

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Striving Readers Comprehensive Literacy Program

CFDA # 84.371C

PR/Award # S371C170002

Grants.gov Tracking#: GRANT12451980

OMB No. , Expiration Date:

Closing Date: Jul 17, 2017

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1237-IRBCat5_GaDOE_L4GA.docx

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/14/2017

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Georgia Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):

58-6002042

* c. Organizational DUNS:

8067431590000

d. Address:

* Street1:

2054 Twin Towers East

Street2:

205 Jesse Hill Jr. Drive

* City:

Atlanta

County/Parish:

Fulton

* State:

GA: Georgia

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

30334-9047

e. Organizational Unit:

Department Name:

Curriculum and Instruction

Division Name:

Teaching and Learning

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mrs.

* First Name:

Julie

Middle Name:

Kay

* Last Name:

Morrill

Suffix:

Title:

Project Director

Organizational Affiliation:

Georgia Department of Education

* Telephone Number:

404-425-2975

Fax Number:

* Email:

jmorrill@doe.k12.ga.us

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Striving Readers

*** 12. Funding Opportunity Number:**

ED-GRANTS-051617-001

* Title:

Office of Elementary and Secondary Education (OESE): Striving Readers Comprehensive Literacy Program CFDA Number 84.371C

13. Competition Identification Number:

84-371C2017-1

Title:

Striving Readers Comprehensive Literacy Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

1235-Georgia_(U.S._state)_counties_map.pdf

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Literacy for Learning, Living and Leading in GA (L4GA) Implementing the State Literacy Plan in communities serving Georgia's neediest children and their families.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="20,526,600.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="20,526,600.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Georgia Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	229,200.00	238,370.00	247,910.00			715,480.00
2. Fringe Benefits	144,400.00	150,180.00	156,180.00			450,760.00
3. Travel	25,400.00	27,400.00	27,400.00			80,200.00
4. Equipment	3,000.00	1,500.00				4,500.00
5. Supplies	1,000.00	3,000.00	3,000.00			7,000.00
6. Contractual	486,000.00	441,000.00	426,000.00			1,353,000.00
7. Construction						
8. Other	71,080.00	98,630.00	99,590.00			269,300.00
9. Total Direct Costs (lines 1-8)	960,080.00	960,080.00	960,080.00			2,880,240.00
10. Indirect Costs*	66,250.00	66,250.00	66,250.00			198,750.00
11. Training Stipends						
12. Total Costs (lines 9-11)	1,026,330.00	1,026,330.00	1,026,330.00			3,078,990.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 6.90%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S371C170002

Name of Institution/Organization Georgia Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Julie K Morrill</p>	<p>TITLE</p> <p>Georgia State School Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Georgia Department of Education</p>	<p>DATE SUBMITTED</p> <p>07/14/2017</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Georgia Department of Education

* Street 1: 2054 Twin Towers East Street 2: 205 Jesse Hill Jr. Drive

* City: Atlanta State: GA: Georgia Zip: 30334

Congressional District, if known: 5th

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: U.S Department of Education	7. * Federal Program Name/Description: Striving Readers CFDA Number, if applicable: 84.371
---	---

8. Federal Action Number, if known: []	9. Award Amount, if known: \$ []
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix [] * First Name N/A Middle Name []

* Last Name N/A Suffix []

* Street 1 [] Street 2 []

* City [] State [] Zip []

b. Individual Performing Services (including address if different from No. 10a)

Prefix [] * First Name n/a Middle Name []

* Last Name N/A Suffix []

* Street 1 [] Street 2 []

* City [] State [] Zip []

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Julie K Morrill

* Name: Prefix [] * First Name Julie Middle Name []
 * Last Name Morrill Suffix []

Title: Project Director Telephone No.: 404-425-2975 Date: 07/14/2017

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1234-GA-L4GA GEPA .pdf	Add Attachment	Delete Attachment	View Attachment
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All references pertaining to GEPA are embedded within the narrative section of the Literacy for Learning Living and Leading in GA (L4GA) grant proposal.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Georgia Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr.

* First Name: Richard

Middle Name:

* Last Name: Woods

Suffix:

* Title: Georgia State School Superintendent

* SIGNATURE: Julie K Morrill

* DATE: 07/14/2017

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Julie	<input type="text"/>	Morrill	<input type="text"/>

Address:

Street1:	1758 Twin Towers East
Street2:	205 Jesse Hill Jr. Drive
City:	Atlanta
County:	Fulton
State:	GA: Georgia
Zip Code:	30334
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(404) 425-2975	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

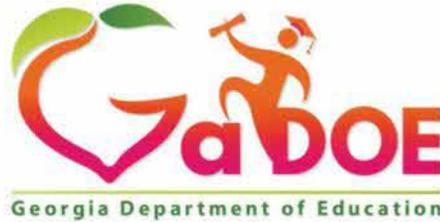
b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text" value="1237-IRBCat5_GaDOE_L4GA.docx"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

June 29, 2017

RE: Institutional Review Board Review

To whom it may concern:

To conduct program evaluation for the *Literacy for Learning, Living, and Leading in Georgia* project, the Georgia Department of Education is working with researchers from Georgia State University and Georgia Institute of Technology's Center for Education Integrating Science, Math, and Computing (CEISMC). The evaluation proposed qualifies as "Except" for human subjects research under Category 5. This research is exempt because it is designed to study, evaluate, and examine the benefit of service programs in the area of education, as approved by the federal government (per acceptance of this grant proposal) and the State Education Agency Department Head for Teaching and Learning (myself). The Georgia Department of Education will only release data to the evaluation teams in de-identified formats in compliance with FERPA and state privacy laws.

In addition, both institutions require that researchers on the evaluation teams to undergo review by the Institutional Review Board (IRB) at each institution. Therefore, IRB approval is pending at each institution and will be confirmed prior to any research and evaluation begins.

Sincerely,

Caitlin McMunn Dooley, Ph.D.

Deputy Superintendent
Teaching and Learning
Georgia Department of Education
1766 Twin Towers East
205 Jesse Hill Jr. Drive SE
Atlanta, Georgia 30334
404-657-2939 (office)
770-344-4382 (fax)
cdooley@doe.k12.ga.us

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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**Literacy for Learning, Living, and Leading in Georgia (L4GA):
Georgia’s Plan for the Striving Readers Comprehensive Literacy Grant**

ABSTRACT

The state of Georgia’s *Literacy for Learning, Living and Leading in Georgia (L4GA)* promises to improve student literacy learning, teacher delivery of instruction, school climate, and academic outcomes across all sub-groups of children, from birth to grade 12. By using an independent peer review process, Georgia will competitively sub-grant funds to local education agency and community partnerships based on proposals that align with the state L4 plan (Absolute Priorities 1 & 2). The L4GA initiative will decrease sub-group differences by prioritizing service to disadvantaged children (Competitive Preference Priority 1). L4GA also promises to build community partnerships that ensure early care and learning in ways that prepare literacy learners from birth through fifth grade (Competitive Preference Priority 2). Using a comprehensive needs assessment and *Georgia’s System for Continuous Improvement*, all subgrant recipients will align interventions within a feeder system (e.g., birth - age 5 providers, elementary, middle, and high schools) and include community partners in their interventions. Georgia has demonstrated successful implementation of sub-granting Striving Reader Comprehensive Literacy (SRCL) funds to improve outcomes in the most disadvantaged schools; the L4GA initiative leverages that work to impact a far greater number of children and their communities and schools for sustainable system change. Project outcomes will include improvements in (a) student foundational literacy learning as well as content and disciplinary literacy; (b) professional capacity among teachers (pre-service and in-service) and other school staff; (c) instructional quality (preschool to grade 12); (d) community participation with literacy-related activities; (e) school climate; and (f) systemic policies at the state level.

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**Literacy for Learning, Living, and Leading in Georgia (L4GA):
Georgia’s Plan for the Striving Readers Comprehensive Literacy Grant**

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Literacy for Learning, Living, and Leading in Georgia (L4GA):
Georgia's Plan for the Striving Readers Comprehensive Literacy Grant

NARRATIVE

Introduction and Priorities

L4GA offers a unique approach to improving literacy by unifying community-driven action with research-proven instruction. Georgia's state plan promises to improve literacy learning by establishing partnerships that utilize evidence-based practices (EBP) with proven success for improving student learning, teacher learning, classroom literacy instruction (birth to grade 12), school climate, family literacy and community-school partnerships. Sub-grants from L4GA will be awarded by conducting an independent peer-review process by an expert panel of literacy researchers, teachers, and community members (**Absolute Priority 1**). These sub-grant proposals employ *Georgia's Systems for Continuous Improvement Framework* and Georgia's B-5 and K-12 literacy needs assessment to identify local needs, develop an evidence-based instructional programs, delivery strategies and interventions, use local and state data to inform leaders, and create a routine process of data analysis in order to continuously improve local plans to meet local needs (**Absolute Priority 2**).

Georgia will award L4GA sizable sub-grants to serve the greatest numbers of disadvantaged children, including children living in poverty, English learners, and children with disabilities, by including these data in sub-grant proposals, prioritizing this in sub-grant awards, and maximizing capacity for expenditures (**Competitive Priority 1**).

State funding allocations will sub-grant no less than 95 percent of funds to eligible sub-grantees ensuring that at least 15 percent of the funds serve children from birth through age five; 40 percent of the funds serve student in kindergarten through grade five and 40 percent serve

students in middle and high school including an equitable distribution of funds between middle and high schools (**Statutory Requirement for State Funding Allocations**).

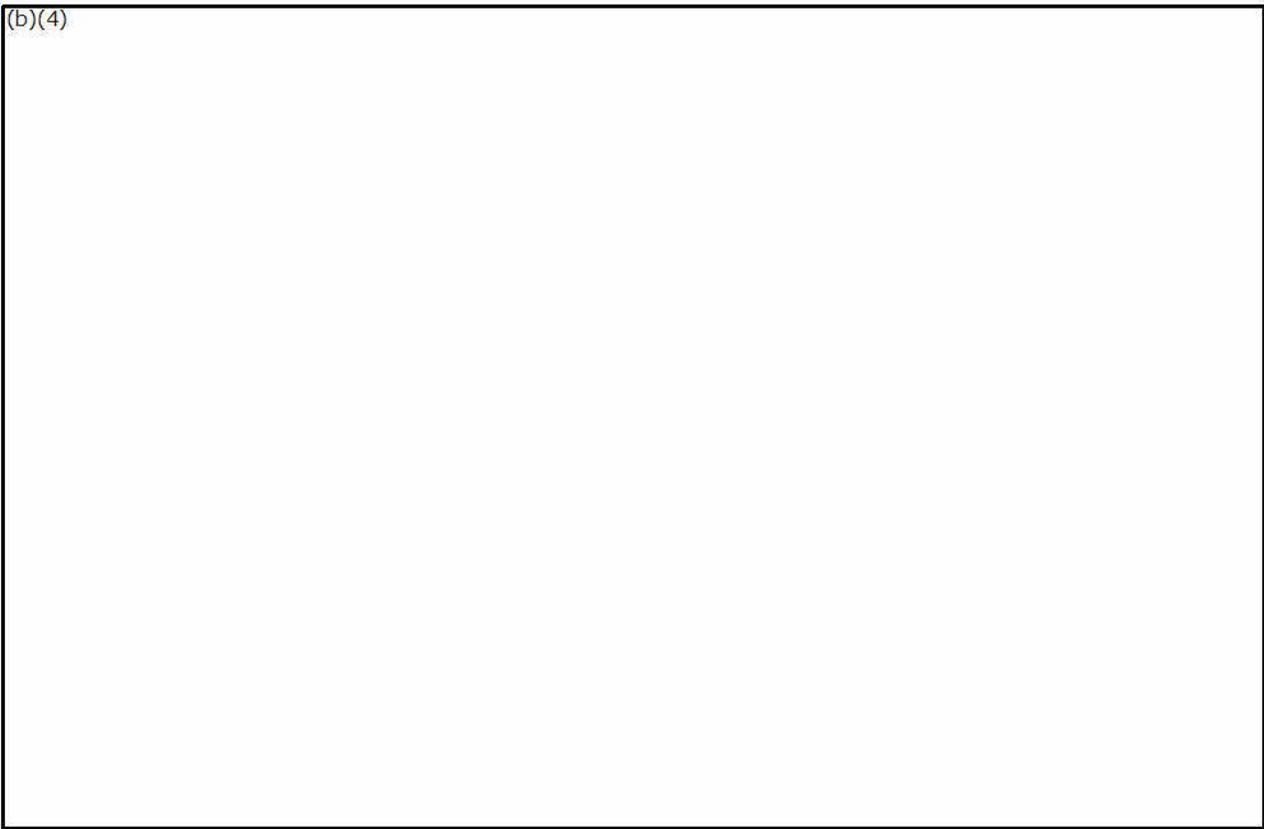
Georgia’s state literacy plan utilizes a “population–focused” framework for aligning the continuum of experiences that a child may have from birth, through grade five, and into the upper grades (**Competitive Priority 2**).

Georgia’s literacy plan, *Literacy for Learning, Living, and Leading in Georgia* (L4GA), began with attention to “appreciative inquiry” (Whitney & Trosten-Bloom, 2010)—offering a close examination of successes and challenges of literacy in Georgia. The state plan is viewable online at L4GA.GaDOE.org. Too often, new initiatives and policies do not pay credence to the successes of previous ones in order to create continuous improvement. L4GA is designed for continuous, data-informed improvement; therefore, it started with a review of the *Georgia State Literacy Plan* (2012) and analysis of statewide data.

Georgia’s students continue to improve on the National Assessment of Educational Progress, moving from the bottom of the state comparisons to the national average over the past decade. However, performance on the state Milestones assessment reveals that 66% of third graders are reading below “proficient” when compared to national peers. At the same time, over 600,000 of Georgia’s children (about 25%) are growing up in extreme poverty (Kids Count Georgia, 2017). In many of Georgia’s rural areas, poverty rates are 100%, and a visitor could drive for 100 miles before reaching a more prosperous community. Unfortunately, literacy outcomes often correlate directly to these poverty rates. The literacy outcomes of Georgia’s students will remain stagnant unless there is a coherent, unified, systematic approach to addressing the needs of Georgia’s children in sustainable ways (Beaudette, Chalasani, & Rauschenberg, 2017).

Georgia's literacy outcomes are significantly correlated to poverty ($r^2 = .674$). Thus, the L4GA plan seeks to unite communities, early care centers, K-12 schools, and higher education in service to children. In Georgia, over 24.4% of children under age 18 live in poverty (United States Census Bureau, 2016). Of children who are growing up in poverty, 84,000 (or 59%) of Georgia's youngest learners do not receive early education (Kids Count Georgia, 2017). While the reasons for lack of attendance are varied, Georgia's schools find that students who come from impoverished communities miss many days of school, are suspended, and drop out at a higher rate than their wealthier peers. This can be for many reasons, including difficulty getting timely appointments for healthcare and lack of transportation. Furthermore, once in the K-12 system, children who live in families who are struggling to make ends meet are less likely to do well on literacy outcomes (Adelman & Taylor, 2018; Dickinson & Tabors, 1991; Campbell & von Stauffenberg, 2008; Jensen, 2009; Noble, Norman, & Farah, 2005). In short, living in poverty seems to hamper many students' ability to be successful literacy learners.

(b)(4)



(b)(4)

Sustainability of these improvements will be, in part, influenced by aligning partnerships that include early childhood education providers, Regional Education Service Agencies, Local Education Agencies (LEAs), schools, and community organizations so that they collectively focus on literacy as a priority. The strength and influence of these coalition partnerships will be demonstrated through a social network analysis.

State Level Activities

This section provides an overview of Georgia's *Literacy for Learning, Living, and Leading* (L4GA) plan and describes state level activities funded from this L4GA grant.

Literacy for Learning, Living, and Leading

Georgia's L4GA plan guides the state level activities and sub-grantees will align to this plan. Developed over two years, Georgia's plan emerged from conversations with P-12 teachers, higher education faculty, community leaders, school leaders, and state leaders about what has worked in their communities and what challenges they still face. Building on this strong foundation, the L4GA plan leverages extant successful frameworks in a convergent way to develop system-wide and sustainable improvements (Collins, 2005; Kania & Kramer, 2011).

(Statutory Requirement for State Comprehensive Literacy Plan)

Development of L4GA State Plan

Development of the plan included multiple stakeholder meetings and presentations:

- 15 statewide community meetings across the state with representatives from families, early childhood education providers, libraries, teacher preparation providers, K-12 schools (teachers and leaders), community organizations and businesses, a few legislative representatives;
- 1 meeting with the Regional Education Service Agencies (RESAs);
- 4 meetings with the state’s English Language Arts Advisory Board which consists of teachers, school leaders, curriculum specialists, and RESA literacy specialists;
- 2 two-day meeting and 4 subsequent meetings with literacy faculty and researchers from Georgia’s institutes of higher education and teacher preparation programs;
- 1 presentation to the Get Georgia Reading Campaign cabinet which includes leaders of all state agencies that serve children and the First Lady of Georgia, Mrs. Sandra Deal; and 2 follow-up meetings with the Get Georgia Reading Campaign Director;
- 1 presentation at the 2016 Georgia Association of Educational Leaders conference;
- 1 presentation to the State Board of Education; and follow-up meetings with State Board members;
- 1 presentation to the 2017 State Legislative Joint Education Committee; and follow-up meetings with individual Legislators.

Each of these meetings and presentations has offered opportunities for feedback and refined the L4GA plan.

Building on Successful Statewide Literacy Initiatives

The L4GA plan builds on two promising statewide initiatives: Georgia’s previous *Striving Readers Comprehensive Literacy* grant (2011-2016; hereafter called GaSRCL) and the *Get Georgia Reading Campaign* (see <http://getgeorgiareading.org/>; part of the national

Campaign for Grade Level Reading [2017]). By building on current successes, and using “lessons learned” to improve performance (**Continuous Improvement**), Georgia is taking a unique, sustainable approach to aligning resources and improving literacy outcomes (**Alignment of Resources**). The plan is posted online at L4GA.GaDOE.org.

Building on Georgia’s Striving Readers Comprehensive Literacy grant (2011-2016).

The L4GA plan applies lessons learned from Georgia’s previous *Striving Readers Comprehensive Literacy (GaSRCL)* grant. In 2011 Georgia was one of six states that was competitively awarded the SRCL grant for a period of five years (the grant ended in 2016). The GaSRCL project promoted evidence-based practices for classroom literacy instruction and provided lasting resources for the state that will be leveraged in L4GA. One study of outcomes from GaSRCL meets IES *What Works Clearinghouse* qualifications for Moderate Evidence for the elementary-level interventions, per a forthcoming quasi-experimental study produced by the grant team to be published in the *Elementary School Journal* (Walpole, McKenna, Amendem, Pasquarella, & Strong, forthcoming). Many lessons learned gleaned from GaSRCL evaluations have informed the design of L4GA (**State-Level Activities: Continuous Program**

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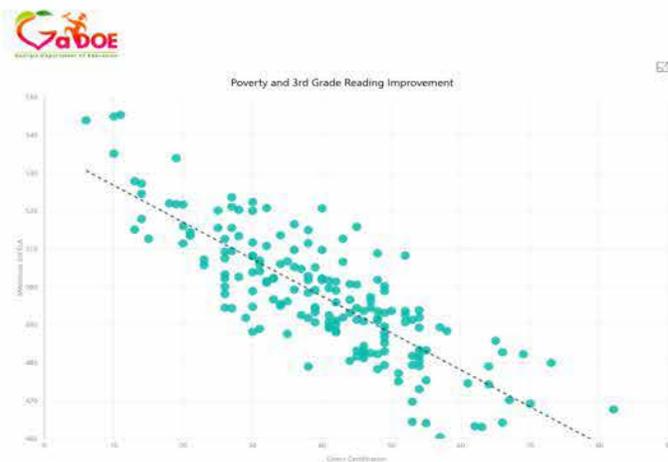
Building on the *Get Georgia Reading Campaign*. L4GA will create more enduring and
sustainable promotion of evidence-based practices through community coalitions and research-

practitioner partnerships. The *Get Georgia Reading Campaign* (2017), part of the National Campaign for Grade-Level Reading (2017), has already begun some of this coalition building among LEAs; thus, L4GA seeks to reinforce these coalitions with research-practitioner partnerships. The Campaign has recruited 56 communities (thus 56 of 181 LEAs are involved) that are working with K-12 schools, providers of early care and learning, and local family service agencies. In addition to a strong partnership with the Department of Education, the *Get Georgia Reading Campaign* Cabinet has benefited from a tremendous level of involvement of leaders from multiple state agencies, including Georgia’s Governor’s Office of Student Achievement, Department of Health, Department of Child and Family Services, Department of Early Care and Learning, University System of Georgia, Technical College System, community and legislative leaders, state-wide social services organizations, and philanthropic partners (**Alignment of Resources**). The Campaign primarily targets issues related to poverty.

Like many states, Georgia’s literacy issues are directly correlated to poverty levels.

Figure 1 provides an image of the correlation between poverty and third grade reading outcomes ($r^2 = .674$).

Figure 1. Poverty and 3rd Grade Reading Improvement Scatterplot.



Thus, in order to systematically address literacy, the Georgia Department of Education is heavily involved in the Campaign. The Campaign cabinet has a four-pillar theory of action that requires improvements to (a) early language development, (b) access to family and child social services, (c) learning climate, and (d) teacher learning. Campaign communities use local data to inform how to meet the needs of families and children as well as engage them in literacy learning (see the *Community Action Toolkit* here <http://getgeorgiareading.org/resources-overview/community-action-toolkit/>). This plan simultaneously addresses instructional interventions for literacy while also implementing evidence-based interventions that correlate to disrupting the effects of poverty through community partnerships, progressive school climate interventions such as social-emotional engagement, and instructional interventions that have strong to moderate evidence or have a thick research literature. As such, L4GA sub-grantees will design plans that include community partners who can support literacy-related services that improve children’s access to print and language through activities such as book fairs, summer reading camps, library services, after/before-school programs that utilize evidence-based practices for literacy learning. A rich literature supports this comprehensive, community-driven approach to improving learning (c.f., Alexander, Entwisle, & Olson, 2007; Allington, & McGill-Franzen, 2013; Coalition for Evidence-Based Policy, 2011; Hiebert, & Mesmer, 2013; Kim & Quinn, 2013; Melosh, 2013; National Academies of Sciences, Engineering, and Medicine, 2017; Neuman, & Celano, 2001; Schacter & Bo, 2005; Smith & Foorman, 2015).

Georgia’s Framework for Using Evidence-based Practices (EBP)

The L4GA plan uses Georgia’s definition of evidence-based practices consistent with *Georgia’s State Plan for the Every Student Succeeds Act*. Evidence-based practices are research-

proven (e.g., strong, moderate, and promising practices), data-informed, appropriate to the community, and include educators in professional decision-making processes (**Statutory Requirement for State Comprehensive Literacy Plan**). L4GA Partnerships that apply for sub-grants will describe how their plans align to the following:

- *Research-based* –The Georgia Department of Education encourages the use of high-quality research to inform practice. LEAs are encouraged to use repositories of research, such as the What Works Clearinghouse, Promising Practices Network, Blueprints for Violence Prevention, Social Programs that Work, as well as Regional Education Labs that can provide timely research advisement.
- *Data-informed* - The Georgia Department of Education assists LEAs to create a means of conducting on-going formative assessment of interventions so that continuous improvement can take shape. These data can include student-level outcomes and outputs, opportunities to learn (e.g., courses provided), and supplementary support services in partnership with schools. Data literacy will be a focus of professional learning throughout the regions and LEAs.
- *Responsive to the Community* - The Georgia Department of Education assists LEAs in selecting interventions that have been effective in serving identified communities. Instructional practices should be culturally, linguistically, and developmentally appropriate (Hollie, 2011). Furthermore, the LEAs must consult with local community stakeholders in a meaningful way to ensure that interventions are appropriate for the community context.
- *Professionalizes educators* - The Georgia Department of Education encourages LEAs to select interventions that encourage mindful, data-informed decision making among classroom teachers, school staff, and other school leaders. Utilizing data in formative fashion,

interventions should promote collaborative analysis. This will promote educators as collaborative, conscientious decision-makers and will, in turn, promote more sustainable, data-informed actionable feedback this is essential to continuous improvement models and teacher retention.

Sub-grantees are encouraged to use tools for evaluating evidence-based practices developed by the Institutes of Education Sciences (IES) in collaboration with the Southeast Regional Education Lab (REL-SE) and the National Implementation Research Network (Blase, Kiser, & Van Dyke, 2013). Specifically, the Literacy Roadmap (see <http://ferr.org/literacyroadmap>) provided by REL-SE for local literacy planning will be particularly helpful to LEA-Partnerships as they design their local plans.

EPB for Literacy Learning and Instruction: Adding to the Toolbox

The L4GA project builds on a plethora of evidence-based practices for literacy instruction (see IES Practice Guides here <https://ies.ed.gov/ncee/wwc/PracticeGuides>). When designing their sub-grant applications, LEA-Partnerships and professional learning providers will be advised to use IES practice guides. Some of the prominent topics that will be promoted because they have strong to moderate evidence for improving literacy will include, but are not limited to: dialogic reading (**moderate evidence**); peer-assisted learning (**strong evidence**); small-group reading interventions (**strong evidence**); developing academic English (**strong evidence**); and explicit comprehension strategy instruction (**strong evidence**); and explicit vocabulary instruction (**strong evidence**). Many of these topics were addressed in GaSRCL, and the Georgia Department of Education is transferring content from the Comprehensive Reading Solutions website, the IES practice guides, and IES/REL YouTube videos (see

<https://ies.ed.gov/ncee/edlabs/regions/southeast/plc.asp>) into packaged, free, online courses that can be accessed by any Georgia educator.

Through the development of the L4GA plan, Georgia has found several additional topics that are in demand across the state. These topics have varying levels of evidence. However, with the help of Georgia's literacy researchers, teacher educators, and P-12 educators, we will address the following topics by tapping into expertise across the state:

Writing development and instruction. The L4GA team includes the four National Writing Project (NWP) sites in Georgia. Together, we have developed a cohesive group that can promote (a) writing instructional strategies across content areas and across developmental phases/ages; (b) research on writing development as well as formative ways to assess writing; and c) professional learning that involves teacher leadership. The NWP has a long history of offering high-quality professional learning about writing and was recently deemed as having **moderate evidence** for improving student outcomes (Gallagher, Woodworth, & Arshan, 2015; National Writing Project & Nagin, 2007). In addition, IES offers practice guides complement and support many of the writing practices promoted by the NWP (Berninger, Nagy, & Beers, 2011; Bielenberg, & Fillmore, 2005; Gallagher, Woodworth, & Arshan, 2015; Graham et al., 2016; Graham, & Hebert, 2012; Graham, McKeown, Kiuahara, & Harris, 2012; MacArthur, 2012; MacArthur, 2014; Ogletree, & Allen, 2013; Philippakos, & MacArthur, in press; Sadler, 2007; Saddler, Behforooz, & Asaro, 2008; Troia, 2014).

Language development. Through discussions with the Georgia Department of Early Care and Learning as well as analysis of Kindergarten learning outcomes, the L4GA development team determined that instructional and conversational interventions for language development need to be addressed. There is **strong evidence** that early language development is

correlated to children's early reading abilities, and this focus on early language is consistent with IES instructional guidance about building foundational reading skills (see Foorman et al., 2016; Lesaux, Crosson, Kieffer, & Pierce, 2010). Building children's narrative and inferential language skills, vocabulary, and lexical knowledge, Georgia's teachers will learn strategies for engaging students' in authentic conversation and growing academic language. In addition, across the grade levels, the L4GA professional learning will include a focus on how language differences among English learners can be addressed through a culturally sensitive focus on academic language and attention to improving classroom discourse (see Baker et al., 2014; Dickinson & Snow, 1987; Dickinson & Tabors, 1991; Gonzalez, Moll, & Amanti, 2005; Hollie, 2011; Kiemer, Groschner, Pehmer, & Seidel, 2015; Schleppegrell, 2004). Furthermore, because of the unique context of Georgia's children (e.g., southeastern accents and varied dialects), L4GA professional development will add a focus on how instructional practices can address dialectal differences to improve foundational reading skills. The L4GA team is coordinating with several Georgia professors who are national experts in this area (e.g., Washington, Patton-Terry, Seidenberg, Stone, & Silliman, 2013) and with Dr. Barbara Foorman's Regional Education Lab at Florida State University to grow this area of practice. This emerging research was recently funded by the National Institutes of Health (award # 1R24HD075454-01). Outcomes suggest several **promising practices** for supporting young children with dialectal differences as these differences have potential to influence their phonemic and phonological development.

Social, emotional, and cognitive development. The L4GA team is especially interested in promoting educators' understandings and practices that support students' social, emotional, and cognitive development in a connected way because social-emotional engagement improves not only academic outcomes, but also the climate for learning in Georgia's schools (Gou,

Connor, Tompkins, & Morrison, 2011). In Georgia, school climate ratings directly correlate to reading outcomes (see <https://tinyurl.com/y759ffln> for an explanation). Georgia was the first state in the nation to implement K12 school climate ratings in 2011. Annual measurement of school climate is mandated in Georgia law via Part 3 of Article 2 of Chapter 14 of Title 20 of the Official Code of Georgia Annotated (see <http://www.legis.ga.gov/Legislation/20112012/127822.pdf>). **Strong theory** connects social and emotional development, school climate and learning (Benbenishty, Astor, Roziner, & Wrabel, 2016; Collaborative for Academic, Social, and Emotional Learning, 2013; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). The Georgia Early Learning and Development Standards (GELDS; see <http://www.gelds.decal.ga.gov/>) include standards for social and emotional development from birth through age five, and the K-12 Georgia Standards of Excellence include social and emotional development within the practices they promote (although Georgia does not have explicit standards for social-emotional learning). Vertical alignment of the GELDS and GSEs will be essential to the success of the LEA-Partnerships (**Absolute Priority 2**).

Therefore, the L4GA team will assist educators in promoting social and emotional engagement as a way to ensure that students are engaged in positive learning climates. In early childhood classrooms (birth through grade 2), professional learning will include a focus on Universal Design for Learning (Universal Design Learning Center, 2012) and Pyramid practices for Positive Behavior Support (Hemmeter, Fox, Jack, & Broyles, 2007). Additionally, Georgia's Early Education Alliance for Ready Students (GEEARS) is creating a plan for engaging communities and early education providers to focus on these important skills in and out of schools (see https://geears.org/research/readiness_radar/). In grades 3-12, Universal Design for

Learning and Positive Behavior Interventions and Supports (see www.pbis.org) will be a focus of professional learning. These foci also will be integrated into professional learning about specific content such as reading comprehension strategies, writing instruction, and content literacy for social studies and science (c.f., Rubin, Townsend, & Vittori, 2015). While helpful to *all* students, these interventions have been shown to be especially helpful for students with disabilities and communication disorders (Benbenishty, Astor, Roziner, & Wrabel, 2016; Carpenter et al., 2011; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Georgia promotes multi-tiered systems of support that integrate social-emotional, behavioral, and academic supports for learners; therefore, this focus will complement SEA-offerings by contributing specific support for literacy classrooms (**Alignment of Resources**).

Digital literacies and online communications. One-hundred percent of Georgia's schools are internet-connected, and many school leaders, community members, and families are asking questions about how to support students' digital literacies and online communications. The L4GA team will leverage partners from Google (see the *Be Internet Awesome* curriculum, grades 4-6), the International Society for Technology in Education, Common Sense Media (see the *Digital Citizenship* curriculum, grades K-12), the Family Online Safety Institute, the Internet Keep Safe Coalition, and Connect Safely, as well as researchers of digital literacies to ensure that educators, community members and families understand how to be safe and responsible communicators when reading and writing online (Alper, 2011; Coiro, 2011; Gray, Thomas, & Lewis, 2010; Ito et al., 2013; Jenkins, 2008; Judge, Puckett, & Bell, 2006; Miller, 2011; Pepler, 2013; Swaminathan & Wright, 2003).

Dyslexia. The L4GA team has had several conversations with parents of students who have been diagnosed with dyslexia as well as educators and professors who want to support

screening tools and professional learning about how dyslexia is different from garden-variety poor reading (Berkeley, Lindstrom, Nealy, Southall, & Stagliano, 2012; Lindstrom & Sayeski, 2013; Vellutino, Fletcher, Snowling, & Scanlon, 2004). This group has agreed to become part of the Literacy Think Tank and coordinate a research-proven, data-informed method for differentiating dyslexia from other reading difficulties and methods for ensuring that all students are offered early interventions and free appropriate public education. In recent years there has been growing attention around the unique instructional needs of students with dyslexia. While the Georgia Department of Education has adopted the definition of dyslexia offered by the International Dyslexia Association, students in the state could benefit from early screening and intervention in grades K-2; therefore, the L4GA team will incorporate these aims to the work of the project. The Literacy Think Tank will support for professional development by offering professional learning opportunities, course materials, and resources related to dyslexia for inservice and/or preservice teachers and teacher educators.

These topics have been determined as priorities during the development of the L4GA plan; however, as data from the project are collected and analyzed through the evaluation process, other topics will emerge. The L4GA team will work with the IES/REL and the Literacy Think Tank to request proposals for professional learning on those emergent topics (**State-level Activities: Continuous Improvement**).

EPB for Professional Learning for Educators

Professional learning will be offered for school leaders, teachers, and community literacy program providers in a coherent series of opportunities to focus collaboratively (online and face-to-face) on improving practice. Georgia's L4GA team piloted this "tiered" approach to professional development in the 2016-17 school year and survey findings from over 1000

educators demonstrated that participants liked this coherent, hybrid approach. This approach ensures that professional learning is consistent and coherent across an extended time and, after awareness is generated from embedded within the context of the schools (Darling-Hammond, Hyler, & Gardener, 2017; Flint, Zisook, & Fisher, 2011). Professional learning opportunities will include Institutes, online learning, and local professional learning communities. Educators, from early childhood through grade 12, should be offered targeted professional learning that is appropriate for children’s developmental needs and abilities. For example, Georgia’s Department of Early Care and Learning and the Centers for Disease Control and Prevention offer the “Watch Me Grow” modules about child development, with classroom posters, checklists for parents, and books for families; by aligning these high-quality, evidence-based efforts for supporting families, the L4GA LEA-Partners can further disseminate high-quality resources to reach more families across the state. In addition, the L4GA website will host resources and links to partnership opportunities not only to support the professional development of educators and school leaders, but also to support non-educators who are essential to children’s lives and literacy learning (Diamond, Justice, Siegler, & Snyder, 2013). In essence, the Partnerships will thrive because of the access families and community organizations will have as a result of the L4GA-Partnership efforts. All resources will be explicitly linked to the Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES) which are Georgia’s evaluation tools for meaningful feedback and support. These TKES and LKES links will provide teachers and leaders with information about how their practices and performance impacts student learning **(Alignment of Resources)**.

