Adult Education and Literacy

Handbook for

Student Achievement in Reading (STAR)

IOWA
WORKFORCE
DEVELOPMENT

Note: On July 1, 2023, Iowa's Adult Education and Literacy Programs began transitioning to Iowa Workforce Development as part of a consolidation of programs primarily focused on workforce development and employment. Iowans can expect the same quality services from these programs, in addition to greater access to overall job services. The following content was originally prepared by the Department of Education, but these documents will continue to be updated as the transition continues.

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Introduction

STAR (STudent Achievement in Reading) is a nationally developed professional development program focused on building the reading skills for intermediate level (4 to 8.9 grade level equivalent) adult learners. Both at national and state levels, data indicate that adult learners at this grade level often struggle to develop the reading skills necessary for making learning gains and for advancing to higher academic levels.

In response, the U.S. Department of Education (DOE) supported a pilot program which uses detailed diagnostic assessment as the basis for explicit reading instruction. This approach is supported by years of research in reading methodology which has concluded that mid-level adult learners struggle with one or more of the following skill areas: alphabetics, fluency, vocabulary, or comprehension. Since USDOE began the pilot in 2006, 21 states have adopted this evidence-based approach. Iowa will begin training programs in 2015, with a few programs involved in 2014 to assist our state trainers become certified.

To participate in STAR, programs must commit to six full days of training for the director/coordinator and at least one pre-ASE instructor, using the Bader Reading and Language Inventory (Bader), and to implementing Evidence-Based Reading Instruction (EBRI). Additionally, programs must be willing to make adjustments in the program design that might be required for involved classes. This design includes managed enrollment for STAR classes.

To support programs, STAR produced an extensive web-based "Toolkit" that covers aspects of assessment, instruction, class management, and program design. The STAR website has detailed information at: www.startoolkit.org. Videos that model many of the instructional approaches are included. Locally, technical assistance will be available from the STAR certified trainers for Iowa. The purpose of this handbook is to guide programs in the process of implementing STAR in the intermediate GLE 4-8.9 (CASAS 211-235) level in Iowa's programs.

Evidence-Based Reading Instruction Components

Evidence-based reading instruction (EBRI) integrates findings from the best available reading research with practitioner wisdom to inform instructional decisions. As stated in the toolkit,

> *"With EBRI, teachers use diagnostic assessment procedures to gauge the strengths and weaknesses of each learner and target reading instruction accordingly. Teachers that use EBRI help learners improve their skills in each of the four components of reading - alphabetics, vocabulary, fluency, and comprehension - by explaining new concepts, modeling strategies, and providing feedback when learners practice (www.startoolkit.org)."*

Assessment for Initial Placement

Programs must use CASAS Reading for placing students into a STAR class. Accurate assessment is important since the STAR Program is designed for Intermediate Readers (GLE 4-8.9/CASAS 211-235). Having students in the STAR class whose GLEs are higher or lower than the established range will make effective delivery of evidence-based instruction difficult and seriously diminish the intended effectiveness of STAR. Students that are initially placed in an intermediate level class, but upon Bader testing are determined to be either below or above the Bader class groupings for alphabetics, fluency, vocabulary, or comprehension instruction, must be accommodated separately from the rest of the intermediate students. This accommodation might be accomplished by moving these students to a lower or higher-level class, or in planning instruction and tasks for them so they are otherwise occupied separate from the rest of the intermediate-level reading instruction groups.

> **Note 1:** The Bader is individually administer ed tests of essential areas of reading and language used by teachers and administrators to assess the reading level and plan for reading instruction. The Bader test is not designed to be a placement tool and should not be used for this purpose.

Diagnostic Assessment of STAR Students

Once the initial placement assessment is complete and students are placed in a STAR class, these students must be diagnostically assessed using the Bader. The goal of diagnostic assessment is to determine learners' specific strengths and needs in reading so teachers can create a learner profile for each student, select appropriate materials and teaching strategies, group students by similar profiles, and design appropriate instruction. **Thus**, **Bader assessment and grouping of students according to their needs must be done before instruction begins.** Programs must administer and score the Bader as instructed in the STAR training. For more detailed information on administering the Bader and creating reader profiles, consult the Bader Instructional Manual, the STAR Toolkit http://www.startoolkit.org/training, and notes from the Training Institutes.

