

MICHIGAN STATE BOARD OF EDUCATION

2000-2001 ALL STUDENTS ACHIEVE PROGRAM LITERACY ACHIEVEMENT PROGRAM GRANTS (ASAP-LAP)

INTRODUCTION

Federal and state initiatives have focused on the goal that all children will read well and independently by the end of third grade. Teachers need strategies to help children with their language and literacy learning, as well as their overall development, to enable them to achieve the state's high academic standards. The State Board of Education's priority to foster investments that provide teachers with effective instructional materials and resources is consistent with these initiatives. The State School Aid Act for FY 2001 includes a new competitive grant program for certain districts to improve the academic achievement, and especially the reading success, of young students.

LEGISLATION

Section 32 of the State School Aid Act for FY 2001 establishes a number of initiatives called the All Students Achieve Program (ASAP). Section 32(f)(7) through (20) appropriates \$50,000,000 each year for FY 2001, FY 2002, and FY 2003 for competitive grants to eligible local and intermediate districts and public school academies for a new Literacy Achievement Program (ASAP-LAP). Grantees will be asked to provide plans for three years of programming, and continuation funding will be provided to grantees making adequate progress if the grant funds are indeed available for the second and third years of the program.

PURPOSE OF GRANT PROGRAM

The purpose of the Literacy Achievement Program (LAP) Grants is to provide additional resources to schools for students who are not achieving in reading or who are at risk for low achievement in reading. Several program options are available. Each eligible district may apply for funds to provide services under one or more of the program options in one or more elementary buildings in the district. The following requirements apply to all of the program options:

- The program option chosen must be structured, research-based and validated, and have good evidence of success in assisting students who are struggling to learn to read.
- The program option must align the learning resources chosen with the *Michigan Curriculum Framework* and Department-developed supporting documents so that student achievement on state assessments will be enhanced.
- In each participating elementary building, at least 25 percent of the students identified as at risk of reading difficulty, according to the assessment protocol specified by the program option, must be served with the specialized literacy assistance.

- The program option must provide for ongoing assessment of the targeted students' progress, and develop individualized education plans based on the assessment.
- Grant funds may not exceed \$85,000 per elementary building. If the literacy achievement program option chosen requires specialized personnel, grant recipients may use the funds for up to 50 percent of the salaries and benefits for each teacher trained and/or certified to provide the identified literacy achievement program option.
- Services under all of the program options may be provided during or outside of the traditional school day and calendar.

The following literacy achievement program options are eligible for funding:

- reading improvement programs;
- reading disorders and reading methods programs;
- structured mentoring tutorial reading programs (language and literacy outreach programs); and
- cognitive development programs.

Specific characteristics of each of the program options are delineated in the legislation.

- The reading improvement program option requires use of the Michigan Literacy Progress Profile to identify and assess students in kindergarten through fourth grade.
- The reading disorders and reading methods program option allows local adoption of one or more research-based programs for the remediation of reading disorders.
- The structured mentoring-tutorial reading program (language and literacy outreach program) option allows service to students from preschool through fourth grade and must indicate a process to develop individualized instructional plans based on each student's age, assessed needs, reading level, interests, and learning style. An additional provision under the mentoring option allows service to students who are mentally impaired to enhance their independence and life quality.
- The cognitive development program option offers service to struggling readers who have been identified as having academic or behavioral difficulties and is designed to strengthen student concentration and learning. The program must include a methodology for building essential cognitive and perceptual learning abilities that will translate into increased literacy achievement.

TARGET POPULATION TO BE SERVED BY GRANT

Each of the program options under the Literacy Achievement Program is designed for students who are struggling in their literacy development. Programs may serve students in preschool through the elementary grades, although not all students who are struggling in each school may be served. At a minimum, programs must serve at least 25 percent of the students who are reading below grade level or identified as at risk for literacy difficulty in the grades targeted by the program.

TOTAL FUNDS

Fifty million dollars is available each year for Literacy Achievement Program grants for programs in each of the three years. Each applicant must provide a match of at least 20 percent from federal, state, or local public or private resources for the funds received. Not more than one-half of the matching requirement, up to a total of ten percent of the grant funds, may be satisfied through in-kind services provided by participating programs. Each grantee may use not more than ten percent of the awarded funds for program administration. Grants will be awarded for one year with the provision that an additional two years of continuation funding may be available for grantees making adequate progress.

ELIGIBLE APPLICANTS

Eligible applicants for the Literacy Achievement Program grants are:

- local school districts that both
 - reported at least 1,500 students in membership in 1998-99, and
 - reported at least five percent of their pupils as learning disabled based on the December 1, 1998 head count and/or reported not more than 41 percent of the students who took the spring 1999 fourth grade MEAP reading test receiving scores of at least satisfactory;
- intermediate school districts that propose to serve one or more local school districts meeting the characteristics above; and
- public school academies located within local school districts that meet the characteristics above.

Priority in awarding Literacy Achievement Program grants will be given to programs that focus on accelerating student achievement on a cost-effective basis, reducing the number of students requiring special education programs and services, and improving student achievement on standardized assessments and other assessments.

OFFICE ADMINISTERING GRANT

Office of School Excellence

PROGRAM ADMINISTERING GRANT

Curriculum, Birth-Grade 12, Curriculum Development Program

PROGRAM CONTACT

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