Read and Rise*® workshops helps families develop children’s literacy by addressing the building blocks of literacy.

The goal is for each *Read and Rise*®-trained Facilitator to host six Family Conversations workshops each lasting between 90-120 minutes, depending on the time allowed for socializing. To get the most out of the program, families are strongly encouraged to attend as many workshops as possible. In each session, oral and read-aloud stories are used to reinforce workshop messages and to aid retention. Each of the six conversations focuses on a different aspect of early literacy development. All of the information shared and the hands-on activities work together to promote the desired goals and objectives of the workshops. The following is a listing of each workshop and its goals:

A Child’s First and Most Important Teacher and Role Model

- Introduce families to the *Read and Rise*® initiative
- Discuss the role that family relationships have in early literacy development
- Introduce the building blocks of reading: oral language development, phonological awareness, alphabet-letter knowledge, and concepts of print

Culture, Traditions, and Everyday Experiences

- Discuss how culture, traditions, and everyday family experiences can foster literacy
- Explore oral language development and phonological awareness
- Explore fun ways to build these early literacy skills

Telling Our Stories

- Introduce the art of storytelling and its role in literacy development
- Discuss oral language, the ability to understand, express, and communicate ideas verbally
- Discuss how culture and tradition support children’s literacy development
- Explore fun new ways to build early literacy skills

Continued

5. What are the goals and learning objectives of the professional development offering?

Continued

Learning Is Fun

- Discuss phonological awareness, noticing the different sounds of spoken language
- Explore fun ways to build these early literacy skills

Family and Community Strengths

- Identify cultural traditions and practices that support knowledge about letters and the alphabetic principle
- Review concepts of print

Celebrate Success

- Review the building blocks of reading: oral language development, phonological awareness, alphabet knowledge and concepts of print
- Reinforce the importance of reading to children’s learning, literacy, and lifelong success
- Discuss the importance of positive reinforcement and communication
- Celebrate the achievement of families who complete the program with a special closing ceremony, the *Read and Rise*® Family Celebration

Read and Rise® is influenced by the ecological model of human development, which suggests that the most important systems in a child’s development are those that are closest to where the child lives. By scaffolding learning across schools, families, and the community, *Read and Rise*® supports the most influential systems in a child’s life and helps to build and reinforce positive literacy practices. It builds a district’s or community’s capacity to engage and empower parents through the train-the-trainer professional development model.

6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives.

The program’s success and outcomes will be measured through multiple means:

- At the end of the training, the Scholastic Literacy Consultant will provide Facilitators with a *Read and Rise*® Workshop Evaluation Form. This will be customized to measure VPI+ learning goals and objectives of *Statement of Needs* “O,” such as participants’ understanding of the family engagement strategies and content presented in *Read and Rise*® and how Facilitators can help families improve their children’s language and literacy development. The Literacy Consultant can provide a summary of results.
- Standardized test scores for students whose families attended *Read and Rise*® training can be evaluated over a period of years. (See HAUL Case Study in Tab 6 as an example.)

In addition, the *Read and Rise*® program has developed a Data Collection Plan to measure family participant outcomes. These data collection tools for *Read and Rise*® focus on capturing the changes in parent/adult family members’ knowledge, attitude, and behaviors related to their child’s language and literacy development resulting from participating in the Family Conversations workshop series.

Continued

6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives, *Continued.*

The evaluation tools provide an opportunity to collect quantitative and qualitative data via a variety of methods including pre- and post-workshop surveys, session-by-session feedback forms, interviews, and observations (e.g., workshop observations and post-workshop home visits).

Key outcome questions include:

- What changes occur in parents' and/or family members' perceptions and behaviors regarding their role in supporting their young children's literacy?
- Do parents/family members learn about additional strategies to support early literacy (in any language)?
- Do parents/family members understand the importance and role of family traditions/culture and/or use of native language and for literacy development?
- Do parents/family members report engaging in behaviors that support early literacy, such as talking about everyday activities, singing, rhyming, etc., after participation in the workshops?