> **Note 2: It is strongly urged that the STAR classroom teacher perform all Bader assessments.** There are many nuances in students' r esponses that go beyond the assigning of a "score" to determine GLE and which are invaluable to the teacher in designing appropriate instruction. Also, the process of the assessment itself creates a valuable rapport between the teacher and the student. In rare cases, the Program Coordinator or another staff member trained to administer and score the Bader may assist in the administration of the Bader.
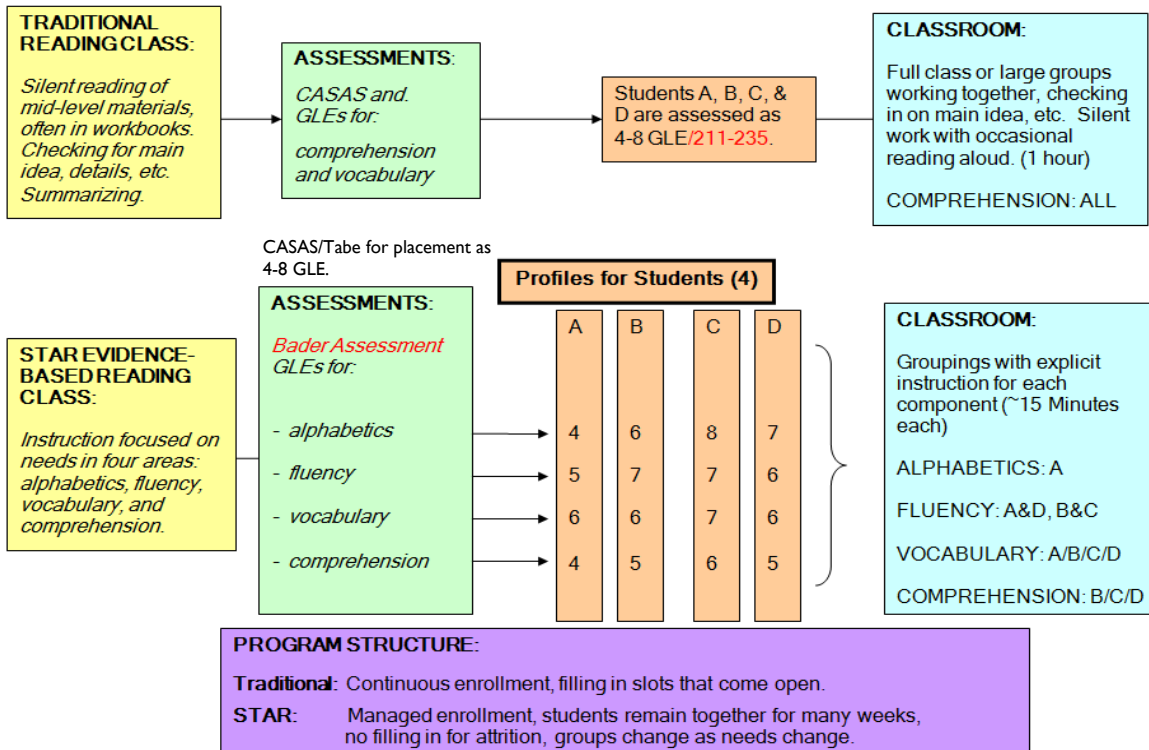
Pre– and Post– Testing for Learner Gains

All students enrolled in the STAR class(es) must make Reading their primary assessment area. STAR students should be pre- and post-tested using the CASAS for Reading at the approved times: pre-test within 2-4 weeks of class placement and post-test after a minimum of 40 hours of instruction.