Institutes. L4GA Institutes offer face-to-face opportunities to gather all sub-grantee partners to meet each other, discuss statewide findings, and improve particular evidence-based

practice areas that, as determined by data, require additional emphasis. Building on the experience from GaSRCL, these face-to-face institutes serve to engage educators and leaders and attract them to the online supports. These Institutes will also ensure that participants are familiar with and technically able to use the online platform, GeorgiaLearns. Institutes conducted across the state will be targeted to specific audiences:

- District leaders and school leaders,
- Leaders and teachers of the early education and primary grades,
- Leaders and teachers of the primary and elementary grades;
- Leaders and teachers of the middle and secondary grades;
- Out-of-school providers (e.g., summer reading camps, library literacy programs; museum, park, and theatre programs)

Professional learning providers for the Institutes will be selected by their peers. After a meeting to discuss L4GA baseline data, members of the Georgia Literacy Think Tank, RESAs, and ELA Advisory will be invited to propose and peer-review Institute proposals based on “content focus strands” initiated by the GaDOE. Each proposal will include the following:

- Focal content
- Description of how the session will actively engage participants
- Targeted “tier” of support (core instruction strategies; strategies for students who are not making progress; intensive instructional strategies)
- Research evidence base for the proposed strategies
- Online follow up (course content, online coaching, PLC moderation)
- Face-to-face options for local partners (consultation and local coaching)
- Capacity and resources for conducting the institute and follow-up services

All professional learning providers are expected to explicitly link to evidence-based practices and research; link to the *Georgia System for Continuous Improvement* by identifying how each strategy might affect “effective leadership,” “coherent instruction,” “community and family engagement,” etc. and what formative data might be helpful to monitor progress. They will also provide specific curricular materials (lesson plans, unit plans, etc.), link to children’s literature and other authentic texts, and provide video examples of instructional strategies being promoted.

Online courses, professional learning communities, and coaching for educators.

GeorgiaLearns is a professional learning platform that can host social online learning networks and is maintained by Georgia’s Virtual Learning program which serves over 30,000 students and 1000s of teachers each year. Online courses will include online coaching and PLC conversations, moderated by teacher educators from the RESAs, Literacy Faculty Think Tank, and L4GA partners who have passed the peer-review process for proposing Institutes. The subject matter experts who host Institutes also will be the online PLC moderators and coaches. Content on evidence-based practices produced for Institutes will contribute to online course development. The course catalog for GeorgiaLearns will grow continuously; the platform has already ingested course offerings from the Comprehensive Reading Solutions website funded by GaSRCL and merged them with online PLC opportunities. GeorgiaLearns also has capacity for interoperability with course offerings from Georgia’s Institutions of Higher Education which use the Desire2Learn (D2L) platform (Note: the Georgia Department of Early Care and Learning hosts professional learning modules in D2L, and those will be accessible through D2L and GeorgiaLearns). GeorgiaLearns also has capacity to integrate videos and resources from existing national platforms such as the *Watch Me Grow* modules and resources offered by the Centers for Disease Control and Prevention (see <https://www.cdc.gov/ncbddd/watchmetraining/index.html>)

Local Professional Learning Communities. School leaders and teachers will join local professional learning communities to discuss their progress and to engage their peers in critical conversations (Fakey & Ippolito, 2014), give and receive feedback (Flom, 2014), and develop sustainable change cultures. Any Institute session offered will include a facilitator’s guide for local PLCs to continue the content focus through a series of peer observations and conversations, similar to the guides provided by the IES and REL-SE (see <https://ies.ed.gov/ncee/edlabs/regions/southeast/plc.asp>). These professional learning communities should be supported through collaborative planning time offered by schools so that teachers have time to review research-proven strategies, analyze formative data, discuss ideas, and conduct peer-mentoring and observations.

Evidence of Quality. The comprehensive professional learning strategies employed by the L4GA plan is informed by the literature on professional literature and research on changing instructional practices (Darling-Hammond, Hyler, & Gardener, 2017); effective professional learning includes:

- **Content focus** on specific teaching strategies with specific content supports for literacy within English Language Arts and other disciplinary content areas. L4GA not only emphasizes the need for teacher knowledge about how early literacy develops, but also how school leaders and teachers can adapt that knowledge into practical pedagogical approaches for content and disciplinary literacy in mathematics, science, social studies, as well as in English language arts. As L4GA data are collected and analyzed, findings will be used to identify content priorities. Participants in the feeder systems will be directed to focus their efforts on these instructional goals and this will be a requirement of LEA-partnership sub-grantees so as to avoid having competing priorities.

- **Active learning** that engages teachers and school leaders directly in trying out new strategies and connecting their own experiences as learners to their classroom contexts. L4GA includes partnerships in-state professionals who work with Reading Recovery P-12 and National Writing Project (both programs have **Strong Evidence** of high-quality professional learning according to the IES-evidence standards). These professionals are active members of the Literacy Faculty Think Tank and will be essential to ensuring that any professional learning proposals for the Institutes included is element as well as follow-up collaboration, demonstration, and feedback opportunities.
- **Collaboration** among peers ensures that teachers and school leaders communicate about their instructional changes, encourage each other, engage in critical conversations, and positively change the culture of their environments. L4GA utilizes fact-to-face convenings via Institutes and Local Professional Learning Communities as well as online courses, online Professional Learning Communities, and coaching (Ronfeldt, Farmer, McQueen, & Grissom, 2015).
- **Demonstrations of curricular models** can provide a clear vision for what effective instruction looks like. The L4GA will provide teachers and school leaders opportunities to discuss sample lesson plans, assessments, curricular planning guides, videos their own and others' effective practices, and classroom observations.
- **Feedback and reflection** are critically important to changing practices. Therefore, the L4GA plan includes supports for school leaders and teachers on how to give and receive feedback, both online and in face-to-face contexts.

- **Sustained duration** is necessary for teachers and school leaders to engage with a particular content focus over time, offering opportunity to practice, implement, and improve new strategies that, in turn, improve instruction.

By working closely with partners in Georgia’s teacher preparation programs and RESAs, the L4GA project attempts to align professional learning providers with what schools need, based on data. This strategy also closely aligns the Institutes and professional learning content with the Georgia Professional Standards Commission (PSC) career ladder for teacher certification as well as the PSC-approved K-12 Reading Endorsement Standards, as well as the Interstate Teacher Assessment and Support Consortium (InTASC) Standards for Teacher Development (Council of Chief State School Officers, 2011) and Professional Standards for Educational Leaders (Council of Chief State School Officers, 2015).

EPB for Research-Practitioner Partnerships and Community Coalitions

Research is emerging about how to support learners even when they are not in classrooms in ways that result in academic outcomes. For example, Smith and Foorman (2015) provide a summary of how summer reading camps provided a fun and meaningful opportunity for summer learning. Furthermore, Sheldon (2003) links family-school-community partnerships to academic outcomes. Summer school and other summer learning opportunities may be an essential element to partnerships (Boorman, 2016). This body of evidence provides **promising practices** for addressing students’ literacy needs with less conventional interventions (Alexander, Entwisle, & Olson, 2007; Allington, & McGill-Franzen, 2013; Campbell, S. B., & von Stauffenberg, 2008; Coalition for Evidence-Based Policy, 2011; Hiebert, & Mesmer, 2013; Kim & Quinn, 2013; Melosh, 2013; National Academies of Sciences, Engineering, and Medicine, 2017; Neuman, & Celano, 2001; Schacter & Bo, 2005; Smith & Foorman, 2015).

In Georgia, communities are creating coalitions that include leaders from K-12 schools, early childhood education centers, and community organizations and are calling themselves “Get Georgia Reading Communities.” These coalitions review their local data from the U.S. Census, Kids Count Georgia, and student academic outcomes. In addition, the Georgia Department of Early Care and Learning can offer local county-level data and information about children and family needs and local assets. Through these conversations, leaders generate ideas about which data are important for their local region and for supporting local families and children—from library literacy clubs to securing housing and food for families. By mapping local needs to local resources and following where the students come from, community coalitions are essential to the L4GA partnerships. LEA-Partnerships can utilize L4GA allocations to engage with family and child care providers who may not have been engaged before, such as caregivers paid for with child care subsidies, healthcare providers, Babies Can’t Wait, and social workers. For example, “Family, Friend, and Neighbor Care” providers may be good partners to pull into museums, theatres, libraries, and parks so that children have exposure to more of the community’s learning resources. In addition, this approach has been proven to create a sustainable infrastructure for continuous improvement in Georgia’s schools (Southern Education Foundation & Annenberg Institute for School Reform, 2015) (**State-Level Activities: Continuous Improvement**). The SEA is currently aligning LEA Title 1 programs with Georgia Family Community Partnership liaisons who provide social service connections within every county in the state (**Alignment of Resources**); therefore, LEAs should have a social worker in the community poised to help build connections.

Systems Approach to Sustainable Improvements in Literacy Outcomes

By engaging LEAs in partnerships across the ecological system that surrounds students, the L4GA uses an ecological theory of sustainable change. In other words, L4GA is based on the assumption that literacy outcomes are tied to systemic (or ecological) challenges that schools, communities, and families face when trying to serve students. Thus, the L4GA plan attempts to align partnership networks of early learning providers, schools, community organizations, and families to better serve students and ensure that literacy outcomes improve in a sustainable way.

Building on the momentum of success from the *Get Georgia Reading* and GaSRCL, the L4GA plan also aligns with *Georgia's State Plan for the Every Student Succeeds Act* by requiring local needs assessments, engagement with multiple stakeholders, and continuous improvement via the use of evidence-based practices and *Georgia's System for Continuous Improvement* uses an evidence-based “systems approach” for continuous school improvement **(State-level Activities: Continuous Improvement)**.

A systems approach is especially fitting for school improvement because schools exist at the confluence of many interests and issues (Adelman & Taylor, 2018; Betts, 1992; Bryk, 2010; Bryk, Gomez, & Grunow, 2010). The more issues and influences there are, the more likely that the system becomes rigid and constrained because of competing interests. This is true for Georgia's schools. When a school is struggling to meet the needs of children living in poverty, trying to improve literacy becomes increasingly constrained and the risk is that literacy curriculum becomes reduced to the “pedagogy of poverty” (Haberman, 1991). Thus, Georgia is supporting schools and LEAs in creating systems that are more purposively organized to improve literacy learning. We are doing this by promoting the use of high-quality, proven, evidence-based practices for literacy instruction within a local system for continuous improvement. We are also promoting convergence among community partners who serve the

school population by promoting the “Get Georgia Reading” campaign communities. As such, we hope to reduce the complexity of the system--from a reactive system that serves many interests to a singularly focused system that promotes literacy.

Georgia’s System for Continuous Improvement (see <https://tinyurl.com/yc52tjyr>) is modeled after successful comprehensive school reform efforts (Bryk, 2010; Bryk, Gomez, & Grunow, 2010).

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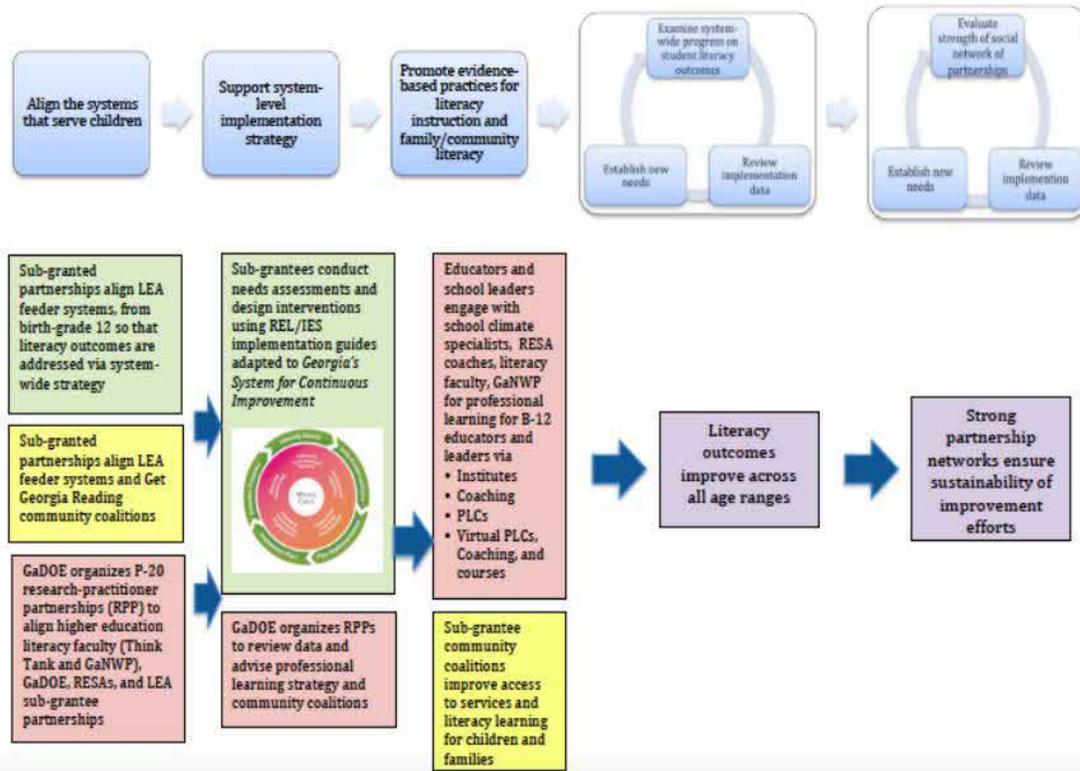
(b)(4) By using a high-quality, developmental evaluation to provide data and information that can serve as the focus of conversation about how to improve systemic supports as all partners move toward a shared goal of improving literacy outcomes (**State-Level Activities: Continuous Improvement**). Resources for planning, evaluation of evidence, and research-proven interventions for literacy that have been produced by the Florida Center for Reading Research and IES are linked to the Georgia Department of Education website for *Georgia’s System for Continuous Improvement*; these will be promoted in technical assistance for sub-grants and will help guide LEAs as they develop and

implement improvements (**State-Level Activities: Technical Assistance and Professional Learning Support for Strong-Moderate Evidence-Based Practices**).

Logic Model for Activities and Outcomes

The L4GA Logic Model, below, visually represents the systemic continuous improvement cycle that is being promoted for LEA-Partnerships. By funding LEA-Partnerships, L4GA asks LEAs to identify how all of their schools and local partners serve children, from birth through grade 12, in their community. LEAs will look at data longitudinally to discover how the current system is performing, therefore, taking a proactive approach to inform decision-making about system-level supports that can help children. As LEA-Partnerships design system-wide improvements, they can use L4GA to support implementation of research-proven, evidence-based practices. Throughout the three-year implementation cycle of the L4GA project, data on student performance will be fed back to the LEA-Partnerships to continuously improve the system-wide supports and implementation strategies.

Figure 2. L4GA Logic Model.



System-level alignments require that people at each level of the educational system coordinate with each other to focus on children’s needs. Therefore, we expect collaboration among teachers and leaders within feeder-schools (early childhood, elementary, middle, and high), district-level administrators, community leaders, regional educational service providers, higher education literacy faculty, and teacher preparation providers

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Table 2

Overview of Measures Used for Program Continuous Improvement, Evaluation and Reporting

Assessment	Purposes	Age	Skills Measured	Data Source
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Data to answer the research questions above will come from the assessments listed in Table 2. As the table outlines, assessments cover a wide range of age groups, skills, and stakeholders and are reliable and valid indicators of the constructs they are designed to assess. The table below describes the measures to report for **Government Performance and Results Act (GPRA) performance measure**. While the SEA already collects many assessments noted in this table, for documenting student success, others will be collected expressly for the purpose of this project. A few measures (e.g., parent and community) will be developed once this application is funded. The table also describes project-based assessments selected for reporting and continuous improvement (**State-Level Activities: Continuous Improvement**). Other assessments in the table describe both formative and informal assessments given by teachers to determine instructional focus and improvement.

Student Outcomes

Work Sampling Online (WSO)	Formative assessment	PreK	Learning and Development across Domains	Existing Data 2X a year
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Reliability & Validity: Measure demonstrates high internal reliability across time (school year; $r_s = .69-.89$). Strong concurrent validity estimates when compared with standardized achievement measures ($r = .66 - .75$) and good predictive validity ($b = .17, p < .01$) (Meisels, Liaw, Dorfman, & Nelson, 1995).

Narrative Assessment Protocol (NAP)- GPRA 1	Formative/ Summative	PreK	Oral Language Skill	*Teacher Administered 2X a year
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Reliability & Validity: NAP evidences high internal consistency ($\alpha = .83$) and criterion-related validity has been established against standardized oral language measures (Justice et al., 2010).

Phonological Literacy Screening (PALS)	Screeners/ Formative Assessment	PreK-K	Early Reading (alphabet knowledge, concepts of print, phonological awareness) and Writing Skills.	*Teacher Administered 3X a year
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Reliability and validity: Individual domains on the PALS evidence strong inter-rater reliability (r_s range from .96 to .99) and good test-retest reliability (r_s range from .83 to .92) (Invernizzi, Justice, Landum, & Booker, 2004).

GKids/ Readiness Check & GKids Performance Based Assessment	Screeners/ Formative assessment	Kindergarten	Literacy, Math & General Learning and Development	Existing Data 2X Year
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Reliability and Validity: Good interrater reliability on individual items (ranging from 79% to 90%). Concurrent validity for GKids Readiness Check demonstrate modest associations with WSO scores (rs. .37 to .39). Content validity established through alignment to performance standards.

DIBELS-Next	Screener/ Progress Monitoring	K – 3 rd	Reading K = Composite 1 st = Nonsense Word, Oral Reading Fluency 2 nd - 3 rd = Oral Reading Fluency	*Teacher Administered 3X Year
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Reliability & Validity: Measure demonstrated high levels of test-retest ($rs = .74 - .93$) and high levels of inter-rater ($rs = .82 - .94$) reliability. Moderate to high concurrent validity ($rs = .62 - .81$) when compared to other standardized reading measures (Elliott, Lee, & Tollefson, 2001).

Houghton Mifflin Harcourt Reading Assessment (formerly Scholastic Reading Inventory (SRI))	Screener	3 rd – 12 th	Reading Comprehension	*Teacher Administered 3X Year
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Reliability & Validity: High test-retest reliability ($rs = .83- .90$). High concurrent validity ($r = .89$) when compared with a similar reading measures (e.g., STAR assessment) (Scholastic, 2014).

Georgia Milestones- End of Grade (EOG) 3-8 End of Course (EOC) GPRA 2 GPRA 3 GPRA 4	Summative Assessment	EOG 3 rd – 8 th 9 th Lit. and Comp EOC American Lit. and Comp. EOC	Achievement	Existing Data
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Reliability & Validity: Measure demonstrated high levels of internal consistency ($as = .87 - .92$). Content validity established through content mapping with Georgia Performance Standards (Georgia DOE, 2016).

Analytic Writing Continuum (AWC)	Formative Assessment	3 rd -12 th	Writing	*Teacher Administered 3X Year
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Reliability & Validity: high inter-rater reliability (89%-93%) and test-retest reliability. Construct validity established through factor analysis and good concurrent validity as evidenced through associations with other writing assessments (National Writing Project. 2006, 2008).

Teacher/Classroom Assessments				
Professional Learning Survey	Survey	Teacher	Professional capacity	Evaluation Team
TKES	Classroom observation	Teacher	Instructional Quality	Existing Data

Reliability & Validity: Measure demonstrated moderate to high levels of internal consistency ($r_s = .49 - .73$). Demonstrated construct validity ($r_s = .75 - .87$). (Georgia Center for Assessment, 2014)

Classroom Assessment Scoring System (Pre-K & K-3 versions)	Classroom observation	Teacher	Instructional quality	Evaluation Team
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Reliability & Validity: Good internal consistency and factor structure. Predictive validity demonstrated through associations with children's social and academic outcomes (Hamre, Pianta, Mashburn & Downer, 2010; Pianta, La Paro, & Hamre, 2008).

Report of evidence-based practices/surveys	Survey	Teacher	Instructional Quality	Evaluation Team
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To Be Developed

Fidelity of evidenced-based Practices	Classroom Observation	Teacher	Instructional Quality	Evaluation Team
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To Be Developed

Community Measures				
Survey of Participation/Involvement	Survey	Community	Community Involvement	Evaluation Team

Social Network Analysis		Community	Community Involvement	Evaluation Team
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Program Quality and School Climate

Quality Rated Child Care Centers (QRIS)	Summative	ECE Program	Program Quality	Existing Data
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Reliability & Validity: Ratings are based upon portfolio review and observations with the Environmental Rating Scales (ERS; Harms, Clifford, & Cryer, 2014), which have strong inter-rater agreement, internal consistency and good predictive validity.

School Climate Star Rating	Summative, yearly Ratings	3 rd – 12 th	School climate: Safety, Relationships, Teaching and Learning, and External Environment	Existing Data
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Reliability & Validity: Establish construct validity. Good internal consistency ($\alpha=.74$ to $.85$) (GA DOE, 2016; La Salle et al., 2016).

Outcome Evaluation Tier 1 Approach: Regression Discontinuity Design

The primary research objective of Tier 1 evaluation efforts focus on examining growth in student literacy outcomes as a function of L4GA involvement. To accomplish this, a regression-discontinuity (RD) design will be employed to examine program impacts. Student outcome data used for these analyses, across age bands (PreK, K, 3-12), will be culled from existing data sources collected by the state of Georgia (see Table 2). These data sources provide common metrics by which to compare student outcomes across programs that were and were not funded (i.e., were and were not included) in L4GA activities. As outlined in the *What Works Clearinghouse*, RD design is an approach that allows for researchers to evaluate program impacts when random assignment to a program is not deemed possible (Schochet et al., 2010). Given practical and logistical implications of selection criteria explained later in the L4GA

application, random assignment is not possible within the current study. Rather, RD design will be used to estimate the effects of the L4GA intervention on student learning.

Consistent with RD design, a continuous scoring rule based upon the LEA-Partnership's grant scores (as part of the sub-grant process) will be used as a "cut off" value to assign a feeder system within each LEA to treatment and comparison conditions. In other words, grant scores given to LEA-Partnerships, as part of the L4GA application process will be used to sort feeder systems within each sub-granted LEA-Partnership into groups that receive L4GA funds and those that do not (i.e., treatment = funded, comparison = not funded). The effect of the intervention will then be estimated as the difference between student literacy outcomes between treatment and comparison feeder systems after controlling for the association between the literacy outcomes and the grant application score (i.e., the variable used to assign units to the intervention). Regression lines for each outcome variable (based upon student literacy outcomes for each age group) will be estimated for children in both the treatment and comparison groups. These regression lines will be examined at the cutoff value of the forcing variable (i.e., grant cut score) to determine if there is "discontinuity" across scores (i.e., an intervention effect). In other words, discontinuity of the regression lines at the cutoff allows one to determine if treatment effects exist. Importantly, an RD design, along with the proper analysis of the data, will allow us to attribute student outcomes to program impacts after controlling for various factors that might bias the estimates of L4GA effectiveness (Shadish, Cook, & Campbell 2002; Hahn, Todd, & Van der Klaauw, 2001). Effects will be estimated separately across different age bands to account for the way in which L4GA participation impacts student literacy growth across the P-12 system. In other words, RD effects will be estimated for each measure that exists in the state for PreK, K, and grade 3-11 students (e.g., Work Sampling, GA Readiness Check/GKids, Milestones). As

outlined in evaluation timeline at the end of this document, RD analyses will be undertaken at the end of each year of L4GA implementation.

Outcome Evaluation Tier 2 Approach: Sequential Mixed Methods

Tier 2 program evaluation efforts focus on understanding specific mechanisms, strategies and resources that produced positive teacher and student outcomes (RQ3). In addition to Tier 1 evaluation activities that use existing data, Tier 2 measures include a variety of summative and performance based assessments collected for the express purpose of understanding who L4GA benefited the most and why. This will be accomplished by employing a sequential mixed-methods approach (Creswell & Plano Clark, 2011) designed to demonstrate the relative impact of grant activities on teacher and child outcomes and to explore factors associated with L4GA project activities. In addition to using existing data within the RD design (i.e., Tier 1), additional data will be collected on L4GA programs for the express purpose of evaluating teachers' implementation of evidenced based approaches and their association with student learning gains on progress monitoring and summative student outcomes (see Table 2 for a list of measures that will be collected by teachers during Tier 2 activities). These "deeper dives" into L4GA programmatic and quality data systems will allow for more fine grained analyses into specific mechanisms and strategies that may be responsible for positive student literacy outcomes (RQ3). They also allow for more direct attention to **GPRAs 1-4**. Examination of student performance across L4GA programs will be undertaken. In addition, to examining L4GA student level outcomes for all LEA-Partnerships, a random sample of programs will be selected by the evaluation team for deeper dive data collection activities. These activities will involve direct observations of teachers' implementation of evidenced based literacy practices as well as

standardized assessments of teacher quality using the Classroom Assessment Scoring System (Pianta, La Paro, & Hamre, 2008).

Hierarchical Linear Modeling (HLM) will be employed to examine factors associated with student literacy growth across various years of implementation. HLM is a regression analysis that is specifically designed to analyze data that are nested in a manner that may affect the nature and degree to which variables are related. In other words, HLM allows one to examine how the context of school and classroom environments impact student achievement (i.e., students are nested within classrooms that are nested within schools). Because children's presence in certain schools is not random (i.e., children's presence in certain schools is related to host of school and community factors), HLM allows one to account for variation in educational settings that is attributed to the way in which students are naturally grouped (Raudenbush & Bryk, 2002). In this way, HLM will allow us to examine how a variety of school level (school climate data, % of children in poverty, etc.) and classroom level factors (teacher qualifications & characteristics, classroom instruction variables, etc.) relate to students' literacy growth. In addition, HLM not only allows one to estimate school and classrooms effects but also makes it possible to examine improvements and/or contributions of demographic and home learning variables to student literacy growth. We will estimate intra-class correlation coefficients (ICCs), which express the proportion of variation occurring within each level of our models, to determine the appropriateness of HLM for our sample of LEA Partnerships. HLM analyses will then be used to determine the mechanisms that are generally responsible for students' literacy improvement in order to identify malleable factors associated with this growth.

Consistent with a sequential mixed methods design, qualitative analyses will also be undertaken to provide insight into features associated with L4GA program success. L4GA-

Partnerships that are “beating the odds” (i.e., literacy performance in relation to student poverty is better than others’) across the B-12 continuum will be selected for case studies (**Competitive Priorities 1 and 2**). These qualitative analyses will be undertaken to identify promising community and school partnership activities. A total of five L4GA-Partnerships will be identified for case studies (Yin, 2009). Interviews with key stakeholders (school and community leaders, teachers, parents, etc.) will yield important information about the implementation of L4 activities as well as important qualifiers regarding the barriers overcome and success achieved while implementing. Identifying L4GA-Partnerships that are “high performing” in the face of demographic risk factors will yield key information into the successes and constraints of the L4GA program across varying contexts. Data will be analyzed using Constructivist Grounded Theory (Charmaz, 2014) to explain variations and similarities among LEA-Partnerships in relation to their earned outcomes. The explanations will pull from a variety of informants to construct narratives that are grounded in the experiences of various people within the Partnerships, thus providing some suggestion of lived realities throughout the L4GA project. This analysis will specifically investigate the relationships, hidden networks, and influence of power hierarchies to interpret various roles within Partnerships. This analytic approach will also identify social networks (i.e., “micro-systems”) within L4GA-Partnerships that were successful at improving student literacy outcomes.

Outcome Evaluation Tier 3 Approach: Social Network Analysis

The final evaluation tier seeks to understand the way in which L4GA systems (as articulated by the Logic Model) support important community, school, and student improvement. Systems thinking in evaluation is an emerging field which involves “making sense of a particular system by seeing it in terms of wholes and relationships, rather than breaking it into component

parts and looking at each in isolation” (Ramage & Shipp, 2009). Using community coalitions and partnerships among B-5, K-12, and higher education teacher prep providers, the L4GA plan is designed to influence the multiple levels of the system that may affect student literacy outcomes. Further, through developmental evaluation framework (Quinn, McKegg, & Wehipeihana, 2015), a systems approach provides Georgia with periodic feedback about the effectiveness of L4GA, thus allowing for pivots in the implementation that can build on early lessons learned.

Developmental evaluation is a complexity-based evaluation approach that aims to investigate extremely difficult problems in complex, dynamic environments, and also incorporates systems thinking. Further, developmental evaluation includes systems frameworks and concepts in varying levels of detail, including social network analysis, system dynamics, system perspectives, boundaries, inter-relationships, tipping points.

Consistent with this methodological approach, Social Network Analysis (SNA) is an appropriate method to examine the relationships that exist among all of the L4GA-Partnerships, and can provide important information regarding the nature and strength of the relationships that exist within L4GA networks. SNA is a method used to detect and interpret structures of relationship linking social actors, such as the people or organizations within an L4GA partnership. While traditional social science methodologies assess outcomes based on variables associated with actors themselves, network theory is unique in that it examines the ties among actors. Specifically, SNA focuses on understanding the relationships that exist among actors in the network, assuming that these ties between or among actors are important for understanding how information, behavior, attitudes, or other social factors travel through a network. The Center for Education Integrating in Science, Mathematics, and Computing (CEISMC) will conduct a social network analysis (Wasserman & Faust, 1994) to examine the relationships that exist

within and across L4GA partnerships. CEISMC began conducting the initial study of Georgia's educational system in concert with the Georgia Department of Education in 2016. This initial study has revealed the importance of strong network influence on partnership with different organizations across Georgia.

Several organizations influence Georgia's schools. The Regional Educational Service Agencies (RESAs) and teacher preparation programs in Georgia's Institutions of Higher Education (also called P-20 partnerships) are essential elements to Georgia's educational system, as they are often key to informing district leaders about evidence-based practices. However, other influencers are also key to system-wide implementation of evidence-based practices, such as vendors, other LEAs, other state agencies, the Get Georgia Reading Campaign, and public-private partners. As such, a social network analysis is important to examine how the structure and nature of the relationships between key influencers to better understand how to create convergence among collaborative coalitions that work together towards a common outcome across the state.

In this study, we examine the social networks that exist across L4GA partnerships to better understand how the relationships among partners may affect literacy outcomes. The use of SNA will provide a number of advantages to this project, including identifying L4GA partners, understanding the relationships that exist between partners (i.e.: strength of ties between partners), and understanding the manner in which information flows through the L4GA network. Within this evaluation framework, we will also identify points (POC) for each L4GA partner. These POCs will be nominated by peers and, thus, are likely to be considered "influencers" in the system (Patterson, Grenny, Maxfiel, McMillan, & Switzler, 2007). The POCs will participate in focus groups and the SNA survey. In these interviews and surveys, the POCs will further

nominate people who influence the network as well as define levels of use of evidence-based literacy interventions and the efficacy of partners' involvement.

Understanding the strength of relationships between partners in this network in various regions of Georgia may provide an indication of how effectively statewide literacy interventions move between partner organizations, such as LEAs, community coalitions and early childhood educational settings. In addition, the ties that exist between L4GA partners can provide further information regarding how information regarding literacy interventions flows throughout the state, where gaps may exist, and who may act as an important “bridge” in the network to pass information to less connected LEAs. For example, the SNA may illustrate two distinct and dense information networks among LEAs – one Metro Atlanta LEA and another in South Georgia. If one LEA in Metro Atlanta acts as a bridge, or has a relationship, with one other LEA in the dense network in South Georgia, that Metro LEA may be targeted to aid in the dissemination of information to the southern region of the state. Understanding these relationships may prove important in sustaining improved literacy outcomes throughout Georgia. In addition, by understanding exactly who is in the L4GA network and the relationship among those partners, gaps in the network can be identified and purposefully filled to aid in literacy interventions disseminated at the state level.

By emphasizing the network of partnerships and “influencers,” the Georgia Department of Education itself is moving into a new and different role—away from being a compliance monitor and more toward supporting collaboration among a network of LEAs, schools, and communities. This is a necessary new phase in the Department’s existence for two reasons. First, the state budget constraints have increased over time, eliminating about half of state education department positions in the past seven years. In addition, the state school superintendent’s

strategic plan emphasizes an ideological perspective that ecological approaches to sociological issues require strong partnership efforts. These partnerships can create a more sustainable social network to promote evidence-based practices.

A timeline is provided at the end of this document for this three-tiered evaluation approach and continuous improvement efforts. Note that the SEA and all sub-granted LEA-Partnerships will cooperate with a national evaluation of the SRCL program, including a random-assignment process and only implement literacy interventions proposed to be funded under L4GA in schools or early learning providers that will receive sub-grant funds **(Cooperation with National Evaluation)**.

Communications Plan

The L4GA state team will ensure communication using tools that target a variety of audiences. These audiences include but are not limited to; district-level administrators, classroom teachers, legislators, parents and the public. The GaDOE Communications team will support communications for public audiences via proactive media relations, social media (Facebook, Twitter, and Instagram), the Georgia Department of Education website Georgia Department of Education's *Educating Georgia's Future* blog (www.educatinggeorgiasfuture.org) which highlights positive developments in Georgia K-12 education. The L4GA team will contribute monthly blog posts about the project and LEA-partnership "bright spots." The L4GA team, in partnership with the Get Georgia Reading Campaign, will provide bi-annual updates to the Campaign Cabinet, which includes all family/child-serving state agencies as well as the Governor's office. The L4GA team will also work with RESA directors to provide communications to regional networks of LEAs.

Communications targeted to educators will be provided via the GeorgiaLearns platform as well as through targeted email campaigns using the GaDOE’s email service that includes email lists for every teacher and leader in the state, disaggregated by grade level, certification area, region, and district. These email lists, developed through a partnership with the Georgia Professional Standards Commission (GaPSC), will allow us to reach classroom teachers with specific, targeted information about L4GA resources and professional learning opportunities. It is our strongly-held belief that these direct, two-way communications are a more effective way to reach individual classrooms than a top-down information system which assumes, but does not engage in, communication with the teachers who will be on the front lines of the L4GA work.

Figure 3. Communications Strategy for L4GA.

Moving from this...



To this...



In addition, the L4GA team will facilitate LEA-Partners in proposing presentations at education-related conferences throughout the state and ensure that all grantees know who is presenting at the various conferences.

In addition, the L4GA Literacy Think Tank is poised to conduct research on local efforts and, as research-practitioner partners in the design and development of the professional learning plan, they will be uniquely well-positioned to provide accounts of what works and lessons learned. In addition, one of the evaluators, Dr. Gary Bingham, also a member of the L4GA Literacy Think Tank, will lead a team to produce a formal evaluation study of the statewide L4GA project that meets WWC standards for high-quality research of program effectiveness (see <https://ies.ed.gov/pdf/CommonGuidelines.pdf>).

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Pre-L4GA Technical Assistance Interactive Virtual Resources. Providing short and clear technical assistance modules will assist all LEA-Partnerships to develop a proposal as well as a **local literacy plan**. The process developed is intended build on the already completed

Georgia Systems of Continuous Improvement. Through completion of the model, LEAss have identified a need to implement an L4GA plan. Writing a district and school literacy plan and then requesting L4GA funds to assist in implementing are the next natural steps to continuous improvement. The development of the virtual resources highlighted in the table below will allow for on-demand access for all LEAs writing proposals.

