

**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 # S371C170006**

**Grants.gov Tracking#: GRANT12452975**

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: [1234-Kansas Striving Readers Comprehensive Literacy Initiative\\_Project Narrative.docx](#), [1241-Combined LEA Support Letters.pdf](#), [1235-Kansas Striving Readers Comprehensive Literacy Initiative\\_Abstract.docx](#), [1236-Budget Narrative\\_Kansas Striving Readers.docx](#)

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="07/15/2017"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Kansas Department of Education"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="48-6029925"/>	* c. Organizational DUNS: <input type="text" value="8798970980000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="900 SW Jackson"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Topeka"/>	County/Parish: <input type="text" value="Shawnee"/>	
* State: <input type="text" value="KS: Kansas"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="666121212"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="Kansas State Dept.of Education"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Suzanne"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Myers"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Education Program Consultant"/>	
Organizational Affiliation: <input type="text" value="Kansas Department of Education"/>		
* Telephone Number: <input type="text" value="785-296-5060"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="semyers@ksde.org"/>		

**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.):**

Add Attachment

Delete Attachment

View Attachment

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

Kansas Striving Readers Comprehensive Literacy Initiative

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="27,054,174.00"/>
* 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="27,054,174.00"/>

**\* 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

Kansas 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	104,636.00	108,477.00	112,462.00			325,575.00
2. Fringe Benefits	38,153.00	42,516.00	45,498.00			126,167.00
3. Travel	33,400.00	28,400.00	18,400.00			80,200.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	5,056.00	1,000.00	1,000.00			7,056.00
6. Contractual	8,686,872.00	8,669,066.00	8,671,650.00			26,027,588.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	124,299.00	124,299.00	124,299.00			372,897.00
9. Total Direct Costs (lines 1-8)	8,992,416.00	8,973,758.00	8,973,309.00			26,939,483.00
10. Indirect Costs*	41,850.00	41,733.00	41,318.00			124,901.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	9,034,266.00	9,015,491.00	9,014,627.00			27,064,384.00

**\*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: 07/01/2015 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 13.70%.

(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 13.70%.  
PR/Award # S371C170006

Name of Institution/Organization Kansas 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	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00			0.00
3. Travel	0.00	0.00	0.00			0.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	0.00	0.00	0.00			0.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00			0.00
10. Indirect Costs	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00			0.00

**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.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>  <input type="text" value="Suzanne E Myers"/>	<b>TITLE</b>  <input type="text" value="Fiscal Auditing Director"/>
<b>APPLICANT ORGANIZATION</b>  <input type="text" value="Kansas Department of Education"/>	<b>DATE SUBMITTED</b>  <input type="text" value="07/15/2017"/>

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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

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

<b>6. * Federal Department/Agency:</b> <input type="text" value="USDE"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Striving Readers"/>  CFDA Number, if applicable: <input type="text" value="84.371"/>
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<b>8. Federal Action Number, if known:</b> <input type="text" value="N/A"/>	<b>9. Award Amount, if known:</b> \$ <input type="text" value="0.00"/>
--	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

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

Prefix  \* First Name  Middle Name

\* Last Name  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:

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:     Telephone No.:     Date:

**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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1237-SM\_OESE\_GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

Kansas Striving Readers Comprehensive Literacy Initiative

GEPA Statement for OESE Proposal

***Kansas Striving Readers Comprehensive Literacy Initiative***

Project PI- Suzanne Myers

The Kansas Striving Readers Comprehensive Literacy Initiative will create high-quality and evidence-based programs for enhancing the literacy growth and development of Kansas children from birth through grade 12 across the state.

The proposed plan specifically targets children who are disadvantaged, and especially those who are English Learners, have disabilities, or come from economically disadvantaged households. Each LEA's literacy plan must address how they intend to meet the needs of each student, and must specifically address students in the groups specified above. Guidance and support to provide curriculum, instruction, and interventions appropriate for each student's unique needs will be a primary focus throughout the implementation of this grant.