> **Note 3:** The Bader test may not be used as a post-test to determine gains in Reading Comprehension or any of the reading components. The planned lessons and the graded reading materials are designed so that the teacher can easily determine when each student is ready to move to the next level in whatever component she is working (alphabetics, fluency, vocabulary, and/or comprehension). For more information on determining when students are ready to move to the next reading level, consult the STAR Toolkit at http://www.startoolkit.org/training and notes from the Training Institutes, or discuss with one of the trainers.

Program Changes

Implementing evidence-based reading instruction might require some structures and practices at the classroom and program level modified to support this approach. Accommodating the additional diagnostic assessment, grouping students according to instructional needs, and planning instruction in fluency, alphabetic, vocabulary and comprehension that is responsive to student needs while delivered through explicit instruction needs to be built into the modification. These systemic changes could include managed enrollment, intensity and duration of class, training,

Student Achievement in Reading Project (STAR)
TRADITIONAL VS. EVIDENCE-BASED READING INSTRUCTION

TRADITIONAL READING CLASS:

Silent reading of mid-level materials, often in workbooks. Checking for main idea, details, etc. Summarizing.

ASSESSMENTS:

CASAS and GLEs for:

comprehension and vocabulary

Students A, B, C, & D are assessed as 4-8 GLE/211-235.

CLASSROOM:

Full class or large groups working together, checking in on main idea, etc. Silent work with occasional reading aloud. (1 hour)

COMPREHENSION: ALL

CASAS/Tabe for placement as 4-8 GLE.

STAR EVIDENCE-BASED READING CLASS:

Instruction focused on needs in four areas: alphabetics, fluency, vocabulary, and comprehension.

ASSESSMENTS:

Bader Assessment GLEs for:

- alphabetics
- fluency
- vocabulary
- comprehension

Profiles for Students (4)

	A	B	C	D
alphabetics	4	6	8	7
fluency	5	7	7	6
vocabulary	6	6	7	6
comprehension	4	5	6	5

CLASSROOM:

Groupings with explicit instruction for each component (~15 Minutes each)

ALPHABETICS: A

FLUENCY: A&D, B&C

VOCABULARY: A/B/C/D

COMPREHENSION: B/C/D

PROGRAM STRUCTURE:

Traditional: Continuous enrollment, filling in slots that come open.

STAR: Managed enrollment, students remain together for many weeks, no filling in for attrition, groups change as needs change.

Managed Enrollment

For the purposes of the STAR Evidence-Based Reading Program, "Managed Enrollment" refers to the practice by which students are enrolled in a given class at the beginning of the class term, remain in that class for the duration of the term, and no new students are enrolled in that class (after a pre-determined date or not at all) for the duration of the class term. This contrasts with the common policy of "Open Enrollment," by which new students may be admitted into a given class at any time during the term.

A program may choose managed enrollment for just one class (as opposed to the open-entry, open exit model), several classes, or an entire program. Managed enrollment generally means that the program has limited (or no) enrollment periods once the class has started and for a specified period of time. For example, a student may enroll in an instructional program or class only during specific enrollment periods, attend a specific class for the duration of the class term, continue in the same class or another class at the program for subsequent terms only by re-enrolling, and miss no more than a prescribed number of class sessions within a term. **Research has shown that managed enrollment increases stability and learning in a classroom when turbulence caused by continuous in and out migration of students is eliminated.**

STAR classes must use managed enrollment. Managed enrollment, like intensity, is a key component of evidence-based reading instruction. It is too difficult to have individual students entering the classroom randomly, disrupting the flow of the established groupings, and it is too difficult for the teacher to have to regroup every week. STAR trainers and teachers have found that a leveled class where enrollment is managed provides an ideal environment for successfully implementing STAR.

Typically, programs should follow these steps to build a STAR class:
- Initially, the program administers a student orientation and CASAS Reading test.
- Students who test into the mid-range (GLE 4-8.9/CASAS 211-235) on the assessment rubric are candidates for the STAR class.
- The program should determine how many open slots are available for the STAR class and over-enroll the class.
- After the number of open slots (including the over-enrolled slots) has been determined, the program should only administer the Bader to students filling open slots in the STAR class.
- If the number of students in a class drastically drops below the minimum, the program has the option to plan to assess new students with the Bader and have all new students begin class on the same day.