Table 5

Interactive Virtual Resources for Technical Assistance

Interactive Virtual Resources	Topic
<p>L4GA TA Session I Co-presented by the GaDOE Research Analyst, Project Director (PD) and Get Georgia Reading Campaign Director</p>	<p>Eligibility; selection of a feeder system and developing partnerships</p> <p>Ensuring access to high quality literacy instruction and supports for all populations, including ED, SWD, and EL (GEPA, section 427)</p>
<p>L4GA TA Session II Co-presented by the PD, GaDOE Associate Superintendent for Teacher and Leader Support and Development and DECAL Professional Learning Director Practitioner from a GaSRCL site</p>	<p>Leadership; professional development; and supporting successful implementation of professional learning</p>
<p>L4GA TA Session III Co-presented by the PD and GaDOE School and District Effectiveness Director</p>	<p>Using data and analyses from the comprehensive needs assessment already in use by each LEA with the <i>Georgia System for Continuous Improvement</i> and developing a Local Literacy Plan (L4GA-LLP)</p>
<p>L4GA TA Session IV</p>	<p>Standards (Georgia Early Learning and Development Standards [GELDS] and the</p>

Co-presented by the PD, GaDOE ELA program manager and a practitioner from a GaSRCL site.	Georgia Standards for Excellence [GSE]); Evidence-based Practices using WWC levels of evidence and Georgia’s Evidence-based Practices framework
L4GA TA Session V Presented by the PD and a practitioner from a GaSRCL site	Writing a L4GA LEA-Partnership proposal; Budgeting (including OMB A-87) for partnerships, services, and materials selection
L4GA TA Session VI Co-Presented by the PD and L4GA Grant Evaluator	Data-driven instruction and assessments; Reporting and evaluation requirements for L4GA
L4GA TA Session VII Presented by the GaDOE PBIS Director and GaDOE Special Education Director	Multi-tiered Systems of Support (MTSS) and Universal Design for Learning; School Climate, the relationship between social-emotional engagement and academic performance
L4GA TA Session VIII Co-Presented by the ELA Program Manager and a Literacy Think Tank/GaNWP member	Writing across the curriculum
L4GA TA Session IX Co-Presented by ELA Program Manager, Special Education Director, and L4GA Think Tank members	Culturally and linguistically appropriate literacy strategies; English learners and Students with Disabilities (GEPA, Section 427)
L4GA TA Session X Co-presented by PD and DECAL/GaDOE Early Childhood Education Specialist and a practitioner from a GaSRCL site	Early Literacy: Importance of language; balancing developmentally appropriate and explicit instruction for foundational skills
L4GA TA Session XI Co-presented by the PD and GaDOE	Developing transition plans- Pre-K to K, K to 1 st , 5 th -MS, MS-HS and engaging community coalitions

Family Community Engagement Specialist
and a practitioner from a GaSRCL site

L4GA TA Session XII

Using Technology and Print Materials for
literacy instruction

Co-presented by the PD and Georgia
Virtual Learning Specialist and a
practitioner from a GaSRCL site

L4GA TA Session XIII Co-presented by
the PD and the Grants Accounting Director

Budget, Financial Controls and

In addition to the virtual resources listed above, *Fluid Review* and the L4GA website will contain a library and links to evidenced-based resources necessary to develop a well-crafted literacy plan. The REL-Southeast has agreed to review district templates and provide technical assistance as well. In addition to use by the LEAs and schools developing applications, grant peer reviewers will have access to all of the resources that were made available for sub-grant development. The GeorgiaLearns platform will have a moderated discussion board (linked to the *Fluid Review* and L4GA website) that can provide a space for on-going support for applicants and peer reviewers. Thus, ample resources and supporting documents for literacy planning will be available online and linked to the L4GA site, including:

- *Literacy for Learning, Living and Leading in Georgia* (L4GA) State Literacy Plan
- GaDOE-provided pre-populated data from the Comprehensive Needs Assessment (CNA) for Federal Programs using the framework of *Georgia's System for Continuous Improvement*
- GaDOE-provided pre-populated data from the Comprehensive Needs Assessment (CNA) for Federal Programs using the framework of *Georgia's System for Continuous Improvement*

- *Georgia’s System for Continuous Improvement* with links to Evidence-based IES-REL Practice Guides
- Georgia’s Literacy Needs Assessment Templates B-5 and K-12 (these are adapted to align the IES/REL Needs Assessments to *Georgia’s System for Continuous Improvement*)
- Georgia’s Literacy Needs Assessment Templates B-5 and K-12 (these are adapted to align the IES/REL Needs Assessments to *Georgia’s System for Continuous Improvement*)
- Revised “Why, Who, What, and How” document to implement an evidenced-based literacy curriculum
- Collection of resources for professional learning via www.comprehensivereadingsolutions.com (also available in GaDOE’s Learning Object Repository which populates the Teacher Resource Link)

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SEA Monitoring Plan

The SEA views grant monitoring both fiscally and programmatically. Tools have been developed to address both fiscal and programmatic monitoring, virtually and face-to-face. The SEA Monitoring team will use online tools so that proximity is not a deterrent to outstanding technical assistance. By using virtual communications, the monitoring team can provide just-in-time support. These efficiencies also allows for a reduced monitoring staff, thus allowing financial resources to be used to provide more resources and supports.

Post-Award Technical Assistance and Local Monitoring Plans

After sub-grants are awarded, leadership teams from each LEA-Partnership will attend a post-award Summit. The date and location of this meeting will be posted in the sub-grant application materials. Attendance at this meeting will be mandatory for the release of grant funds. The purpose of this two-day event is to (a) discuss grant basics, (b) allow each school time to develop their year one implementation plan and budget timeline, (c) create a plan for initial project assessment collection, and (d) receive training on delivering a state of the school and district address to all stakeholders. This meeting will provide time for the grant evaluators to

discuss the assessment design and plan trainings. The Grants Accounting manager will be present to explain the budget, monitoring, and compliances requirements of the grant. Use of the Georgia Learns platform will be discussed and plans for attendance at the 2018 summer institutes will be highlighted. Members of the Literacy Think Tank and the National Writing Project will be available to discuss newly developed and on-going partnerships. Travel and registration costs for the summit will be paid by using district L4GA grant funds.

During the first semester of the grant, a L4GA education specialist will meet with each sub-grantee to (a) develop a personal relationship with leadership, (b) assist with implementation needs, and (c) ensure that all teachers and leaders are aware of specific technical requirements for conducting assessments. In addition, the GaDOE team will provide interactive virtual resources to clarify expectations about L4GA assessments and to ensure reliable administration. Each L4GA education specialist will be then be responsible for communicating with each school quarterly via electronic platform (Adobe Connect, GoToMeeting). These online meetings will have a consistent agenda developed by the GaDOE L4GA team. Each LEA-Partnership leadership team should include a total of eight representatives: a district leader, a RESA liaison, a local teacher preparation provider (P-20 partner), an early childhood education provider, a community partner, and the K-12 school leaders. While specific topics about project implementation will be discussed, one of the desired outcomes of the online meeting will be to discuss positive outcomes as well as discuss possible solutions to ongoing challenges the school and LEAs are facing. The results of each meeting will be collected and submitted to the project director with any feedback needed. The outcome of the quarterly meeting is to determine which LEA-Partnerships require more direct technical assistance so that the L4GA team and others in GADOE can help the partners achieve their best outcomes. Use of this model will ensure that

challenges are addressed in a timely fashion so that solutions can be developed and implemented swiftly and all team members are informed.

Fiscal Monitoring

Once grants are competitively awarded and approved by the Georgia State Board of Education, letters of award are sent to school superintendents and the district grant contact. Each budget is loaded into the State's Consolidated Application (Con App) by grade band. Con App is designed to control for drawdowns by LEAs; this grants management system contains accounts of all grant funds and creates workflow between the LEAs and GaDOE. The following steps are in place before grant funds are released: 1) Each LEA creates budgets for each LEA-Partnership within the Con App in accordance with the grade band. 2) Budget amendments are approved by the LEA superintendent and sent to the L4GA program manager for GaDOE approval. 3) LEA-Partnership's funding then transfers into the Invoice Application. 4) The L4GA grant funds are paid out on a reimbursement basis. 5) The LEA creates an request for payment of invoices that are submitted by either individual invoice or their general ledger. 6) The LEA requests the funding. Upon invoice approval by the L4GA program manager, the LEA receives their reimbursement of grant funds. The L4GA Project Director will review annual budgets and performance plans to ensure that required earmark ratios are followed within LEA-Partnership sub-grants.

Programmatic Monitoring

When LEA-Partnerships receive sub-grant awards from the Georgia State Board of Education, time must be spent clarifying and refining annual implementation plan and budget timelines. During the initial grant rollout Summit, LEA-Partnership leadership teams (which include a school leader from each school involved) will receive training about performance

expectations, planning for performance, and performance assessment for each school in the Partnership. The performance plans will be used during face-to-face monitoring visits as well as during online meetings and may be revised as LEA-Partnership leadership teams review their data. The plans provide guidance to the district, school personnel and creates a strategy for GaDOE staff to assist with implementing. Additionally, the performance plan will assist with transition should there be a leadership change. A school's performance plan informs teachers, parents, and community members about what they can expect. Prior to LEA-Partnership budgets being approved, each school within the Partnership must upload the performance plan, timeline, and budget into *Fluid Review* for approval by the L4GA specialist. When their plans are approved, the responsible party will receive a message back from *Fluid Review*. Then, when all schools in an LEA-Partnership have approved plans, the LEA contact person will receive a message.

Sites will be monitored both in-person and by online meetings. Each site will receive an initial face-to-face meeting with another online meeting scheduled later in the school year. With limited SEA staff, this monitoring provides opportunities to work directly with individual schools in a state that is very large. GaDOE staff will follow established monitoring/technical assistance protocols so that all members of the team, including appropriate district personnel, are informed should a challenge arise.

The performance plan and the budget timeline are the documents used for programmatic monitoring. Upon completion of site visit or online meeting, the L4GA member conducting the review will complete a form that is uploaded into the *Fluid Review* workflow. This workflow will be shared with the L4GA Project Director and school leadership. Should follow up be required, the Project Director will meet with GaDOE staff to determine the level of challenges

the site is facing and schedule follow-up contact. In the event of a severe compliance transgression, the Project Director, Deputy Superintendent, and GaDOE Legal Office will send a memo of non-compliance in accordance with the Compliance Protocol established within the grant application and approved by the LEA Superintendent.

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Adequacy of Resources

By establishing community partnerships with birth-5 and K-12 systems, the L4GA project will provide a significant national model for how states can advance systemic change. L4GA's comprehensive evaluation will offer on-going, high-quality information on which LEA-Partnerships and the state agency can act in order to create system-wide learning.

The investment in L4GA addresses literacy improvement in all Georgia schools, not only schools receiving sub-grant awards. This is because the state agency will promote all professional learning offerings, the online platform, and all resources as free and open to all. This will ensure sustainability in schools receiving the grants, but also all schools as they undertake *Georgia's System for Continuous Improvement*. The state agency's communications team is poised to promote case studies of how schools, communities, and families worked together to improve literacy outcomes--thus providing a vision of how sustainable improvements happen across the state.

The costs of the L4GA project are reasonable. Given the direct correlation between literacy outcomes and poverty rates, the L4GA plan seeks to leverage community and school services to meet the needs of Georgia's children in ways that directly and proximally support literacy learning. Georgia is the 24th largest and 8th most populous state in the U.S.. In 2016, 1,764,215 students attended Georgia's public schools; over 60% were eligible for free or reduced-price lunch (indicating that their families live at or below 130% federal poverty rate) (Southern Education Foundation, 2015). The Georgia poverty rate for children is one of the worst in the nation, ranking 42nd of the 50 states.

The resources requested are adequate. The total annual sub-grant budget will be \$19,500,010. This allows for the following allocations:

Early Childhood (15%)	\$2,925,000
Elementary (40%)	\$7,800,000
Middle-Secondary (40%)	\$7,800,000

Given a cost-per-pupil range of \$500-250 (based on the previous Striving Reader grant at \$500 per pupil and attention to cost-cutting efficiencies), we anticipate being able to serve between 37,050 to 74,100 children in the state of Georgia each year. While this number is far fewer than the number of children living in poverty in Georgia, L4GA has potential to make significant strides by improving outcomes for the students served directly through the project as well as developing local Partnership networks that can continuously improve as they serve children for years to come.

Project Design Quality and Sustainability

Georgia’s L4GA plan is designed to build capacity and yield results well beyond the period of Federal financial assistance. By using a “systems approach” to intervention, L4GA includes multiple levels of the system in the planning, implementation, and evaluation of locally designed plans created by local partnerships. The system includes state, regional, district, community and school levels. As the L4GA evaluation demonstrates improvement and success, the L4GA Project Director groom successful LEA-Partners to carry their story out to peers conferences, professional organizations teacher preparation providers, and public audiences. As improvement happens in the schools, the LEA-Partners, Literacy Think Tank, RESA partners, and teacher preparation providers will be able to spread access to resources, professional learning, and visits to see model community-school partnerships. This approach ensures that multiple layers of a system are working in coordination to attain a common goal. In the case of L4GA sub-grantees, the common goal is **continuous improvements to literacy outcomes.**

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Evaluation Activities and Timeline

Timeline												
Activity	Sub-grant Period			Year 1 Implementation			Year 2 Implementation			Year 3 Implementation		
	Fal 2017	Spring 2018	Summer 2018	Fal 2018	Spring 2019	Summer 2019	Fal 2019	Spring 2020	Summer 2020	Fal 2020	Spring 2021	Summer 2021
Tier One: Regression Discontinuity												
Data Sharing Agreement Between Georgia State University & GaDOE												
IRB Application, Approval, or Renewal												
Hiring and Training of Staff												
Selection Criteria for Regression Discontinuity (RD) Analyses												
Create and Maintain RD Longitudinal Database												
Cull Data for RD Database from Treatment and Comparison												

Timeline												
Activity	Sub-grant Period			Year 1 Implementation			Year 2 Implementation			Year 3 Implementation		
	Fal 2017	Spring 2018	Summer 2018	Fal 2018	Spring 2019	Summer 2019	Fal 2019	Spring 2020	Summer 2020	Fal 2020	Spring 2021	Summer 2021
n LEA-Partnerships												
Data Analysis for Years 1, 2 and 3 implementation												
Data Feedback Loop Processes into Program Implementation												
Interim and Final Reports of Tier 1 Evaluation Results												

Tier Two: Sequential Mixed Method Evaluation Activities Timeline

IRB Application, Approval, or Renewal	█			█			█					
Family Literacy and Community Assessment Protocols Developed		█										
Develop Assessment Training Protocols for Teachers		█	█									
Training of Classroom Observers to Evaluate Classroom Instruction		█	█									
Child Assessment Windows for Funded LEAs				█	█		█	█		█	█	
Classroom Observations for Subsample of Funded Sites				█	█		█	█		█	█	
Assessment Reliability & Fidelity Checks				█			█			█		
Teacher and Family Surveys Given				█			█			█		
Selection of “Beating the Odds” Programs						█						
Qualitative Study of “Beating the Odds” LEAs							█	█	█	█		
Data Feedback Loop Processes Implemented				█			█			█		
Interim and Final Reports of Tier 2 Evaluation Results				█			█			█		█

Tier Three: Social Network Analysis Evaluation Activities Timeline												
Renew Data Sharing Agreement between GaDOE and Georgia Tech	Dark Blue											
Analyze Gaps and Needs for Additional Data.		Dark Blue										
Identify Points of Contact (POC) for each L4GA Partner for focus groups and social network analysis		Dark Blue										
Define Levels of “Use of Evidence-based Literacy Interventions”.		Dark Blue										
Define “Efficacy of Partners’ Involvement” as a Metric.		Dark Blue										
Develop Protocols for Focus Groups and Stakeholder Input.			Dark Blue	Light Blue								
IRB Application, Approval, or Renewal			Dark Blue			Dark Blue			Dark Blue			
Schedule and Conduct Interviews with Relevant Stakeholder Groups.					Dark Blue			Dark Blue				
Develop and Implement Social Network Analysis.						Dark Blue	Dark Blue		Dark Blue	Dark Blue		
Interim and Final Reports of Tier 3 Evaluation Results				Dark Blue					Dark Blue			Dark Blue

Note: Darker shading indicates the time frame in which evaluation activities will be initiated and, in some cases, finalized. Lighter shading indicates ongoing effort in certain activities that will take multiple time points to complete or in cases when activities are ongoing.

Other Attachment File(s)

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Literacy for Learning, Living, and Leading in Georgia (L4GA):
Georgia's Plan for the Striving Readers Comprehensive Literacy Grant

MANDATORY OTHER ATTACHMENTS

- Appendix 1 Indirect Cost Rate Agreement: State Education Agency
- Appendix 2 Personnel

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization

Georgia Department of Education
1666 Twin Towers East
Atlanta, GA 30334

Date: DEC 21 2016

Agreement No: 2016-108

Filing Reference: Replaces previous Agreement No. 2015-108(B)

Dated: 8/30/2016

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Predetermined	07/01/2016	06/30/2019	7.9%	MTDC	Unrestricted
Predetermined	07/01/2016	06/30/2019	6.9%	MTDC	Restricted

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

Unrestricted Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

**Literacy for Learning, Living, and Leading in Georgia (L4GA):
Georgia’s Plan for the Striving Readers Comprehensive Literacy Grant**

APPENDIX 2

The following people will be essential to the team leading this work in Georgia. Below is a brief introduction followed by 5-page (or fewer) curriculum vitae for each team member.

Georgia Department of Education

Dr. Caitlin McMunn Dooley, Deputy Superintendent for Teaching and Learning, Georgia Department of Education, and Professor of Literacy and Learning Technologies, Georgia State University

Dr. Dooley’s research investigates digital literacies, emergent comprehension, literacy instruction and testing in elementary grades, and teacher development. With over 50 publications, her research has been published in national and international refereed journals and chapters published by the Literacy Research Association, the International Reading Association, and the National Council of Teachers of English, among others. Dooley has led and evaluated funded research totaling more than \$20 million from the National Science Foundation, US Department of Education, US Department of Health and Human Services the US Corporation for National and Community Service, and various foundations. She served as co-Editor for the National Council of Teachers of English premier journal *Language Arts* (2011-2016). A former Fulbright Scholar, Dooley’s awards include “2012 Spirit of Partnership Award” from the Professional Development School Network; “2008 Jerry Johns Promising Researcher Award” from the Association of Literacy Educators and Researchers; “2006 Outstanding Dissertation—Distinguished Finalist,” from the International Reading Association, “2005 Outstanding Dissertation” from the Georgia Association of Teacher Educators, “1998 Eisenhower Teacher Leader” from the School University Research Network and William and Mary College. In addition to having taught elementary grades, Dooley has served as a consultant to the Texas Educational Agency Student Assessment Division, the national non-profit Children’s Literacy Initiative, as well as several urban schools and districts. Dooley received her doctorate from the University of Texas at Austin and her undergraduate and master’s degrees from the University of Virginia.

Ms. Julie Morrill, Project Director, Georgia Department of Education

Ms. Morrill has worked at the Georgia Department of Education for 15 years, managing the State’s Reading First Program as well as coordinating the State’s Literacy Plan efforts and supporting the States Reading Excellence Act project. Prior to her tenure at the GaDOE, Ms. Morrill was the literacy coordinator at Morgan County Middle School. She worked with staff to develop what is still

their literacy program. She has been a classroom teacher as well as a literacy interventionist. Originally from Michigan, Julie has a B.S in Elementary Education from Western Michigan University and a M.A and Ed.S. from Georgia College and State University in Educational Leadership.

Two Program Specialists, to be hired

Evaluation Team for Continuous Improvement (listed in alphabetical order)

Dr. Meltem Alemdar, Associate Director for Research and Evaluation and Senior Research Scientist, Center for Education in Science, Mathematics, and Computer (CEISMC), Georgia Institute of Technology

Dr. Alemdar has experience evaluating programs that fall under the umbrella of educational evaluation, including K-12 educational curricula, after-school programs, and comprehensive school reform initiatives. Across these evaluations, she has used a variety of evaluation methods, ranging from multi-level evaluation plans designed to assess program impact to methods such as program monitoring designed to facilitate program improvement. She received her Ph.D. in Research, Measurement and Statistics from the Department of Education Policy at Georgia State University (GSU). She was a part of a team at GSU that has been evaluating the Georgia Academic Service Learning (GASL) Program on a federal grant for the last five years on behalf of the Georgia Department of Education. In evaluating the GASL, she provided technical expertise on survey design and analysis using multi-level modeling as well as simple descriptive statistics.

Dr. Gary Bingham, Associate Professor of Early Literacy and Associate Director of the Urban Child Study Center, Georgia State University

Dr. Bingham is a member of the Board of Regents Initiative on Research on the Challenges of Acquiring Language and Literacy (RCALL) and an affiliate faculty member with the Center for Leadership in Disability (CLD) at GSU. As a former preschool teacher, he has extensive experience in early childhood and elementary school settings serving a wide range of children and families. His research examines home and school factors that contribute to the academic achievement of culturally and linguistically diverse children. Specifically, his research seeks to discover how high quality adult-child interactions (i.e., emotionally and instructionally sensitive interactions) within the home and at school influence young children's literacy, language, and socio-emotional development. His work is published in a variety of journals including: *Early Childhood Research Quarterly*, *Reading and Writing*, *Early Education and Development*, and *Journal of Research in Reading*. He has also has extensive experience with state, private and federal grants. These grants focus on a wide range of issues affecting the quality of education that young children experience, ways to support teachers in implementing high quality curriculum, and program evaluation research focused on understanding the effects of educational and intervention programs. His honors as a scholar include (a) the College of Education and Human Development's

Outstanding Faculty Research Award (2015), the Edi Guyton Outstanding Faculty Mentoring Award (2014), and Distinguished Education Research Article Award (Journal of Research in Childhood Education, 2013, 2016).

Dr. Lizanne Destefano, Associate Dean in the College of Sciences, Professor of Psychology, and Executive Director, Center for Education in Science, Mathematics, and Computer (CEISMC), Georgia Institute of Technology

Dr. DeStefano is engaged in efforts to improving the quality of teaching and the student experience such as the Commission on Creating the Next in Education. Dr. DeStefano received her Ph.D. in educational psychology from the University of Pittsburgh in 1986. A former special education teacher, Dr. DeStefano trained and practiced as a clinical and school psychologist.

Dr. C. Kevin Fortner, Assistant Professor of Research, Measurement, and Statistics, Georgia State University

Dr. Fortner's research interests include teacher effectiveness and persistence, the effects of peers on student outcomes, and program evaluation. His work is published in a variety of journals including *Science*, *Educational Researcher*, *Teachers College Record*, and *Early Childhood Research Quarterly*. His externally funded research activities include program evaluations of the Disadvantaged Student Supplemental Fund in North Carolina and the Urban Debate League after-school program. He also partnered with Atlanta Public Schools to conduct the district's first equity audit. Dr. Fortner teaches graduate courses in research methodology, education policy, and educational evaluation. He is a member of the American Evaluation Association and the American Educational Research Association.

Dr. Nicole Patton-Terry, Associate Professor of Special Education and Executive Director of the Urban Child Study Center, Georgia State University

Dr. Nicole Patton Terry is a member of the university's Board of Regents Initiative on Research on the Challenges of Acquiring Language and Literacy. Terry is also an associate editor for the *Journal of Speech, Language, and Hearing Research*, a research scientist at Haskins Laboratories at Yale University, and a board member for the Society for the Scientific Study of Reading. Terry's research interests concern young children with and without disabilities who struggle to acquire language and literacy skills, in particular children from culturally and linguistically diverse backgrounds and children living in poverty. The overwhelming majority of that work has focused on African-American children in preschool through 3rd grade who speak non-mainstream American English dialects and who attend early childhood centers and schools in urban areas. Her research and scholarly activities have included experimental, intervention and evaluation studies of reading, writing and oral language skills,

instruction and professional development. Terry completed her undergraduate and graduate studies at Northwestern University in communication sciences and disorders with an emphasis in learning disabilities.

Caitlin McMunn Dooley, Ph.D.

a. Professional Preparation

University of Virginia, Psychology (specialization: child development), B.A., May 1995

University of Virginia, Elementary Education (spec: educational technology), M.T., May 1995

University of Texas at Austin, Curriculum & Instruction (spec: language & literacy), Ph.D., Dec 2004

b. Appointments

6/15-present: Deputy Superintendent for Curriculum and Instruction, Georgia Department of Education

8/05-present: Full Professor (tenured) in Dept. of Early Childhood and Elementary Education at Georgia State University; Faculty Fellow, Learning Technologies Division, Georgia State University.

c. Products

i. Five products most related to the proposed project

1. **Dooley, C. M.**, Ellison, T. L., Welch, M., Allen, M., Bauer, D., (2016). Digital participation as a method for technology integration in curriculum. *Journal of Digital Learning in Teacher Education*. 32(2), 52-62. DOI:10.1080/21532974.2016.1138912
2. **Dooley, C. M.** & Welch, M. M. (2015). Emergent comprehension in a digital world. *Pre-Reader Comprehension: One of the Essential Building Blocks to Becoming a Successful Reader*, A. DeBruin-Parecki & S. Gear (Eds.). Baltimore, MD: Brookes.
3. **Dooley, C. M.**, Calandra, B., & Harmon, S. (2014). Reading response in a virtual world: Pre-service teachers experience Second Life. *Journal of Digital Learning in Teacher Education*, 30(4), 121-130. DOI 10.1080/21532974.2014.927212
4. Welch, M. M., & **Dooley, C. M.** (2013). Digital equity for young children: A question of participation. *Learning and Leading with Technology*, May 2013, 28-30
5. **Dooley, C. M.**, Flint, T. Holbrook, May, L., & Albers, P. (Nov 2011). The digital frontier in early childhood education. *Language Arts*, 89(2), 83-85.

ii. Five other significant products

1. Barrett-Mynes, J.* & **Dooley, C. M.** (2015). From idealized to actualized instruction: Two elementary teachers' enactment of the Common Core State Standards in instructional scripts. *Reading Research and Instruction*, 54(4), 257-284. DOI: 10.1080/19388071.2015.1062941
2. Durden, T.*, **Dooley, C. M.**, & Truscott, D. (2014). Race *still* matters: Preparing culturally relevant teachers. *Journal of Race, Ethnicity, and Education*. Advanced copy available online at <http://www.tandfonline.com/eprint/yy4gdemYZwbZfksa2hsW/full> (data-based study)
3. Shrestha, A., Zhu, Y., & **Dooley, C. M.** (2012). *Exploring new reading assessment methods in early childhood education with mobile reading devices*. Conference proceedings for the Computer-Human Interfaces Conference 2012
4. **Dooley, C. M.**, Martinez, M., & Roser, N. (2012). Young children's literary meaning making. Hall, N., Larson, J. and Marsh, J. (Eds.), *Handbook of Early Childhood Literacy (2nd Edition)*. London: Sage. (**An international research handbook**; invited chapter also peer-reviewed)
5. **Dooley, C. M.**, Dangel, J. R., & Farran, L. (2011). Current issues in teacher education. *Action in Teacher Education*, 33(3), 298-313. Doi: 10.1080/01626620.2011.592125

d. Synergistic Activities

1. **Award-winning Research on Children's and Teacher's Learning:** With over 25 research articles, 9 chapters, 50+ national/international presentations, and 20+ editorials/essays, published in the past 10 years, I demonstrate knowledge of young children's learning and teachers' professional development. All articles have been published in national, peer-reviewed journals. The "2012 Spirit of Partnership Award" for my work with K-12 school partnerships from the National Professional Development Schools organization and the "2008 Jerry Johns Promising Researcher Award" by the Association for Literacy Educators and Researchers demonstrate ability to conduct research with K-12 teachers. My dissertation study on teacher education was awarded "2006 Outstanding Dissertation Award: Distinguished Finalist" by the International Reading Association, "2005 Outstanding Dissertation Award" by the Georgia Association of Teacher Educators, and the "2006 Student Research Award, Finalist" by the National Reading Conference.
2. **Leader on funded projects totaling more than \$20 million:** As co-PI of a \$13.5 million grant "**Network for Enhancing Teacher Quality (NETQ)**" funded by the U.S. Department of Education, I actively oversaw improvements to GSU's elementary teacher preparation program that prepares over 150 new teachers annually. I developed a "Coaches in Residence" program in which faculty provide professional development for teachers in 24 partner schools across 6 metro Atlanta school districts. Also, I created a series of online learning modules for training mentors for teachers and school leaders. My knowledge of running large-scale grants, my partnerships with communities, schools and classroom teachers, and my work with professional development enhance my ability to support this grant project. As P.I., I led "**Community Opportunities that Motivate People and Enhance Learning and Service (COMPELS)**," a \$650,000 service-learning in higher education grant funded by the U.S. Corporation for National and Community Service. Although Congressional cuts destroyed the grant program entirely in 2011, my team has published four research articles based on our first year of funding.
3. **Writer for the K-12 Computer Science frameworks** steered by Code.org, the Association for Computing Machinery, and the Computer Science Teachers Association. See K12CS.org
4. **PI for three NSF-funded grants for digital literacies and computer science education.** Dooley's research and projects examines how to design professional development for teachers of grades 3-5 to integrate computer science into academic learning and standards, how to ensure that children are digitally literate, and how to use public-private partnerships to ensure that innovation benefits students.
5. **Professional Service:** **(1)** Co-Editor for *Language Arts*, the premiere journal for the National Council of Teachers of English, Elementary Section (2010-2015). **(2)** Board Member for the National Council of Teachers of English; **(3)** former Board Member and Chair of Policy and Legislative Committee for the Literacy Research Association; **(4)** Area Co-Chair for Assessment, Evaluation, and Public Policy at the Literacy Research Association annual conference (2011-2013); **(5)** Area Co-Chair for Literacy Learning and Development in Multicultural and Multilingual Contexts, at the Literacy Research Association (2010-2011); **(6)** Editorial Board Member for the *Journal of Literacy Research* and the *Literacy Research Association Yearbook*; **(7)** Editorial Reviewer for *Journal of Teacher Education*, *Journal of Learning Sciences*.

e. Collaborators & Other Affiliations

(e.1.) Collaborators and Co-Editors in the past 48 months

P. Albers, K. Czaplicki, B. Calandra, J. Rainer Dangel, L. Farran, A. Flint, S. Harmon, T. Holbrook, R. M. Matthews, L. May, Georgia State University. C. Thompson, Georgia Tech. L. C. Assaf at Texas State University. N. Roser, University of Texas. M. Martinez, University of Texas, San Antonio.

(e.2.) Ph.D. Advisor

J. Worthy, Dept. of Curriculum and Instruction, University of Texas.

(e.3.) M.S. Thesis/Ph.D. Dissertation

8 graduated Ph.D. students (Danielle Hilanski Cassandra Matthews, Meghan Welch Jennifer Barrett-Mynes, April Degennaro, Lisa Matthews, Meadow Graham, Tonia Durden); 4 current Ph.D. students (Amelia Cain, Stacey French-Lee, Jean O'Keefe, Zehra Ozturk). I have also mentored 80 teachers' year-long Action Research studies, culminating in 25-page research reports as part of their Educational Specialist program.

Julie K. Morrill

(b)(6)

Objective:

Experienced manager with extensive background in literacy leadership and reform, seeking project management opportunities.

Professional Experience:

2006-Present

Georgia Department of Education

Education Program Manager: Striving Reader, Reading First and Literacy Co-authored, provided oversight and management for the Federal Striving Reader Comprehensive Literacy grant awarded in 2011 for \$120m.

Provided oversight and management for the Federal Reading First Grant funded in 2004 for \$240m.

Duties include: Developing and maintaining relationships with district leaders and school administrators. Overseeing state and federal audit compliance; management of professional staff; technical assistance to LEA leadership; planning and implementing professional learning opportunities for coaches, administrators and district leadership; monitoring quality of professional learning; submission of annual performance reports to the US Department of Education; writing and implementing RFPs, RFQs, and consulting contracts; collaborating with state DOE divisions and departments; writing and presenting reports to the Georgia State Board of Education; collaborating with nonprofit agencies.

2003-2006

Georgia Department of Education

Education Program Coordinator: Reading First

Duties included management of contracts and procurement to deliver large-scale teacher training; management of conference logistics; hiring and management of vendors and professional learning providers; training and supervision of staff to monitor implementation; training and management of external grant readers; technical assistance to LEAs.

2002-2003

Georgia Department of Education

Georgia Department of Education
Job Announcement

Posting Date:	Apply by: Until Filled	
Announcement:		
Position Title: Education Specialist – Literacy for Learning, Living and Leading (L4GA) Grant Specialist	Location: 1758 Twin Towers East Atlanta, Georgia	Program/Unit: Literacy for Learning Living and Leading/Office of Curriculum, Instruction/ Teaching and Learning Division.
Position: 2 positions		
Under limited general supervision, the L4GA grant specialist provides leadership to local school systems receiving L4 grant funds; monitors implementation of the L4GA program; collaborates with school administrators and other instructional staff ensuring the implementation of their literacy plan goals and guidelines. Maintains clear and positive communication between the Department of Education (GaDOE), Regional Educational Service Agencies (RESAs), local school systems, and schools. Extensive statewide travel is required.		
Minimum Qualifications: Master’s degree in education, educational leadership, early childhood education, reading or a related field and five years of recent full-time experience with B-12 instruction. Must hold or be eligible to obtain Georgia teaching certification. Thorough knowledge of social media platforms and trends. Working knowledge of literacy assessments. Outstanding presentation and communication skills, both written and verbal. Proficient in Microsoft Office Suite.		
Preferred Qualifications: Preference will be given to applicants who, in addition to meeting the minimum qualifications, possess the following: • Georgia professional educator certification • Education Specialist or higher degree • Recent teaching, leadership or literacy coaching experience in a school setting.		
Salary/Benefits: Pay Grade 18 - Annual salary range \$47,280.21 (minimum) to \$82,962.30 (maximum) paid through Striving Readers Comprehensive Literacy grant funding. Hiring salary is commensurate with current employment and relevant education/training and work experience and available funding. Benefit options include life, disability, dental and health insurance, annual/sick leave, and Employees Retirement or Teachers Retirement System of Georgia.		
Submit a letter of application and a résumé or State of Georgia Application to: <div style="text-align: center;"> Georgia Department of Education Human Resources Office 2052 Twin Towers East Atlanta, Georgia 30334 Telephone: 404-656-2510; Fax: 404-657-7840 E-mail address: recruiter@doe.k12.ga.us Internet address: http://www.gadoe.org </div>		
Interviews will be held as qualified candidates are identified. Applications/résumés will be evaluated and only those meeting the qualifications will be considered. Only top candidates will be contacted for interviews. No notification will be sent to applicants except those who are selected for interviews. Due to the large volume of applications received by this office, we are unable to provide information on your application status. Résumé /application should include daytime telephone number and prior salary and employment history with addresses and telephone numbers. If a résumé is submitted, it must be accompanied by a cover letter.		
An Equal Opportunity Employer		

Meltem Alemdar, PhD

817 West Peachtree St. NW, Suite 300 Atlanta, GA ☐
meltem.alemdar@ceismc.gatech.edu ☐ 404-518-2478

Education

May 2009 Georgia State University, College of Health and Human Sciences,
Department of Public Health

Certification in Public Health

May Georgia State University, College of Education, Dept. of Educational Policy
2009 Studies

Doctorate of Philosophy

Concentration: Research, Measurement, and Statistics

Dissertation Topic: A Monte Carlo Study: The impact of missing data in
cross-classified random effect models.