Scope of data collection includes:

- *Surveys (Pre/Post workshop)*
All family members/workshop participants will complete the pre- and post-workshop surveys. The surveys provide baseline data primarily focusing on the frequency of parents' early literacy practices, their interactions at their children's school, their beliefs about their role as parents, and what their children need to know in order to be ready for school.
- *Interviews and Observations (Pre/During/Post)*
Organization leaders will interview at least (INSERT #) of participants at the beginning of the workshop series; observe at least (INSERT #) of workshop sessions; and interview at least (INSERT #) of participants at the end of the workshop series. Additionally, organization leaders will conduct home visits (and/or in person follow up interviews) with (INSERT #) of participants. (INSERT TIMING)

The interviews and follow up observations provide additional insights that further support and explain data collected in surveys. They are also meant to aid in finding out which among the activities that parents had learned in the workshop series they continued to implement at home.
- *Data collection analysis (Post)*
Organization leaders will analyze the data collected from the various methods, and document key findings.

Scholastic can work with VPI+ schools and other public schools to help create an evaluation tool or collect effectiveness data for a district's *Read and Rise*[®] program (at additional cost).

7. Describe how this offering is consistent with the definition of high-quality professional development as defined in Section III of the Request for Proposals.

Read and Rise[®] meets the definition of high-quality professional development in the following ways:

- Its design includes training Facilitators who work in early childhood settings, including public and private preschools, on the appropriate development of foundational language and literacy skills and how to engage families in supporting their children’s learning.
- It aligns with Virginia’s Foundation Blocks for Early Learning for four-year-olds in the six areas of Literacy Foundation Blocks: oral language, vocabulary, phonological awareness, letter knowledge and early word recognition, print and book awareness, and writing. (Please see complete correlations in Tab 6.)
- It includes opportunities for active learning experiences, including role playing, demonstrations, and question-and-answer sessions.
- It provides teachers with opportunities to collaborate during the group sessions and activities.
- Scholastic can provide coaching follow up and feedback (at additional cost).

In addition, *Read and Rise*[®] improves and increases participants knowledge of the academic and essential domains of school readiness in language and literacy, is structured on scientifically-based research, is delivered by qualified consultants, and can be evaluated after completion to determine whether the intended results were achieved.

8. Describe qualifications of the individuals/staff who developed this offering.

The individuals who developed *Read and Rise*[®] (with earlier Spanish versions published previously as *Leer da poder* and *Lee y serás*) have advanced degrees in early childhood literacy education and expertise in bilingual programs and cultural diversity. The program is backed by early literacy and family engagement research, including:

- The best educational practices build on research and demonstrate how to create successful opportunities for our youngest learners. Sharing stories, rhymes, games, and daily talk in a family’s home language supports language and literacy development, which in turn supports academic success (Strickland and Riley-Ayers, 2007).
- Many people assume that young children will acquire rich language and vocabulary on their own (Resnick & Snow, 2008). On the contrary, language development happens in a social and cultural context—between adults and children, as well as among children themselves (Hilliard, 2001).

Continued

8. Describe qualifications of the individuals/staff who developed this offering, *Continued*.

- Families and child care providers can make an even greater impact if they intentionally support other literacy skills, including an awareness of print, knowledge of the alphabet, and the sounds that make up words, so that children may learn and later read to learn (National Early Literacy Panel, 2009). Adults who are aware of this, including trained educators, are eager to learn more techniques they can use to enhance children’s literacy development.
- Research has not only revealed the dynamic learning potential of children when they are in responsive, nurturing, stimulating environments, but also the detrimental effect to children when they are deprived of these opportunities (National Early Literacy Panel, 2009).
- There is a powerful link between social and emotional development and academic learning. Such findings underscore the importance of attending to and celebrating the diversity of each child’s culture and home language, family makeup, learning style, interests, temperament, and any special needs (Zero to Three, 2003).

9. Describe the qualifications of the individuals/staff who deliver the professional development program and their previous experience providing professional development aimed at strengthening early learning environments for children from economically disadvantaged families.

