

Louisiana Believes

Real-time Early Access to Literacy

Education Stabilization Fund
Rethink Education Models (ESF-REM) Grant

Webinar for School Systems
January 28, 2021

Agenda

- Current Landscape of Early Literacy
- REAL Program Overview
- School System Role in Implementation
- Tutoring Service Provider Role in Implementation
- Questions





Current Landscape of Early Literacy

Importance of Early Literacy

The need to prioritize early literacy is significant.

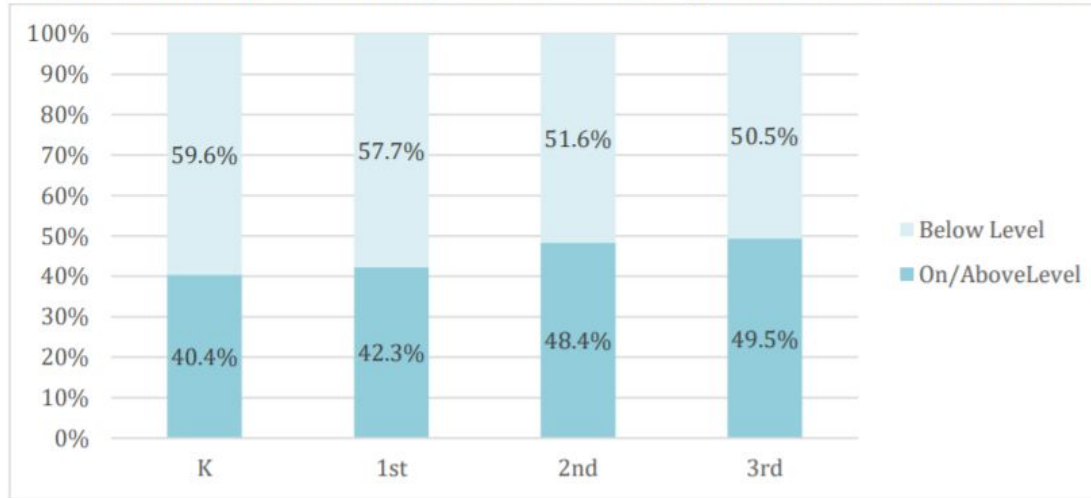
- Early literacy is a critical predictor of educational and lifelong success.
- A long-term study found that students who were not proficient in reading by the end of third grade were four times more likely to drop out of high school than proficient readers. In fact, 88 percent of students who failed to earn a high school diploma were struggling readers in third grade (Annie E. Casey Foundation, 2010).
- Research shows that only 1 in 10 students who are behind in reading at the end of first grade will catch up to their peers later on. (Juel, 1988; Francis et al., 1996; Shaywitz et al., 1999)

The Coronavirus pandemic has exacerbated existing gaps in early literacy.

Current Reading Data in Louisiana

Data from the [Fall 2020 Reading Report](#) show that 40.4% of kindergarten students scored “On or Above Benchmark” on the literacy screener at the start of the year. Additionally, only 42.3% of first graders, 48.4% of second graders, and 49.5% of third graders scored at this same level.

Figure 1. Statewide Performance Level by Grade for All Literacy Assessments Combined, Fall 2020



The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a sense of depth. This white area is surrounded by various shades of blue, from light, airy washes to darker, more saturated tones. The overall effect is soft and artistic, resembling a hand-painted background.

REAL Program Overview

Real-time Early Access to Literacy: Overview

[Real-time Early Access to Literacy \(REAL\)](#) provides early literacy support for students in pre-K through grade 3. Through REAL, school systems are allocated funding to provide students in pre-K through grade 3 with technology and tutoring services.



Key Grant Activities

Through Real-time Early Access to Literacy, the LDOE will:

- Create the REAL Family Portal where families can create a profile, apply for a microgrant, and enroll in live tutoring services for pre-K through grade 3 students.
- Approve Tutoring Service Providers who will partner with families and schools to provide tutoring aligned to high quality literacy curriculum.
- Support economically disadvantaged families to access resources and services, and provide families with choices that meet their individual needs.

REAL Technology Overview

In year 1, Louisiana provided devices and internet connectivity to over 7,000 economically disadvantaged students in pre-K to grade 3.

Systems in priority need for devices for grades pre-K through grade 3 were identified through the Strong Start Implementation Survey.

Through the initial technology purchase, Louisiana achieved a 1:1 device ratio for pre-K through grade 3 in 90% of school systems across the state.

Systems may request additional funding for technology for the 2021-2022 school year through Super App.

Funding Model

- The Department allocated a total of \$1.6 million to school systems in December of 2020 for tutoring services.
- The REAL program provided funding to school systems based on the number of children in pre-K to grade 3 enrolled in CIR and UIR-A schools.
- Current allocations should be used and reimbursements can be requested in eGMS up until June 30, 2021.

Funding Model Years 2-3



In Super App, through Core Academics, question 6.1. aligns with the REAL Program. The information provided along with additional considerations will be used to determine year 2 funding.

| Early Literacy Support | |
|---|--|
| Indicator | Application Question |
| CA6 Students in grades pre-K to 3 are provided with high-quality instruction and targeted support in order to ensure that all students are reading on level by the end of grade 3. | 6.1 Identify the number of pre-K to 3rd grade students at CIR/UIR-Academics schools who are in need of targeted early literacy support, including support required to effectively engage in remote learning. |

School System Role in Implementation

REAL School System Supports

The REAL program will support school systems' early literacy strategies and strengthen family partnerships of students in pre-K through grade 3.

