

Coalition Funding Opportunity to promote Birth-3rd Grade Strategies

March 2018

Purpose

Improve kindergarten readiness and third grade reading proficiency through partnerships at a community or school district level.

Description

Following our first summit in 2010, school districts and others began to form Readiness Coalition to improve kindergarten readiness at a ground level. Readiness Coalitions are comprised of leaders from different organizations serving children birth to third grade in a specified geographic area – most often a school district boundary. Readiness Coalitions include leaders such as: principals/administrators from preK-3rd buildings, staff from childcare and preschool providers, home visiting professionals, librarians, faith community leaders, and staff from after school and summer programs.

Funding Amount

Awards will vary depending on the strength of the proposal and available funding (usually ranging between \$1,000-\$5,000).

Examples of Priority Projects

Given our focus on Equity and the desire to close the racial gaps, we encourage you to consider your district's data and identify projects that will address the needs in your community. Here are examples of projects focused on equity:

- Increase participation in preschool for minority and economically disadvantaged populations
- Conduct Professional Learning Community focused on implicit bias or cultural competency training for staff and volunteers
- Reduce suspension rates for minority students, especially AA boys
- Increase attendance rates for specific sub-populations of students
- Improve reading proficiency by setting target increases for different groups of children, especially those who are at greater risk of being left behind
- Provide summer programming targeted to students who are most at risk of experiencing summer slide
- Conduct parent information sessions to share student outcome data; engage parents in process to create plan for improving outcomes

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READINESS SUMMIT


Learn to Earn Dayton
Ready to Learn. Explore. Earn.

Please refer to your Summit handout to review the 5 step process in setting targeted strategies. Below are examples related to the three primary strategies around Preschool, Attendance and Summer/Afterschool Learning.

1) Preschool Quality and Participation

- a. **Increase number and quality level of Star Rated programs:** Set goals for the number and level of Star Rated programs and identify what is needed to support programs – such as training and implementation of recognized curriculum.
- b. **Increase participation in Preschool:** Set goals for the number of children to attend Preschool based on previous data. Set goals in the student assessment scores used in Preschool such as GOLD, ELA, etc.
- c. **Improve Quality of Teaching:** Analyze student assessment data in preschool and kindergarten and improve the quality of teaching based on areas of need.
- d. **Parent Engagement:** Promote family tools such as Dayton Metro Library texts, Vroom, Ready4K to promote preschool registration and enrollment and to communicate expectations for kindergarten with parents.
- e. **Reading:** Promote daily reading with parents of children birth to age five to improve vocabulary and pre-literacy skills. Partner with the local library.

2) Attendance

- a. **Targeted Attendance:** Monitor individual student attendance, identify students at-risk of chronic absenteeism; provide targeted services, and interventions to improve attendance. Monitor the impact of the effort on improving the targeted individual attendance.
- b. **Reduce suspension rates:** Study suspension rates for PreK-3rd grade students, with special attention to students of color, and implement proven positive strategies such as restorative justice to replace suspensions with positive alternatives.

3) Summer and Afterschool Learning

- a. **Summer Meal Site:** Partner with a summer meal site to promote literacy. Use funds to purchase books, provide targeted intervention, ensure library summer reading club participation.
- b. **Summer Library Reading Club Promotion:** Promote summer library reading club across the school/district and use money to offer incentives to children who participate a minimum of 30 hours. As a summer or after school provider partner with the library to encourage participation in the summer reading club (e.g. include participation in the Summer Library Reading Club as part of the enrollment agreement for a student).
- c. **Enhance Summer & Afterschool Programming:** Use funding to enhance an existing summer/afterschool program by incorporating literacy through arts and sciences.

Deadline

Friday, April 27, 2017 – Email application to Kelly.Berlin@learntoearn.dayton.org

Eligibility

Applicants must represent a partnership of different organizations collaborating on projects. School districts, child care/preschool providers, or non-profit entities may be the lead applicant for the

funding. Multiple partners (a minimum of two) must support the application and be involved in developing and implementing plans.

How to Apply

Please use the following outline and submit your application electronically to Kelly.Berlin@learntoearnadayton.org.

1. **Proposal** (no more than 3 pages long) covering:
 - a. An explanation of the Readiness Coalition or Partnership – i.e. list partners involved in design and implementation
 - b. Goal for the partnership
 - c. Specific project to be funded
 - d. If childcare providers are included, please set goal for increasing the number or level of Star Rated programs
 - e. Explanation of how the project will improve quality and participation in preschool, summer/afterschool learning or reduce chronic absenteeism
 - f. Projected outcomes with Performance Measures and timeline
 - i. We encourage coalitions to use the Results Based Accountability framework to create their project outcomes & performance measures. Below is a chart that summarizes the framework. Please identify at least two-three Performance Measures that fall into the various sections on the chart.

