**Application for NJTSS-ER Consultative Support**

**Due Date: February 17, 2023**

1. **Consultative Support for NJTSS-ER Implementation**

Thank you for your interest in the New Jersey Tiered System of Supports for Early Reading (NJTSS-ER). Although resources are available to all New Jersey school districts to support implementation of NJTSS-ER, ongoing consultation from a state-level consultant is only available to districts through an application and selection process. This consultation is designed to support school districts in improving knowledge and practices pertaining to NJTSS for early reading; building a multi-tiered, data-driven decision-making system to promote K-3 students’ early reading proficiency; and increasing NJTSS-ER implementation fidelity.

In addition to receiving access to online courses, webinars, and resources (e.g., action plans, meeting protocols, materials, and tools), districts selected for consultative support benefit from:

* Ongoing intensive guidance, feedback, and support provided for 3 years via videoconferencing check-ins with experienced state-level NJTSS-ER consultants;
* Use of an online platform to help guide the use of screening and diagnostic data, student grouping, progress monitoring, and the assignment of tier 2 & 3 interventions from a customizable online intervention library; and
* An opportunity to apply for up to $2,000 to support external trainings on evidence-based practices relevant to the implementation of MTSS or early reading.

1. **Expectations for Districts Receiving Consultative Support**

Districts selected to receive ongoing support from state-level consultants are expected to demonstrate a strong commitment to NJTSS-ER implementation. To maximize benefits for students and help ensure effective and sustained implementation of NJTSS-ER, these districts must:

* Select up to two elementary schools serving K-3 students to target for consultative services beginning in the 2023-24 school year;
* Use, or adopt, DIBELS 8 (available free online) by Winter of the 2023-24 school year as a universal screening assessment in the selected schools;
* Use the ReadyCoach online platform, which will be provided for free to participating districts, to guide the use of screening and diagnostic data, student grouping, progress monitoring, and the assignment of interventions from a customizable online intervention library;
* Use the provided NJTSS-ER Framework resources (i.e., action plans, online learning courses, meeting protocols, materials, and tools);
* Participate in synchronous and asynchronous webinar opportunities and attend NJTSS-ER check-ins with state-level consultants;
* Adhere to NJTSS-ER data collection requirements including the sharing of DIBELS 8 data, assessments of knowledge and perception (including pre-post training assessments and general knowledge measures) and data on NJTSS-ER implementation (e.g., artifacts and completed protocols);
* Allocate sufficient resources (e.g., funds, personnel, and time) to participate in required project activities, take online courses, and attend stakeholder specific webinars and check-ins with state-level consultants; and
* Plan for sustaining NJTSS-ER implementation in target schools and scaling NJTSS-ER implementation across additional district schools.
* If invited, agree to participate in county roundtables supporting the development of vignettes or other media to demonstrate the positive impact of initiative activities.

To promote a deeper understanding of the commitment required for participation in the NJTSS-ER grant project, please view the video available at [njtss-earlyreading.com/application](https://njtss-earlyreading.org/application) prior to completing your application. A synchronous webinar reviewing this material and offering an opportunity for Q&A will be provided on **January 25th, 3:00pm-3:45pm EST**. Here is the registration link for this synchronous event: <https://rutgers.zoom.us/webinar/register/WN_miVTuYinRbm9uleO2v5mIg>

We highly recommend that personnel with knowledge of district practices for early reading data-based decision making and instruction/intervention complete this application.

**III. District Profile**

For each of the following, please answer all questions and provide a detailed response of your thinking, attaching additional pages as needed.

**Data-Based Decision Making**

1. Use the table below to describe your district’s data-based decision making approach:

|  |  |
| --- | --- |
| What data sources are used to determine early reading instructional needs for K-3 students? |  |
| How often do you review data? |  |
| Who is on the data review team? |  |
| What is the process for using data to inform early reading instructional decisions? |  |
| Do you think the approach/data sources accurately inform early reading instructional decision making?  Why or why not? |  |

1. If you were to make any changes to existing assessments and/or processes for analysis and use of data, what would they be?

How would specific leadership and practice personnel be involved in making changes? In addition to personnel, please be specific about time commitments and resources.

1. What barriers do you foresee in making changes to assessments, data review processes, and expectations for the use of data (e.g., receptivity, resources, capacity to do work, training)?

How do you plan to overcome these barriers?

1. If you are not already doing so, would you be willing to use and prioritize DIBELS 8 as a universal screener for K-3 students?
2. Would you be willing to use an online application provided free of charge to help you to make intervention decisions and monitor progress beginning in the 2023-2024 school year? Why or why not?