The project will provide equitable access to all individuals regardless of gender, race, national origin, color, disability or age, beginning with the RFA process and continuing throughout the life of the grant. The Kansas State Department of Education and any service providers under this grant are prepared to offer and provide appropriate accommodations to anyone requesting or requiring them at any time during the life of the grant. Accommodations may include (but aren't limited to) physical accommodations, translations of documents, conferencing or instruction in alternative settings, modified documents, and surveys or forms adhering to elements of Universal Design for Learning.

## 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

Kansas Department of Education

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

\* SIGNATURE:

\* DATE:

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

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

**1. Project Director:**

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**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.

	Add Attachment	Delete Attachment	View Attachment
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## 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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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## KANSAS STRIVING READERS ABSTRACT

The Kansas State Department of Education (KSDE) is leveraging support from state literacy partners with expertise across the birth to grade 12 spectrum to collectively build, deliver, and support effective literacy systems to meet the literacy and language needs of disadvantaged children, including English learners, students with disabilities, and students from economically disadvantaged backgrounds.

Schools, universities, community leaders, and other state agencies have collaborated to submit an application that begins with sustainability in mind and meets the vision set by a new State Commissioner and the Kansas State Board of Education. The goals of the Kansas Striving Readers Comprehensive Literacy Initiative (KSRCLI) are to:

1. Build capacity for impact on literacy at the state, regional, and community levels.
2. Select and support LEAs to submit, implement, and evaluate high quality literacy plans that will positively impact the literacy growth and development of disadvantaged students.
3. Develop capacity to conduct evaluation, implement data-driven decision making, and collaborate with external evaluators; and
4. Develop capacity to implement and sustain through ongoing and embedded evidence-based professional learning.

Kansas is predominantly a rural state with urban pockets, yet its issues regarding literacy rival those of more populated states. This proposal describes how KSRCLI intends to equitably fund both rural and urban applications meeting the requirements of the program. Additionally, strategic partnerships and a robust support structure have been formed, school districts have submitted letters of their intent to apply, and the KSRCLI is poised to begin work immediately upon notification of funding.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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

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## **Kansas Application Narrative**

### **A. State Level Activities**

In October 2015, newly appointed commissioner, Dr. Randy Watson and the Kansas State Board of Education revealed an audacious new vision for Kansas Education: to lead the world in the success of each student. Instead of fitting students into existing systems, programs and protocols, the new vision demands that educators begin by assessing the needs of students, families, and communities, and then work to locate or build flexible systems, programs, and protocols that best serve their school communities. This model demands that in addition to Local Education Agencies (LEAs) collecting and analyzing data related to achievement on summative and interim assessments, LEAs work to develop a comprehensive and balanced system for assessing students and designing instruction to meet their needs.

This comprehensive approach lays the foundation for the Kansas Department of Education's (KSDE's), Kansas Striving Readers Comprehensive Literacy Initiative, KSRCLI. The goal is to significantly advance literacy skills, including pre-literacy skills, reading, and writing for children from birth through grade 12. The primary focus of the KSRCLI is to impact the literacy skills of disadvantaged children and youth, including English Learners, students with disabilities, and students from economically disadvantaged households, as indicated by a statewide Kindergarten readiness assessment, the Kansas Assessment Program (KAP) summative assessment, state-developed and supported interim assessments, and effective implementation of assessment for learning, or a formative assessment process.

**Essential Processes.** This application narrative documents the commitment and readiness of partners poised to deliver a comprehensive process designed to advance literacy