There are a number of ways to implement managed enrollment. Below is one example of what a managed enrollment schedule might look like:

Schedule	Dates	Notes
Pre-planning week for teachers	8/15 – 8/19	
Bader Testing / Orientation	Week prior to class start date 8/22 – 8/26	Test on M,T,W – Teacher Determines Groups on Th, F
12-week class session	8/29 – 11/18	
Bader Testing / Orientation	11/21 – 11/25	Thanksgiving week – Assign students / Regroup
12-week class session	11/28 – 3/2	Includes Holiday Breaks
Bader Testing / Orientation	3/5 – 3/9	Assign students / Regroup
12-week class session	3/12 – 6/8	Includes Spring Break Week
Post-Planning Week(s)	6/11 – 6/15	

Intensity

"Intensity" refers to the number of hours of instruction per week in a given class. For example, a class that meets two hours a week would take 20 weeks just to attain sufficient hours for post-testing. Programs involved in STAR evidence-based reading instruction are provided guidelines for creating ways in which the Pre-ASE (intermediate level GLE 4-8.9) class will offer a more intensive educational opportunity for students.

Optimally, Pre-ASE classes that are offered for five or more hours per week have the opportunity to utilize evidence-based reading instruction to its fullest capacity and still have ample time to address other areas of instruction, such as math and writing. The Iowa Adult Education and Literacy team recognizes that not all programs will be able to provide intense Pre-ASE instruction weekly in order to allow their students time to make learning gains.

Training New Staff

In order to ensure proper evidence-based reading instruction, staff involved in STAR must be trained by certified state/national STAR trainers. Any teacher who will be teaching a designated STAR class must complete the full 6-day training and be awarded a state certificate. If in the course of participation, a STAR program experiences the loss of its STAR-trained instructor, that instructor's class will not be included as implementing STAR until the program has a fully-trained STAR instructor in that class.
Note: STAR training is a certification training. Local staff awarded a STAR certificate may share information and reading strategies at the local level. However, only certificated staff are eligible to conduct designated STAR classes for the program; and those classes must be tracked in TOPSpro Enterprise . Once state trainings are offered **for all programs to participate/when the state determines it is appropriate**, opportunities for new local staff to become certified will be offered.

Budget Implications

Programs should incorporate STAR costs into their existing budget. **Prep time for STAR classroom teachers should minimally be 1:1** This will reduce with time and experience in diagnostic assessment and classroom lesson planning.

Programs may use funds from their Adult Education and Family Literacy Act grant for instructional salaries to support additional hours for assessment, prep time, academic counseling, and staff development time.

Data Collection

For STAR, programs are required to designate STAR students in TOPSpro Enterprise in the Student Information tab. Programs should go to Special Program Entries and code CBET. Note: STAR students must be taught by a certified STAR instructor.

Scanned paper records do not have a CBET field. Once the paper record is scanned, access the student information tab and code CBET in the Special Program entries field.

Special Program Entries:			
○ N/A	☐ Homeless Program	☐ Special Needs	☐ Even Start
☐ None	☐ Family Literacy	☐ Alternative Ed. [K12]	☑ CBET
☐ Jail	☐ Workplace Ed.	☐ Non-traditional Training	☐ Other
☐ Community Corrections	☐ Tutoring	☐ EL Civics	
☐ State Corrections	☐ Distance Learning	☐ Carl Perkins	

Iowa Adult Education and Literacy Technical Assistance

Iowa supports the implementation of evidence-based reading instruction. State Leadership funds will be used in Program Year 2014 to fund the credentialing of two Iowa statewide trainers and to support up to three programs in implementing STAR instruction.

Contact Information

Because fidelity to the STAR model is essential for student success, Iowa's STAR trainers will continue giving support and technical assistance to STAR programs.

