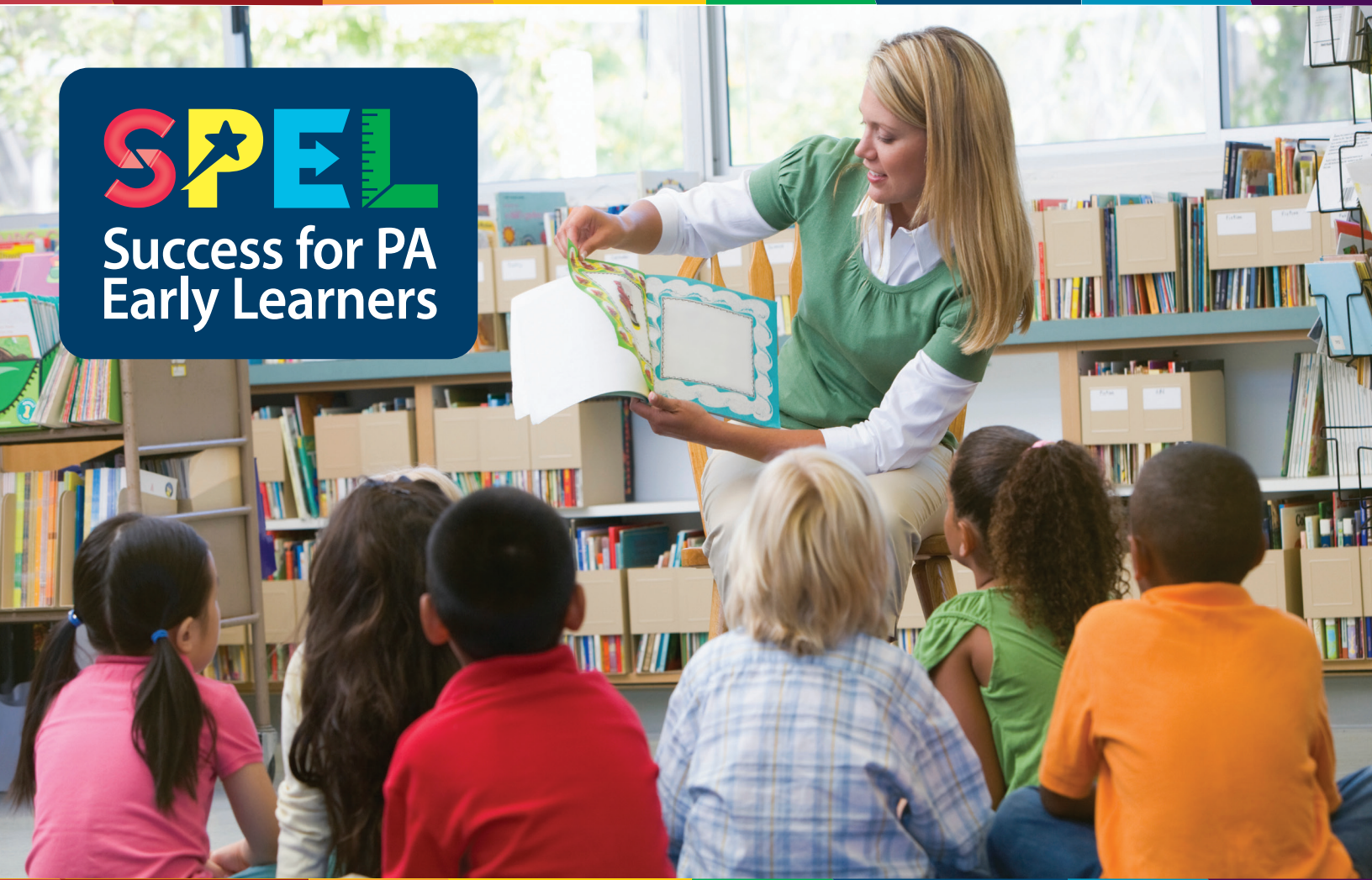




Success for PA
Early Learners



Success for PA Early Learners (SPeL)

Overview for School-Age Teams

Success for PA Early Learners (SPeL) is a federal grant designed to improve school and family engagement, literacy skills, and continuity of transitions among educational systems for economically disadvantaged early learners at risk for, or identified with, a delay or disability through a Comprehensive System of Personnel Development (CSPD).

The CSPD is a partnership between the Pennsylvania Department of Education's Bureau of Early Intervention Services and Family Supports (BEISFS) and the Bureau of Special Education (BSE).

Grant Funding of **\$10,000** for each year of participation in the project.

Schools that participate in SPEL will receive training and technical assistance from the Pennsylvania Training and Technical Assistance Network (PaTTAN) and Intermediate Units (IUs) to establish and sustain the following:

- Building teams to improve outcomes for early learners who are at risk for, or identified with, a delay or disability

Early Intervention Service Delivery - Early Intervention Technical Assistance Portal (eita-pa.org):

<https://www.eita-pa.org/eisd/>

- Analyzing data and developing data meeting protocols to address system-wide and individual student outcomes in early literacy and learning engagement
- Engaging families in meaningful ways to support collaborative efforts to increase student success through Pennsylvania's statewide family network

FAMILIES TO THE MAX:

<https://www.pattan.net/Parent-Information/FAMILIES-TO-THE-MAX-Pennsylvania-State-wide-Family>

- Utilizing evidence-based SPEL practices

Enhanced Core Reading Instruction (ECRI):
<https://ctlmarketplace.uoregon.edu/product/enhanced-core-reading-instruction>

Check and Connect:

<http://checkandconnect.umn.edu/>

Statewide and regional networking and professional development opportunities are provided for members of the LEA's SPEL teams.

Improving Early Learner Success through:

- Empowering educational leaders with competencies needed to support systems-level change
- Providing targeted coaching support to school-based teams to implement evidence-based SPEL practices in early literacy and learning engagement
- Improving transitions across educational systems for learners (i.e., infant/toddler, preschool, school-age)
- Building the capacity of teams to implement practices that engage parents and families as meaningful partners
- Collaborating with institutes of higher education to prepare pre-service early intervention providers and educators with competencies that support improved coaching, family engagement, and effective transition practices from birth through elementary school age

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Office of Special
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Project Officer Dr. Sarah Allen