The school system will be able to support their early literacy strategy through:

- Enrolling eligible students in individualized literacy focused tutoring services.
- Aligning to and complementing the school systems' existing work with high-quality curricula.

The school system will be able to strengthen family partnerships through:

- Promoting services aligned to family needs;
- Providing families with the resources required to effectively engage in remote learning.

School System Implementation Timeline

| Timeframe | Next Steps | Description |
|----------------------|------------------------------------|---|
| February 1 - 7 | Parent Information and Flyers | Provide families of eligible students with information to enroll in the REAL tutoring program. |
| February 1 - March 1 | Create an Application in eGMS | School systems create an application in eGMS based on the allocation received for the REAL program. |
| February 8 - 19 | Student Enrollment | Enroll students with their Louisiana Unique Student ID (LASID) number in the REAL portal according to their selected tutoring service provider. |
| March 1 - April 30 | Tutoring Services Begin | Students begin individualized literacy tutoring with an LDOE-approved vendor. |
| May | Tutoring Service Provider Invoices | The Tutoring Service Provider uploads an invoice for services provided in the REAL portal. |
| June 30 | eGMS Reimbursement Request | School systems complete eGMS reimbursement request. |

Next Steps for School Systems

To maximize the benefits of REAL, school systems will need to:

- Define how REAL can best support system-level strategy and priorities for early literacy
- Identify a system-level point person for REAL
 - Completes [google form](#) specifying point
 - Supports the approval process for family microgrants and tutoring services
- Recommend Tutoring Service Providers who currently work with your system and/or consider completing the [RFA](#) to become an approved Tutoring Service Provider

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Tutoring Service Provider Role in Implementation

REAL Tutoring Service Providers

REAL Tutoring Service Providers (TSPs) will offer early literacy support for students in pre-K through grade third grade.

The primary objectives of REAL tutoring services are to:

- Support literacy development for Louisiana's youngest learners.
- Develop strong relationships with families to support learning.
- Align to and complement school systems' existing work with high-quality curricula.
- Implement tutoring best practices.

Tutoring Service Provider Implementation Timeline

| Timeframe | Next Steps | Description |
|--------------------|--|---|
| February 1 | Program Assurances | TSPs sign and complete the Tutoring Service Provider assurances. |
| February 8-19 | Review School Level Student Enrollment | TSPs log into the REAL portal to view students enrolled. |
| February 8-19 | Tutoring Service Provider Student Enrollment | TSPs contact schools to retrieve student contact information based on LASID and begin the enrollment process. |
| February 19-26 | Student Session Enrollment | TSPs contact the families to register students in specific tutoring sessions. |
| March 1 - April 30 | Tutoring Sessions Begin | Students begin individualized literacy tutoring with an LDOE-approved vendor. TSPs track attendance and tutoring service implementation by completing the REAL Tutoring Service Provider Log for each tutoring session. |
| March 1 - May 15 | Parent School System Engagement | TSPs communicate with families and school systems about student progress monthly and engage families and school systems in completing surveys at the beginning and end of each cycle. |
| May 15 | Invoice and CSV File Upload | TSPs will upload invoices and Tutoring Log CSV into the REAL portal. |

How to Become a Tutoring Service Provider

- To learn more about the request for applications for tutoring service providers, please view the [RFA](#).
- School systems may apply to become tutoring service providers to provide this tutoring to their students directly by [applying online](#).
- School systems interested in becoming tutoring service providers must submit an application by February 12 to be considered for the first tutoring cycle.
- Review the Tutoring Service Provider guide for a current list of LDOE approved providers.

LDOE Approved Vendors

Review the [Tutoring Service Provider Guide](#) for a current list of LDOE approved providers.

Current Vendors:

- St. Landry Parish School Board
- [Canopy Education](#)
- [One on One Learning](#)
- [Sylvan Learning](#)

Why Become A Provider?

As REAL Tutoring Service Providers, schools systems can utilize allocated funds to customize literacy tutoring and supports that align to system level strategy and goals.

- Address unfinished learning and support young learners in their reading development.
- Align tutoring services to school systems' existing work with high-quality curricula.
- Employ district teaching staff to ensure a seamless extension of the literacy instruction.
- Receive up to \$40 per hour to provide individualized literacy tutoring to students. Hourly compensation can include tutor salaries, materials, professional development, and administrative cost.

REAL Follow-up Webinar

There will be a follow up webinar on February 11. During this time schools systems will receive additional support with student enrollment through the REAL portal and eGMS applications.

Webinar Date and Time: Thursday, February 11 at 1 p.m.

Webinar Link: <https://ldoe.zoom.us/j/4418921159>

Webinar Phone Number: 1-470-250-9358

Meeting ID#: 441 892 1159

Questions?

Email catasha.edwards@la.gov

or visit

<https://www.louisianabelieves.com/academics/real-time-early-access-to-literacy>