May Georgia State University, College of Education, Dept. of Educational Policy
2003 Studies

Master of Science

Major: Educational Research

June University of Hacettepe, College of Education, Department of Educational
1999 Science, Ankara, Turkey

Bachelor of Science

Testing, Measurement and Evaluation in Education

Professional Experience

Sept. **Associate Director for Educational Research and Evaluation/Senior Research**
2016- **Scientist Georgia Institute of Technology**
Present Center for Education Integrating Science, Math and Computing (CEISMC)

July 2015- **Assistant Director for Educational Research and Evaluation/Senior Research**
Sept 2016 **Scientist Georgia Institute of Technology**
Center for Education Integrating Science, Math and Computing (CEISMC)

July 2011- **Assistant Director for Educational Research and Evaluation/ Research Scientist II**
July 2015 *Georgia Institute of Technology*
Center for Education Integrating Science, Math and Computing (CEISMC)

Research Scientist II

Sept. 2009-July 2011	<i>Georgia Institute of Technology</i> Center for Education Integrating Science, Math and Computing (CEISMC)	
	Senior Research Associate <i>Public Health</i>	<i>Georgia State University, Institute of</i>
Jan 2009- July 2009	<ul style="list-style-type: none"> ○ As a methodologist, manages quantitative data analyses of student health and safety survey; working with Dr. Monica Swahn ○ Working on Piedmont Hospital Project with Dr. Michael Erikson; comparing EHRs and health intake forms across different business units of Piedmont Hospital. 	
	Program Evaluation Research Associate <i>Policy Studies</i>	<i>Georgia State University, Dept. of Ed.</i>
2003 - 2008		
	Graduate Research Assistant	<i>Georgia State University, Dept. of Ed. Policy</i>
2003 - 2008		
2005-2006	Teaching Assistant	<i>Georgia State University, Educational Policy</i>
2002-2004	Senior Graduate Student Researcher	<i>Georgia Professional Standards Commission</i>
2006 - 2007	Assistant Managing Manuscripts <i>Evaluation in Education</i>	<i>Journal of Personnel</i>
1999 - 2000	Testing Coordinator	<i>University of Hacettepe, Ankara, Turkey</i>
1999 - 2000	Primary School Teacher	<i>Ankara, Turkey</i>

Publications and Referred Papers

Alemdar, M., Lingle, J., Moore, R., & Wind, S. (2017). Developing and Engineering Design Process Assessment Using Think-Aloud Interviews. *International Journal of Engineering Education*.

Hérmendez, D., Rana, S., **Alemdar, M.**, Rao, A., & Usselman, M. (2016). Latino parents' educational values and STEM beliefs. *Journal of Multicultural Education*.

Wind, S., **Alemdar, M.**, Lingle, J., Moore, R., & Gale, J. (2017). Developing an Engineering Design Assessment Using Mixed Methods: An Illustration with Rasch Measurement Theory and Cognitive Interviews. *Journal of Applied Measurement*.

Millman, R., **Alemdar, M.** and Harris, B., (2013) "A Meta-Analysis by Mathematics Teachers of the GIFT Program using Success Case methodology," in Educational Interfaces between Mathematics and Industry, pp. 421-426, (Damlamian, A, Ed.), New York: Springer.

Lingle, J. Alemdar, M. & Gale, J.. (2013). " The Impact of a Higher Education Summer Internship Program on K-12 Science Teachers. " Proceedings of 2013 National Association for Research in Science Teaching.

Hendricks, C., Ogletree, T., & **Alemdar, M.** (2012). *The impact of participation in VEX Robotics Competition on middle and high school students' interest in pursuing STEM studies and STEM-related careers*. Proceedings of the 2012 American Society for Engineering Education Annual Conference.

Alemdar, M., Docal, T. (2011). Engaging K-12 Teachers in Technology Tools to Support Electronic and Mobile Learning Through an Online Professional Development Course, Proceedings of American Society for Engineering Education (ASEE) Annual Conference, June 2011.

Alemdar, M., Rosen, J. (2011). Introducing K-12 Teachers to LEGO Mindstorm Robotics Through a Collaborative Online Professional Development Course, Proceedings of American Society for Engineering Education (ASEE) Annual Conference, June 2011.

Luken, B., Hotle, S., **Alemdar, M.**, A Case Study: Educating Transportation Engineers with Simulation Software, Proceedings of American Society for Engineering Education (ASEE) Annual Conference, June 2011.

Millman, R., **Alemdar, M.**, Harris, B., (2010). *A Meta-analysis of Mathematics Teachers of the GIFT Program Using Success Case Methodology*, Proceedings of the ICMI-ICIAM Study Conference, "Educational Interfaces between Mathematics and Industry", Editors: Araujo, Fernandes, Azevedo, Rodrigues, April, 2010, p.367-376.

Alemdar, M. (2010) Robert Noyce Scholarship Program, a partnership with Kennesaw State University, Evaluation Report, National Science Foundation, Atlanta, GA.

Swahn MH, **Alemdar M**, Whitaker DJ (2010). Nonreciprocal and reciprocal dating violence and injury occurrence among urban youth. *Western Journal of Emergency Medicine*. 11:264-8.

Swahn, M.H. , **Alemdar, M.**, & Hamburger, Merle . (in press). Alcohol and Violence among Urban Youth: Comparing Correlates of Alcohol-Related Physical Fighting versus Other Physical Fighting. *Journal of Adolescent Health*.

Selected Evaluation Reports

Alemdar, M., Usselman, M., Lingle, J., Newton, S., Wind, S., & Moore, R. (2016). “AMP-IT-UP Research Report NSF Report (Year 4).”

Alemdar, M., Cappelli, C. (2016). *Annual Evaluation Report of the Robert Noyce Teacher Scholarship Program: Pipeline to Teacher Preparation in Chemistry and Physics (CPU)*. Evaluation report prepared for the National Science Foundation.

Alemdar, M., Cappelli, C., Rollins, L., Nehl, E. (2016). *Annual Evaluation Report of the Atlanta Clinical and Translational Science Institute (ACTSI)*. Evaluation report prepared for the National Institutes of Health.

Alemdar, M. & Cappelli, C. (2016). *Summative Evaluation Report of Noyce Initiative to Increase and Mentor Physics and Chemistry Teachers (I-IMPACT)*. Evaluation report prepared for the National Science Foundation. *Annual Evaluation Report of the Atlanta Clinical and Translational Science Institute (ACTSI)*. Evaluation report prepared for the National Institutes of Health.

Alemdar, M., Cappelli, C., Rollins, L. (2015). *Annual Evaluation Report of the Atlanta Clinical and Translational Science Institute (ACTSI)*. Evaluation report prepared for the National Institutes of Health.

Alemdar, M., Cappelli, C. (2015). *Annual Evaluation Report of the Robert Noyce Teacher Scholarship Program: Pipeline to Teacher Preparation in Chemistry and Physics (CPU)*. Evaluation report prepared for the National Science Foundation.

Alemdar, M., Cappelli, C., Andres, L. (2014). *Annual Evaluation Report of the Atlanta Clinical and Translational Science Institute (ACTSI)*. Evaluation report prepared for the National Institutes of Health.

Alemdar, M., Lingle, J., Cappelli, C., Davis, T., Gale, J., Thompson, C. (2012). *An Evaluation Report of the Title IID Program “Engaging Advanced Placement Students Through Mobile Handheld Computing”*. Evaluation report prepared for the Georgia Department of Education.

Gowen, S., **Alemdar, M.** (2008). Evaluation of the Georgia Academic Learn & Serve Program, Year 2 Final Report (Second Term). Georgia Department of Education, Atlanta, GA.

Gowen, S., Furlow, C., **Alemdar, M.** (2007). Evaluation of the Georgia Academic Learn & Serve Program, Year 1 Final Report (Second Term). Georgia Department of Education, Atlanta, GA.

Gowen, S., Furlow, C., **Alemdar, M.** (2006). *2006-2009 Toolkit: Second Term: Evaluation of GA Academic Service Learning.*

Alemdar, M., Gowen, S. (2006) Evaluation of Kennesaw Higher Education Service Learning.

Gowen, S., **Alemdar, M.,** Livingston, S. (2006). Evaluation of the Georgia Academic Learn & Serve Program, Year-2 Final Report (First Term). Georgia Department of Education, Atlanta, GA

Selected Research & Evaluation Presentations and Trainings

Alemdar, M., Cappelli, C. (2016). Evaluation of a Noyce Program: Development of Teacher Leaders in STEM Education. Paper presented at the National Association of Research in Science Teaching (NARST) Annual Conference, Baltimore, MD.

Cappelli, C., **Alemdar, M.,** Greenwood, A., De Veaux, C., Tierney, R. (2016). *A Summer Program: Engaging Middle School Students in Transportation Engineering.* Poster presented at the Georgia Tech STEM Education Research Expo, Atlanta, GA.

Lingle, J., **Alemdar, M.,** Wind, S., Moore, R., & Usselman, M. (2016). "The Development and Validation of an Engineering Assessment." Proceedings of the 2016 Annual Conference of the National Association for Research in Science Teaching. Baltimore, MD.

Lingle, J., **Alemdar, M.,** & Rana, S. (2016). "Exploring 21st Century Skills in Formal and Informal Educational Settings." Presented at the 2016 American Evaluation Association (AEA) National Conference.

Alemdar, M. Lingle, J., Moore, R., Newton, S., Usselman, M., & Wind, S. (2016). "The impact of STEM Innovation and Design Courses on Secondary Students' Achievement and Non-Cognitive Skills Related to Engineering Design." Poster presented at the 2016 GT-ASEE STEM Education Research Expo. Atlanta, GA.

Hilton, E., Li, W., Newton, S.H., **Alemdar, M.,** Pucha, R., & Linsey, J. (August, 2016). *The development and effects of teaching perspective free-hand sketching in engineering design.* Presented at the ASME 2016 International Design Engineering Technical Conference and Computers and Information in Engineering Conference: Charlotte, NC.

Alemdar, M., Rosen, J., Moore, R., Lingle, J., Newton, S., & Wind, S. (August, 2016). *The development of STEM innovation and engineering design courses, and its impact*

on middle school students' achievement and non-cognitive skills related. Presented at the 3rd Annual P-12 Engineering and Design Research Summit, Chicago, IL.

Pucha, R.V., Newton, S.H., **Alemdar, M.**, & Utschig, T.T. (November, 2016). *Process-oriented intervention and reflection strategies for creativity in student design projects.* Presented at the Fourth International Conference on Design Creativity (4th ICDC), Atlanta: GA.

Moore, R.A., **Alemdar, M.**, Newton, S., Lingle, J., Rosen, J., Usselman, M., Wind, S.A. (2015). High School Engineering Class: From Wood Shop to Advanced Manufacturing. Conference Proceedings of American Society of Engineering Education, June 2015, Seattle, WA.

Alemdar, M., Lingle, J., Moore, R. & Wind, S. (2015). Developing an Engineering Design Assessment Using Think-Aloud Interviews. Paper presented at the Annual Conference of the National Association for Research in Science Teaching. Chicago, IL.

Wind, S., **Alemdar, M.**, Gale, J., & Lingle, J. (2015). Developing an Engineering Design Process Assessment Using Mixed Methods: An Illustration with Rasch Measurement Theory and Cognitive Interviews. Paper presented at the Annual Conference of the American Evaluation Association. Chicago, IL.

Alemdar, M., Wind, S., Lingle, J., Moore, R., & Usselman, M (2015). Developing an Engineering Design Assessment Using Mixed-Methods Design. Poster presented at the GT-ASEE STEM Education Research Expo. Atlanta, GA.

Alemdar, M., Cappelli, C. (2015). An Assessment of the Collaborations for Inter-Institutional Translational Research using Social Network Analysis. Poster presented at the annual XXXIV Sunbelt Conference of the International Network for Social Network Analysis (INSNA), Brighton, UK.

Alemdar, M., & Lingle, J. & Nguyen, M. (2014). "Evaluating 21st Century Skills: A case Study of one K-12 Private School". Presented at the 2014 American Evaluation Association (AEA) National Conference.

Alemdar, M., Cappelli, C., Andres, L., Akintobi, T., Dodds, A. (2014). Use of Social Network Analysis Tools to Document Collaboration for Inter-Institutional Translational Research. Presented at the annual 2014 INSNA Sunbelt XXXIV International Social Network Analysis Conference.

Alemdar, M., Davis, T. (2013). "Challenges of a Multi-Site Evaluation of a Science, Technology, Engineering, and Mathematics (STEM) Research Program for Teachers." Presented at the 2013 American Evaluation Association (AEA) National Conference.

Alemdar, M., Davis, T. (2013). “Professional Learning Communities and the Promotion of Cross-School Collaboration.” Presented at Annual 2013 Math and Science Partnerships Conference.

Alemdar, M. & Cappelli C. (October, 2013). “Utilization of Web-based Collaboration Site as a Program Evaluation Tool”. Presented at the 2013 American Evaluation Association (AEA) National Conference.

Hendricks, C., **Alemdar, M.,** & Ogletree, T. (2012). “The impact of the VEX Robotics Competition on problem-solving, collaboration, and communication.” Presented at the 2012 Annual conference of the International Society for Technology in Education.

Gale, J., Lingle, J., & **Alemdar, M.** (2012). “An Evaluation of Self-Paced STEM Online Professional Learning Courses.” Presented at the 2012 Annual Conference of the American Evaluation Association.

Alemdar, M., Cappelli, C. Lingle, J., Gale, J., Davis, T., & Thompson, C. (2012). “Technology Implementation in AP Courses: Evaluating a State Funded Title IID Program.” Presented at the 2012 Annual Conference of the American Evaluation Association.

Alemdar, M., & Davis, T. (2012). “The Impact of a Math and Science Partnership (MSP) Program on Teacher Self-Efficacy.” Presented at the 2012 Annual Conference of the American Evaluation Association.

Alemdar, M., Cappelli, C. (2015). *An Assessment of the Collaborations for Inter-Institutional Translational Research using Social Network Analysis*. Poster presented at the annual XXXIV Sunbelt Conference of the International Network for Social Network Analysis (INSNA), Brighton, UK.

Alemdar, M. (2011) Evaluation of Robert Noyce Scholarship Program. American Evaluation Association (AEA), Anaheim, California, November 1-6, 2011.

Millman, R., **Alemdar, M.,** Harris, B., (2011). *A Meta-analysis of Mathematics Teachers in the industrial Internship GIFT Program*, Conference of the international Group for Psychology of Mathematics Education (PME), Ankara, Turkey. July 10-15, 2011.

Alemdar, M., Ryan M., Rosen, J., Docal, T. *The NASA Electronic Professional Development Network (ePDN): Online Professional Development Courses for Teachers*, (2011) National Science Teacher Association (NSTA) Conference San Francisco, California, USA . March 10-13, 2011

Swahn, M.H. , **Alemdar, M.,** & Hamburger, M. (November 2009). Nonreciprocal and Reciprocal Dating Violence and Abuse among Urban Youth. Paper is accepted for presentation at the American Society of Criminology.

Swahn, M.H. , **Alemdar, M.**, & Whitaker, D. . (November 2009). Alcohol and Violence among Urban Youth: Comparing Correlates of Alcohol-Related Physical Fighting versus Other Physical Fighting. Paper is accepted for presentation at the American Society of Criminology.

Alemdar, M. (April 2009). A Monte Carlo Study: The impact of missing data in cross-classified random effect models. Poster presented at the Annual Conference for the American Educational Research Association, San Diego, CA.

Lingle, J., **Alemdar, M.**, & Gowen, S. (April 2009). Comparing Methods of Propensity Score Estimation with Partially missing Data. Paper presentated at the Annual Conference for the American Educational Research Association, San Diego, CA.

Lingle, J., **Alemdar, M.**, Gowen, S., & Skelton, S. (March 2008). School Engagement, After School Activities, and Health-Risk Behaviors: Results from an Evaluation of Community-Based After School Programs. Paper presented at the Annual Conference for the American Educational Research Association, New York, NY.

Gowen, S., **Alemdar, M.** (June, 2008). Evaluation of Academic Service Learning Program (Year 3). Evaluation training conducted at the State Kickoff Conference: GA Academic Service Learning. St. Simons, GA

Alemdar, M. Gowen, S. (September, 2007). Evaluation GA Academic Service Learning Findings (Year 2). Paper presented at Service Learning Conference, Atlanta, GA.

Alemdar, M. Gowen, S. (June, 2007). Evaluation of Academic Service Learning Program. Evaluation training conducted at the State Kickoff Conference: GA Academic Service Learning. St. Simons, GA

Alemdar, M., Furlow, C. (April 2007). The impact of Missing Data in cross-classified models. Paper presented at Sixth International Amsterdam Conference on Multilevel Analysis, Amsterdam, Netherlands.

Alemdar, M. (October, 2006). The Value of Evaluation: Teacher Training Programs in Turkey. Poster presented at American Evaluation Association Conference, Portland, Oregon.

Alemdar, M. Gowen, S. (June, 2006). Evaluation of Academic Service Learning Program. Evaluation training (Year 3) conducted at the State Kickoff Conference: GA Academic Service Learning. St. Simons, GA

Alemdar, M. Gowen, S., Furlow, C. (April, 2006). An Evaluation GA Academic Service Learning. Paper presented at the Annual Conference for the American Educational Research Association, San Francisco, CA.

Alemdar, M., Furlow, C. (November, 2005). *Investigation of Missing Data Patterns in Georgia Academic Learn & Serve Program*, Paper presented at the 5th Annual International Learn & Serve Conference, East Lansing, MI.

Alemdar, M., Furlow, C. (August, 2005). *Evaluation of the Academic Learn and Serve Program Using HLM*. Poster presented at the American Psychology Association Annual Convention, Washington DC.

Alemdar, M. Livingston, S. (June, 2005). Evaluation of Academic Service Learning Program. Evaluation training (Year 3) conducted at the State Kickoff Conference: GA Academic Service Learning. St. Simons, GA.

Alemdar, M. (February, 2005). *John Dewey's Impact on Today's Turkish Education System*. Paper presented The Southeast Philosophy of Education Society Conference, Orlando, FL.

Alemdar, M. Livingston, S. (June, 2004). Evaluation of Academic Service Learning Program. Evaluation training (Year 2) conducted at the State Kickoff Conference: GA Academic Service Learning. Athens, GA

Alemdar, M., Livingston, S., Gowen, S. *Evaluation challenges faced when assessing a service-learning program*. Poster presented at the 2004 International Service-Learning Research Conference, Greenville, SC.

Funded Grants

Current:

- NSF Math & Science Partnership: Advanced Manufacturing and Prototyping Integrated To Unlock Potential (AMP-IT-UP). Role: co-PI, Period: 10/1/2012-9/30/2018 Amount:
- NSF STEM+C: Advancing Computational Thinking in Information Technology Courses Using Integrated Culturally Relevant Science Content and Practices (CAPACITY) Role: co-PI, Period: 10/1/2016-9/30/2019 Amount: \$2,661,211.00
- NSF IUSE (Undergraduate Research): Program to integrate mobile, hands-on experiments into the ME, AE, and ECE curricula. Role: External Evaluator. Amount: \$599,947.00
- NSF Noyce Scholarship: Robert Noyce Teacher Scholarship Program: Pipeline to Teacher Preparation in Chemistry and Physics (CPU). Role: External Evaluator
- NSF Noyce Scholarship: Noyce Initiative to Increase and Mentor Physics and Chemistry Teachers (I-IMPACT). Role: Evaluator, Amount: 5M
- Goizueta Foundation STEM Initiative: GoSTEM, Role: External Evaluator

- GA Department of Education, Developing a System's Approach to Evaluation of GA's Educational System, Role: co-PI
- Evaluation of Atlanta Science Festival, Role: External Evaluator

Selected Past Projects:

- NSF RDE Project: Collaborative Research: Georgia STEM Accessibility Alliance (GSAA), Role: Evaluator, Project Period: 09/01/10-09/22/16
- NSF Noyce Projects, Role: External Evaluator
 - Teacher Recruitment Initiative in Chemistry and Physics
 - Increasing Mathematics Teachers for ALL Students
- Evaluation of GA DOE Engaging AP students through Mobile Handheld Computing, Role: PI, Amount: 220K, Project Period: 01/13/2011-02/12/2012
- Evaluation of GA DOE Increasing Student Achievement with Digital Resources, Role: PI, Amount: 100K, Project Period: 03/30/2010-11/30/2011
- NASA ePDN Project, Role: External Evaluator, Project Period: 3/1/09—9/30/12
- GA DOE Funded MSP Projects:
 - Evaluation of Macon County Math & Science project
 - Evaluation of Floyd County Math & Science project
- Evaluation of Westminster School Initiative, Role: PI, Amount: 300K, Time Period: 06/01/2012-09/30/2015
- NIH: The Atlanta Clinical and Translational Science Institute (ACTSI), Role: Director of Evaluation and Tracking, Overall Amount: 35M, GT Budget: 300K
- Georgia Department of Education: The Museum School Race to the Top Innovation Fund "Museum in a Box" Role: External Evaluator, Project Period: 2012-2016

Gary E. Bingham, Ph.D.
Associate Professor
Department of Early Childhood Education
Georgia State University
gbingham@gsu.edu

RESEARCH FOCI

Early Literacy and Language Development, Early Childhood Education, Parenting

EDUCATION

Ph.D., Developmental Studies: Child Development and Family Studies: Purdue University: 2002

Douglas R. Powell (Chair), Karen Diamond, Gail Melson, & Charles Elster, Committee Members

Dissertation Title: *Testing a model of parent child relationships, parent child literacy interactions, and children's emergent literacy skills*

M.S., Family and Human Development: Utah State University: 1998

Ann M. Berghout Austin (Chair), Randall M. Jones & Shelley L. Lindauer, Committee Members.

Thesis Title: *Poverty, child competence, and family child care*

B.A. Family and Human Development: Utah State University, 1996

Emphasis area: Child Development

ACADEMIC APPOINTMENT AND RELATED WORK EXPERIENCE

Associate Professor, Department of Early Childhood and Elementary Education, Georgia State University: 2013—Present

Associate Director, The Urban Child Study Center, College of Education and Human Development, Georgia State University, Atlanta, GA: 2013—Present

Assistant Professor, Georgia State University, Department of Early Childhood and Elementary Education: 2007—2013

Assistant Professor, Brigham Young University, Department of Teacher Education: 2004-2007

Assistant Professor, Washington State University, Department of Human Development: 2002-2004

Early Childhood Educator, Purdue University, Child Development Laboratory School: 1998-2000

SCHOLARLY WRITING IN JOURNALS AND BOOKS

Italics indicates authored with graduate students

Peer-reviewed research publications

- Webb, M. L., Patton Terry, N., **Bingham, G. E.**, Lederberg, A. R., & Puranik, C. S. (in press). Phonological awareness test among deaf and hard-of-hearing children and hearing children. *Ear and Hearing*.
- Zhang, C., **Bingham, G. E.**, & Quinn, M. F. (2017). Associations among preschool children's growth in decoding, executive function, and invented spelling skills. *Reading and Writing*. doi:10.1007/s11145-017-9746-0
- Bingham, G. E.**, Jeon, H., Kwon, K., & Lim, C. (2017). Parenting styles and home literacy opportunities: Associations with children's early language and literacy skills. *Infant and Child Development*. <https://doi.org/10.1002/icd.2020>
- Bingham, G. E.**, Quinn, M. F., Gerde, H. K. (2017). Examining early childhood teachers' writing practices: Associations between pedagogical supports and children's writing skills. *Early Childhood Research Quarterly*, 39, 35-46.
- Bingham, G. E.**, Culatta, B., & Kenyon-Hall, K. M. (2016). Examining the impacts of Systematic and Engaging Early Literacy (SEEL): Attention to teacher practices and classroom effects across the kindergarten year. *Journal of Research in Childhood Education*, 30, 494-512
- Towson, J. A., Gallagher, P. A., & **Bingham, G. E.** (2016). Dialogic reading: Language and preliteracy outcomes for young children with disabilities. *Journal of Early Intervention*, 38, 230-246
- Crisp, T., Knezek, S. M., Quinn, M., **Bingham, G. E.**, Girardeau, K., & Starks, F. (2016). What's on our bookshelves?: The diversity of children's literature in early childhood classroom libraries. *Journal of Children's Literature*, 42(2), 29-42
- Farran, L., **Bingham, G. E.**, & Matthews, M. (2016). Word reading fluency predictors in bilingual English-Arabic children. *Arabic Journal of Applied Psycholinguistics*, 2, 91-116.
- Gorman, B., **Bingham, G. E.**, Fiestas, C., & Terry, N. P. (2016) Spanish-speaking English Language Learners' performance on a Spanish adaptation of the Narrative Assessment Protocol. *Early Childhood Research Quarterly*, 36, 307-317.
- May, L., **Bingham, G. E.**, & Tesler, J. (2016). Across-group unity, within-group diversity: Refugee parents on education and school-readiness. *Perspectives and Provocations in Early Childhood Education*.
- Kwon, K., Yoo, G., & **Bingham, G. E.** (2015). Helicopter parenting in emerging adulthood: Support or barrier for Korean college students' psychological adjustment? *Journal of Child and Family Studies*, 25, 136-145.
- Pendergast, M. L., **Bingham, G. E.**, Patton-Terry, N. (2015). Examining the relationship between emergent literacy skills and invented spelling of pre-kindergarten Spanish-speaking Dual Language Learners. *Early Education and Development*, 26, 264-285.
- Gerde, H., & **Bingham, G. E.**, & Pendergast, M. L. (2015). Environmental and teacher supports to writing in classrooms. *Early Childhood Research Quarterly*, 31, 34-46.
- Pendergast, M. L., May, L. A., **Bingham, G. E.**, & Kurumada, K. S. (2014). Acquiring responsive practices: Preservice teachers learn to conduct interactive read-alouds. *Action in Teacher Education*, 37, 65-81.
- Bingham, G. E.** & Patton-Terry, N. (2013). Early language and literacy achievement of Early Reading First students in kindergarten and first grade. *Journal of Research in Childhood Education*, 27, 440-453.

- Kwon, K., **Bingham, G.E.**, Jeon, H., *Lewsader, G.*, & Elicker, J. (2013). Free play vs. structured play: Contextual influence on parenting and child behaviors and use of language. *Child and Youth Care Forum*, 42, 207-224.
- Patton-Terry, N., Mills, M. T., **Bingham, G. E.**, *Mansour, S.*, & *Marencin, N.* (2013). Narrative Skills of African American Pre-kindergartners who Speak Nonmainstream American English. *Language, Speech, and Hearing Services in Schools*, 44, 291-305.
- Bingham, G.E.**, & Kesner, J. E. (2013). Examining Teachers' Beliefs and Implementation of Comprehension Strategies in a Balanced Literacy Framework. *Athens Institute for Education and Research*.
- Bingham, G. E.** & Hall-Kenyon, K. E. (2012). Full and half-day kindergarten programs: Examining impacts on second language learners. *Early Child Development and Care*, 183, 185-199.
- Bingham, G. E.**, Kwon, K., & Jeon, H. J. (2012). Examining Relations Among Mothers, Fathers, and Children's Language Use in a Dyadic and Triadic Context. *Early Child Development and Care*. doi:10.1080/03004430.2012.711590
- Kwon, K., Jeon, H. J., Han, S., & **Bingham, G. E.** (2012). Mothers' and fathers' parenting and challenges during toddlerhood. *Early Child Development and Care*. doi:10.1080/03004430.2012.711591
- Farran, L. K.*, **Bingham, G. E.**, & Matthews, M. W. (2012). The relationship between language and reading development in bilingual English-Arabic children. *Reading and Writing: An Interdisciplinary Journal*. doi: 10.1007/s11145-011-9352-5
- Bingham, G. E.**, Kenyon-Hall, K. M. (2011). Examining Teachers' Beliefs about and Implementation of a Balanced Literacy Framework. *Journal of Research in Reading*. DOI: 10.1111/j.1467-9817.2010.01483.x
- Bingham, G. E.**, Cullatta, B., & Hall, K. (2010). Systematic and Engaging Early Literacy: Examining the effects of paraeducator implemented early literacy instruction. *Communication Disorders Quarterly*, 32, 38-49.
- Kesner, J. E., & **Bingham, G. E.** (2010). Educators and mandated reporting of child maltreatment: Comparisons to legal, medical and social service reporters. In G. T. Papanikos (Ed.) *Issues on Education and Research: Volume 2* (pp. 267-274). Athens, Greece: Athens Institute for Education and Research.
- Kesner, J. E., **Bingham, G. E.**, & Kwon, K. (2009). Child maltreatment in the United States: An examination of child reports and substantiation rates. *International Journal of Children's Rights*, 17, 433-444.
- Hall, K., **Bingham, G. E.**, & Korth, B. (2009). How do Linguistically Diverse Students Fair in Full and Half-Day Kindergarten? Examining Academic Achievement, Instructional Quality, and Attendance. *Early Education and Development*, 20, 25-52.
- Okagaki, L., Helling, M., & **Bingham, G. E.** (2009). Native American College Students' Ethnic Identity and Beliefs about Education. *Journal of College Student Development*, 29, 157-176.
- Bingham, G. E.** (2007). Maternal literacy beliefs and the quality of mother-child book-reading interactions: Associations with children's early literacy development. *Early Education and Development*, 18, 23-49.

Chapters in Books

- Farran, L. K.* & **Bingham, G. E.**, & Matthews, M. (2014). Environmental contributions to language and literacy outcomes in bilingual English-Arabic children in the U.S. In E.

- Saiegh-Haddad & M. R. Joshi (Eds.), *Handbook of Arabic literacy: Insights and perspectives* (pp. 351-380). New York: Springer
- Bingham, G. E., Korth, K., & Marshal, E.** (2013). Collaborating with children's first teachers: Parent support as integral in children's literacy. In B. Cullatta, K. M. Hall-Kenyon, & Black, S. (Eds.), *Systematic and engaging early literacy: Instruction and intervention* (pp.79-116). *Sand Diego, CA: Plural Publishing.*
- Bingham, G. E., Black, S., & Cullatta, B.** (2013). Exploring squiggles on paper: Teaching and practicing letter knowledge skills. In B. Cullatta, K.M. Hall-Kenyon, & S. Black (Eds.), *Systematic and engaging early literacy: Instruction and intervention* (pp.) . *San Diego, CA: Plural Publishing.*
- Bingham, G. E. & Okagaki, L.** (2012). Ethnicity and Student Engagement. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.) *The Handbook of Student Engagement*. New York: Springer.
- Okagaki, L., & **Bingham, G. E.** (2010). Diversity in Families and Schools. In S. L. Christenson & A. L. Reschly (Eds.) *The Handbook of School-Family Partnerships for Promoting Student Competence* (pp. 80-100). New York: Routledge/Taylor and Francis Group.
- Okagaki, L., & **Bingham, G. E.** (2006). Parents' social cognitions and their parenting behaviors. In T. Luster & L. Okagaki (Eds.) *Parenting: An ecological perspective* (pp. 3-34; 2nd Ed.). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Powell, D. R., & **Bingham, G. E.** (2002). Strengthening the role of curriculum in child care. In O.N. Saracho and B. Spodek (Eds.), *Contemporary perspectives in early childhood education, Vol. 1: Contemporary influences on curriculum for early childhood education* (pp. 221-239). Greenwich, CT: Information Age Publishers.
- Research to Practice Publications (*designates peer-reviewed)**
- *Gerde, H. K., Goetsch, M. E., & **Bingham, G. E.** (2016). Using Print in the Environment to Promote Early Writing. *The Reading Teacher, 70*, 283-293.
- ***Quinn, M. F., Bingham, G. E., & Gerde, H. K.** (2016). Scaffolding Writing in the Preschool Classrooms. *The Reading Teacher, 70*, 353-357.
- *May, L., & **Bingham, G. E.** (2015). Making sense: The interactive read aloud as responsive teaching. *Talking Points, 2* (2), 9-28.
- *May, L., **Bingham, G. E., & Pendergast, M.** (2014). Culturally and linguistically relevant readalouds. *Multicultural Perspectives, 16* (4), 210-218.
- *Gerde, H., **Bingham, G. E., Wasik, B. A.** (2012). Writing in early childhood classrooms: Guidance for best practices. *Early Childhood Education Journal, 40*, 351-359.
- Bingham, G. E., Holbrook, T., & Meyers, L.** (2010). More than thumbs up and thumbs down: Utilizing self-assessments to promote learning in elementary classrooms. *Phi Delta Kappan, 91* (5), 59-61.