Technical assistance will be provided to programs through site visits, phone, email, and conference calls as the need arises. Additionally, site visits and classroom observations will be scheduled to continue to support progress as programs thoroughly implement STAR.
Primary contact for STARS until Iowa establishes its state STAR trainers:
Phyllis Hinton   phyllis.hinton@iowa.gov   515-281-4723

Site Visits

Programs participating in STAR should expect a minimum of one site visit (or more if program requests and/or trainer requests). Those involved in the site visit and classroom observation might include a STAR trainer and/or the program specialist.

Additionally, the Program Coordinator should be observing the STAR teacher both formally and informally using the rubrics from the STAR Toolkit and discussed in the training.

Classroom Observation

Classroom observations from the Trainer and Program Specialist may take place during a site visit or be scheduled separately, as best meets the need of the program and individuals involved. Classroom observations are intended to support the STAR teacher and his/her class. Programs should allow time after the observation to discuss achievements, challenges and adherence to STAR evidence-based reading instruction. In order to maximize the observation opportunity, programs must have the following documents prepared and emailed to the observation team a few days in advance of the site visit:

- A copy of the *Class List of Instructional Levels (from the STAR Toolkit) and Notes from the Bader Assessments* listing the reading groups by component and the individual scores of each student in the group,
- The Bader results for each student not included in the first bullet.
- Lesson Plans from the week prior to the visit and for the lesson(s) to be taught during the classroom observation.

The observation team (STAR Trainer and Program Specialist) will confer and then debrief with the teacher and director immediately following the observation. A written summary of the observation and discussion, detailing what was observed and recommendations made, will be sent to the program and program specialist from the observation team leader within two weeks of the observation.

The observation team will continue to observe a program until all the techniques within a component have been successfully demonstrated (see Appendix A.) When being observed, teachers should try to plan a lesson that involves more than one component.

Request for Application(s)

Annually, RFAs will be released for programs to apply to become a STAR site. Review the attached RFA (see Appendix B) as an example of the expectation. There are no prerequisites for participating in the project other than having a pre-ASE level class, the openness to change, the ability to establish managed enrollment for a reading class, and a willingness to try new strategies. To be eligible for this project, programs must have a Coordinator or Lead Instructor and at least one ABE teacher and one ESL teacher (or more, depending on the size of the program) participating in ALL trainings and meetings related to the STAR project. Participants will be required to complete assignments between trainings and a final report.

While the State Adult Education and Literacy team will support the implementation with some additional funds, the majority of the support will be in technical assistance and the establishment of a community of practice.

In addition to program applications, there will be from time to time the need to train additional or successor state STAR trainers. Eligible applicants will be those currently implementing STAR practices in the classroom.

Appendix A

STAR Program Site / Observation Visit Record

Site Visit/Observation Team

Date of visit

Program Name (and names of staff included in site visit)

Summary of how information was gathered:

- Class List of Instructional Levels
- Teacher Lesson Plans
- Meeting with Program Coordinator/STAR Teacher
- Review of STAR data
- Classroom visit
- Other

Summary of topics discussed, observations, decisions/conclusions and next steps

Specific items for future consideration

Follow up comments

Appendix A continued

STAR CLASS OBSERVATION PROTOCOL

I. TIMETABLE

<u>At Institute I</u>

- On the available sign up sheet, each Program commits to a Call Date with a STAR Trainer.

<u>After Institute I (but before Institute II)</u>

- Program submits Action Plan, Bader Results, and CASAS Scores (2 copies: one to STAR Trainer, one to the Coordinator or Lead Instructor).
- STAR Trainer initiates Conference Call between Coordinator/Lead Instructor, and Instructors on the agreed-upon Call Date.
- No later than two weeks after the Conference Call, the STAR Trainer will submit a written report to the Program itemizing the Action Points agreed upon in the call. (2 copies: one to the Coordinator/Lead Instructor and one to the state Professional Development staff).

