

The California Department of Education and the ISES Partners propose
Project READ Abstract
A State Personnel Development Grant, CFDA 84.323A addressing
Absolute Priorities 1 and 2 and the Competitive Priority

Purpose of Project READ, a unique, collaborative, evidence-based project targeting personnel development (PD), is to increase the reading achievement and academic outcomes of middle school students with disabilities from low-performing middle schools throughout California. Project READ's high quality design, product development, and PD activity components are based on identified needs, current Implementation Science research, Adult Learning theories, state of the art evaluation tools, accessible technology, and practical lessons learned from results of the current OSEP funded SPDG's Effective Reading Intervention Academy (ERIA). To ensure fidelity, READ incorporates a continuous assessment and comprehensive evaluation system to achieve the project's **Proposed Outcomes and Activities**

- Outcome 1: Project uses evidence-based PD practices to support the teaching of reading.
- Training reading and SE teachers in research-based reading intervention programs;
 - Training ELA/ELD/SE teachers in teaching Common Core (CC) reading skills;
 - Training SE, Social Science, Science teachers in teaching CC reading skills;
 - Leadership Academy, a training and PLC series.
- Outcome 2: Participants in PD demonstrate improvement in implementation over time.
- Site Implementation Team, READ's teacher/admin steering group; Conducting curricula reviews/analyses for reading content; Supporting school implementation of research-based reading curricula and evidence-based RtI² reading structures.
- Outcome 3: Follow-up activities sustain the use of Project READ-supported practices.
- Site Coaches and Coach Coordinator; Exemplar Sites, a 5th year model demonstration site program; a 5th year dissemination Webinar and Institutes.
- Outcome 4: Students demonstrate increased English and reading achievement outcomes.
- Data focus to monitor improvement and outcomes woven into each activity, including the identification of teacher PD needs.
- Outcome 5: Parents/Families are better able to support their students' learning.
- Implementing parent/family workshops supporting students' reading.

READ Products *have an accompanying intervention or implementation fidelity rubric/checklist:* blended courses in teaching reading skills for ELA/ELD/SE teachers and teaching reading in content areas for social studies, science, and special education teachers (online courses, facilitators' guides); administrators' guides to RtI² implementation and curriculum review/analysis for reading content; implementation guide for What Works Clearinghouse-endorsed reading intervention program; parent workshops in supporting reading; Leadership Academy structural guide, training Webinars; Site Implementation Team structural guide; Exemplar Sites structural guide and dissemination Webinar; and digital evaluation tools.

Key Collaborators: California Department of Education; Napa County Office of Education (LEA), as primary subgrantee; Parent Training and Information Centers statewide; IRIS Center at Vanderbilt & Claremont Graduate University; Improving Special Education Services (ISES) Advisory Group (i.e.: Part C, Early Education, Vocational Rehabilitation Lead Agencies).