Funded External Grant Awards

- Terry, N. P., Fortner, C. K., & **Bingham, G. E.** (2017-2019). Atlanta 323: Partnerships for School Readiness and Achievement from Age 3 to Grade 3. Institute of Education Sciences, US Department of Education. \$400,000. Role: **Co-Principal Investigator**

- Terry, N. P., Clay, J., Fortner, C. K., & **Bingham, G. E.** (2016-2019). Partnerships for School Readiness and Achievement from Age 3 to Grade 3: Project 323. Spencer Foundation. \$400,000. Role: **Co-Principal Investigator**
- Bingham, G. E.,** & Terry, N. P. (2016-2017). *Georgia's Quality Rated Validation Project (GA-QRIS)*. Georgia Department of Early Care and Learning (subcontract from Child Trends). \$479,257. Role: **Principal Investigator**
- Bingham, G. E.,** Kwon, K., & Terry, N. P. (2015-2016). *Georgia's Quality Rated Validation Project (GA-QRIS)*. Georgia Department of Early Care and Learning (subcontract from Child Trends). \$259,134. Role: **Principal Investigator**
- Gerde, H., **Bingham, G. E.,** & Bowles, R. (2015-2019). *Development of the Improving Writing Resources and Interactions in Teaching Environments through Professional Development (IWRITE-PD) for Teachers of Economically Disadvantaged Children*. Institute of Education Sciences. \$1,499,994. Role: **Co-Principal Investigator**
- Bingham, G. E.,** Terry, N. P., & Washington, J. (2014-2015). *Read Right Elearning Evaluation Study: RREES*. The Rollins Center for Language and Literacy (\$140,199 over 1 year). Role: **Principal Investigator**
- Terry, N. P., & **Bingham, G. E.** (2013- 2016). *Sheltering Arms Early Education and Family Centers—Read Right from the Start Project*. The Atlanta Speech School, the United Way Metro Atlanta, Smart Start and the Woodruff Foundation (Subcontract for Research and Evaluation). (\$439,934 over three years). Role: **Co-Principal Investigator**
- Terry, N. P., **Bingham, G. E.,** & Washington, J. A. (2013- 2016). *Educare Atlanta Local Evaluation Partner*. Sheltering Arms Early Education and Family Centers. (\$485,106 over three years). Role: **Co-Principal Investigator**
- Terry, N. P., & **Bingham, G. E.** (2011-2015). *The YMCA-Read Right Project*. The Metro Atlanta YMCA and the Woodruff Foundation (Subcontract for Research and Evaluation). (\$482,900 over three years). Role: **Co-Principal Investigator**

LIZANNE DESTEFANO

a. Professional Preparation

Institution	Location	Major	Degree & Year
University of Pittsburgh	Pittsburgh, PA	Physiological Psychology/Statistics	BS 1978
University of Pittsburgh	Pittsburgh, PA	Special Education	M.ED 1979
University of Pittsburgh	Pittsburgh, PA	Special Ed Supervisor's Certificate	Certificate 1982
University of Pittsburgh	Pittsburgh, PA	Educational /School Psychology	PhD 1986

b. Appointments

2015-present	Professor of Psychology; Executive Director, Center for Education Integrating Science, Mathematics and Computing (CEISMC), Georgia Tech
2009–2015	Director, I-STEM Education Initiative, University of Illinois at Urbana-Champaign
2008–present	Fox Family Professor of Education, University of Illinois at Urbana-Champaign
2000–present	Professor, Dept. of Educational Psych., University of Illinois at Urbana-Champaign

c. Products

PRODUCTS MOST CLOSELY RELATED

- DeStefano, L. & Rivera, L. (2016, May). Organizational Climate Studies and Other Evaluation Strategies: Experience from NSF's Advanced Cyberinfrastructure Projects. Invited address at the NSF Large Facilities Annual Meeting, Washington, D.C.
- Greene, J. C., DeStefano, L., Burgon, H., & Hall, J. (2006). An educative, values-engaged approach to evaluating STEM educational programs. In D. Huffman & F. Lawrenz (Eds.), *Critical issues in STEM evaluation* (special issue). *New Directions for Evaluation*, 109, 53-71.
- Tillman, A., Garcia, G., Rivera, L., & DeStefano, L. (2014, October). *Who do we think we are: Being explicit about equity and diversity in STEM evaluation*. Paper accepted for the American Evaluation Association Conference, Denver, Colorado.
- DeStefano, L., & Tillman, A. S. (2013, October). *Attending to culture and diversity evaluations of undergraduate and graduate Science, Technology, Engineering, and Mathematics (STEM) research traineeships*. Paper presented at "Content, Pedagogy, and Diversity: Evaluating STEM (Science, Technology, Engineering, and Mathematics) Programs Using the Values-engaged, Educative Approach", a panel at the annual meeting for the American Evaluation Association, Washington, D.C.
- DeStefano, L. (2000). Dilemmas in evaluation practice: When standards fall short. In S. McGinty (Ed.), *Doing research in educational settings: The politics and machinations from the field*. New York: Peter Lang.

OTHER SIGNIFICANT PRODUCTS

- Tillman, A., Rivera, L., & DeStefano, L. (2014, September). *The case for the ubiquitous evaluator: Establishing an onsite and virtual presence in multisite STEM evaluation to facilitate cultural responsiveness*. Paper presented at the Center for Culturally Responsive Evaluation and Assessment Conference, Chicago, Illinois.
- DeStefano, L., & Mustari, E. (2013). *College of Engineering 2013 climate study*. Champaign, IL: University of Illinois at Urbana-Champaign.
- Rivera, L., & DeStefano, L. (2014, July). *Integrating performance measurement and program evaluation to promote understanding*. Paper presented at XSEDE14 conference, Atlanta, Georgia.
- DeStefano, L. (2013, October). *Content, Pedagogy, and Diversity: Evaluating STEM (Science, Technology, Engineering, and Mathematics) Programs Using the Values-engaged, Educative Approach*. Panel at the meeting for the American Evaluation Association, Washington, D.C.
- DeStefano, L., & Tillman, A.S. (2013, October). *Lessons learned from evaluating a multi-site National Science Foundation Science Technology Center*. Paper presented at the annual meeting of the American Evaluation Association, Washington, D.C.

d. Synergistic Activities: (National Science Foundation Projects)

My professional and scholarly activities focus on developing research tools for the evaluation of large scale, multi-site research initiatives in ways that provide both formative information to promote data based decision making and continuous improvement and summative information to assess scientific, workforce,

and broader impact. At present, I have the opportunity to work with many large NSF investments including:

1. External Evaluator: NSF Cyberinfrastructure: Extreme Science and Engineering Discovery Environment (XSEDE), 2011–2021
2. External Evaluator: NSF Science and Technology Center: Emergent Behaviors of Integrated Cellular Systems (EBICS), 2010-2020
3. External Evaluator, NSF Center for Chemical Innovation: Center for Sustainable Nanotechnology (CSN), 2012–2020
4. External Evaluator: NSF Science and Technology Center: Center for Brain, Minds, and Machines (CBMM), 2013–2018
5. External Evaluation: NSF Cyberinfrastructure: Blue Waters Peta-scale Computing (BW), 2012-2018

The evaluation framework used in this work, the educative, values-engaged approach (VEE) is based upon an NSF EHR RISE project (Greene, DeStefano, Burgon & Hall, 2006). VEE uses multiple criteria of scientific excellence, effective pedagogy and diversity to define high quality STEM programming. The VEE approach has been widely disseminated in publications and presentations and taught in a variety of evaluation training programs. Work with these Centers has also resulted in a number of instruments and evaluation methods that influence the field of evaluation more broadly. In particular, I was recently invited to address the leaders of NSF's large facilities about the organizational climate studies that are being used in XSEDE and CSN. Our work has been showcased as a means of understanding and increasing participation of underrepresented groups in STEM through presentations at the Annual STC meeting and at the Culturally Responsive Evaluation and Assessment Conference.

C. Kevin Fortner

Educational Policy Studies
College of Education &
Human Development
Georgia State University
PO Box 3977
Atlanta, GA 30302-3977

404 College of Education
Building
30 Pryor Street
(404) 413-8275
cfortner2@gsu.edu

Academic Work Experience

Assistant Professor of Research, Measurement, and Statistics, Educational Policy Studies, College of Education & Human Development, Georgia State University, August 2012 – present.

Affiliated Faculty, Education Policy Initiative at Carolina (EPIC), Carolina Institute for Public Policy, University of North Carolina at Chapel Hill, August 2012 – present.
Urban Child Study Center, College of Education and Human Development, Georgia State University, Fall 2015 – present.

Limited Term Visiting Assistant Professor of Research, Measurement, and Statistics, Educational Policy Studies, College of Education, Georgia State University, July 2011 – July 2012.

Senior Research Associate, Carolina Institute for Public Policy, September 2007 – July 2012.

Education & Awards

Ph.D. in Public Policy (Concentration in Policy Analysis and Program Evaluation), Georgia Institute of Technology and Georgia State University, Atlanta, Georgia, December 2010.

Dissertation Topic: – Within Classroom Peer Effects and Tracking: Assessing the Impact of Classroom Peer Variation and Ability Tracking with Disaggregated High School Data.

- *Committee Chair:* Gary T. Henry
- *Dean's Fellowship Recipient:* 2004-2007
- *Outstanding Doctoral Student in Public Policy Award:* April 2008

M.P.A., University of North Carolina - Greensboro, December 2003.

B.I.S. (BIS Concentrations – History, Political Science, Economics, and Geography; Secondary Social Studies Education Preparation), Georgia State University, December 1997.

Refereed Journal Articles Published

- Ribando, S. J., Slade, C. P. and Fortner, C. K. (forthcoming). Once More into the Breach: Examining the Human Capital Impact of a University Consolidation over Time. *Innovative Higher Education*.
- Fortner, C. K. and Jenkins J. M. (2017). Kindergarten Redshirting: Motivations and Spillovers using Census-level Data. *Early Childhood Education Quarterly*, 38, 44-56.
- Bastian, K.C., Fortner, C. K., Chapman, A., Fleener, J., McIntyre, E. and Patriarca, L. (2016). Data Sharing to Drive the Improvement of Teacher Preparation Programs. *Teachers College Record*, 118:12, 1-29.
- Slade, C. P., Ribando, S. J. and Fortner, C. K. (2016). Faculty Research Following Merger: A Job Stress and Social Identity Theory Perspective. *Scientometrics*, 107:1, 71-89.
- Fortner, C. K., Bastian, K. C., Kershaw, D. C., and Lynn H. H. (2015). Learning by Doing: The Characteristics, Effectiveness, and Persistence of Teachers Who Were Teaching Assistants First. *Teachers College Record*, 117:11, 1-30.
- Eger, R. J., Fortner, C. K., and Slade, C. P. (2015). The Policy of Enforcement: Red Light Cameras and Racial Profiling. *Police Quarterly*, 18:4, 397-413.
- Li, H., Fortner, C. K., and Lei, X. (2015). Relationships between the Use of Test Results and U.S. Students' Academic Performance. *School Effectiveness and School Improvement*, 26:2, 258-278.
- Henry, G. T., Bastian, K. B., Fortner, C. K., Kershaw, D. C., Purtell, K. M., Thompson, C. L., et al. (2014). Teacher Preparation Policies and their Effects on Student Achievement. *Education Finance and Policy*, 9:3, 264-303.
- Henry, G. T., Purtell, K.M., Bastian, K. B., Fortner, C. K., Thompson, C. L. Campbell, S., et al. (2014). The Effects of Teacher Entry Portals on Student Achievement. *Journal of Teacher Education*, 65:1, 7-23.
- Winkler, C. K., Fortner, C. K., and Baugh-Harris, S. (2013). Overcoming Educational Challenges to Women Living in At-Risk Communities through Urban Debate. *Forum on Public Policy Online*, 2013:1.
- Henry, G. T., Fortner, C. K. and Bastian, K. B. (2012). The Effects of Experience and Attrition for Novice High School Science and Mathematics Teachers. *Science*, 335:11, 1118-21.
- Eger, R. J., Fortner, C. K., Hepburn, V. A., and Slade, C. P. (2011). Does Institutional Structure Effect Public Health Expenditures? *Public Budgeting and Finance*, 34:1, 136-147.
- Henry, G. T., Bastian, K.B. and Fortner, C. K. (2011). Stayers and Leavers: Early-Career Teacher Effectiveness and Attrition. *Educational Researcher*, 40:6, 271-280.

Henry, G. T., Fortner, C. K., and Thompson, C. L. (2010). Targeted Funding for Educationally Disadvantaged Students: A Regression Discontinuity Estimate of the Impact on High School Student Achievement. *Educational Evaluation and Policy Analysis*, 32:2, 183-204.

Papers Under Review

Ribando, S. J., Slade, C. P., and Fortner, C. K. Apples to Apples? Comparing University Consolidations. *Georgia Journal of Public Policy*.

Swars Auslander, S., Hughes, P., Stinson, D., and Fortner, C.K. Elementary Teachers' Mathematical Beliefs and Mathematics Anxiety: How do They Shape Instructional Practices? *Action in Teacher Education*.

Recent Published Reports & Policy Briefs

Bastian, K. C. and Fortner, C. K. (2016). *Which Credentials Predict the Performance of Early Grades Reading Teachers?* University of North Carolina, Chapel Hill, NC.

Fortner, C. K., Berryman, A. F., and Keehn, G. K. (2014). *Atlanta Public Schools Equity Audit Report – Finance Supplement*. Georgia State University, Atlanta, GA.

Fortner, C. K., Berryman, A. F., and Keehn, G. K. (2014). *Atlanta Public Schools Equity Audit Report*. Georgia State University, Atlanta, GA.

Fortner, C. K., and Berryman, A. F. (2012). *Forecasting the Under-5 Population in Georgia Counties*. Georgia State University, Atlanta, GA.

Recent Conference Papers and Presentations

Leroux, A J., Li, H., and Fortner, C. K. (2017). Impacts of Classroom Characteristics on Teacher Observation Ratings from Multiple Raters: Cross-Classified Random Effects Modeling. Paper to be presented at the American Educational Research Association Conference, San Antonio, TX.

Fortner, C. K., Li, H., Webb, M., and Lei, X. (2016). Classroom Composition and Observational Ratings: Do classroom characteristics predict ratings? Paper presented at the American Educational Research Association Conference, Washington, DC.

Fortner, C. K. and Jenkins J. M. (2016). Is delayed school entry harmful for children with disabilities? Evidence from North Carolina. Paper presented at the American Educational Research Association Conference, Washington, DC.

Fortner, C. K. and Jenkins J. M. (2015). Is delayed school entry harmful for children with disabilities? Evidence from North Carolina. Paper presented at the Association for Public Policy Analysis and Management Fall Conference, Miami, FL.

Fortner, C. K. and Jenkins J. M. (2015). Will increasing the kindergarten birthdate cutoff improve student test score outcomes? Evidence from North Carolina. Paper presented at the American Educational Research Association Conference, Chicago, IL.

- Li, L., Fortner, C. K., Qin, Q., and Lei, X. (2015). An Examination of Teachers' Assessment Practices in the US: Evidence from the TIMSS. Paper presented at the American Educational Research Association Conference, Chicago, IL.
- Fortner, C. K. and Jenkins J. M. (2014). Will increasing the kindergarten birthdate cutoff improve student test score outcomes? Evidence from North Carolina. Paper presented at the Association for Public Policy Analysis and Management Fall Conference, Albuquerque, NM.
- Henry, G. T., Fortner, C. K. and Megan-White, C. (2014). How long will she be around?: Estimating Teaching Persistence Based on Training. Paper presented at the American Educational Research Association Conference, Philadelphia, PA.
- Fortner, C. K., Bastian, K. C., Kershaw, D. C., and Lynn H. H. (2014). Co-Pilot to Pilot: Are Former Teaching Assistants a Better Hire? Paper presented at the Association of Educational Finance and Policy Conference, San Antonio, TX.
- Li, H., Fortner, C. K., and Lei, X. (2013). How are School Assessment and Accountability Policies Related to Student Performance?: Comparison of the U.S., Canada, Shanghai-China, and Korea. Poster presented at the American Educational Research Association Conference, San Francisco, CA.

External Funding

Principal Investigator Roles:

- City Schools of Decatur Research and Evaluation Partnership.** (January 2017 – December 2017). \$92,811 funded by the City Schools of Decatur. I serve as the principal investigator on a project providing evaluation services to the City Schools of Decatur. This project collects both qualitative and quantitative evidence from a wide range of stakeholders concerning the provision of the spectrum of special education services provided by the district to students.
- Equity Audit for Atlanta Public Schools (Project No. SP00011593).** (March – June, 2014). \$26,760 funded by Atlanta Public Schools. I served as the principal investigator on a project to execute an equity audit comparing the characteristics of students, classrooms, schools, and neighborhood characteristics across schools in the APS system. This project provided funding for two full-time PhD level Graduate Research Assistants.
- Statistical Evaluation, Consultation, and Training with Georgia Department of Early Care and Learning (Contract No. 46900-621-V14GSU026).** (January – July 2014). \$10,729 funded by the State of Georgia. I served as the principal investigator on the project providing consultation on methodology used to assess questions of interest to DECAL program and evaluation staff, train staff on the use of Stata statistical software, the use of GIS software to address questions of interest to policymakers and DECAL staff, and to develop a working paper to disseminate findings from the collaborative project.

Statistical Evaluation, Consultation, and Training with Georgia Department of Early Care and Learning. (Project No. SP00010871). (April 2012 – May 2013). \$19,000 funded by the State of Georgia. I served as the principal investigator on the project which provided population forecasts for Georgia residents under age 5 by county and year of age for a five-year period, additional statistical consulting, and GIS training.

Co-Principal Investigator and Co-Investigator Roles:

Atlanta 323: Partnership for School Readiness and Achievement from Age 3 to Grade 3 (October 2017-September 2020). Approximately \$431,982 funded by US Department of Education - Partnerships and Collaborations Focused on Problems of Practice or Policy Program: Researcher-Practitioner Partnerships in Education Research, CFDA84.305H. I serve as a co-principal investigator on this proposal to organize an integrated longitudinal data system to connect student records of pre-K experiences and link these records to K-12 outcomes for Atlanta Public School students. Research activities will compare pre-K and kindergarten readiness and K-3 achievement across students and explore what components of readiness predict K-3 achievement.

Atlanta 323: Partnership for School Readiness and Achievement from Age 3 to Grade 3 (January 2017 – December 2019). \$400,000 funded by the Spencer Foundation. Co-PI on a project to continue the establishment of a research alliance between Atlanta Public Schools (APS) and Georgia State University focused on APS's preschool to 3rd grade early childhood system. The project supports the development of a research database linking preschool experiences data to K-3 data for students to improve programmatic and policy improvements, conduct additional researcher studies, and engage additional pre-K providing partner organizations in the preschool space serving APS kindergarten.

The YMCA – Read Right Project. (2011 – 2017). \$923,238 funded by The Metro Atlanta YMCA, the United Way of Greater Atlanta, and the Woodruff Foundation. Co-investigator on this project to assess the effectiveness of early childhood education classrooms on a variety of socio-emotional and academic outcomes and improve the provision of student performance data to program staff for the purposes of program improvement.

Urban Child Study Center Data Management. (Summer, 2016). Funded through three Urban Child Study Center grants (“Sheltering Arms Early Education and Family Centers – Read Right from the Start Project,” “The Kindergarten Plus Project,” and “Educare Atlanta Local Evaluation Partner”) to oversee the creation of a new data management strategy to facilitate increased capacity for peer reviewed research productivity. This project will improve the organization, documentation, and processes surrounding data collected by the center.

Boston Debate League Evaluation. (Project No. SP00010693). (May 2010 – December 2012). \$29,793 funded by Boston Debate League. Co-investigator on project to provide evidence regarding the effectiveness on a variety of student test score outcomes and student engagement measures for students participating in urban debate league programs in the Boston Public Schools.

VITA
(*brief*)

NAME Nicole Patton Terry
ACADEMIC RANK Associate Professor
DEPARTMENT Educational Psychology, Special Education, and Communication Disorders

EDUCATION

2004 Ph.D. Northwestern University Communication Sciences & Disorders—Learning Disabilities
2001 M.S. Northwestern University Learning Disabilities
1999 B.S. Northwestern University Speech (Major: Human Communication Sciences)

ACADEMIC APPOINTMENT & RELATED WORK EXPERIENCES

2013-present **Associate Professor**, Department of Educational Psychology, Special Education, & Communication Disorders, Georgia State University, Atlanta, GA
2013-present **Executive Director**, The Urban Child Study Center, College of Education and Human Development, Georgia State University, Atlanta, GA
2012-present **Affiliate Faculty Status**, Communication Disorders Program, Georgia State University, Atlanta, GA
2012-present **Affiliate Faculty Status**, Educational Psychology Program, Georgia State University, Atlanta, GA
2006-present **Research Affiliate**, Haskins Laboratories, New Haven, CT
2006-2013 **Assistant Professor**, Department of Educational Psychology and Special Education, Georgia State University, Atlanta, GA
2004-2006 **Postdoctoral Fellow in Reading Research**, Haskins Laboratories, New Haven, CT
2003 **Instructor**, Northwestern University, Evanston, IL
2002-2004 **Teacher**, Learning Disabilities Resource Room, Dawes Elementary School, Evanston, IL
2001-2002 **Research Assistant**, University of Michigan, Ann Arbor, MI
1999-2001 **Diagnostic and Remediation Clinician**, Northwestern University Learning Disabilities Clinic, Evanston, IL
1998-1999 **Research Assistant**, Northwestern University, Evanston, IL
1997-2002 **Applied Behavioral Analysis Therapist and Student Aide**, Evanston and Wilmette, IL

AWARDS, HONORS, & RECOGNITION

2017 **Distinguished Faculty Award**, College of Education and Human Development, Georgia State University, Atlanta, GA
2014 **Outstanding Faculty Achievement Award**, Georgia State University, Atlanta, GA
2012 **Pacesetter Award—School Readiness**, member of the team accepting the honor on behalf of the City of Atlanta for the 2012 All American City Award. Atlanta, GA
2012 **Ron Colarusso Outstanding Urban Education Research Award**, College of Education, Georgia State University, Atlanta, GA
2010 **Nominee**, University Faculty Award for Undergraduate Research. Georgia State University, Atlanta, GA
2010 **Fellow**, Lessons for Success: Developing the Emerging Scientist. American Speech-Language-Hearing Association, National Institute on Deafness and Other Communication Disorders and the American Speech-Language-Hearing Foundation
2002 **H.R. Myklebust Award**, Department of Communication Sciences and Disorders. Northwestern University, Evanston, IL
1999-2004 **Fellow**, Illinois Consortium for Educational Opportunity Program

RESEARCH & SCHOLARLY ACTIVITIES

GRANTS & FUNDED PROJECTS (total funded to date = \$7,818,137)

Externally Funded: In Progress & Completed (total funded to date = \$7,715,322)

- Terry, N. P., & Clay, J.** (2017-2019). *Partnerships for School Readiness & Achievement from Age 3 to Grade 3 (Atlanta 323)*. Institute for Education Sciences (Application No. R305H170054). (\$400,000 over two years: Principal Investigator).
- Terry, N. P., & Clay, J.** (2017-2019). *Research-Practice Partnerships Program: Partnership for School Readiness & Achievement from Age 3 to Grade 3 (Atlanta 323)*. Spencer Foundation. (\$400,000 over three years: Principal Investigator).
- Fortner, C. K., **Terry, N. P., & Ogletree, S.** (2017). City Schools of Decatur Research and Evaluation Partnership. City Schools of Decatur. (\$83,857 over one year: Co-Principal Investigator).
- Terry, N. P.** (2016-2020). *Health Policy Scholars Program*. Robert Wood Johnson Foundation. (\$120,000 over four years: Principal Investigator—Doctoral Fellowship Sponsor).
- Terry, N. P., & Bingham, G. E.** (2016-2018). *Grow Up Great Atlanta*. PNC Bank. (\$66,024 over two years: Principal Investigator).
- Terry, N. P.** (2016-2017). *K-3 Technical Assistance Project*. The Atlanta Speech School. (\$141,205 over one year: Principal Investigator).
- Bingham, G. E., & **Terry, N. P.** (2016-2017). *Georgia's Quality Rated Validation Project (GA-QRIS)*. Georgia Department of Early Care and Learning and Child Trends. (\$479,257 over one year: Co-Principal Investigator).
- Bingham, G. E., **Terry, N. P., & Kwon, K.** (2015-2016). *Georgia's Quality Rated Validation Project (GA-QRIS)*. Georgia Department of Early Care and Learning and Child Trends. (\$259,134 over one year: Co-Principal Investigator).
- Terry, N. P., & Bingham, G. E.** (2015-2018). *Educare Follow Up Study*. Buffet Early Childhood Education Fund. (\$132,000 over three years: Principal Investigator).
- Bingham, G. E., & **Terry, N. P.** (2015-2017). *East Lake YMCA & Drew Charter School Technical Assistance Project*. The Atlanta Speech School. (\$50,768 over two years: Co-Principal Investigator).
- Bingham, G. E., **Terry, N. P., & Washington, J. A.** (2014-2015). *East Lake/Drew Data Collection Project*. The Atlanta Speech School. (\$18,500 over one year: Co-Principal Investigator).
- Terry, N. P., & McKeown, D.** (2014- 2015). *Atlanta Promise Neighborhood—Partnership to Support Schools*. The United Way of Greater Atlanta, Smart Start. (\$30,679 over one year: Co-Principal Investigator).
- Bingham, G. E., **Terry, N. P., & Washington, J. A.** (2014-2016). *Read Right E-Learning Evaluation Study*. The Atlanta Speech School. (\$140,199 over two years: Co-Principal Investigator).
- Terry, N. P., & Bingham, G. E.** (2014- 2017). *The Kindergarten Plus Project*. The Annie E. Casey Foundation. (\$325,034 over three years: Principal Investigator).
- Terry, N. P., & Bingham, G. E.** (2013- 2016). *Sheltering Arms Early Education and Family Centers—Read Right from the Start Project*. The Atlanta Speech School, the United Way of Greater Atlanta, Smart Start and the Woodruff Foundation (Subcontract for Research and Evaluation). (\$439,934 over three years: Principal Investigator).
- Terry, N. P., Bingham, G. E., & Washington, J. A.** (2013- 2017). *Educare Atlanta Local Evaluation Partner*. Sheltering Arms Early Education and Family Centers and Annie E. Casey Foundation. (\$485,106 over three years: Principal Investigator).
- Terry, N. P., & Bingham, G. E.** (2013-2014). *Examining the Read Right from the Start GA PreK Professional Development Program—Coaching Model Evaluation*. The Atlanta Speech School, the United Way of Greater Atlanta, Smart Start and the Woodruff Foundation (Subcontract for Research and Evaluation). (\$72,394 over two years: Principal Investigator).
- Washington, J.A, **Terry, N. P., & Seidenberg, M.** (2012-2016). *Learning Disabilities Research Innovation Hub: Basis of Reading Deficits in African American Children*. National Institute of Child Health and Human Development (Application No. 1 R24 HD075454-01). (\$2.6 million over four years: Multiple PIs: Washington, Patton-Terry, and Seidenberg).
- Terry, N. P., & Bingham, G. E.** (2011-2017). *The YMCA-Read Right Project*. The Metro Atlanta YMCA, the

United Way of Greater Atlanta, and the Woodruff Foundation (Subcontract for Research and Evaluation). (\$923,238 over six years: Principal Investigator).

Terry, N. P., & Bingham, G. E. (2009-2012). *The ER²S-GAP³ Project—Examining the Read Right from the Start GA PreK Professional Development Program*. The Atlanta Speech School, the United Way of Greater Atlanta, Smart Start and the Woodruff Foundation (Subcontract for Research and Evaluation). (\$358,971 over three years: Principal Investigator).

Terry, N. P. (2008-2010). *The E-SERF Project—Evaluating the Success of Early Reading First*. The United Way of Greater Atlanta, Smart Start and the U.S. Department of Education, Early Reading First Program Grants. (Subcontract for Research and Evaluation). (\$124,128 over three years: Principal Investigator).

Terry, N. P. (2007-2009). *Policy and Research Implications for the Get Ready to Read! Program in Georgia*. The Goizueta Foundation, The National Center for Learning Disabilities, and United Way of Greater Atlanta, Smart Start. (\$64,894 over two years: Principal Investigator).

Other Grant Activities

- 2017 **Consultant**, *National Comprehensive Center to Improve Literacy for Students with Disabilities* (PI: Hank Fien, University of Oregon)
- 2011 **Consultant**, *Teaching practices and the development of language and literacy in English language learners*. Regular Research Grant (PI: B. K. Gorman & F. Lopez, Marquette University).
- 2010-2013 **Consultant**, *Developing Contrastive Analysis for Teaching Academic Classroom English to Young African American English Speaking Students*. National Center for Education Research, U.S. Department of Education (PI: H. K. Craig & SS. Schilling, University of Michigan).
- 2007-2012 **Investigator**, *Nature and Acquisition of the Speech Code and Reading*. National Institute of Child Health and Human Development, Program Grant (PI: C. Fowler, Haskins Laboratories).

PUBLICATIONS (* indicates student)

Peer Reviewed Journal Articles (published and in press)

- Johnson, L. S., **Terry, N. P.**, Thomas-Tate, S., & Connor, C. M. (in press). An experimental investigation of dialect awareness instruction for African American children in second through fourth grade. *Reading and Writing: An Interdisciplinary Journal*.
- Webb, M., **Terry, N. P.**, Lederberg, A., Bingham, G., & Puranik, C. (in press). Factorial validity and measurement invariance of the Test of Preschool Early Literacy-Phonological Awareness Test among deaf and hard-of-hearing children and hearing children. *Ear and Hearing: the Official Journal of the American Auditory Society*.
- *Kenner, B. B., **Terry, N. P.**, Friehling, A. H., & Namy, L. (in press). Phonemic awareness development in 2.5- and 3.5-year-old children: An examination of emergent, receptive, knowledge and skills. *Reading and Writing: An Interdisciplinary Journal*. Published online first as DOI: 10.1007/s11145-017-9738-0.
- Terry, N. P.**, Petscher, Y., & *Rhodes, K. (in press). Psychometric analysis of the *Diagnostic Evaluation of Language Variation, Screening Test*: Extension to pre-kindergarten (age 4). *Assessment for Effective Intervention*. Published online first as DOI: 10.1177/1534508416679402.
- Albritton, K., Stuckey, A., & **Terry, N.P.** (in press) Identifying Head Start children for higher tiers of language and literacy instruction within a response to intervention framework. *Journal of Early Intervention*. Published online first as DOI: 10.1177/1053815117714568.
- *Taylor, N., Greenberg, D., & **Terry, N. P.** (2016). The relationship between parents' literacy skills and their preschool children's emergent literacy skills. *Journal of Research and Practice in Adult Literacy, Secondary, and Basic Education*, 5(2), 5-16.
- Albritton, K., Anhalt, K., & **Terry, N.P.** (2016) Promoting equity for our nation's youngest students: School psychologists as agents of social justice in early childhood settings. *School Psychology Forum: Research in Practice*, 10 (3), 237-250.
- Gorman, B., Bingham, B., Fiestas, C., & **Terry, N. P.** (2016). Assessing the narrative abilities of Spanish

- speaking preschool children: A Spanish adaptation of the Narrative Assessment Protocol. *Early Childhood Research Quarterly*, 36, 307-317.
- Terry, N. P.**, Connor, C. M., Johnson, L. S., Stuckey, A., & Tani, N. (2016). Dialect variation, dialect-shifting, and reading comprehension in second grade. *Reading and Writing: An Interdisciplinary Journal*, 29, 267-295.
- *Ennis, R., Jolivet, K., **Terry, N.P.**, Fredrick, L. D., & Alberto, P. A. (2015). Classwide teacher implementation of self-regulated strategy development with students with E/BD in a residential facility. *Journal of Behavior Education*, 24 (1), 88-111.
- *Bakhtiari, D., Greenberg, D., *Nightingale, E., & **Terry, N. P.** (2015). Spoken oral language and adult struggling readers. *Journal of Research and Practice in Adult Literacy, Secondary, and Basic Education*, 4 (1), 9-20.
- *Pendergast, M., Bingham, G. E., & **Terry, N. P.** (2015) Examining the relationship between emergent literacy skills and invented spelling of pre-kindergarten Spanish-speaking Dual Language Learners. *Early Education and Development*, 26 (2), 264-285.
- Terry, N. P.** (2014). Dialect variation and phonological knowledge: Phonological representations and metalinguistic awareness among beginning readers who speak nonmainstream American English. *Applied Psycholinguistics*, 35, 155-176. doi: 10.1017/S0142716412000276.
- *Mansour, S, & **Terry, N.P.** (2014). Phonological awareness skills of young African American English speakers. *Reading and Writing: An Interdisciplinary Journal*, 27 (3), 555-569. doi: 10.1007/s11145-013-9458-z.
- Bingham, G., & **Terry, N. P.** (2013). Early language and literacy achievement of Early Reading First students in kindergarten and first grade in the United States. *Journal of Research in Childhood Education*, 27 (4), 440-453. doi: 10.1080/02568543.2013.822952.
- *Green, K., **Terry, N.P.**, & Gallagher, P. (2013). Progress in language and literacy skills among children with disabilities in inclusive Early Reading First classrooms. *Topics in Early Childhood Special Education*. 33 (4), 249-259. doi: 10.1177/0271121413477498.
- Terry, N. P.**, Mills, M., Bingham, G., *Mansour, S., & *Marencin, N. (2013). Oral narrative skills of African American pre-kindergarteners who speak Nonmainstream American English. *Language, Speech, and Hearing Services in Schools*, 44 (3), 291-305. doi: 10.1044/0161-1461.
- *McDaniel, S., Houchins, D., & **Terry, N. P.** (2012). Corrective Reading as a supplementary curriculum for students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*. doi: 10.1177/1063426611433506.
- Williams, R. S., **Terry, N. P.**, & *Metzger, I. (2012). Kid Categories: A comparison of the category productions of LSES and MSES elementary school children. *Communication Disorders Quarterly*, 34, 71-80.
- Terry, N. P.** (2012). Examining relationships among dialect variation and emergent literacy skills. *Communication Disorders Quarterly*, 33 (2), 67-77. doi:10.1177/1525740110368846.
- Terry, N. P.** & Connor, C.M. (2012). Changing nonmainstream American English use and early reading achievement from kindergarten to first grade. *American Journal of Speech Language Pathology*, 21, 78-86.
- Terry, N. P.**, Connor, C. M., Petscher, Y., & Conlin, C. (2012). Dialect variation and reading: Is change in nonmainstream American English use related to reading achievement in first and second grade? *Journal of Speech, Language, and Hearing Research*, 55, 55-69.
- Terry, N. P.**, & Connor, C. M. (2010). African American English and spelling: How do second graders spell dialect-sensitive features of words? *Learning Disabilities Quarterly*. 33 (3), 199-210.
- Terry, N. P.**, Connor, C. M., Thomas-Tate, S., & *Love, M. (2010). Examining relationships among dialect variation, literacy skills, and school context in first grade. *Journal of Speech, Language, and Hearing Research*, 53, 126-145.
- Terry, N. P.** (2008). Addressing African American English in early literacy assessment and instruction. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 15, 54-61.
- Terry, N. P.** (2006). Relations between dialect variation, grammar, and early spelling skills. *Reading and Writing: An Interdisciplinary Journal*, 19(9), 907-931.