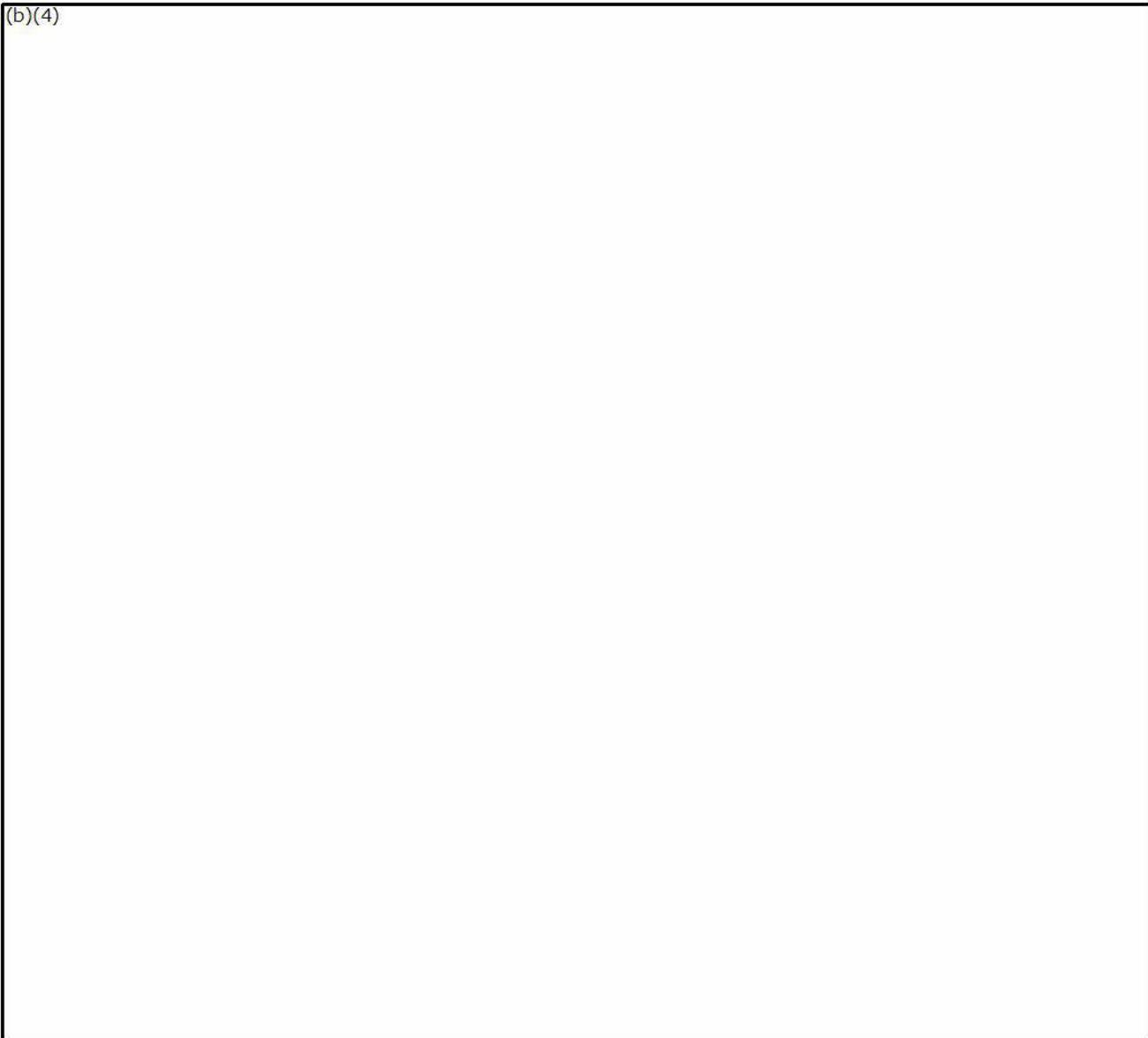
skills, yet also support sustainable practices, systems, and impact. Essential processes include:

- Interview and secure partner commitment during the application phase of the project so that project work can begin immediately in year one of the award, effectively delivering on year one activities and providing initial data in the first APR, Annual Progress Report.
- Begin with the end in mind by using a sustainability rubric throughout the grant period for districts to prepare for, and provide ongoing systems with impact after the grant period;
- Leverage ongoing, sustainable professional learning practices which build a network of literacy leaders;
- Strengthen and grow partnerships to provide a viable community presence;
- Use data from state-supported interim assessments that provide a unified statewide profile with the ability to tell an accurate and comprehensive story of progress; and
- Provide a statewide rural solution in addition to impacting larger, urban centers.