**Core Instruction**

1. Use the table to describe the approach and/or program/materials used for early reading core instruction for K-3 students:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of approach and/or program/materials | Grade level(s) | Skill foci (e.g., phonemic awareness) | Length of time approach and/or program/materials have been used in your district | Are external consultants/coaches providing implementation support? If so, please explain. |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. Do you think the approach and/or program/materials effectively address/promote the development of early reading skills? Why or why not?
2. If you were to make any changes to the existing approach and/or program/materials, what would they be?
3. How would specific leadership and practice personnel be involved in making changes? In addition to personnel, please be specific about time commitments and resources.
4. What barriers do you foresee in making changes to core instruction (e.g., receptivity, capacity to do work, resources, training)?

How do you plan to overcome these barriers?

**Intervention**

1. Use the table below to describe your intervention personnel and time allocations. Add more rows as needed.

|  |  |  |  |
| --- | --- | --- | --- |
| Interventionist’s name | Grade(s) supported | Content area(s) supported | Approximate time allocated to providing **early reading** intervention (e.g., 50%) |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. Use the table below to describe the program/materials used to support the needs of K-3 students requiring reading interventions in phonemic awareness, phonics, fluency, and comprehension

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of approach and/or program/materials | Grade level(s) | Skill foci (e.g., phonemic awareness) | Length of time program/materials have been used in your district | Are external consultants/coaches providing implementation support? If so, please explain. |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. Do you think the program/materials effectively address/promote the development of early reading skills? Why or why not?
2. If you were to make any changes to existing programs/materials, what would they be?

How would specific leadership and practice personnel be involved in making changes? In addition to personnel, please be specific about time commitments and resources.

1. What barriers do you foresee in making changes to intervention (e.g., receptivity, resources, capacity to do work, training)? How do you plan to overcome these barriers?

**District Initiatives**

1. What school-/district-/state-wide initiatives (e.g., adoption of new curricula, PBSIS) are you currently engaged in? How do you plan to coordinate these initiatives with planning for and implementing NJTSS-ER?

**IV: District Personnel**

Please provide the following district-level personnel information.

|  |  |
| --- | --- |
| Local Education Agency Information | |
| District Name: | |
| Mailing Address: | |
| Superintendent | |
| Name | |
| Email: | Telephone: |

**District Level Capacity**

List district-level personnel involved in decision making for the implementation of early reading instruction/support (e.g., Curriculum Directors, Supervisors, Reading Specialists, and Coaches). Add rows as needed.

|  |  |  |  |
| --- | --- | --- | --- |
| Title | Name | Content Areas Supported | Grade Span |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**V. Building Personnel**

Please provide the following building level information for each of the schools selected for participation in the NJTSS-ER Grant Project. If your district has only one school serving K-3 students, just complete the information for School 1.

|  |  |
| --- | --- |
| **School 1** | **School 2** |
| School Name: | School Name: |
| School Address: | School Address: |
| Grade Levels: | Grade Levels: |
| # of Classes Per Grade Level  Kindergarten:  Grade 1:  Grade 2:  Grade 3: | # of Classes Per Grade Level  Kindergarten:  Grade 1:  Grade 2:  Grade 3: |
| **Principal:** | **Principal:** |
| Name: | Name: |
| Email: | Email: |

Note: Please obtain principal signatures before submitting the application.

**Building Level Capacity**

List building-level personnel involved in decision making for the implementation of early reading instruction/support (e.g., coaches, interventionists, reading specialists). Add rows as needed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | Name | School(s) | Content Area(s) Supported | Grade Span |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

As a reminder, a synchronous webinar and an opportunity for Q&A will be provided on January 25, 2023 from 3:00-3:45 PM. Here is the link to register for this synchronous event: <https://rutgers.zoom.us/webinar/register/WN_miVTuYinRbm9uleO2v5mIg>

**To be considered to receive ongoing support from a state-level consultant, please return your completed application as an email attachment to** [**njtss@doe.nj.gov**](mailto:njtss@doe.nj.gov) **by February 17, 2023**

After the initial review of applications, finalists will be invited to participate in an interview, with districts being selected by early June to receive ongoing consultation.

By signing below, you acknowledge that you have read and understand the requirements and expectations for receiving NJTSS-ER consultative support as outlined in this application.

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Superintendent Date

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School 1 Principal Date

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School 2 Principal (if applicable) Date