Peer Reviewed Book Chapters (published and in press)

- Terry, N. P.** (2015). Addressing dialect differences in early reading intervention. In Conner, C. M., & McCardle, P. (Eds). *Advances in Reading Intervention: Research to Practice to Research*. pp. 143-154. Baltimore, MD: Guilford Press.
- Terry, N. P.**, Brown, M. C., & Stuckey, A. (2015). African American children's early language and literacy learning in the context of spoken dialect variation. In Bahr, R. H., & Silliman, E. R. (Eds). *Handbook of Communication Disorders*. pp. 303-312. Abingdon, Oxon, UK: Routledge. (invited)
- Washington, J. A., **Terry, N. P.**, & Seidenberg, M. (2013). Language variation and literacy learning: The case of African American English. In Stone, C. A., Silliman, E. R., Ehren, B. J., & Wallach, G. P. (Eds). *Handbook of Language and Literacy, 2nd Edition*. pp. 204-222. New York, NY: Guildford Press. (invited)
- Terry, N. P.** (2012). Teacher voices: Addressing dialect differences in early literacy instruction. In Pandey, A., *Language Building Blocks: Essential Linguistics for Early Childhood Educators*. New York, N.Y.: Teachers College Press. (invited)
- Terry, N. P.**, & Scarborough, H. S. (2011). The phonological hypothesis as a valuable framework for studying the relation of dialect variation to early reading skills. In Brady, S., Braze, D., & Fowler, C. (Eds). *Explaining Individual Differences in Reading: Theory and Evidence*, pp. 97-117. New York, NY: Taylor & Francis Group. (invited, data based)
- Knight, D., Day, K., & **Terry, N. P.** (2009). Preventing and identifying reading difficulties in young children. In G. Reid, J. Wearmouth, G. Elebheri, and D. Knight (Eds.), *Dyslexia: A handbook for research and practice*, pp. 61-70. New York: Routledge Publishing. (invited)

Textbook Chapters (published and in press)

- McKinney, T., Terry, N.P.**, & *Owens, J. (in press). Students with learning differences affecting achievement. In R. Colarusso, C. O'Rourke, and & M. Leontovitch (Eds.), *Special education for all teachers (7th ed.)*. Dubuque, IA: Kendall/Hunt.
- Terry, N. P.**, Irving, M. A., & *FitzPatrick, E. (in press). Cultural and linguistic diversity: Issues in education. In R. Colarusso, C. O'Rourke, & M. Leontovitch (Eds.), *Special education for all teachers (7th ed.)*. Dubuque, IA: Kendall/Hunt.
- Patterson, D., **Terry, N.P.**, & *Pressley, M. (in press). Approaches to instruction for students with learning differences. In R. Colarusso, C. O'Rourke, and & M. Leontovitch (Eds.), *Special education for all teachers (7th ed.)*. Dubuque, IA: Kendall/Hunt.
- Terry, N.P.**, & Leontovitch, M. (2013). Students with learning differences affecting achievement. In R. Colarusso, C. O'Rourke, and & M. Leontovitch (Eds.), *Special education for all teachers (6th ed.)*. Dubuque, IA: Kendall/Hunt.
- Terry, N. P.**, & Irving, M. A. (2013). Cultural and linguistic diversity: Issues in education. In R. Colarusso, C. O'Rourke, & M. Leontovitch (Eds.), *Special education for all teachers (6th ed.)*. Dubuque, IA: Kendall/Hunt.
- Viel-Ruma, K., **Terry, N.P.**, & *Stuckey, A. (2013). Approaches to instruction for students with learning differences. In R. Colarusso, C. O'Rourke, and & M. Leontovitch (Eds.), *Special education for all teachers (6th ed.)*. Dubuque, IA: Kendall/Hunt.
- Heflin, L. J., Wilson, R. M., & **Terry, N.P.** (2009). Students with learning differences affecting achievement. In R. Colarusso and C. O'Rourke (Eds.), *Special education for all teachers (5th ed.)*.(pp. 133-174). Dubuque, IA: Kendall/Hunt.
- Terry, N. P.**, & Irving, M. A. (2009). Cultural and linguistic diversity: Issues in education. In R. Colarusso and C. O'Rourke (Eds.), *Special education for all teachers (5th ed.)*. (pp. 109-133). Dubuque, IA: Kendall/Hunt.

**Literacy for Learning, Living, and Leading in Georgia (L4GA):
Georgia’s Plan for the Striving Readers Comprehensive Literacy Grant**

APPENDIX 2

The following people will be essential to the team leading this work in Georgia. Below is a brief introduction followed by 5-page (or fewer) curriculum vitae for each team member.

Georgia Department of Education

Dr. Caitlin McMunn Dooley, Deputy Superintendent for Teaching and Learning, Georgia Department of Education, and Professor of Literacy and Learning Technologies, Georgia State University

Dr. Dooley’s research investigates digital literacies, emergent comprehension, literacy instruction and testing in elementary grades, and teacher development. With over 50 publications, her research has been published in national and international refereed journals and chapters published by the Literacy Research Association, the International Reading Association, and the National Council of Teachers of English, among others. Dooley has led and evaluated funded research totaling more than \$20 million from the National Science Foundation, US Department of Education, US Department of Health and Human Services the US Corporation for National and Community Service, and various foundations. She served as co-Editor for the National Council of Teachers of English premier journal *Language Arts* (2011-2016). A former Fulbright Scholar, Dooley’s awards include “2012 Spirit of Partnership Award” from the Professional Development School Network; “2008 Jerry Johns Promising Researcher Award” from the Association of Literacy Educators and Researchers; “2006 Outstanding Dissertation—Distinguished Finalist,” from the International Reading Association, “2005 Outstanding Dissertation” from the Georgia Association of Teacher Educators, “1998 Eisenhower Teacher Leader” from the School University Research Network and William and Mary College. In addition to having taught elementary grades, Dooley has served as a consultant to the Texas Educational Agency Student Assessment Division, the national non-profit Children’s Literacy Initiative, as well as several urban schools and districts. Dooley received her doctorate from the University of Texas at Austin and her undergraduate and master’s degrees from the University of Virginia.

Ms. Julie Morrill, Project Director, Georgia Department of Education

Ms. Morrill has worked at the Georgia Department of Education for 15 years, managing the State’s Reading First Program as well as coordinating the State’s Literacy Plan efforts and supporting the States Reading Excellence Act project. Prior to her tenure at the GaDOE, Ms. Morrill was the literacy coordinator at Morgan County Middle School. She worked with staff to develop what is still

their literacy program. She has been a classroom teacher as well as a literacy interventionist. Originally from Michigan, Julie has a B.S in Elementary Education from Western Michigan University and a M.A and Ed.S. from Georgia College and State University in Educational Leadership.

Two Program Specialists, to be hired

Evaluation Team for Continuous Improvement (listed in alphabetical order)

Dr. Meltem Alemdar, Associate Director for Research and Evaluation and Senior Research Scientist, Center for Education in Science, Mathematics, and Computer (CEISMC), Georgia Institute of Technology

Dr. Alemdar has experience evaluating programs that fall under the umbrella of educational evaluation, including K-12 educational curricula, after-school programs, and comprehensive school reform initiatives. Across these evaluations, she has used a variety of evaluation methods, ranging from multi-level evaluation plans designed to assess program impact to methods such as program monitoring designed to facilitate program improvement. She received her Ph.D. in Research, Measurement and Statistics from the Department of Education Policy at Georgia State University (GSU). She was a part of a team at GSU that has been evaluating the Georgia Academic Service Learning (GASL) Program on a federal grant for the last five years on behalf of the Georgia Department of Education. In evaluating the GASL, she provided technical expertise on survey design and analysis using multi-level modeling as well as simple descriptive statistics.

Dr. Gary Bingham, Associate Professor of Early Literacy and Associate Director of the Urban Child Study Center, Georgia State University

Dr. Bingham is a member of the Board of Regents Initiative on Research on the Challenges of Acquiring Language and Literacy (RCALL) and an affiliate faculty member with the Center for Leadership in Disability (CLD) at GSU. As a former preschool teacher, he has extensive experience in early childhood and elementary school settings serving a wide range of children and families. His research examines home and school factors that contribute to the academic achievement of culturally and linguistically diverse children. Specifically, his research seeks to discover how high quality adult-child interactions (i.e., emotionally and instructionally sensitive interactions) within the home and at school influence young children's literacy, language, and socio-emotional development. His work is published in a variety of journals including: *Early Childhood Research Quarterly*, *Reading and Writing*, *Early Education and Development*, and *Journal of Research in Reading*. He has also has extensive experience with state, private and federal grants. These grants focus on a wide range of issues affecting the quality of education that young children experience, ways to support teachers in implementing high quality curriculum, and program evaluation research focused on understanding the effects of educational and intervention programs. His honors as a scholar include (a) the College of Education and Human Development's

Outstanding Faculty Research Award (2015), the Edi Guyton Outstanding Faculty Mentoring Award (2014), and Distinguished Education Research Article Award (Journal of Research in Childhood Education, 2013, 2016).

Dr. Lizanne Destefano, Associate Dean in the College of Sciences, Professor of Psychology, and Executive Director, Center for Education in Science, Mathematics, and Computer (CEISMC), Georgia Institute of Technology

Dr. DeStefano is engaged in efforts to improving the quality of teaching and the student experience such as the Commission on Creating the Next in Education. Dr. DeStefano received her Ph.D. in educational psychology from the University of Pittsburgh in 1986. A former special education teacher, Dr. DeStefano trained and practiced as a clinical and school psychologist.

Dr. C. Kevin Fortner, Assistant Professor of Research, Measurement, and Statistics, Georgia State University

Dr. Fortner's research interests include teacher effectiveness and persistence, the effects of peers on student outcomes, and program evaluation. His work is published in a variety of journals including *Science*, *Educational Researcher*, *Teachers College Record*, and *Early Childhood Research Quarterly*. His externally funded research activities include program evaluations of the Disadvantaged Student Supplemental Fund in North Carolina and the Urban Debate League after-school program. He also partnered with Atlanta Public Schools to conduct the district's first equity audit. Dr. Fortner teaches graduate courses in research methodology, education policy, and educational evaluation. He is a member of the American Evaluation Association and the American Educational Research Association.

Dr. Nicole Patton-Terry, Associate Professor of Special Education and Executive Director of the Urban Child Study Center, Georgia State University

Dr. Nicole Patton Terry is a member of the university's Board of Regents Initiative on Research on the Challenges of Acquiring Language and Literacy. Terry is also an associate editor for the *Journal of Speech, Language, and Hearing Research*, a research scientist at Haskins Laboratories at Yale University, and a board member for the Society for the Scientific Study of Reading. Terry's research interests concern young children with and without disabilities who struggle to acquire language and literacy skills, in particular children from culturally and linguistically diverse backgrounds and children living in poverty. The overwhelming majority of that work has focused on African-American children in preschool through 3rd grade who speak non-mainstream American English dialects and who attend early childhood centers and schools in urban areas. Her research and scholarly activities have included experimental, intervention and evaluation studies of reading, writing and oral language skills,

instruction and professional development. Terry completed her undergraduate and graduate studies at Northwestern University in communication sciences and disorders with an emphasis in learning disabilities.

Caitlin McMunn Dooley, Ph.D.

a. Professional Preparation

University of Virginia, Psychology (specialization: child development), B.A., May 1995

University of Virginia, Elementary Education (spec: educational technology), M.T., May 1995

University of Texas at Austin, Curriculum & Instruction (spec: language & literacy), Ph.D., Dec 2004

b. Appointments

6/15-present: Deputy Superintendent for Curriculum and Instruction, Georgia Department of Education

8/05-present: Full Professor (tenured) in Dept. of Early Childhood and Elementary Education at Georgia State University; Faculty Fellow, Learning Technologies Division, Georgia State University.

c. Products

i. Five products most related to the proposed project

1. **Dooley, C. M.**, Ellison, T. L., Welch, M., Allen, M., Bauer, D., (2016). Digital participation as a method for technology integration in curriculum. *Journal of Digital Learning in Teacher Education*. 32(2), 52-62. DOI:10.1080/21532974.2016.1138912
2. **Dooley, C. M.** & Welch, M. M. (2015). Emergent comprehension in a digital world. *Pre-Reader Comprehension: One of the Essential Building Blocks to Becoming a Successful Reader*, A. DeBruin-Parecki & S. Gear (Eds.). Baltimore, MD: Brookes.
3. **Dooley, C. M.**, Calandra, B., & Harmon, S. (2014). Reading response in a virtual world: Pre-service teachers experience Second Life. *Journal of Digital Learning in Teacher Education*, 30(4), 121-130. DOI 10.1080/21532974.2014.927212
4. Welch, M. M., & **Dooley, C. M.** (2013). Digital equity for young children: A question of participation. *Learning and Leading with Technology*, May 2013, 28-30
5. **Dooley, C. M.**, Flint, T. Holbrook, May, L., & Albers, P. (Nov 2011). The digital frontier in early childhood education. *Language Arts*, 89(2), 83-85.

ii. Five other significant products

1. Barrett-Mynes, J.* & **Dooley, C. M.** (2015). From idealized to actualized instruction: Two elementary teachers' enactment of the Common Core State Standards in instructional scripts. *Reading Research and Instruction*, 54(4), 257-284. DOI: 10.1080/19388071.2015.1062941
2. Durden, T.*, **Dooley, C. M.**, & Truscott, D. (2014). Race *still* matters: Preparing culturally relevant teachers. *Journal of Race, Ethnicity, and Education*. Advanced copy available online at <http://www.tandfonline.com/eprint/yy4gdemYZwbZfksa2hsW/full> (data-based study)
3. Shrestha, A., Zhu, Y., & **Dooley, C. M.** (2012). *Exploring new reading assessment methods in early childhood education with mobile reading devices*. Conference proceedings for the Computer-Human Interfaces Conference 2012
4. **Dooley, C. M.**, Martinez, M., & Roser, N. (2012). Young children's literary meaning making. Hall, N., Larson, J. and Marsh, J. (Eds.), *Handbook of Early Childhood Literacy (2nd Edition)*. London: Sage. (**An international research handbook**; invited chapter also peer-reviewed)
5. **Dooley, C. M.**, Dangel, J. R., & Farran, L. (2011). Current issues in teacher education. *Action in Teacher Education*, 33(3), 298-313. Doi: 10.1080/01626620.2011.592125

d. Synergistic Activities

1. **Award-winning Research on Children's and Teacher's Learning:** With over 25 research articles, 9 chapters, 50+ national/international presentations, and 20+ editorials/essays, published in the past 10 years, I demonstrate knowledge of young children's learning and teachers' professional development. All articles have been published in national, peer-reviewed journals. The "2012 Spirit of Partnership Award" for my work with K-12 school partnerships from the National Professional Development Schools organization and the "2008 Jerry Johns Promising Researcher Award" by the Association for Literacy Educators and Researchers demonstrate ability to conduct research with K-12 teachers. My dissertation study on teacher education was awarded "2006 Outstanding Dissertation Award: Distinguished Finalist" by the International Reading Association, "2005 Outstanding Dissertation Award" by the Georgia Association of Teacher Educators, and the "2006 Student Research Award, Finalist" by the National Reading Conference.
2. **Leader on funded projects totaling more than \$20 million:** As co-PI of a \$13.5 million grant "**Network for Enhancing Teacher Quality (NETQ)**" funded by the U.S. Department of Education, I actively oversaw improvements to GSU's elementary teacher preparation program that prepares over 150 new teachers annually. I developed a "Coaches in Residence" program in which faculty provide professional development for teachers in 24 partner schools across 6 metro Atlanta school districts. Also, I created a series of online learning modules for training mentors for teachers and school leaders. My knowledge of running large-scale grants, my partnerships with communities, schools and classroom teachers, and my work with professional development enhance my ability to support this grant project. As P.I., I led "**Community Opportunities that Motivate People and Enhance Learning and Service (COMPELS)**," a \$650,000 service-learning in higher education grant funded by the U.S. Corporation for National and Community Service. Although Congressional cuts destroyed the grant program entirely in 2011, my team has published four research articles based on our first year of funding.
3. **Writer for the K-12 Computer Science frameworks** steered by Code.org, the Association for Computing Machinery, and the Computer Science Teachers Association. See K12CS.org
4. **PI for three NSF-funded grants for digital literacies and computer science education.** Dooley's research and projects examines how to design professional development for teachers of grades 3-5 to integrate computer science into academic learning and standards, how to ensure that children are digitally literate, and how to use public-private partnerships to ensure that innovation benefits students.
5. **Professional Service:** (1) Co-Editor for *Language Arts*, the premiere journal for the National Council of Teachers of English, Elementary Section (2010-2015). (2) Board Member for the National Council of Teachers of English; (3) former Board Member and Chair of Policy and Legislative Committee for the Literacy Research Association; (4) Area Co-Chair for Assessment, Evaluation, and Public Policy at the Literacy Research Association annual conference (2011-2013); (5) Area Co-Chair for Literacy Learning and Development in Multicultural and Multilingual Contexts, at the Literacy Research Association (2010-2011); (6) Editorial Board Member for the *Journal of Literacy Research* and the *Literacy Research Association Yearbook*; (7) Editorial Reviewer for *Journal of Teacher Education*, *Journal of Learning Sciences*.

e. Collaborators & Other Affiliations

(e.1.) Collaborators and Co-Editors in the past 48 months

P. Albers, K. Czaplicki, B. Calandra, J. Rainer Dangel, L. Farran, A. Flint, S. Harmon, T. Holbrook, R. M. Matthews, L. May, Georgia State University. C. Thompson, Georgia Tech. L. C. Assaf at Texas State University. N. Roser, University of Texas. M. Martinez, University of Texas, San Antonio.

(e.2.) Ph.D. Advisor

J. Worthy, Dept. of Curriculum and Instruction, University of Texas.

(e.3.) M.S. Thesis/Ph.D. Dissertation

8 graduated Ph.D. students (Danielle Hilanski Cassandra Matthews, Meghan Welch Jennifer Barrett-Mynes, April Degennaro, Lisa Matthews, Meadow Graham, Tonia Durden); 4 current Ph.D. students (Amelia Cain, Stacey French-Lee, Jean O'Keefe, Zehra Ozturk). I have also mentored 80 teachers' year-long Action Research studies, culminating in 25-page research reports as part of their Educational Specialist program.

Julie K. Morrill

(b)(6)

Objective:

Experienced manager with extensive background in literacy leadership and reform, seeking project management opportunities.

Professional Experience:

2006-Present

Georgia Department of Education

Education Program Manager: Striving Reader, Reading First and Literacy Co-authored, provided oversight and management for the Federal Striving Reader Comprehensive Literacy grant awarded in 2011 for \$120m.

Provided oversight and management for the Federal Reading First Grant funded in 2004 for \$240m.

Duties include: Developing and maintaining relationships with district leaders and school administrators. Overseeing state and federal audit compliance; management of professional staff; technical assistance to LEA leadership; planning and implementing professional learning opportunities for coaches, administrators and district leadership; monitoring quality of professional learning; submission of annual performance reports to the US Department of Education; writing and implementing RFPs, RFQs, and consulting contracts; collaborating with state DOE divisions and departments; writing and presenting reports to the Georgia State Board of Education; collaborating with nonprofit agencies.

2003-2006

Georgia Department of Education

Education Program Coordinator: Reading First

Duties included management of contracts and procurement to deliver large-scale teacher training; management of conference logistics; hiring and management of vendors and professional learning providers; training and supervision of staff to monitor implementation; training and management of external grant readers; technical assistance to LEAs.

2002-2003

Georgia Department of Education

Georgia Department of Education
Job Announcement

Posting Date:	Apply by: Until Filled	
Announcement:		
Position Title: Education Specialist – Literacy for Learning, Living and Leading (L4GA) Grant Specialist	Location: 1758 Twin Towers East Atlanta, Georgia	Program/Unit: Literacy for Learning Living and Leading/Office of Curriculum, Instruction/ Teaching and Learning Division.
Position: 2 positions		
Under limited general supervision, the L4GA grant specialist provides leadership to local school systems receiving L4 grant funds; monitors implementation of the L4GA program; collaborates with school administrators and other instructional staff ensuring the implementation of their literacy plan goals and guidelines. Maintains clear and positive communication between the Department of Education (GaDOE), Regional Educational Service Agencies (RESAs), local school systems, and schools. Extensive statewide travel is required.		
Minimum Qualifications: Master’s degree in education, educational leadership, early childhood education, reading or a related field and five years of recent full-time experience with B-12 instruction. Must hold or be eligible to obtain Georgia teaching certification. Thorough knowledge of social media platforms and trends. Working knowledge of literacy assessments. Outstanding presentation and communication skills, both written and verbal. Proficient in Microsoft Office Suite.		
Preferred Qualifications: Preference will be given to applicants who, in addition to meeting the minimum qualifications, possess the following: • Georgia professional educator certification • Education Specialist or higher degree • Recent teaching, leadership or literacy coaching experience in a school setting.		
Salary/Benefits: Pay Grade 18 - Annual salary range \$47,280.21 (minimum) to \$82,962.30 (maximum) paid through Striving Readers Comprehensive Literacy grant funding. Hiring salary is commensurate with current employment and relevant education/training and work experience and available funding. Benefit options include life, disability, dental and health insurance, annual/sick leave, and Employees Retirement or Teachers Retirement System of Georgia.		
Submit a letter of application and a résumé or State of Georgia Application to: <p style="text-align: center;"> Georgia Department of Education Human Resources Office 2052 Twin Towers East Atlanta, Georgia 30334 Telephone: 404-656-2510; Fax: 404-657-7840 E-mail address: recruiter@doe.k12.ga.us Internet address: http://www.gadoe.org </p> Interviews will be held as qualified candidates are identified. Applications/résumés will be evaluated and only those meeting the qualifications will be considered. Only top candidates will be contacted for interviews. No notification will be sent to applicants except those who are selected for interviews. Due to the large volume of applications received by this office, we are unable to provide information on your application status. Résumé /application should include daytime telephone number and prior salary and employment history with addresses and telephone numbers. If a résumé is submitted, it must be accompanied by a cover letter.		
An Equal Opportunity Employer		

Meltem Alemdar, PhD

817 West Peachtree St. NW, Suite 300 Atlanta, GA ☐
meltem.alemdar@ceismc.gatech.edu ☐ 404-518-2478

Education

May 2009 Georgia State University, College of Health and Human Sciences,
Department of Public Health

Certification in Public Health

May Georgia State University, College of Education, Dept. of Educational Policy
2009 Studies

Doctorate of Philosophy

Concentration: Research, Measurement, and Statistics

Dissertation Topic: A Monte Carlo Study: The impact of missing data in
cross-classified random effect models.

May Georgia State University, College of Education, Dept. of Educational Policy
2003 Studies

Master of Science

Major: Educational Research

June University of Hacettepe, College of Education, Department of Educational
1999 Science, Ankara, Turkey

Bachelor of Science

Testing, Measurement and Evaluation in Education

Professional Experience

Sept. **Associate Director for Educational Research and Evaluation/Senior Research**
2016- **Scientist Georgia Institute of Technology**
Present Center for Education Integrating Science, Math and Computing (CEISMC)

July 2015- **Assistant Director for Educational Research and Evaluation/Senior Research**
Sept 2016 **Scientist Georgia Institute of Technology**
Center for Education Integrating Science, Math and Computing (CEISMC)

July 2011- **Assistant Director for Educational Research and Evaluation/ Research Scientist II**
July 2015 *Georgia Institute of Technology*
Center for Education Integrating Science, Math and Computing (CEISMC)

Research Scientist II

Sept. 2009-July 2011	<i>Georgia Institute of Technology</i> Center for Education Integrating Science, Math and Computing (CEISMC)	
	Senior Research Associate <i>Public Health</i>	<i>Georgia State University, Institute of</i>
Jan 2009- July 2009	<ul style="list-style-type: none"> ○ As a methodologist, manages quantitative data analyses of student health and safety survey; working with Dr. Monica Swahn ○ Working on Piedmont Hospital Project with Dr. Michael Erikson; comparing EHRs and health intake forms across different business units of Piedmont Hospital. 	
	Program Evaluation Research Associate <i>Policy Studies</i>	<i>Georgia State University, Dept. of Ed.</i>
2003 - 2008		
	Graduate Research Assistant	<i>Georgia State University, Dept. of Ed. Policy</i>
2003 - 2008		
2005-2006	Teaching Assistant	<i>Georgia State University, Educational Policy</i>
2002-2004	Senior Graduate Student Researcher	<i>Georgia Professional Standards Commission</i>
2006 - 2007	Assistant Managing Manuscripts <i>Evaluation in Education</i>	<i>Journal of Personnel</i>
1999 - 2000	Testing Coordinator	<i>University of Hacettepe, Ankara, Turkey</i>
1999 - 2000	Primary School Teacher	<i>Ankara, Turkey</i>

Publications and Referred Papers

Alemdar, M., Lingle, J., Moore, R., & Wind, S. (2017). Developing and Engineering Design Process Assessment Using Think-Aloud Interviews. *International Journal of Engineering Education*.

Hérmendez, D., Rana, S., **Alemdar, M.**, Rao, A., & Usselman, M. (2016). Latino parents' educational values and STEM beliefs. *Journal of Multicultural Education*.

Wind, S., **Alemdar, M.**, Lingle, J., Moore, R., & Gale, J. (2017). Developing an Engineering Design Assessment Using Mixed Methods: An Illustration with Rasch Measurement Theory and Cognitive Interviews. *Journal of Applied Measurement*.

Millman, R., **Alemdar, M.** and Harris, B., (2013) "A Meta-Analysis by Mathematics Teachers of the GIFT Program using Success Case methodology," in Educational Interfaces between Mathematics and Industry, pp. 421-426, (Damlamian, A, Ed.), New York: Springer.

Lingle, J. Alemdar, M. & Gale, J.. (2013). " The Impact of a Higher Education Summer Internship Program on K-12 Science Teachers. " Proceedings of 2013 National Association for Research in Science Teaching.

Hendricks, C., Ogletree, T., & **Alemdar, M.** (2012). *The impact of participation in VEX Robotics Competition on middle and high school students' interest in pursuing STEM studies and STEM-related careers*. Proceedings of the 2012 American Society for Engineering Education Annual Conference.

Alemdar, M., Docal, T. (2011). Engaging K-12 Teachers in Technology Tools to Support Electronic and Mobile Learning Through an Online Professional Development Course, Proceedings of American Society for Engineering Education (ASEE) Annual Conference, June 2011.

Alemdar, M., Rosen, J. (2011). Introducing K-12 Teachers to LEGO Mindstorm Robotics Through a Collaborative Online Professional Development Course, Proceedings of American Society for Engineering Education (ASEE) Annual Conference, June 2011.

Luken, B., Hotle, S., **Alemdar, M.**, A Case Study: Educating Transportation Engineers with Simulation Software, Proceedings of American Society for Engineering Education (ASEE) Annual Conference, June 2011.

Millman, R., **Alemdar, M.**, Harris, B., (2010). *A Meta-analysis of Mathematics Teachers of the GIFT Program Using Success Case Methodology*, Proceedings of the ICMI-ICIAM Study Conference, "Educational Interfaces between Mathematics and Industry", Editors: Araujo, Fernandes, Azevedo, Rodrigues, April, 2010, p.367-376.

Alemdar, M. (2010) Robert Noyce Scholarship Program, a partnership with Kennesaw State University, Evaluation Report, National Science Foundation, Atlanta, GA.

Swahn MH, **Alemdar M**, Whitaker DJ (2010). Nonreciprocal and reciprocal dating violence and injury occurrence among urban youth. *Western Journal of Emergency Medicine*. 11:264-8.

Swahn, M.H. , **Alemdar, M.**, & Hamburger, Merle . (in press). Alcohol and Violence among Urban Youth: Comparing Correlates of Alcohol-Related Physical Fighting versus Other Physical Fighting. *Journal of Adolescent Health*.

Selected Evaluation Reports

Alemdar, M., Usselman, M., Lingle, J., Newton, S., Wind, S., & Moore, R. (2016). “AMP-IT-UP Research Report NSF Report (Year 4).”

Alemdar, M., Cappelli, C. (2016). *Annual Evaluation Report of the Robert Noyce Teacher Scholarship Program: Pipeline to Teacher Preparation in Chemistry and Physics (CPU)*. Evaluation report prepared for the National Science Foundation.

Alemdar, M., Cappelli, C., Rollins, L., Nehl, E. (2016). *Annual Evaluation Report of the Atlanta Clinical and Translational Science Institute (ACTSI)*. Evaluation report prepared for the National Institutes of Health.

Alemdar, M. & Cappelli, C. (2016). *Summative Evaluation Report of Noyce Initiative to Increase and Mentor Physics and Chemistry Teachers (I-IMPACT)*. Evaluation report prepared for the National Science Foundation. *Annual Evaluation Report of the Atlanta Clinical and Translational Science Institute (ACTSI)*. Evaluation report prepared for the National Institutes of Health.

Alemdar, M., Cappelli, C., Rollins, L. (2015). *Annual Evaluation Report of the Atlanta Clinical and Translational Science Institute (ACTSI)*. Evaluation report prepared for the National Institutes of Health.

Alemdar, M., Cappelli, C. (2015). *Annual Evaluation Report of the Robert Noyce Teacher Scholarship Program: Pipeline to Teacher Preparation in Chemistry and Physics (CPU)*. Evaluation report prepared for the National Science Foundation.

Alemdar, M., Cappelli, C., Andres, L. (2014). *Annual Evaluation Report of the Atlanta Clinical and Translational Science Institute (ACTSI)*. Evaluation report prepared for the National Institutes of Health.

Alemdar, M., Lingle, J., Cappelli, C., Davis, T., Gale, J., Thompson, C. (2012). *An Evaluation Report of the Title IID Program “Engaging Advanced Placement Students Through Mobile Handheld Computing”*. Evaluation report prepared for the Georgia Department of Education.

Gowen, S., **Alemdar, M.** (2008). Evaluation of the Georgia Academic Learn & Serve Program, Year 2 Final Report (Second Term). Georgia Department of Education, Atlanta, GA.

Gowen, S., Furlow, C., **Alemdar, M.** (2007). Evaluation of the Georgia Academic Learn & Serve Program, Year 1 Final Report (Second Term). Georgia Department of Education, Atlanta, GA.

Gowen, S., Furlow, C., **Alemdar, M.** (2006). *2006-2009 Toolkit: Second Term: Evaluation of GA Academic Service Learning.*

Alemdar, M., Gowen, S. (2006) Evaluation of Kennesaw Higher Education Service Learning.

Gowen, S., **Alemdar, M.,** Livingston, S. (2006). Evaluation of the Georgia Academic Learn & Serve Program, Year-2 Final Report (First Term). Georgia Department of Education, Atlanta, GA

Selected Research & Evaluation Presentations and Trainings

Alemdar, M., Cappelli, C. (2016). Evaluation of a Noyce Program: Development of Teacher Leaders in STEM Education. Paper presented at the National Association of Research in Science Teaching (NARST) Annual Conference, Baltimore, MD.

Cappelli, C., **Alemdar, M.,** Greenwood, A., De Veaux, C., Tierney, R. (2016). *A Summer Program: Engaging Middle School Students in Transportation Engineering.* Poster presented at the Georgia Tech STEM Education Research Expo, Atlanta, GA.

Lingle, J., **Alemdar, M.,** Wind, S., Moore, R., & Usselman, M. (2016). "The Development and Validation of an Engineering Assessment." Proceedings of the 2016 Annual Conference of the National Association for Research in Science Teaching. Baltimore, MD.

Lingle, J., **Alemdar, M.,** & Rana, S. (2016). "Exploring 21st Century Skills in Formal and Informal Educational Settings." Presented at the 2016 American Evaluation Association (AEA) National Conference.

Alemdar, M. Lingle, J., Moore, R., Newton, S., Usselman, M., & Wind, S. (2016). "The impact of STEM Innovation and Design Courses on Secondary Students' Achievement and Non-Cognitive Skills Related to Engineering Design." Poster presented at the 2016 GT-ASEE STEM Education Research Expo. Atlanta, GA.

Hilton, E., Li, W., Newton, S.H., **Alemdar, M.,** Pucha, R., & Linsey, J. (August, 2016). *The development and effects of teaching perspective free-hand sketching in engineering design.* Presented at the ASME 2016 International Design Engineering Technical Conference and Computers and Information in Engineering Conference: Charlotte, NC.

Alemdar, M., Rosen, J., Moore, R., Lingle, J., Newton, S., & Wind, S. (August, 2016). *The development of STEM innovation and engineering design courses, and its impact*

on middle school students' achievement and non-cognitive skills related. Presented at the 3rd Annual P-12 Engineering and Design Research Summit, Chicago, IL.

Pucha, R.V., Newton, S.H., **Alemdar, M.**, & Utschig, T.T. (November, 2016). *Process-oriented intervention and reflection strategies for creativity in student design projects.* Presented at the Fourth International Conference on Design Creativity (4th ICDC), Atlanta: GA.

Moore, R.A., **Alemdar, M.**, Newton, S., Lingle, J., Rosen, J., Usselman, M., Wind, S.A. (2015). High School Engineering Class: From Wood Shop to Advanced Manufacturing. Conference Proceedings of American Society of Engineering Education, June 2015, Seattle, WA.

Alemdar, M., Lingle, J., Moore, R. & Wind, S. (2015). Developing an Engineering Design Assessment Using Think-Aloud Interviews. Paper presented at the Annual Conference of the National Association for Research in Science Teaching. Chicago, IL.

Wind, S., **Alemdar, M.**, Gale, J., & Lingle, J. (2015). Developing an Engineering Design Process Assessment Using Mixed Methods: An Illustration with Rasch Measurement Theory and Cognitive Interviews. Paper presented at the Annual Conference of the American Evaluation Association. Chicago, IL.

Alemdar, M., Wind, S., Lingle, J., Moore, R., & Usselman, M (2015). Developing an Engineering Design Assessment Using Mixed-Methods Design. Poster presented at the GT-ASEE STEM Education Research Expo. Atlanta, GA.

Alemdar, M., Cappelli, C. (2015). An Assessment of the Collaborations for Inter-Institutional Translational Research using Social Network Analysis. Poster presented at the annual XXXIV Sunbelt Conference of the International Network for Social Network Analysis (INSNA), Brighton, UK.

Alemdar, M., & Lingle, J. & Nguyen, M. (2014). "Evaluating 21st Century Skills: A case Study of one K-12 Private School". Presented at the 2014 American Evaluation Association (AEA) National Conference.

Alemdar, M., Cappelli, C., Andres, L., Akintobi, T., Dodds, A. (2014). Use of Social Network Analysis Tools to Document Collaboration for Inter-Institutional Translational Research. Presented at the annual 2014 INSNA Sunbelt XXXIV International Social Network Analysis Conference.

Alemdar, M., Davis, T. (2013)." Challenges of a Multi-Site Evaluation of a Science, Technology, Engineering, and Mathematics (STEM) Research Program for Teachers." Presented at the 2013 American Evaluation Association (AEA) National Conference.

Alemdar, M., Davis, T. (2013). “Professional Learning Communities and the Promotion of Cross-School Collaboration.” Presented at Annual 2013 Math and Science Partnerships Conference.

Alemdar, M. & Cappelli C. (October, 2013). “Utilization of Web-based Collaboration Site as a Program Evaluation Tool”. Presented at the 2013 American Evaluation Association (AEA) National Conference.

Hendricks, C., **Alemdar, M.,** & Ogletree, T. (2012). “The impact of the VEX Robotics Competition on problem-solving, collaboration, and communication.” Presented at the 2012 Annual conference of the International Society for Technology in Education.

Gale, J., Lingle, J., & **Alemdar, M.** (2012). “An Evaluation of Self-Paced STEM Online Professional Learning Courses.” Presented at the 2012 Annual Conference of the American Evaluation Association.

Alemdar, M., Cappelli, C. Lingle, J., Gale, J., Davis, T., & Thompson, C. (2012). “Technology Implementation in AP Courses: Evaluating a State Funded Title IID Program.” Presented at the 2012 Annual Conference of the American Evaluation Association.

Alemdar, M., & Davis, T. (2012). “The Impact of a Math and Science Partnership (MSP) Program on Teacher Self-Efficacy.” Presented at the 2012 Annual Conference of the American Evaluation Association.