	QUANTITY	QUALITY
EFFORT	<p>How Much We Do</p> <p>How much service did we deliver?</p> <p># Customers served</p> <p># Services/Activities</p>	<p>How Well We Do It</p> <p>How well did we do it?</p> <p>% Services/activities performed well</p>
EFFECT	<p>Is Anyone Better Off?</p> <p>What quantity/quality of change for the better did we produce?</p> <p>#/% with improvement in:</p> <p>Skills</p> <p>Attitudes</p> <p>Behavior</p> <p>Circumstances</p>	

2. **Project Budget** (1 page), including any matching funds provided by the applicants
3. **Written Letters of Support.**

Notification of Awards

Applicants will be notified by **Friday, May 18** of the status of the application.

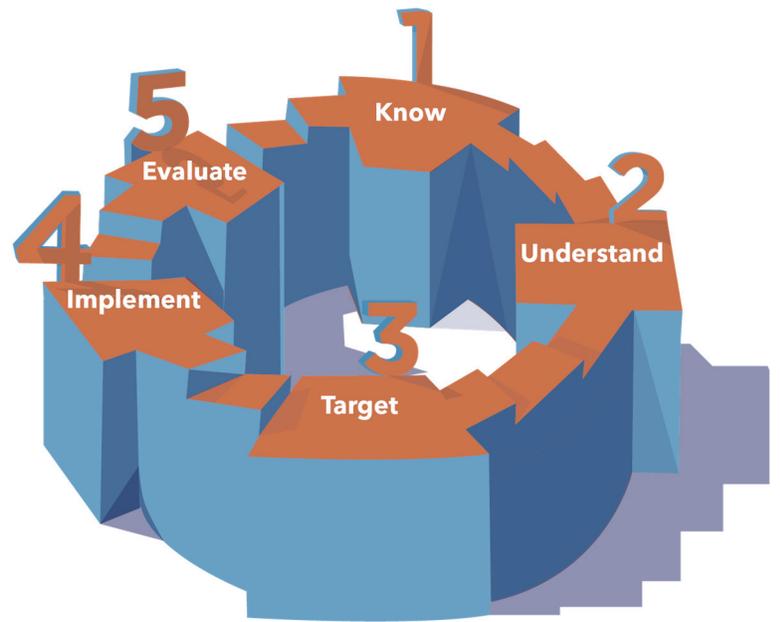
Applicant Commitments

Successful applicants will:

- a) Start/continue a “Readiness Coalition” or Partnership that meets at least two times per year and is representative of the school’s community, local childcare/preschool providers, and other stakeholders such as librarians, faith community leaders, afterschool/summer providers and parents
- b) Adopt usage of the Kindergarten Transition Tool if applicable
- c) Use the five step to equity process to create and implement a targeted plan

5 Steps to Equity

1. Know your data
 - Disaggregate the data by race and gender
 - Look at trend data for last 5-7 years
 - Share your data through data walks with all stakeholders
2. Understand the story behind the data
 - Engage diverse voices in understanding current data realities — including families and student voices
 - Ask reflective questions — what are the key causes? Who is burdened and who is benefiting?
 - How do systems contribute to inequities?
3. Set targets
 - Establish a measurable target in consultation with your team
 - Identify clear measure and timeline for the target
 - Review target at start of each meeting
4. Implement strategies
 - Identify a mix of universal (all students) and targeted (supporting needs of sub groups of students) strategies
 - Implement strategies with fidelity
 - On an ongoing basis, review strategies — ask how the strategy will affect each group? Does the strategy worsen or ignore existing disparities?
 - What policies and supports need to be put in effect to support the strategies?
5. Continuously evaluate effectiveness and adapt strategies
 - Use quantitative and qualitative data to assess progress
 - Look for unintended (positive and negative) impact of strategies
 - Study to what extent the strategies are accomplishing race equity goals





Learn to Earn Dayton Commitments

Provide support to Readiness Coalitions by sharing ideas between coalitions and by providing materials, information, and resources to support kindergarten readiness and third grade reading goals.

Report

A report sharing learnings, outcomes, and use of the funding should be submitted to Learn to Earn Dayton by October 1, 2019.