



STudent Achievement in Reading (STAR) 16 Application

July 1, 2015 - June 30, 2016

STAR is a reading reform initiative developed by the Office of Vocational and Adult Education (OVAE – now called the Office of Career, Technical, and Adult Education or OCTAE), a division of the United States Department of Education (USDE). STAR is closely aligned with a strategic goal from USDE: “To transform education into an evidence-based field.” According to STAR’s website (startoolkit.org): “STAR focuses on implementing evidence-based practices to provide [Intermediate-level] adults with the reading skills they need to achieve their goals in school, the workplace, and their daily lives” (STAR Fact Sheet, n.d. , p. 1).

Minnesota Adult Basic Education (ABE) programs are invited to apply for participation in **STAR 16**, an intensive, long-term, professional development opportunity funded by the Minnesota Department of Education (MDE) and coordinated by ABE Teaching and Learning Advancement System (ATLAS) at Hamline University. Any questions regarding the eligibility requirements or application process should be directed to Marn Frank, Literacy & STAR Coordinator, at mfrank06@hamline.edu or 651-523-2779. **Note: STAR trainings will not be offered during FY 17.**

STAR 16 Eligibility Requirements:

- An individual ABE program site or group of ABE sites within a state-funded consortium serving the target population: adult readers testing into **NRS levels Low/High Intermediate ABE or Advanced ESL**
- Participation of a STAR administrator* with supervisory responsibility and authority to approve the following program changes and expenses:
 - (a) Establish managed enrollment structures and attendance policies to support STAR classes
 - (b) Conduct diagnostic reading assessments to determine STAR students’ strengths and needs
 - (c) Ultimately, organize STAR classes based on students’ identified needs in the four reading components
 - (d) Payment of staff for STAR training days (7 total), team meetings, and assignment completion (as needed)
 - (e) Purchase of additional instructional materials (as needed)
- Participation of at least one STAR teacher with current and future instructional responsibility for the target populations

***Administrators from STAR 09, 10, 11, 12, 13, 14, & 15 do not have to re-attend STAR 16 trainings; however they are expected to participate in team action planning, technical assistance, and teacher observations.**

STAR 16 Application Process:

1. All applicants must review the Minnesota STAR 16 Orientation Power Point available on the ATLAS website at <http://www.atlasabe.org/professional/> (It only takes about 15 minutes.)
2. STAR administrators must answer three questions from the Orientation Power Point in an email message to Marn Frank at mfrank06@hamline.edu **by June 15, 2015.**
3. STAR administrators must complete pages 2-3 from this Word document and send as an email attachment to Marn Frank **by July 15, 2015.**
4. All applicants must complete and sign the participant agreement on page 4 of this Word document. They can be mailed to Marn Frank, Hamline University, MS-A1790, 1536 Hewitt Avenue, St. Paul, MN 55104, faxed to 651-523-3083, or emailed as attachments **by July 31, 2015.**
5. STAR leadership team will review all required application materials and notify selected STAR 16 programs and participants **by August 1, 2015.**

Application for Participation in STAR 16

Directions: Please complete the program contact information and answer all eight questions to the best of your knowledge and records. The more we know, the better we can judge your program's potential to experience STAR success!

Contact Information

Program Name:

Program Address:

STAR Administrator:

Email Address:

Phone Number:

STAR Sites and Address(es):

1. STAR requires that participating teams consist of one administrator and *at least one* (two or more is actually better) Low/High Intermediate ABE or Advanced ESL teacher(s) assigned to teach reading during and beyond the STAR training year.
 - Who will be your STAR teacher(s)?
 - What do they teach?
 - Where do they teach?
 - When do (or will) they teach reading?
 - What is their background and experience with evidence-based reading instruction?
2. STAR is designed to improve the reading achievement of students placed into NRS Low/High Intermediate ABE (*according to TABE Reading*) or Advanced ESL (*according to CASAS Reading*) levels.
 - How many students (enrollees) at these NRS levels did your program serve in PY 14-15?
 - How many hours of instruction at these NRS levels did your program provide in PY 14-15?
 - What percentage of participants completed these NRS levels in PY 14-15?
3. STAR requires that NRS Low/High Intermediate ABE or Advanced ESL students be grouped together for reading instruction. If currently in place, what does this look like in your program? If not in place, what might this look like and what supports will you need to do so?
4. STAR requires that STAR classes operate under managed enrollment structures such as session start/stop dates, class days/times, attendance policies, and waiting lists. If currently in place, what does this look like in your program? If not in place, what might this look like and what supports will you need to do so?

5. STAR teachers need at least monthly paid planning and assignment completion time, ongoing access to online sites and resources, and the ability to receive and send emails and attachments. If currently in place, what does this look like in your program? If not in place, what supports will you need to do so?
6. STAR teachers will be observed by the STAR coordinator during the winter or spring of their second year. What does teacher observation look like in your program? If teacher observation is not part of your program's practice, what supports will you need to do so?
7. STAR programs may need to purchase additional reading assessment and instructional materials. If this is not possible, what supports will you need to do so?
8. STAR requires that TABE or CASAS Reading scores and contact hours for STAR students be tagged or tracked separately. If currently in place, what does this look like in your program? If not in place, what supports will you need to do so?

THANK YOU for your time and interest!

STAR 16 Participant Agreement

Name:

Program:

Preferred email address:

Preferred phone number:

Purpose: To document new STAR participants' understanding of training year responsibilities, expectations, and consequences.

Directions: Please read and check off all ten STAR responsibilities or expectations. Then sign and date at the bottom and return to Marn Frank as described on page 1. Thank you for your time and commitment!

I agree to fulfill the following responsibilities beginning in September, 2015 and continuing through June, 2016. Failure to uphold this agreement may result in my discontinuance in STAR 16.

- As directed in early September, set up a STAR Toolkit login and spend time on the Toolkit before and/or after each STAR Institute.
- Attend and participate in all four STAR Institutes scheduled for September 17-18, 2015, November 19-20, 2015, February 12, 2016, and April 14-15, 2016.
- Participate in post-STAR Institute I action planning and implementation of managed enrollment structures and attendance policies that support STAR classes (administrator and teachers).
- Participate in post-STAR Institute I action planning, conducting, and interpreting of diagnostic reading assessments to determine STAR students' strengths and weaknesses (administrator and teachers).
- Participate in post-STAR Institute II-IV action planning and delivery of evidence-based reading instruction in alphabetics, vocabulary, fluency, and comprehension (administrator and teachers).
- Develop explicit lesson plans for alphabetics or vocabulary, fluency, and comprehension (teachers only).
- Electronically submit all assignments using templates and according to announced target dates (or stipend may be reduced).
- Respond or reply to all email communication from STAR leadership, coordinator, or trainers in a timely manner (within 3-5 business days).
- Meet with STAR team (and STAR coordinator if appropriate) to discuss STAR implementation challenges before they become too discouraging or overwhelming.
- Complete a second year, STAR coordinator observation intended to improve planning and delivery of evidence-based and explicit reading instruction.

Signed

Date