Alemdar, M., Cappelli, C. (2015). *An Assessment of the Collaborations for Inter-Institutional Translational Research using Social Network Analysis*. Poster presented at the annual XXXIV Sunbelt Conference of the International Network for Social Network Analysis (INSNA), Brighton, UK.

Alemdar, M. (2011) Evaluation of Robert Noyce Scholarship Program. American Evaluation Association (AEA), Anaheim, California, November 1-6, 2011.

Millman, R., **Alemdar, M.,** Harris, B., (2011). *A Meta-analysis of Mathematics Teachers in the industrial Internship GIFT Program*, Conference of the international Group for Psychology of Mathematics Education (PME), Ankara, Turkey. July 10-15, 2011.

Alemdar, M., Ryan M., Rosen, J., Docal, T. *The NASA Electronic Professional Development Network (ePDN): Online Professional Development Courses for Teachers*, (2011) National Science Teacher Association (NSTA) Conference San Francisco, California, USA . March 10-13, 2011

Swahn, M.H. , **Alemdar, M.,** & Hamburger, M. (November 2009). Nonreciprocal and Reciprocal Dating Violence and Abuse among Urban Youth. Paper is accepted for presentation at the American Society of Criminology.

Swahn, M.H. , **Alemdar, M.**, & Whitaker, D. . (November 2009). Alcohol and Violence among Urban Youth: Comparing Correlates of Alcohol-Related Physical Fighting versus Other Physical Fighting. Paper is accepted for presentation at the American Society of Criminology.

Alemdar, M. (April 2009). A Monte Carlo Study: The impact of missing data in cross-classified random effect models. Poster presented at the Annual Conference for the American Educational Research Association, San Diego, CA.

Lingle, J., **Alemdar, M.**, & Gowen, S. (April 2009). Comparing Methods of Propensity Score Estimation with Partially missing Data. Paper presentated at the Annual Conference for the American Educational Research Association, San Diego, CA.

Lingle, J., **Alemdar, M.**, Gowen, S., & Skelton, S. (March 2008). School Engagement, After School Activities, and Health-Risk Behaviors: Results from an Evaluation of Community-Based After School Programs. Paper presented at the Annual Conference for the American Educational Research Association, New York, NY.

Gowen, S., **Alemdar, M.** (June, 2008). Evaluation of Academic Service Learning Program (Year 3). Evaluation training conducted at the State Kickoff Conference: GA Academic Service Learning. St. Simons, GA

Alemdar, M. Gowen, S. (September, 2007). Evaluation GA Academic Service Learning Findings (Year 2). Paper presented at Service Learning Conference, Atlanta, GA.

Alemdar, M. Gowen, S. (June, 2007). Evaluation of Academic Service Learning Program. Evaluation training conducted at the State Kickoff Conference: GA Academic Service Learning. St. Simons, GA

Alemdar, M., Furlow, C. (April 2007). The impact of Missing Data in cross-classified models. Paper presented at Sixth International Amsterdam Conference on Multilevel Analysis, Amsterdam, Netherlands.

Alemdar, M. (October, 2006). The Value of Evaluation: Teacher Training Programs in Turkey. Poster presented at American Evaluation Association Conference, Portland, Oregon.

Alemdar, M. Gowen, S. (June, 2006). Evaluation of Academic Service Learning Program. Evaluation training (Year 3) conducted at the State Kickoff Conference: GA Academic Service Learning. St. Simons, GA

Alemdar, M. Gowen, S., Furlow, C. (April, 2006). An Evaluation GA Academic Service Learning. Paper presented at the Annual Conference for the American Educational Research Association, San Francisco, CA.

Alemdar, M., Furlow, C. (November, 2005). *Investigation of Missing Data Patterns in Georgia Academic Learn & Serve Program*, Paper presented at the 5th Annual International Learn & Serve Conference, East Lansing, MI.

Alemdar, M., Furlow, C. (August, 2005). *Evaluation of the Academic Learn and Serve Program Using HLM*. Poster presented at the American Psychology Association Annual Convention, Washington DC.

Alemdar, M. Livingston, S. (June, 2005). Evaluation of Academic Service Learning Program. Evaluation training (Year 3) conducted at the State Kickoff Conference: GA Academic Service Learning. St. Simons, GA.

Alemdar, M. (February, 2005). *John Dewey's Impact on Today's Turkish Education System*. Paper presented The Southeast Philosophy of Education Society Conference, Orlando, FL.

Alemdar, M. Livingston, S. (June, 2004). Evaluation of Academic Service Learning Program. Evaluation training (Year 2) conducted at the State Kickoff Conference: GA Academic Service Learning. Athens, GA

Alemdar, M., Livingston, S., Gowen, S. *Evaluation challenges faced when assessing a service-learning program*. Poster presented at the 2004 International Service-Learning Research Conference, Greenville, SC.

Funded Grants

Current:

- NSF Math & Science Partnership: Advanced Manufacturing and Prototyping Integrated To Unlock Potential (AMP-IT-UP). Role: co-PI, Period: 10/1/2012-9/30/2018 Amount:
- NSF STEM+C: Advancing Computational Thinking in Information Technology Courses Using Integrated Culturally Relevant Science Content and Practices (CAPACITY) Role: co-PI, Period: 10/1/2016-9/30/2019 Amount: \$2,661,211.00
- NSF IUSE (Undergraduate Research): Program to integrate mobile, hands-on experiments into the ME, AE, and ECE curricula. Role: External Evaluator. Amount: \$599,947.00
- NSF Noyce Scholarship: Robert Noyce Teacher Scholarship Program: Pipeline to Teacher Preparation in Chemistry and Physics (CPU). Role: External Evaluator
- NSF Noyce Scholarship: Noyce Initiative to Increase and Mentor Physics and Chemistry Teachers (I-IMPACT). Role: Evaluator, Amount:5M
- Goizueta Foundation STEM Initiative: GoSTEM, Role: External Evaluator

- GA Department of Education, Developing a System's Approach to Evaluation of GA's Educational System, Role: co-PI
- Evaluation of Atlanta Science Festival, Role: External Evaluator

Selected Past Projects:

- NSF RDE Project: Collaborative Research: Georgia STEM Accessibility Alliance (GSAA), Role: Evaluator, Project Period: 09/01/10-09/22/16
- NSF Noyce Projects, Role: External Evaluator
 - Teacher Recruitment Initiative in Chemistry and Physics
 - Increasing Mathematics Teachers for ALL Students
- Evaluation of GA DOE Engaging AP students through Mobile Handheld Computing, Role: PI, Amount: 220K, Project Period: 01/13/2011-02/12/2012
- Evaluation of GA DOE Increasing Student Achievement with Digital Resources, Role: PI, Amount: 100K, Project Period: 03/30/2010-11/30/2011
- NASA ePDN Project, Role: External Evaluator, Project Period: 3/1/09—9/30/12
- GA DOE Funded MSP Projects:
 - Evaluation of Macon County Math & Science project
 - Evaluation of Floyd County Math & Science project
- Evaluation of Westminster School Initiative, Role: PI, Amount: 300K, Time Period: 06/01/2012-09/30/2015
- NIH: The Atlanta Clinical and Translational Science Institute (ACTSI), Role: Director of Evaluation and Tracking, Overall Amount: 35M, GT Budget: 300K
- Georgia Department of Education: The Museum School Race to the Top Innovation Fund "Museum in a Box" Role: External Evaluator, Project Period: 2012-2016

Gary E. Bingham, Ph.D.
Associate Professor
Department of Early Childhood Education
Georgia State University
gbingham@gsu.edu

RESEARCH FOCI

Early Literacy and Language Development, Early Childhood Education, Parenting

EDUCATION

Ph.D., Developmental Studies: Child Development and Family Studies: Purdue University: 2002

Douglas R. Powell (Chair), Karen Diamond, Gail Melson, & Charles Elster, Committee Members

Dissertation Title: *Testing a model of parent child relationships, parent child literacy interactions, and children's emergent literacy skills*

M.S., Family and Human Development: Utah State University: 1998

Ann M. Berghout Austin (Chair), Randall M. Jones & Shelley L. Lindauer, Committee Members.

Thesis Title: *Poverty, child competence, and family child care*

B.A. Family and Human Development: Utah State University, 1996

Emphasis area: Child Development

ACADEMIC APPOINTMENT AND RELATED WORK EXPERIENCE

Associate Professor, Department of Early Childhood and Elementary Education, Georgia State University: 2013—Present

Associate Director, The Urban Child Study Center, College of Education and Human Development, Georgia State University, Atlanta, GA: 2013—Present

Assistant Professor, Georgia State University, Department of Early Childhood and Elementary Education: 2007—2013

Assistant Professor, Brigham Young University, Department of Teacher Education: 2004-2007

Assistant Professor, Washington State University, Department of Human Development: 2002-2004

Early Childhood Educator, Purdue University, Child Development Laboratory School: 1998-2000

SCHOLARLY WRITING IN JOURNALS AND BOOKS

Italics indicates authored with graduate students

Peer-reviewed research publications

- Webb, M. L., Patton Terry, N., **Bingham, G. E.**, Lederberg, A. R., & Puranik, C. S. (in press). Phonological awareness test among deaf and hard-of-hearing children and hearing children. *Ear and Hearing*.
- Zhang, C., **Bingham, G. E.**, & Quinn, M. F. (2017). Associations among preschool children's growth in decoding, executive function, and invented spelling skills. *Reading and Writing*. doi:10.1007/s11145-017-9746-0
- Bingham, G. E.**, Jeon, H., Kwon, K., & Lim, C. (2017). Parenting styles and home literacy opportunities: Associations with children's early language and literacy skills. *Infant and Child Development*. <https://doi.org/10.1002/icd.2020>
- Bingham, G. E.**, Quinn, M. F., Gerde, H. K. (2017). Examining early childhood teachers' writing practices: Associations between pedagogical supports and children's writing skills. *Early Childhood Research Quarterly*, 39, 35-46.
- Bingham, G. E.**, Culatta, B., & Kenyon-Hall, K. M. (2016). Examining the impacts of Systematic and Engaging Early Literacy (SEEL): Attention to teacher practices and classroom effects across the kindergarten year. *Journal of Research in Childhood Education*, 30, 494-512
- Towson, J. A., Gallagher, P. A., & **Bingham, G. E.** (2016). Dialogic reading: Language and preliteracy outcomes for young children with disabilities. *Journal of Early Intervention*, 38, 230-246
- Crisp, T., Knezek, S. M., Quinn, M., **Bingham, G. E.**, Girardeau, K., & Starks, F. (2016). What's on our bookshelves?: The diversity of children's literature in early childhood classroom libraries. *Journal of Children's Literature*, 42(2), 29-42
- Farran, L., **Bingham, G. E.**, & Matthews, M. (2016). Word reading fluency predictors in bilingual English-Arabic children. *Arabic Journal of Applied Psycholinguistics*, 2, 91-116.
- Gorman, B., **Bingham, G. E.**, Fiestas, C., & Terry, N. P. (2016) Spanish-speaking English Language Learners' performance on a Spanish adaptation of the Narrative Assessment Protocol. *Early Childhood Research Quarterly*, 36, 307-317.
- May, L., **Bingham, G. E.**, & Tesler, J. (2016). Across-group unity, within-group diversity: Refugee parents on education and school-readiness. *Perspectives and Provocations in Early Childhood Education*.
- Kwon, K., Yoo, G., & **Bingham, G. E.** (2015). Helicopter parenting in emerging adulthood: Support or barrier for Korean college students' psychological adjustment? *Journal of Child and Family Studies*, 25, 136-145.
- Pendergast, M. L., **Bingham, G. E.**, Patton-Terry, N. (2015). Examining the relationship between emergent literacy skills and invented spelling of pre-kindergarten Spanish-speaking Dual Language Learners. *Early Education and Development*, 26, 264-285.
- Gerde, H., & **Bingham, G. E.**, & Pendergast, M. L. (2015). Environmental and teacher supports to writing in classrooms. *Early Childhood Research Quarterly*, 31, 34-46.
- Pendergast, M. L., May, L. A., **Bingham, G. E.**, & Kurumada, K. S. (2014). Acquiring responsive practices: Preservice teachers learn to conduct interactive read-alouds. *Action in Teacher Education*, 37, 65-81.
- Bingham, G. E.** & Patton-Terry, N. (2013). Early language and literacy achievement of Early Reading First students in kindergarten and first grade. *Journal of Research in Childhood Education*, 27, 440-453.

- Kwon, K., **Bingham, G.E.**, Jeon, H., *Lewsader, G.*, & Elicker, J. (2013). Free play vs. structured play: Contextual influence on parenting and child behaviors and use of language. *Child and Youth Care Forum*, 42, 207-224.
- Patton-Terry, N., Mills, M. T., **Bingham, G. E.**, *Mansour, S.*, & *Marencin, N.* (2013). Narrative Skills of African American Pre-kindergartners who Speak Nonmainstream American English. *Language, Speech, and Hearing Services in Schools*, 44, 291-305.
- Bingham, G.E.**, & Kesner, J. E. (2013). Examining Teachers' Beliefs and Implementation of Comprehension Strategies in a Balanced Literacy Framework. *Athens Institute for Education and Research*.
- Bingham, G. E.** & Hall-Kenyon, K. E. (2012). Full and half-day kindergarten programs: Examining impacts on second language learners. *Early Child Development and Care*, 183, 185-199.
- Bingham, G. E.**, Kwon, K., & Jeon, H. J. (2012). Examining Relations Among Mothers, Fathers, and Children's Language Use in a Dyadic and Triadic Context. *Early Child Development and Care*. doi:10.1080/03004430.2012.711590
- Kwon, K., Jeon, H. J., Han, S., & **Bingham, G. E.** (2012). Mothers' and fathers' parenting and challenges during toddlerhood. *Early Child Development and Care*. doi:10.1080/03004430.2012.711591
- Farran, L. K.*, **Bingham, G. E.**, & Matthews, M. W. (2012). The relationship between language and reading development in bilingual English-Arabic children. *Reading and Writing: An Interdisciplinary Journal*. doi: 10.1007/s11145-011-9352-5
- Bingham, G. E.**, Kenyon-Hall, K. M. (2011). Examining Teachers' Beliefs about and Implementation of a Balanced Literacy Framework. *Journal of Research in Reading*. DOI: 10.1111/j.1467-9817.2010.01483.x
- Bingham, G. E.**, Cullatta, B., & Hall, K. (2010). Systematic and Engaging Early Literacy: Examining the effects of paraeducator implemented early literacy instruction. *Communication Disorders Quarterly*, 32, 38-49.
- Kesner, J. E., & **Bingham, G. E.** (2010). Educators and mandated reporting of child maltreatment: Comparisons to legal, medical and social service reporters. In G. T. Papanikos (Ed.) *Issues on Education and Research: Volume 2* (pp. 267-274). Athens, Greece: Athens Institute for Education and Research.
- Kesner, J. E., **Bingham, G. E.**, & Kwon, K. (2009). Child maltreatment in the United States: An examination of child reports and substantiation rates. *International Journal of Children's Rights*, 17, 433-444.
- Hall, K., **Bingham, G. E.**, & Korth, B. (2009). How do Linguistically Diverse Students Fair in Full and Half-Day Kindergarten? Examining Academic Achievement, Instructional Quality, and Attendance. *Early Education and Development*, 20, 25-52.
- Okagaki, L., Helling, M., & **Bingham, G. E.** (2009). Native American College Students' Ethnic Identity and Beliefs about Education. *Journal of College Student Development*, 29, 157-176.
- Bingham, G. E.** (2007). Maternal literacy beliefs and the quality of mother-child book-reading interactions: Associations with children's early literacy development. *Early Education and Development*, 18, 23-49.

Chapters in Books

- Farran, L. K.* & **Bingham, G. E.**, & Matthews, M. (2014). Environmental contributions to language and literacy outcomes in bilingual English-Arabic children in the U.S. In E.

- Saiegh-Haddad & M. R. Joshi (Eds.), *Handbook of Arabic literacy: Insights and perspectives* (pp. 351-380). New York: Springer
- Bingham, G. E., Korth, K., & Marshal, E.** (2013). Collaborating with children's first teachers: Parent support as integral in children's literacy. In B. Cullatta, K. M. Hall-Kenyon, & Black, S. (Eds.), *Systematic and engaging early literacy: Instruction and intervention* (pp.79-116). *San Diego, CA: Plural Publishing.*
- Bingham, G. E., Black, S., & Cullatta, B.** (2013). Exploring squiggles on paper: Teaching and practicing letter knowledge skills. In B. Cullatta, K.M. Hall-Kenyon, & S. Black (Eds.), *Systematic and engaging early literacy: Instruction and intervention* (pp.) . *San Diego, CA: Plural Publishing.*
- Bingham, G. E. & Okagaki, L.** (2012). Ethnicity and Student Engagement. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.) *The Handbook of Student Engagement*. New York: Springer.
- Okagaki, L., & **Bingham, G. E.** (2010). Diversity in Families and Schools. In S. L. Christenson & A. L. Reschly (Eds.) *The Handbook of School-Family Partnerships for Promoting Student Competence* (pp. 80-100). New York: Routledge/Taylor and Francis Group.
- Okagaki, L., & **Bingham, G. E.** (2006). Parents' social cognitions and their parenting behaviors. In T. Luster & L. Okagaki (Eds.) *Parenting: An ecological perspective* (pp. 3-34; 2nd Ed.). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Powell, D. R., & **Bingham, G. E.** (2002). Strengthening the role of curriculum in child care. In O.N. Saracho and B. Spodek (Eds.), *Contemporary perspectives in early childhood education, Vol. 1: Contemporary influences on curriculum for early childhood education* (pp. 221-239). Greenwich, CT: Information Age Publishers.
- Research to Practice Publications (*designates peer-reviewed)**
- *Gerde, H. K., Goetsch, M. E., & **Bingham, G. E.** (2016). Using Print in the Environment to Promote Early Writing. *The Reading Teacher, 70*, 283-293.
- ***Quinn, M. F., Bingham, G. E., & Gerde, H. K.** (2016). Scaffolding Writing in the Preschool Classrooms. *The Reading Teacher, 70*, 353-357.
- *May, L., & **Bingham, G. E.** (2015). Making sense: The interactive read aloud as responsive teaching. *Talking Points, 2* (2), 9-28.
- *May, L., **Bingham, G. E., & Pendergast, M.** (2014). Culturally and linguistically relevant readalouds. *Multicultural Perspectives, 16* (4), 210-218.
- *Gerde, H., **Bingham, G. E., Wasik, B. A.** (2012). Writing in early childhood classrooms: Guidance for best practices. *Early Childhood Education Journal, 40*, 351-359.
- Bingham, G. E., Holbrook, T., & Meyers, L.** (2010). More than thumbs up and thumbs down: Utilizing self-assessments to promote learning in elementary classrooms. *Phi Delta Kappan, 91* (5), 59-61.

Funded External Grant Awards

- Terry, N. P., Fortner, C. K., & **Bingham, G. E.** (2017-2019). Atlanta 323: Partnerships for School Readiness and Achievement from Age 3 to Grade 3. Institute of Education Sciences, US Department of Education. \$400,000. Role: **Co-Principal Investigator**

- Terry, N. P., Clay, J., Fortner, C. K., & **Bingham, G. E.** (2016-2019). Partnerships for School Readiness and Achievement from Age 3 to Grade 3: Project 323. Spencer Foundation. \$400,000. Role: **Co-Principal Investigator**
- Bingham, G. E.,** & Terry, N. P. (2016-2017). *Georgia's Quality Rated Validation Project (GA-QRIS)*. Georgia Department of Early Care and Learning (subcontract from Child Trends). \$479,257. Role: **Principal Investigator**
- Bingham, G. E.,** Kwon, K., & Terry, N. P. (2015-2016). *Georgia's Quality Rated Validation Project (GA-QRIS)*. Georgia Department of Early Care and Learning (subcontract from Child Trends). \$259,134. Role: **Principal Investigator**
- Gerde, H., **Bingham, G. E.,** & Bowles, R. (2015-2019). *Development of the Improving Writing Resources and Interactions in Teaching Environments through Professional Development (IWRITE-PD) for Teachers of Economically Disadvantaged Children*. Institute of Education Sciences. \$1,499,994. Role: **Co-Principal Investigator**
- Bingham, G. E.,** Terry, N. P., & Washington, J. (2014-2015). *Read Right Elearning Evaluation Study: RREES*. The Rollins Center for Language and Literacy (\$140,199 over 1 year). Role: **Principal Investigator**
- Terry, N. P., & **Bingham, G. E.** (2013- 2016). *Sheltering Arms Early Education and Family Centers—Read Right from the Start Project*. The Atlanta Speech School, the United Way Metro Atlanta, Smart Start and the Woodruff Foundation (Subcontract for Research and Evaluation). (\$439,934 over three years). Role: **Co-Principal Investigator**
- Terry, N. P., **Bingham, G. E.,** & Washington, J. A. (2013- 2016). *Educare Atlanta Local Evaluation Partner*. Sheltering Arms Early Education and Family Centers. (\$485,106 over three years). Role: **Co-Principal Investigator**
- Terry, N. P., & **Bingham, G. E.** (2011-2015). *The YMCA-Read Right Project*. The Metro Atlanta YMCA and the Woodruff Foundation (Subcontract for Research and Evaluation). (\$482,900 over three years). Role: **Co-Principal Investigator**

LIZANNE DESTEFANO

a. Professional Preparation

Institution	Location	Major	Degree & Year
University of Pittsburgh	Pittsburgh, PA	Physiological Psychology/Statistics	BS 1978
University of Pittsburgh	Pittsburgh, PA	Special Education	M.ED 1979
University of Pittsburgh	Pittsburgh, PA	Special Ed Supervisor's Certificate	Certificate 1982
University of Pittsburgh	Pittsburgh, PA	Educational /School Psychology	PhD 1986

b. Appointments

2015-present	Professor of Psychology; Executive Director, Center for Education Integrating Science, Mathematics and Computing (CEISMC), Georgia Tech
2009–2015	Director, I-STEM Education Initiative, University of Illinois at Urbana-Champaign
2008–present	Fox Family Professor of Education, University of Illinois at Urbana-Champaign
2000–present	Professor, Dept. of Educational Psych., University of Illinois at Urbana-Champaign

c. Products

PRODUCTS MOST CLOSELY RELATED

- DeStefano, L. & Rivera, L. (2016, May). Organizational Climate Studies and Other Evaluation Strategies: Experience from NSF's Advanced Cyberinfrastructure Projects. Invited address at the NSF Large Facilities Annual Meeting, Washington, D.C.
- Greene, J. C., DeStefano, L., Burgon, H., & Hall, J. (2006). An educative, values-engaged approach to evaluating STEM educational programs. In D. Huffman & F. Lawrenz (Eds.), *Critical issues in STEM evaluation* (special issue). *New Directions for Evaluation*, 109, 53-71.
- Tillman, A., Garcia, G., Rivera, L., & DeStefano, L. (2014, October). *Who do we think we are: Being explicit about equity and diversity in STEM evaluation*. Paper accepted for the American Evaluation Association Conference, Denver, Colorado.
- DeStefano, L., & Tillman, A. S. (2013, October). *Attending to culture and diversity evaluations of undergraduate and graduate Science, Technology, Engineering, and Mathematics (STEM) research traineeships*. Paper presented at "Content, Pedagogy, and Diversity: Evaluating STEM (Science, Technology, Engineering, and Mathematics) Programs Using the Values-engaged, Educative Approach", a panel at the annual meeting for the American Evaluation Association, Washington, D.C.
- DeStefano, L. (2000). Dilemmas in evaluation practice: When standards fall short. In S. McGinty (Ed.), *Doing research in educational settings: The politics and machinations from the field*. New York: Peter Lang.

OTHER SIGNIFICANT PRODUCTS

- Tillman, A., Rivera, L., & DeStefano, L. (2014, September). *The case for the ubiquitous evaluator: Establishing an onsite and virtual presence in multisite STEM evaluation to facilitate cultural responsiveness*. Paper presented at the Center for Culturally Responsive Evaluation and Assessment Conference, Chicago, Illinois.
- DeStefano, L., & Mustari, E. (2013). *College of Engineering 2013 climate study*. Champaign, IL: University of Illinois at Urbana-Champaign.
- Rivera, L., & DeStefano, L. (2014, July). *Integrating performance measurement and program evaluation to promote understanding*. Paper presented at XSEDE14 conference, Atlanta, Georgia.
- DeStefano, L. (2013, October). *Content, Pedagogy, and Diversity: Evaluating STEM (Science, Technology, Engineering, and Mathematics) Programs Using the Values-engaged, Educative Approach*. Panel at the meeting for the American Evaluation Association, Washington, D.C.
- DeStefano, L., & Tillman, A.S. (2013, October). *Lessons learned from evaluating a multi-site National Science Foundation Science Technology Center*. Paper presented at the annual meeting of the American Evaluation Association, Washington, D.C.

d. Synergistic Activities: (National Science Foundation Projects)

My professional and scholarly activities focus on developing research tools for the evaluation of large scale, multi-site research initiatives in ways that provide both formative information to promote data based decision making and continuous improvement and summative information to assess scientific, workforce,

and broader impact. At present, I have the opportunity to work with many large NSF investments including:

1. External Evaluator: NSF Cyberinfrastructure: Extreme Science and Engineering Discovery Environment (XSEDE), 2011–2021
2. External Evaluator: NSF Science and Technology Center: Emergent Behaviors of Integrated Cellular Systems (EBICS), 2010-2020
3. External Evaluator, NSF Center for Chemical Innovation: Center for Sustainable Nanotechnology (CSN), 2012–2020
4. External Evaluator: NSF Science and Technology Center: Center for Brain, Minds, and Machines (CBMM), 2013–2018
5. External Evaluation: NSF Cyberinfrastructure: Blue Waters Peta-scale Computing (BW), 2012-2018

The evaluation framework used in this work, the educative, values-engaged approach (VEE) is based upon an NSF EHR RISE project (Greene, DeStefano, Burgon & Hall, 2006). VEE uses multiple criteria of scientific excellence, effective pedagogy and diversity to define high quality STEM programming. The VEE approach has been widely disseminated in publications and presentations and taught in a variety of evaluation training programs. Work with these Centers has also resulted in a number of instruments and evaluation methods that influence the field of evaluation more broadly. In particular, I was recently invited to address the leaders of NSF's large facilities about the organizational climate studies that are being used in XSEDE and CSN. Our work has been showcased as a means of understanding and increasing participation of underrepresented groups in STEM through presentations at the Annual STC meeting and at the Culturally Responsive Evaluation and Assessment Conference.

C. Kevin Fortner

Educational Policy Studies
College of Education &
Human Development
Georgia State University
PO Box 3977
Atlanta, GA 30302-3977

404 College of Education
Building
30 Pryor Street
(404) 413-8275
cfortner2@gsu.edu

Academic Work Experience

Assistant Professor of Research, Measurement, and Statistics, Educational Policy Studies, College of Education & Human Development, Georgia State University, August 2012 – present.

Affiliated Faculty, Education Policy Initiative at Carolina (EPIC), Carolina Institute for Public Policy, University of North Carolina at Chapel Hill, August 2012 – present.
Urban Child Study Center, College of Education and Human Development, Georgia State University, Fall 2015 – present.

Limited Term Visiting Assistant Professor of Research, Measurement, and Statistics, Educational Policy Studies, College of Education, Georgia State University, July 2011 – July 2012.

Senior Research Associate, Carolina Institute for Public Policy, September 2007 – July 2012.

Education & Awards

Ph.D. in Public Policy (Concentration in Policy Analysis and Program Evaluation), Georgia Institute of Technology and Georgia State University, Atlanta, Georgia, December 2010.

Dissertation Topic: – Within Classroom Peer Effects and Tracking: Assessing the Impact of Classroom Peer Variation and Ability Tracking with Disaggregated High School Data.

- *Committee Chair:* Gary T. Henry
- *Dean's Fellowship Recipient:* 2004-2007
- *Outstanding Doctoral Student in Public Policy Award:* April 2008

M.P.A., University of North Carolina - Greensboro, December 2003.

B.I.S. (BIS Concentrations – History, Political Science, Economics, and Geography; Secondary Social Studies Education Preparation), Georgia State University, December 1997.

Refereed Journal Articles Published

- Ribando, S. J., Slade, C. P. and Fortner, C. K. (forthcoming). Once More into the Breach: Examining the Human Capital Impact of a University Consolidation over Time. *Innovative Higher Education*.
- Fortner, C. K. and Jenkins J. M. (2017). Kindergarten Redshirting: Motivations and Spillovers using Census-level Data. *Early Childhood Education Quarterly*, 38, 44-56.
- Bastian, K.C., Fortner, C. K., Chapman, A., Fleener, J., McIntyre, E. and Patriarca, L. (2016). Data Sharing to Drive the Improvement of Teacher Preparation Programs. *Teachers College Record*, 118:12, 1-29.
- Slade, C. P., Ribando, S. J. and Fortner, C. K. (2016). Faculty Research Following Merger: A Job Stress and Social Identity Theory Perspective. *Scientometrics*, 107:1, 71-89.
- Fortner, C. K., Bastian, K. C., Kershaw, D. C., and Lynn H. H. (2015). Learning by Doing: The Characteristics, Effectiveness, and Persistence of Teachers Who Were Teaching Assistants First. *Teachers College Record*, 117:11, 1-30.
- Eger, R. J., Fortner, C. K., and Slade, C. P. (2015). The Policy of Enforcement: Red Light Cameras and Racial Profiling. *Police Quarterly*, 18:4, 397-413.
- Li, H., Fortner, C. K., and Lei, X. (2015). Relationships between the Use of Test Results and U.S. Students' Academic Performance. *School Effectiveness and School Improvement*, 26:2, 258-278.
- Henry, G. T., Bastian, K. B., Fortner, C. K., Kershaw, D. C., Purtell, K. M., Thompson, C. L., et al. (2014). Teacher Preparation Policies and their Effects on Student Achievement. *Education Finance and Policy*, 9:3, 264-303.
- Henry, G. T., Purtell, K.M., Bastian, K. B., Fortner, C. K., Thompson, C. L. Campbell, S., et al. (2014). The Effects of Teacher Entry Portals on Student Achievement. *Journal of Teacher Education*, 65:1, 7-23.
- Winkler, C. K., Fortner, C. K., and Baugh-Harris, S. (2013). Overcoming Educational Challenges to Women Living in At-Risk Communities through Urban Debate. *Forum on Public Policy Online*, 2013:1.
- Henry, G. T., Fortner, C. K. and Bastian, K. B. (2012). The Effects of Experience and Attrition for Novice High School Science and Mathematics Teachers. *Science*, 335:11, 1118-21.
- Eger, R. J., Fortner, C. K., Hepburn, V. A., and Slade, C. P. (2011). Does Institutional Structure Effect Public Health Expenditures? *Public Budgeting and Finance*, 34:1, 136-147.
- Henry, G. T., Bastian, K.B. and Fortner, C. K. (2011). Stayers and Leavers: Early-Career Teacher Effectiveness and Attrition. *Educational Researcher*, 40:6, 271-280.

Henry, G. T., Fortner, C. K., and Thompson, C. L. (2010). Targeted Funding for Educationally Disadvantaged Students: A Regression Discontinuity Estimate of the Impact on High School Student Achievement. *Educational Evaluation and Policy Analysis*, 32:2, 183-204.

Papers Under Review

Ribando, S. J., Slade, C. P., and Fortner, C. K. Apples to Apples? Comparing University Consolidations. *Georgia Journal of Public Policy*.

Swars Auslander, S., Hughes, P., Stinson, D., and Fortner, C.K. Elementary Teachers' Mathematical Beliefs and Mathematics Anxiety: How do They Shape Instructional Practices? *Action in Teacher Education*.

Recent Published Reports & Policy Briefs

Bastian, K. C. and Fortner, C. K. (2016). *Which Credentials Predict the Performance of Early Grades Reading Teachers?* University of North Carolina, Chapel Hill, NC.

Fortner, C. K., Berryman, A. F., and Keehn, G. K. (2014). *Atlanta Public Schools Equity Audit Report – Finance Supplement*. Georgia State University, Atlanta, GA.

Fortner, C. K., Berryman, A. F., and Keehn, G. K. (2014). *Atlanta Public Schools Equity Audit Report*. Georgia State University, Atlanta, GA.

Fortner, C. K., and Berryman, A. F. (2012). *Forecasting the Under-5 Population in Georgia Counties*. Georgia State University, Atlanta, GA.

Recent Conference Papers and Presentations

Leroux, A J., Li, H., and Fortner, C. K. (2017). Impacts of Classroom Characteristics on Teacher Observation Ratings from Multiple Raters: Cross-Classified Random Effects Modeling. Paper to be presented at the American Educational Research Association Conference, San Antonio, TX.

Fortner, C. K., Li, H., Webb, M., and Lei, X. (2016). Classroom Composition and Observational Ratings: Do classroom characteristics predict ratings? Paper presented at the American Educational Research Association Conference, Washington, DC.

Fortner, C. K. and Jenkins J. M. (2016). Is delayed school entry harmful for children with disabilities? Evidence from North Carolina. Paper presented at the American Educational Research Association Conference, Washington, DC.

Fortner, C. K. and Jenkins J. M. (2015). Is delayed school entry harmful for children with disabilities? Evidence from North Carolina. Paper presented at the Association for Public Policy Analysis and Management Fall Conference, Miami, FL.

Fortner, C. K. and Jenkins J. M. (2015). Will increasing the kindergarten birthdate cutoff improve student test score outcomes? Evidence from North Carolina. Paper presented at the American Educational Research Association Conference, Chicago, IL.

- Li, L., Fortner, C. K., Qin, Q., and Lei, X. (2015). An Examination of Teachers' Assessment Practices in the US: Evidence from the TIMSS. Paper presented at the American Educational Research Association Conference, Chicago, IL.
- Fortner, C. K. and Jenkins J. M. (2014). Will increasing the kindergarten birthdate cutoff improve student test score outcomes? Evidence from North Carolina. Paper presented at the Association for Public Policy Analysis and Management Fall Conference, Albuquerque, NM.
- Henry, G. T., Fortner, C. K. and Megan-White, C. (2014). How long will she be around?: Estimating Teaching Persistence Based on Training. Paper presented at the American Educational Research Association Conference, Philadelphia, PA.
- Fortner, C. K., Bastian, K. C., Kershaw, D. C., and Lynn H. H. (2014). Co-Pilot to Pilot: Are Former Teaching Assistants a Better Hire? Paper presented at the Association of Educational Finance and Policy Conference, San Antonio, TX.
- Li, H., Fortner, C. K., and Lei, X. (2013). How are School Assessment and Accountability Policies Related to Student Performance?: Comparison of the U.S., Canada, Shanghai-China, and Korea. Poster presented at the American Educational Research Association Conference, San Francisco, CA.