<u>After Institute II (but before Institute III)</u>

- In-person class observation by STAR Trainer and Coordinator/Lead Instructor. (It is the responsibility of the STAR Trainer to schedule this observation, with input from the program)
- Observation Priority: one fluency lesson and one vocabulary lesson

<u>After Institute III</u>

- In-person class observation by STAR Trainer and Coordinator/Lead Instructor. (It is the responsibility of the STAR Trainer to schedule this observation, with input from the program.)
- Observation Priority: one alphabetics lesson or one comprehension strategies lesson
- Additional fluency or vocabulary lessons if serious challenges were noted in the prior observation.

Additional observations or meetings should be scheduled if program has not resolved challenges with diagnostic assessment, instruction, or program design.

Appendix A continued

STAR CLASS OBSERVATION PROTOCOL
(continued)

II. PROTOCOL FOR PRE-OBSERVATION DOCUMENTS

The following documents should be submitted by the Program prior to each scheduled Class Observation (2 copies: one to Trainer, one to Program Specialist):
- Additional Bader/CASAS scores (if applicable)
- Student Groupings for the lesson(s) to be observed
- Lesson plan(s) for groups observed
- An inventory of instructional techniques used (past or present) for each Component to be observed

III. POST-OBSERVATION FEEDBACK PROTOCOL

Oral Feedback

Immediately after an observed lesson, the STAR Trainer and Coordinator/Lead Instructor should give informal feedback to Instructors, touching on two or three of the major points observed during the lesson. The STAR Trainer takes the lead in this discussion; the Coordinator/Lead Instructor should be in a supporting role only.

Written Feedback

No later than two weeks after each class observation, the STAR Trainer will submit a written report to the Program (2 copies: one to the Program and one to the state Professional Development consultant.)

- The written report should address each of the elements for the component (s) observed.
- The written report should conclude with specific guidelines for future lessons/planning/ techniques, with special attention to expanding the inventory of instructional techniques used for the given component(s).
- The Trainer should submit a draft of the written report to the appropriate Program Specialist prior to the completion of the final copy.
- If the Program Specialist does not respond to the draft within 48 hours of receipt, tacit approval shall be assumed.

Appendix A continued

PLANNING MENU OF STAR-RECOMMENDED INSTRUCTIONAL STRATEGIES

ACTIVITY NAME	DESCRIPTION	HAVE TRIED	WILL TRY	WITH WHOM / MY NOTES
	FLUENCY			
Collaborative Oral Reading ▪ Good for accuracy, rate and prosody ▪ Less scaffolding	1. Done in small groups with teacher. 2. Each person reads three to five lines of text and then passes the turn to another group member. 3. Turns are short, so even less fluent readers can participate comfortably. 4. Keep group small so each student has numerous opportunities to practice fluency.			
Repeated Reading ▪ Good for lower level fluency–more scaffolding ▪ good for accuracy	1. The student and teacher set goals. 2. The student performs an unpracticed reading with a short text at the target level. 3. The student hears a fluent reading of the text. 4. The student practices reading the text independently. 5. The student reads the text for the teacher.			
Echo Reading ▪ Good for accuracy, rate and prosody ▪ Best done one-on-one for struggling reader who needs much support	1. Teacher selects a text to be read aloud 2. The teacher reads the first sentence aloud and the learner repeats – or echoes – the sentence. 3. Once teacher and student have read/echoed each sentence, the teacher reads the entire paragraph aloud again. 4. The student then echoes the entire paragraph to ensure he/she is not just parroting back what was heard.			
Marked Phrase Boundaries ▪ Used for rate and prosody	1. Teacher prepares a text by marking it to show students where words should be grouped together to form meaningful "chunks". 2. Teacher reads the marked text aloud while students follow along. 3. The teacher and students then practice reading the text together. 4. Students practice reading the marked text aloud on their own. 5. Instruction progresses until learners can mark phrases themselves – first on texts they have practiced with, then on new material – and eventually read unmarked text with appropriate phrasing.			