The Scholastic Literacy Consultants who provide the training in *Read and Rise*® are literacy specialists with extensive experience in:

- Delivering Train-the-Trainer workshops
- Working with families that are economically disadvantaged
- Classroom teaching in early literacy and bilingual education

Two of the Literacy Consultants are fluent in Spanish and English and are assigned when a district requests that the training be presented in Spanish (see resumes in Tab 6). They also are experienced in delivering the sessions in English. Scholastic is well-prepared to provide train-the-trainer workshops throughout the Commonwealth of Virginia with highly qualified staff.

10. Describe the alignment to Virginia’s *Foundation Blocks for Early Learning*, *Kindergarten Standards of Learning*, and *Milestones for Child Development*, as applicable. For example, professional development related to behavior management techniques for preschool children would need to align with the Foundation Blocks for Personal and Social Development.

Read and Rise® aligns with Virginia’s Foundation Blocks for Early Learning for four-year-olds in the six Literacy Foundation Blocks: oral language, vocabulary, phonological awareness, letter knowledge and early word recognition, print and book awareness, and writing. (Please see complete correlations in Tab 6.) Correlations for other age groups from birth-9 can be provided upon request.

11. Describe any prerequisites for participation, resources needed (if any), and space requirements (if any) for participation.

There are no prerequisites for participation or required resources outside of the materials that are provided with the training. *Read and Rise*[®] training and materials provide clear instructions and learning strategies that can be referenced whenever needed. Each train-the-trainer session is designed for 15 participants (Facilitators) to meet at a district- or community-provided location. There should be room for the participants to easily move around during activities.

12. Has the proposed professional development offering been subject to rigorous evaluation as defined in Section III of this Request for Proposals?

No

Yes.

If yes, in the space below, summarize the evaluation methods, the population in which the program has been subject to rigorous evaluation (as defined in this proposal), and provide documentation verifying the results have been subject to an external peer review process by including a copy of the study just after this attachment. (For example, if the Attachment name is D-I-1, within Tab 6 of your proposal, include it after attachment D-I-1).

The first Scholastic workshops that employed the methods and materials used in *Read and Rise*[®] were implemented in Osceola, FL under the name *Lee y serás (Read and You Will Be)*. The program was part of a multi-year initiative to help address the achievement gap for Hispanic children by increasing family involvement. At the time of the study, the population of Osceola County consisted of many immigrant families living in city, rural, and semi-rural areas. Over half of the county's students were Hispanic; however Hispanic students in the target elementary schools ranged from 63% to 74% of the total population. The workshops took place in private and public Pre-Kindergarten settings while children were in school. Both Spanish-language and English-language workshops were offered.

The Education Development Center, Inc. evaluated the programs through pre- and post-program parent and family surveys, session-by-session feedback forms, observations, and interviews. Both quantitative and qualitative analyses were conducted.

The reports showed that participating in the *Read and Rise*[®] workshops had positive outcomes for parents, instructors, and child care providers. Training effectively “shifted participants’ knowledge, attitudes, and behaviors about children’s early literacy development and their own roles in supporting it.” The studies found that:

- Parents learned that their home environment and community surroundings—as well as their own culture, language, and everyday activities—are valuable resources in helping their children to develop early literacy skills.

Continued

12. Summarize the evaluation methods and provide documentation verifying the results,
Continued.

- Parents were empowered to take on more purposeful roles in supporting their children’s literacy development by directly engaging their children in early literacy activities, such as expanding their oral literacy development, reading to them, and teaching them new letters and words.
- The workshops allayed many parents’ concerns around the use of their first language to promote and enrich their children’s literacy.
- Parents learned that learning happens everywhere, all the time, and that they could utilize the resources available in their surroundings—whether in their kitchen or in their community—as learning tools to support them in this new role (as teachers).

(Educational Development Center [EDC] 2007, 2009)

In the *Read and Rise*[®] edition, the *Lee y serás* focus was expanded to include the needs of all children, especially those who have been historically underserved.

For the complete evaluation report, please see Tab 6.