External Funding

Principal Investigator Roles:

- City Schools of Decatur Research and Evaluation Partnership.** (January 2017 – December 2017). \$92,811 funded by the City Schools of Decatur. I serve as the principal investigator on a project providing evaluation services to the City Schools of Decatur. This project collects both qualitative and quantitative evidence from a wide range of stakeholders concerning the provision of the spectrum of special education services provided by the district to students.
- Equity Audit for Atlanta Public Schools (Project No. SP00011593).** (March – June, 2014). \$26,760 funded by Atlanta Public Schools. I served as the principal investigator on a project to execute an equity audit comparing the characteristics of students, classrooms, schools, and neighborhood characteristics across schools in the APS system. This project provided funding for two full-time PhD level Graduate Research Assistants.
- Statistical Evaluation, Consultation, and Training with Georgia Department of Early Care and Learning (Contract No. 46900-621-V14GSU026).** (January – July 2014). \$10,729 funded by the State of Georgia. I served as the principal investigator on the project providing consultation on methodology used to assess questions of interest to DECAL program and evaluation staff, train staff on the use of Stata statistical software, the use of GIS software to address questions of interest to policymakers and DECAL staff, and to develop a working paper to disseminate findings from the collaborative project.

Statistical Evaluation, Consultation, and Training with Georgia Department of Early Care and Learning. (Project No. SP00010871). (April 2012 – May 2013). \$19,000 funded by the State of Georgia. I served as the principal investigator on the project which provided population forecasts for Georgia residents under age 5 by county and year of age for a five-year period, additional statistical consulting, and GIS training.

Co-Principal Investigator and Co-Investigator Roles:

Atlanta 323: Partnership for School Readiness and Achievement from Age 3 to Grade 3 (October 2017-September 2020). Approximately \$431,982 funded by US Department of Education - Partnerships and Collaborations Focused on Problems of Practice or Policy Program: Researcher-Practitioner Partnerships in Education Research, CFDA84.305H. I serve as a co-principal investigator on this proposal to organize an integrated longitudinal data system to connect student records of pre-K experiences and link these records to K-12 outcomes for Atlanta Public School students. Research activities will compare pre-K and kindergarten readiness and K-3 achievement across students and explore what components of readiness predict K-3 achievement.

Atlanta 323: Partnership for School Readiness and Achievement from Age 3 to Grade 3 (January 2017 – December 2019). \$400,000 funded by the Spencer Foundation. Co-PI on a project to continue the establishment of a research alliance between Atlanta Public Schools (APS) and Georgia State University focused on APS's preschool to 3rd grade early childhood system. The project supports the development of a research database linking preschool experiences data to K-3 data for students to improve programmatic and policy improvements, conduct additional researcher studies, and engage additional pre-K providing partner organizations in the preschool space serving APS kindergarten.

The YMCA – Read Right Project. (2011 – 2017). \$923,238 funded by The Metro Atlanta YMCA, the United Way of Greater Atlanta, and the Woodruff Foundation. Co-investigator on this project to assess the effectiveness of early childhood education classrooms on a variety of socio-emotional and academic outcomes and improve the provision of student performance data to program staff for the purposes of program improvement.

Urban Child Study Center Data Management. (Summer, 2016). Funded through three Urban Child Study Center grants (“Sheltering Arms Early Education and Family Centers – Read Right from the Start Project,” “The Kindergarten Plus Project,” and “Educare Atlanta Local Evaluation Partner”) to oversee the creation of a new data management strategy to facilitate increased capacity for peer reviewed research productivity. This project will improve the organization, documentation, and processes surrounding data collected by the center.

Boston Debate League Evaluation. (Project No. SP00010693). (May 2010 – December 2012). \$29,793 funded by Boston Debate League. Co-investigator on project to provide evidence regarding the effectiveness on a variety of student test score outcomes and student engagement measures for students participating in urban debate league programs in the Boston Public Schools.

VITA
(*brief*)

NAME Nicole Patton Terry
ACADEMIC RANK Associate Professor
DEPARTMENT Educational Psychology, Special Education, and Communication Disorders

EDUCATION

2004 Ph.D. Northwestern University Communication Sciences & Disorders—Learning Disabilities
2001 M.S. Northwestern University Learning Disabilities
1999 B.S. Northwestern University Speech (Major: Human Communication Sciences)

ACADEMIC APPOINTMENT & RELATED WORK EXPERIENCES

2013-present **Associate Professor**, Department of Educational Psychology, Special Education, & Communication Disorders, Georgia State University, Atlanta, GA
2013-present **Executive Director**, The Urban Child Study Center, College of Education and Human Development, Georgia State University, Atlanta, GA
2012-present **Affiliate Faculty Status**, Communication Disorders Program, Georgia State University, Atlanta, GA
2012-present **Affiliate Faculty Status**, Educational Psychology Program, Georgia State University, Atlanta, GA
2006-present **Research Affiliate**, Haskins Laboratories, New Haven, CT
2006-2013 **Assistant Professor**, Department of Educational Psychology and Special Education, Georgia State University, Atlanta, GA
2004-2006 **Postdoctoral Fellow in Reading Research**, Haskins Laboratories, New Haven, CT
2003 **Instructor**, Northwestern University, Evanston, IL
2002-2004 **Teacher**, Learning Disabilities Resource Room, Dawes Elementary School, Evanston, IL
2001-2002 **Research Assistant**, University of Michigan, Ann Arbor, MI
1999-2001 **Diagnostic and Remediation Clinician**, Northwestern University Learning Disabilities Clinic, Evanston, IL
1998-1999 **Research Assistant**, Northwestern University, Evanston, IL
1997-2002 **Applied Behavioral Analysis Therapist and Student Aide**, Evanston and Wilmette, IL

AWARDS, HONORS, & RECOGNITION

2017 **Distinguished Faculty Award**, College of Education and Human Development, Georgia State University, Atlanta, GA
2014 **Outstanding Faculty Achievement Award**, Georgia State University, Atlanta, GA
2012 **Pacesetter Award—School Readiness**, member of the team accepting the honor on behalf of the City of Atlanta for the 2012 All American City Award. Atlanta, GA
2012 **Ron Colarusso Outstanding Urban Education Research Award**, College of Education, Georgia State University, Atlanta, GA
2010 **Nominee**, University Faculty Award for Undergraduate Research. Georgia State University, Atlanta, GA
2010 **Fellow**, Lessons for Success: Developing the Emerging Scientist. American Speech-Language-Hearing Association, National Institute on Deafness and Other Communication Disorders and the American Speech-Language-Hearing Foundation
2002 **H.R. Myklebust Award**, Department of Communication Sciences and Disorders. Northwestern University, Evanston, IL
1999-2004 **Fellow**, Illinois Consortium for Educational Opportunity Program

RESEARCH & SCHOLARLY ACTIVITIES

GRANTS & FUNDED PROJECTS (total funded to date = \$7,818,137)

Externally Funded: In Progress & Completed (total funded to date = \$7,715,322)

- Terry, N. P., & Clay, J.** (2017-2019). *Partnerships for School Readiness & Achievement from Age 3 to Grade 3 (Atlanta 323)*. Institute for Education Sciences (Application No. R305H170054). (\$400,000 over two years: Principal Investigator).
- Terry, N. P., & Clay, J.** (2017-2019). *Research-Practice Partnerships Program: Partnership for School Readiness & Achievement from Age 3 to Grade 3 (Atlanta 323)*. Spencer Foundation. (\$400,000 over three years: Principal Investigator).
- Fortner, C. K., **Terry, N. P., & Ogletree, S.** (2017). City Schools of Decatur Research and Evaluation Partnership. City Schools of Decatur. (\$83,857 over one year: Co-Principal Investigator).
- Terry, N. P.** (2016-2020). *Health Policy Scholars Program*. Robert Wood Johnson Foundation. (\$120,000 over four years: Principal Investigator—Doctoral Fellowship Sponsor).
- Terry, N. P., & Bingham, G. E.** (2016-2018). *Grow Up Great Atlanta*. PNC Bank. (\$66,024 over two years: Principal Investigator).
- Terry, N. P.** (2016-2017). *K-3 Technical Assistance Project*. The Atlanta Speech School. (\$141,205 over one year: Principal Investigator).
- Bingham, G. E., & **Terry, N. P.** (2016-2017). *Georgia's Quality Rated Validation Project (GA-QRIS)*. Georgia Department of Early Care and Learning and Child Trends. (\$479,257 over one year: Co-Principal Investigator).
- Bingham, G. E., **Terry, N. P., & Kwon, K.** (2015-2016). *Georgia's Quality Rated Validation Project (GA-QRIS)*. Georgia Department of Early Care and Learning and Child Trends. (\$259,134 over one year: Co-Principal Investigator).
- Terry, N. P., & Bingham, G. E.** (2015-2018). *Educare Follow Up Study*. Buffet Early Childhood Education Fund. (\$132,000 over three years: Principal Investigator).
- Bingham, G. E., & **Terry, N. P.** (2015-2017). *East Lake YMCA & Drew Charter School Technical Assistance Project*. The Atlanta Speech School. (\$50,768 over two years: Co-Principal Investigator).
- Bingham, G. E., **Terry, N. P., & Washington, J. A.** (2014-2015). *East Lake/Drew Data Collection Project*. The Atlanta Speech School. (\$18,500 over one year: Co-Principal Investigator).
- Terry, N. P., & McKeown, D.** (2014- 2015). *Atlanta Promise Neighborhood—Partnership to Support Schools*. The United Way of Greater Atlanta, Smart Start. (\$30,679 over one year: Co-Principal Investigator).
- Bingham, G. E., **Terry, N. P., & Washington, J. A.** (2014-2016). *Read Right E-Learning Evaluation Study*. The Atlanta Speech School. (\$140,199 over two years: Co-Principal Investigator).
- Terry, N. P., & Bingham, G. E.** (2014- 2017). *The Kindergarten Plus Project*. The Annie E. Casey Foundation. (\$325,034 over three years: Principal Investigator).
- Terry, N. P., & Bingham, G. E.** (2013- 2016). *Sheltering Arms Early Education and Family Centers—Read Right from the Start Project*. The Atlanta Speech School, the United Way of Greater Atlanta, Smart Start and the Woodruff Foundation (Subcontract for Research and Evaluation). (\$439,934 over three years: Principal Investigator).
- Terry, N. P., Bingham, G. E., & Washington, J. A.** (2013- 2017). *Educare Atlanta Local Evaluation Partner*. Sheltering Arms Early Education and Family Centers and Annie E. Casey Foundation. (\$485,106 over three years: Principal Investigator).
- Terry, N. P., & Bingham, G. E.** (2013-2014). *Examining the Read Right from the Start GA PreK Professional Development Program—Coaching Model Evaluation*. The Atlanta Speech School, the United Way of Greater Atlanta, Smart Start and the Woodruff Foundation (Subcontract for Research and Evaluation). (\$72,394 over two years: Principal Investigator).
- Washington, J.A, **Terry, N. P., & Seidenberg, M.** (2012-2016). *Learning Disabilities Research Innovation Hub: Basis of Reading Deficits in African American Children*. National Institute of Child Health and Human Development (Application No. 1 R24 HD075454-01). (\$2.6 million over four years: Multiple PIs: Washington, Patton-Terry, and Seidenberg).
- Terry, N. P., & Bingham, G. E.** (2011-2017). *The YMCA-Read Right Project*. The Metro Atlanta YMCA, the

United Way of Greater Atlanta, and the Woodruff Foundation (Subcontract for Research and Evaluation). (\$923,238 over six years: Principal Investigator).

Terry, N. P., & Bingham, G. E. (2009-2012). *The ER²S-GAP³ Project—Examining the Read Right from the Start GA PreK Professional Development Program*. The Atlanta Speech School, the United Way of Greater Atlanta, Smart Start and the Woodruff Foundation (Subcontract for Research and Evaluation). (\$358,971 over three years: Principal Investigator).

Terry, N. P. (2008-2010). *The E-SERF Project—Evaluating the Success of Early Reading First*. The United Way of Greater Atlanta, Smart Start and the U.S. Department of Education, Early Reading First Program Grants. (Subcontract for Research and Evaluation). (\$124,128 over three years: Principal Investigator).

Terry, N. P. (2007-2009). *Policy and Research Implications for the Get Ready to Read! Program in Georgia*. The Goizueta Foundation, The National Center for Learning Disabilities, and United Way of Greater Atlanta, Smart Start. (\$64,894 over two years: Principal Investigator).

Other Grant Activities

2017 **Consultant**, *National Comprehensive Center to Improve Literacy for Students with Disabilities* (PI: Hank Fien, University of Oregon)

2011 **Consultant**, *Teaching practices and the development of language and literacy in English language learners*. Regular Research Grant (PI: B. K. Gorman & F. Lopez, Marquette University).

2010-2013 **Consultant**, *Developing Contrastive Analysis for Teaching Academic Classroom English to Young African American English Speaking Students*. National Center for Education Research, U.S. Department of Education (PI: H. K. Craig & SS. Schilling, University of Michigan).

2007-2012 **Investigator**, *Nature and Acquisition of the Speech Code and Reading*. National Institute of Child Health and Human Development, Program Grant (PI: C. Fowler, Haskins Laboratories).

PUBLICATIONS (* indicates student)

Peer Reviewed Journal Articles (published and in press)

Johnson, L. S., **Terry, N. P.**, Thomas-Tate, S., & Connor, C. M. (in press). An experimental investigation of dialect awareness instruction for African American children in second through fourth grade. *Reading and Writing: An Interdisciplinary Journal*.

Webb, M., **Terry, N. P.**, Lederberg, A., Bingham, G., & Puranik, C. (in press). Factorial validity and measurement invariance of the Test of Preschool Early Literacy-Phonological Awareness Test among deaf and hard-of-hearing children and hearing children. *Ear and Hearing: the Official Journal of the American Auditory Society*.

*Kenner, B. B., **Terry, N. P.**, Friehling, A. H., & Namy, L. (in press). Phonemic awareness development in 2.5- and 3.5-year-old children: An examination of emergent, receptive, knowledge and skills. *Reading and Writing: An Interdisciplinary Journal*. Published online first as DOI: 10.1007/s11145-017-9738-0.

Terry, N. P., Petscher, Y., & *Rhodes, K. (in press). Psychometric analysis of the *Diagnostic Evaluation of Language Variation, Screening Test*: Extension to pre-kindergarten (age 4). *Assessment for Effective Intervention*. Published online first as DOI: 10.1177/1534508416679402.

Albritton, K., Stuckey, A., & **Terry, N.P.** (in press) Identifying Head Start children for higher tiers of language and literacy instruction within a response to intervention framework. *Journal of Early Intervention*. Published online first as DOI: 10.1177/1053815117714568.

*Taylor, N., Greenberg, D., & **Terry, N. P.** (2016). The relationship between parents' literacy skills and their preschool children's emergent literacy skills. *Journal of Research and Practice in Adult Literacy, Secondary, and Basic Education*, 5(2), 5-16.

Albritton, K., Anhalt, K., & **Terry, N.P.** (2016) Promoting equity for our nation's youngest students: School psychologists as agents of social justice in early childhood settings. *School Psychology Forum: Research in Practice*, 10 (3), 237-250.

Gorman, B., Bingham, B., Fiestas, C., & **Terry, N. P.** (2016). Assessing the narrative abilities of Spanish

- speaking preschool children: A Spanish adaptation of the Narrative Assessment Protocol. *Early Childhood Research Quarterly*, 36, 307-317.
- Terry, N. P.**, Connor, C. M., Johnson, L. S., Stuckey, A., & Tani, N. (2016). Dialect variation, dialect-shifting, and reading comprehension in second grade. *Reading and Writing: An Interdisciplinary Journal*, 29, 267-295.
- *Ennis, R., Jolivet, K., **Terry, N.P.**, Fredrick, L. D., & Alberto, P. A. (2015). Classwide teacher implementation of self-regulated strategy development with students with E/BD in a residential facility. *Journal of Behavior Education*, 24 (1), 88-111.
- *Bakhtiari, D., Greenberg, D., *Nightingale, E., & **Terry, N. P.** (2015). Spoken oral language and adult struggling readers. *Journal of Research and Practice in Adult Literacy, Secondary, and Basic Education*, 4 (1), 9-20.
- *Pendergast, M., Bingham, G. E., & **Terry, N. P.** (2015) Examining the relationship between emergent literacy skills and invented spelling of pre-kindergarten Spanish-speaking Dual Language Learners. *Early Education and Development*, 26 (2), 264-285.
- Terry, N. P.** (2014). Dialect variation and phonological knowledge: Phonological representations and metalinguistic awareness among beginning readers who speak nonmainstream American English. *Applied Psycholinguistics*, 35, 155-176. doi: 10.1017/S0142716412000276.
- *Mansour, S, & **Terry, N.P.** (2014). Phonological awareness skills of young African American English speakers. *Reading and Writing: An Interdisciplinary Journal*, 27 (3), 555-569. doi: 10.1007/s11145-013-9458-z.
- Bingham, G., & **Terry, N. P.** (2013). Early language and literacy achievement of Early Reading First students in kindergarten and first grade in the United States. *Journal of Research in Childhood Education*, 27 (4), 440-453. doi: 10.1080/02568543.2013.822952.
- *Green, K., **Terry, N.P.**, & Gallagher, P. (2013). Progress in language and literacy skills among children with disabilities in inclusive Early Reading First classrooms. *Topics in Early Childhood Special Education*. 33 (4), 249-259. doi: 10.1177/0271121413477498.
- Terry, N. P.**, Mills, M., Bingham, G., *Mansour, S., & *Marencin, N. (2013). Oral narrative skills of African American pre-kindergarteners who speak Nonmainstream American English. *Language, Speech, and Hearing Services in Schools*, 44 (3), 291-305. doi: 10.1044/0161-1461.
- *McDaniel, S., Houchins, D., & **Terry, N. P.** (2012). Corrective Reading as a supplementary curriculum for students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*. doi: 10.1177/1063426611433506.
- Williams, R. S., **Terry, N. P.**, & *Metzger, I. (2012). Kid Categories: A comparison of the category productions of LSES and MSES elementary school children. *Communication Disorders Quarterly*, 34, 71-80.
- Terry, N. P.** (2012). Examining relationships among dialect variation and emergent literacy skills. *Communication Disorders Quarterly*, 33 (2), 67-77. doi:10.1177/1525740110368846.
- Terry, N. P.** & Connor, C.M. (2012). Changing nonmainstream American English use and early reading achievement from kindergarten to first grade. *American Journal of Speech Language Pathology*, 21, 78-86.
- Terry, N. P.**, Connor, C. M., Petscher, Y., & Conlin, C. (2012). Dialect variation and reading: Is change in nonmainstream American English use related to reading achievement in first and second grade? *Journal of Speech, Language, and Hearing Research*, 55, 55-69.
- Terry, N. P.**, & Connor, C. M. (2010). African American English and spelling: How do second graders spell dialect-sensitive features of words? *Learning Disabilities Quarterly*. 33 (3), 199-210.
- Terry, N. P.**, Connor, C. M., Thomas-Tate, S., & *Love, M. (2010). Examining relationships among dialect variation, literacy skills, and school context in first grade. *Journal of Speech, Language, and Hearing Research*, 53, 126-145.
- Terry, N. P.** (2008). Addressing African American English in early literacy assessment and instruction. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 15, 54-61.
- Terry, N. P.** (2006). Relations between dialect variation, grammar, and early spelling skills. *Reading and Writing: An Interdisciplinary Journal*, 19(9), 907-931.

Peer Reviewed Book Chapters (published and in press)

- Terry, N. P.** (2015). Addressing dialect differences in early reading intervention. In Conner, C. M., & McCardle, P. (Eds). *Advances in Reading Intervention: Research to Practice to Research*. pp. 143-154. Baltimore, MD: Guilford Press.
- Terry, N. P.**, Brown, M. C., & Stuckey, A. (2015). African American children's early language and literacy learning in the context of spoken dialect variation. In Bahr, R. H., & Silliman, E. R. (Eds). *Handbook of Communication Disorders*. pp. 303-312. Abingdon, Oxon, UK: Routledge. (invited)
- Washington, J. A., **Terry, N. P.**, & Seidenberg, M. (2013). Language variation and literacy learning: The case of African American English. In Stone, C. A., Silliman, E. R., Ehren, B. J., & Wallach, G. P. (Eds). *Handbook of Language and Literacy, 2nd Edition*. pp. 204-222. New York, NY: Guildford Press. (invited)
- Terry, N. P.** (2012). Teacher voices: Addressing dialect differences in early literacy instruction. In Pandey, A., *Language Building Blocks: Essential Linguistics for Early Childhood Educators*. New York, N.Y.: Teachers College Press. (invited)
- Terry, N. P.**, & Scarborough, H. S. (2011). The phonological hypothesis as a valuable framework for studying the relation of dialect variation to early reading skills. In Brady, S., Braze, D., & Fowler, C. (Eds). *Explaining Individual Differences in Reading: Theory and Evidence*, pp. 97-117. New York, NY: Taylor & Francis Group. (invited, data based)
- Knight, D., Day, K., & **Terry, N. P.** (2009). Preventing and identifying reading difficulties in young children. In G. Reid, J. Wearmouth, G. Elebheri, and D. Knight (Eds.), *Dyslexia: A handbook for research and practice*, pp. 61-70. New York: Routledge Publishing. (invited)

Textbook Chapters (published and in press)

- McKinney, T., Terry, N.P.**, & *Owens, J. (in press). Students with learning differences affecting achievement. In R. Colarusso, C. O'Rourke, and & M. Leontovitch (Eds.), *Special education for all teachers (7th ed.)*. Dubuque, IA: Kendall/Hunt.
- Terry, N. P.**, Irving, M. A., & *FitzPatrick, E. (in press). Cultural and linguistic diversity: Issues in education. In R. Colarusso, C. O'Rourke, & M. Leontovitch (Eds.), *Special education for all teachers (7th ed.)*. Dubuque, IA: Kendall/Hunt.
- Patterson, D., **Terry, N.P.**, & *Pressley, M. (in press). Approaches to instruction for students with learning differences. In R. Colarusso, C. O'Rourke, and & M. Leontovitch (Eds.), *Special education for all teachers (7th ed.)*. Dubuque, IA: Kendall/Hunt.
- Terry, N.P.**, & Leontovitch, M. (2013). Students with learning differences affecting achievement. In R. Colarusso, C. O'Rourke, and & M. Leontovitch (Eds.), *Special education for all teachers (6th ed.)*. Dubuque, IA: Kendall/Hunt.
- Terry, N. P.**, & Irving, M. A. (2013). Cultural and linguistic diversity: Issues in education. In R. Colarusso, C. O'Rourke, & M. Leontovitch (Eds.), *Special education for all teachers (6th ed.)*. Dubuque, IA: Kendall/Hunt.
- Viel-Ruma, K., **Terry, N.P.**, & *Stuckey, A. (2013). Approaches to instruction for students with learning differences. In R. Colarusso, C. O'Rourke, and & M. Leontovitch (Eds.), *Special education for all teachers (6th ed.)*. Dubuque, IA: Kendall/Hunt.
- Heflin, L. J., Wilson, R. M., & **Terry, N.P.** (2009). Students with learning differences affecting achievement. In R. Colarusso and C. O'Rourke (Eds.), *Special education for all teachers (5th ed.)*.(pp. 133-174). Dubuque, IA: Kendall/Hunt.
- Terry, N. P.**, & Irving, M. A. (2009). Cultural and linguistic diversity: Issues in education. In R. Colarusso and C. O'Rourke (Eds.), *Special education for all teachers (5th ed.)*. (pp. 109-133). Dubuque, IA: Kendall/Hunt.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

**Literacy for Learning, Living, and Leading in Georgia (L4GA):
Georgia’s Plan for the Striving Readers Comprehensive Literacy Grant**

BUDGET NARRATIVE

L4GA will serve the largest possible number of disadvantaged students in the State of Georgia. To fully fund this initiative, Georgia is requesting an annual award of \$20,526,600. These funds will be sub-granted in accordance with the Federal Statute. Below shows the yearly breakdown according to the Federal Statute.

L4GA Year 1	Earmark		Total
	Admin	5%	1,026,330.00
	Birth through Age 5	15%	3,078,990.00
	Kindergarten through Grade 5	40%	8,210,640.00
	Middle School Students	20%	4,105,320.00
	High School Students	20%	4,105,320.00
		100%	20,526,600.00
L4GA Year 2	Earmark		Total
	Admin	5%	1,026,330.00
	Birth through Age 5	15%	3,078,990.00
	Kindergarten through Grade 5	40%	8,210,640.00
	Middle School Students	20%	4,105,320.00
	High School Students	20%	4,105,320.00
		100%	20,526,600.00
L4GA Year 3	Earmark		Total
	Admin	5%	1,026,330.00
	Birth through Age 5	15%	3,078,990.00
	Kindergarten through Grade 5	40%	8,210,640.00
	Middle School Students	20%	4,105,320.00
	High School Students	20%	4,105,320.00
		100%	20,526,600.00
Striving Readers (SRCL Grant)	3 Year Total		61,579,800.00

Sub-grant Awards (95%)

Upon receipt of the Grant Award Notice (GAN), The Grants Accounting Director will assign accounting codes to each of the grade bands. Calculations according to the statutory earmarks

will be made and those totals will determine how much is available for each grade band competing for funding.

The grant award per pupil allocation is calculated by taking the total FTE calculation for all grantees being recommended for funding from each earmark. The total for the earmark is then divided by the total numbers of students being served by the L4GA partnerships in early care environments and K-12 systems to provide the per pupil allocation. Each sub-grant award is calculated by taking the per pupil allocation and multiplying it by the number of students reported in the Fall FY18 pupil count by all partners who are part of sub-granted LEA-led partnerships (early child care providers and K-12 systems). In cases of very small schools, a minimum award will be given with the per pupil allocation being calculated from the balance of the total for each earmark. It is important to note that each school's sub-grant award will be adequate to implement the goals and objectives of their project. They will be awarded a total sum and will draw down funding according to expenditures.

5% Administration Costs

Personnel

The staffing configuration proposed for this project reflects the required level of staff necessary to perform the programmatic tasks required. The salaries proposed are actual rates paid to employees and are competitive in the marketplace. The Georgia Department of Education's Human Resources department routinely evaluates the corporate salary structure to ensure industry competitiveness and pay equity across the organization. The Georgia Department of Education's Human Resources department utilizes third party salary survey data, internal salary history, and other industry metrics to measure and when necessary adjust compensation levels to ensure a fair and competitive compensation structure. A cost of living increase is estimated to be 4% annually as allowed by federal guidelines.

1.0 FTE Project Director, Julie Morrill, will administer the sub-grant competition, coordinate professional learning institutes, and coordinate with evaluators to ensure timely federal and state reports, provide technical assistance to LEA's and schools. Manage L4GA staff per GaDOE policies and procedures, manage contracts, items to the State Board of Education. Fiscal management of administrative costs and oversight of LEA sub-grant funding. Three-year cost projects an annual 4% salary increase.

1.0 FTE Education Specialist 1, to be hired, will coordinate all data collection, provide support to the external evaluator and coordinate professional learning institutes for sub-grant partners. This staff position will include assigned districts and schools which involves extensive travel. This position will be housed at the Georgia Department of Education Atlanta office. Three year costs projects an annual 4% salary increase.

1.0 FTE Education Specialist 2, to be hired, will facilitate communication, schedule on-site monitoring visits and desk monitoring for all sub-granted partners. This staff position will include assigned districts and schools which involves extensive travel. Three year costs projects an annual 4% salary increase.

	Year One	Year Two	Year Three	Three Year Total
Personnel Total	\$229,200	\$238,370	\$247,910	\$715,480
Project Director	\$89,200	\$92,770	\$96,480	\$278,450
Education Specialist	\$70,000	\$72,800	\$75,720	\$218,520
Education Specialist	\$70,000	\$72,800	\$75,720	\$218,520

Fringe

The Georgia Department of Education’s disclosed practice is to apply fringe to the sum of all direct labor. The Georgia Department of Education’s fringe costs include statutory requirements such as FICA, FUTA and SUTA. It also includes but is not limited to Worker’s Compensation, Health, Life, Paid Time Off (PTO), Holiday leave, employee tuition reimbursement and the other cost elements that comprise 0.63% fringe pool.

	Year One	Year Two	Year Three	Three Year Total
Fringe Total	\$144,400	\$150,180	\$156,180	\$450,760

Equipment

Two computers will need to be purchased for the two new Specialists employed to support the project in year one. One computer will need to be purchased to replace the six-year old computer of the Project Director in year two.

	Year One	Year Two	Year Three	Three Year Total
Equipment Total	\$3,000	\$1,500	\$0	\$4,500
Laptops for staff	\$3,000	\$1,500	0	

Travel

In-state and out of state travel for monitoring sub-grantee performance, facilitating professional learning attending in-state meetings and convenings of professional organizations is estimated accordance with the Georgia Department of Education’s state travel mileage and reimbursement rates and State of Georgia policies and procedures. Travel costs are always on a reimbursement basis with the exception of out-of-state travel. Reimbursement for travel costs will be available for L4GA staff as well as members from the State Literacy team and other state employees providing direct services to recipients of the L4GA sub-grants. Reimbursement for travel costs

will also be available as needed for members of the L4GA Think Tank and others to attend L4GA planning meeting and to attend Institutes.

	Year One	Year Two	Year Three	Three Year Total
Travel Total	\$25,400	\$27,400	\$27,400	\$80,200
Monitoring	\$10,000	\$10,000	\$10,000	\$30,000
PL Facilitation	\$9,000	\$9,000	\$9,000	\$27,000
Think Tank Advisory meeting	\$2,400	\$2,400	\$2,400	\$7,200
National meetings	\$4,000	\$6,000	\$6,000	\$16,000

Supplies

Supplies for professional learning and technical assistance will be provided (e.g., printed handouts, reference booklets, meeting supplies).

	Year One	Year Two	Year Three	Three Year Total
Supplies Total	\$1,000	\$3,000	\$3,000	\$7,000
Materials and supplies	\$1,000	\$3,000	\$3,000	

Contractual

The Georgia Department of Education will initiate several annual contracts to maintain the effort of the L4GA project:

Evaluation for Continuous Improvement

Evaluation of Outcomes by Georgia State University

The costs associated with the Georgia State University Evaluation Team include: personnel costs, including fringe benefits, materials and supplies, travel to districts and schools, and associated indirect costs (6.9%). Researchers leading the work are:

Dr. Gary Bingham, Associate Professor in the Department of Early Childhood and Elementary Education and Associate Director of the Urban Child Study Center at Georgia State University, will lead the evaluation team, collect and organize quantitative and qualitative data, conduct sampling case studies, and provide timely evaluation reports.

Dr. Nicole Patton-Terry, Associate Professor in the Department of Educational Psychology, Special Education, and Communication Disorders and Executive Director of the Urban Child Study Center, will oversee all statistical tests, contribute to qualitative case studies, and contribute to written reports.

Dr. C. Kevin Fortner, Assistant Professor in the Department of Education Policy Studies at Georgia State University, will conduct hierarchical linear modeling (HLM) and contribute to written reports.

Evaluation of Systems by the Georgia Institute of Technology

The costs associated with the Georgia Institute of Technology Evaluation Team include: personnel costs including fringe benefits, materials and supplies, travel to districts and schools, and associated indirect costs (6.9%). Researchers leading the work are:

Dr. Lizanne Destefano, Executive Director for Project Evaluation and Research, Center for Education Integrating Science, Technology and Computing at Georgia Institute of Technology, will provide project evaluation for the sub-granted partnerships using a social network analysis.

Dr. Meltem Alemdar, Associate Director for Project Evaluation and Research, Center for Education Integrating Science, Technology and Computing at Georgia Institute of Technology, will provide project evaluation for the sub-granted partnerships using a social network analysis.

Fluid Review

A contract with SurveyMonkey, Inc. for use of their *Fluid Review* platform will be executed to ensure licensed use of this technology tool. This tool will facilitate the peer-review process applying, reviewing, and awarding sub-grants as well as for peer-reviewing proposals for in-state Literacy Institutes.

Professional Learning Institutes

Professional learning providers for Literacy Institutes will be selected through peer review by members of Georgia's Literacy Think Tank (university and technical college faculty and RESA teacher educators) and Georgia's English Language Arts Advisory Council. The Georgia Department of Education will contract with professional learning providers for stipends for Institute training and involvement with the project and for hosting Institutes at five sites annually. The stipends will be awarded competitively through the peer-review process for Institute proposals.

Professional Learning - Regional Educational Service Agency (RESA) Coordination

Sixteen RESAs will each receive \$1000 stipends for their personnel to attend meetings and professional learning opportunities.

Professional Learning - National Writing Project Coordination

Four Georgia National Writing Project sites will provide subject matter expertise in evidence-based writing instruction and support professional learning and coaching in writing instruction across sub-grantee sites and year-long involvement with the L4GA project. The Georgia Department of Education will provide each site with an annual stipend.

The Sub-grant reviewers will be a selected panel of experts who will be paid \$100 per sub-grant application that is reviewed. The projected cost for the sub-grant review is based upon past competitions. The total number of panelists is dependent upon number of applications received.

	Year One	Year Two	Year Three	Three Year Total
Total Contractual	\$486,000	\$441,000	\$426,000	\$1,353,000
Evaluation - GSU (Bingham et al.)	\$150,000	\$150,000	\$150,000	\$450,000
Evaluation - Ga Tech (Destefano et al.)	\$100,000	\$100,000	\$100,000	\$300,000
Fluid Review	\$5,000	\$5,000	\$5,000	\$15,000
PL - Institutes	\$50,000	\$130,000	\$115,000	\$295,000
PL - RESAs	\$16,000	\$16,000	\$16,000	\$48,000
PL- GaNWP	\$40,000	\$40,000	\$40,000	\$120,000
Peer-review sub-grant proposals	\$125,000	\$0	\$0	\$125,000

Construction

NA

Other

GeorgiaLearns Platform

The Georgia Learns platform will be provided at a shared cost. \$100,000 is requested for the *GeorgiaLearns* online learning platform to ensure that all participants can engage in online learning and the platform is maintained to create inter-operable, IMS-Global standards-compliant resources that can be ingested by partnering LEAs and Regional Educational Service Agencies (RESAs).

	Year One	Year Two	Year Three	Three Year Total
Other	\$71,080	\$98,630	\$99,590	\$269,300
GeorgiaLearns platform	\$71,080	\$98,630	\$99,590	\$269,300

Indirect Costs Recoveries

The Georgia Department of Education uses a federally negotiated rate of 6.9%.

	Year One	Year Two	Year Three	Three Year Total
Indirect Cost Recoveries	\$66,250	\$66,250	\$66,250	\$198,750

All of the administrative expenditures for the L4GA project are allowable in accordance with OMB CIRCULAR A-87 REVISED: Cost Principles for State, Local and Indian Tribal Governments. Administrative expenditures will be used in accordance with the GaDOE's budget and accounting policies and procedures. Program compliance audits are conducted by the Georgia Department of Audits as part of GaDOE's single audit. Single audit costs are prorated to each Federal Program based on program expenditures.