Appendix A continued

VOCABULARY

Tier 2 Instruction	1. Teacher introduces one meaning of each new word 2. Teacher gives examples of contexts for the words, then asks students for their own examples.
Fill-in-blank, Cloze, or Sentence Completion	1. Teacher provides exercises where new words are used in different contexts. 2. May be done orally or on worksheets.
Read & Respond ■ Answers can be written instead of oral	1. Teacher provides short articles on topics of general interest. 2. Teacher prepares questions about the articles that use the new words. 3. Learners will apply their knowledge of the word meanings when they respond to the questions.
Yes/No/Why ■ Answers can be written as well as oral	1. Teacher prepares questions in which new vocabulary words have been paired (e.g., *Is a commotion always conspicuous?*) 2. The questions have no "right" answers, and the teacher shows students how to support their answers.
Quadrant Chart	1. One chart is filled out for each new word 2. Can be done on board, newsprint, and/or blank handouts. 3. Can be used as a follow-up, review, and/or homework activity. <table><tr><td>Vocabulary Word</td><td>Meaning</td></tr><tr><td>Examples</td><td>Opposites</td></tr></table>

ALPHABETICS

Affixes	1. Teacher provides groups of words with similar prefixes or suffixes. 2. Students and teacher practice determining what words mean, or how they change, based on application of the affixes.
Base Words	1. Teacher provides groups of words with same base word root (e.g., interrupt, disrupt, bankrupt). 2. Students and teacher practice determining what words mean, or how they change, based on their common base words or roots.

Appendix A continued

COMPREHENSION

Summarizing	1. Class reads text paragraph by paragraph; teacher asks for each paragraph, "What is the topic of this paragraph?" 2. Teacher then asks, "What is the most important point the author makes about that topic?" 3. Once important points are identified for each paragraph, teacher asks, "Is every point needed to understand the author's ideas?"; points that are unnecessary are eliminated. 4. Class joins the remaining points to create a summary of the text. 5. Students can practice summarizing in small groups or on own.
Questioning	1. Teacher begins by discussing the words people use to form questions (e.g., what, why, how). Then shows them how to ask questions about a text (e.g., "Who saved Jane from drowning?") 2. Teacher provides students with opportunities to practice questioning, in small groups and on their own. 3. When both summarizing and questioning have been taught, teacher shows students how to combine the two strategies.
K-W-L Chart • Useful only if students are somewhat familiar with the subject of the text	1. Teacher makes table on board or newsprint. Students make copy of their own on paper. | K	W	L
---	---	---
I already know	I want to know	I learned	 2. Teacher presents topic or concept from a reading and asks the students what they already know about it, recording in K column. 3. Teacher and students identify the K information that they think will be in the text. 4. Teacher asks students what they want to know about the topic or concept, recording in W column. 5. Students read the passage and what they learned is recorded in the L column. 6. Class checks to see which column W questions are unanswered.

Appendix A continued

Text Marking
 	
• Useful only if students are somewhat familiar with the subject of the text
 	
• Very useful for learners who have a habit of reading word by word
	1. Students use codes throughout a reading as follows:
	   √ I knew this before.
	   ! This was new to me.
	   ? I'm not sure what this means.
	2. Teacher shows students how to mark a text, describing each of the codes.
	3. Class works together on a new text, discussing similarities and differences in the way each person would mark the text.
	4. Students work in pairs so that they can compare how they would mark a text with their partner.
	5. Students to mark a text on their own.

Fix-Up Strategies	1. Teacher asks students to quickly summarize what they just read. 2. Teacher asks students to briefly retell what they just read 3. Teacher rates summary or retelling using rubrics from the Toolkit. 4. Full list of other strategies "good readers" use in Word in Toolkit.
Text Structures • Can be taught to show the link between reading and writing	1. Teacher explains that authors organize information in text. 2. Teacher provides examples: some authors want to tell a story (involving a setting, characters, actions, and consequences). explain how things are alike or different (compare/contrast), list some characteristics or facts about a topic (description), show how something operates (sequence), or explain how or why something happened in history (cause/effect). 3. Teacher provides graphic representations of these structures and then, as a group, class discusses how to fill some in (e.g., a folk tale for a narrative, two countries for a compare/contrast, global warming for cause/effect.) 4. Teacher gives students examples of texts that fit these patterns, and class works together to identify the text structures. 5. Students practice recognizing text structures, in small groups and on their own.

Appendix B

Request for Applications   The STAR Project

RFA COVER PAGE

Program Name:_____

Contact Peron: _____
(person who receives all project inquiries and information)

Address:_____

City, State, Zip:_____

Phone Number:_____ Fax:_____

Email:_____

Proposed Participants:

Administrator: _____

Pre-ASE (Adult Secondary Education) teacher:_____

ESL teacher:_____

Additional participants:_____

_____

_____

Proposal Submission deadline: Must be received by ▮▮▮▮▮▮▮▮▮

This cover sheet MUST be complete and used as the cover sheet for the RFA.
The original and one copy of the Proposal must be included.
The signature on each copy must be original.
The Proposal should be mailed to:

Attn: Alex Harris
Bureau of Adult, Career, and Community College Education
Division of Community Colleges
Iowa Department of Education
Grimes State Office Building
400 East 14th Street
Des Moines, IA 50319-0146

THIS PAGE IS REQUIRED WITH THE GRANT APPLICATION

Appendix B continued

PROGRAM INFORMATION

Each participating program must consist of an administrator, at least one Pre-ASE level reading teacher and one ESL teacher. Please provide the following information:

1. Describe your program's interest in applying for the STAR Project.   **[20 points]**

2. Please describe any prior experience/training participants may have in: **[16 points]**

   a) Teaching Reading

3. Please indicate the data for PY2012 for your intermediate level class(es):   **[14 points]**

   a) Total number of participants: Low and High Intermediate Basics   _____
   High Intermediate and Advanced ESL   _____

   b) Average attended hours (reported in TOPSpro):
   Low and High Intermediate Basics   _____
   High Intermediate and Advanced ESL   _____

   c) NRS EFL Completion (Table 4)   Low Intermediate Basic _____
   High Intermediate Basic_____
   High Intermediate ESL _____
   Advanced ESL   _____

4. STAR implementation requires a program to make some changes. Please respond to the following: **[20 points]**

   a) Indicate the amount of planning time teachers have per week._____

   b) Describe any initiatives your program successfully participated in that required program changes, i.e. increased class time, additional counseling and/or assessment.

   c) Describe your program's capacity and willingness to make changes in order to use and implement evidence-based reading instruction strategies for teaching intermediate-level readers including using managed enrollment for classes.

Appendix B continued

PROGRAM INFORMATION

5. Initial pilot programs from STAR have shown that certain structures enable programs to more fully implement evidence based reading instruction. Please indicate where your program stands on each of the following: [90 points]

	In place now. (Please describe.)	We have the capacity and would agree to put this in place by November, 2012 (Please describe.)	We are willing to do this but would need support. (Please describe what you would need)	We couldn't or wouldn't do this. (Please describe how your program might benefit from STAR participation without this.)
Intermediate-level readers are grouped together for instruction in reading				
Enrollment is managed in the intermediate reader class(es)				
Participating teachers have planning time				
The program will be able to support time for teachers to complete diagnostic assessment (about .5-1 hour per intermediate reader)				
The program will be able to support the purchase of additional teaching materials				
A program administrator is willing and able to participate in training and to support participating teachers through planning meetings and teacher observation				

Appendix B continued

PROGRAM INFORMATION

	In place now. (Please describe.)	We have the capacity and would agree to put this in place by November, 2012 (Please describe.)	We are willing to do this but would need support. (Please describe what you would need)	We couldn't or wouldn't do this. (Please describe how your program might benefit from STAR participation without this.)
Teachers have basic knowledge of reading instruction				
Teachers are willing and able to participate in ongoing professional development				
Teachers are willing to receive feedback on their instructional practices during and after the STAR training				