The proposed model weaves student literacy support together with the spirit of Kansas' vision for Birth-12 education. It aligns to the framework provided in the Kansas State Literacy Plan. It also leverages support from state literacy partners with expertise across the birth through grade 12 spectrum to collectively build, deliver and support effective literacy practices to meet the needs of young striving readers. Partners include KSDE, eight LEAs or LEA consortia, The University of Kansas, seven educational service centers, three statewide community partners and associations, and others. This collaborative effort will support disadvantaged students in both urban and rural settings, and intends to support roughly 400,000 students' literacy growth through embedded, evidence-based practices.

**Key Goals and Outcomes.** The KSRCLI team anticipates an enhanced and collective level of knowledge and impact regarding literacy interventions and practices throughout the state of Kansas because of the Striving Readers Initiative. These skills will include significant improvement in pre-literacy, reading, writing, and language skills for children from birth to grade 12, especially for disadvantaged children. Specifically, we seek to strengthen literacy learning and growth for English Learners, students with disabilities and students from economically disadvantaged backgrounds.

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**Need.** While Kansas is often referred to as a “flyover state,” and regarded as mostly rural farmland, there are growing urban centers that are home to many disadvantaged students. Wichita USD 259 is Kansas’ largest district, serving more than 54,000 students. More than 70 percent of students attending Wichita schools come from economically disadvantaged backgrounds, and more than 21 percent are English Learners. Roughly 80 percent of Kansas City’s 26,000 students, 67 percent of Topeka’s 16,000 students, and 37 percent of Shawnee Mission’s 29,000 students receive free or reduced-price lunches.

The above cities are among Kansas’ most populated areas, but Kansas’ rurality poses a challenge to the delivery and facilitation of highly effective, ongoing, sustained, interactive, and collaborative professional learning. This is especially true when considering supports for teachers of English Learners. Nearly half of the students in Garden City, Satanta, Dodge City, Liberal, and Kismet-Plains are English Learners, and these districts are geographically isolated from the urban centers previously listed.

Ironically, despite the distance and population, the middle schools in SW rural Kansas in Garden City, Dodge City, and Liberal, mirror some of the NE urban Kansas City, KS middle and schools, with a population of over 80% English Learners and over 90% free and reduced lunch count. Need is great. A large number of students in both areas are living in poverty, with little access to resources.

Many districts in Kansas’ most rural areas are unable to access quality professional learning for their staffs due to their geographical isolation, and sometimes even due to a lack of substitute availability. It is also difficult to convince professional learning providers to visit sites

that are extremely rural and have few educators. For many, serving districts that are too rural is not a cost-effective venture, and if districts are not able to coordinate professional learning days with neighboring districts to pool resources, they may never be able to access the kind of professional learning they would like to provide for their teachers.

Luckily, Kansas has been attempting to address some of the issues described above through existing plans and efforts. One such plan is the most recent equity plan Kansas submitted to the U.S. Department of Education. The Kansas Striving Readers Comprehensive Literacy Initiative will support Kansas' equity plan in a number of ways. Among the questions driving the plan were:

- Do high poverty districts have a greater percentage of teachers with less than three years of experience compared to low poverty districts' percentage of teachers with less than three years of experience?
- Do high poverty districts have a greater percentage of teachers who are unqualified (never licensed or hold an expired license) compared to low poverty districts' percentage of teachers who are unqualified?
- Do high poverty districts have a greater percentage of teachers teaching out-of-field compared to low poverty districts' percentage of teachers teaching out-of-field?
- Do rural districts have a larger percentage of teachers with less than three years of experience compared to the state average of teachers with less than three years of experience in all districts?
- Are districts with a high percentage of minority students taught by inexperienced teachers at a greater rate compared to the average number of inexperienced teachers in the lowest percent minority districts?

- Are students with disabilities taught at a higher rate by inexperienced, unqualified, or out-of-field teachers than students in general education?

Findings from studying these questions and others indicate some concerning trends in the staffing and support for our most disadvantaged students.

Figure 1: % of Educators with Less than 3-Years' Experience per District by % Free and Reduced Lunch

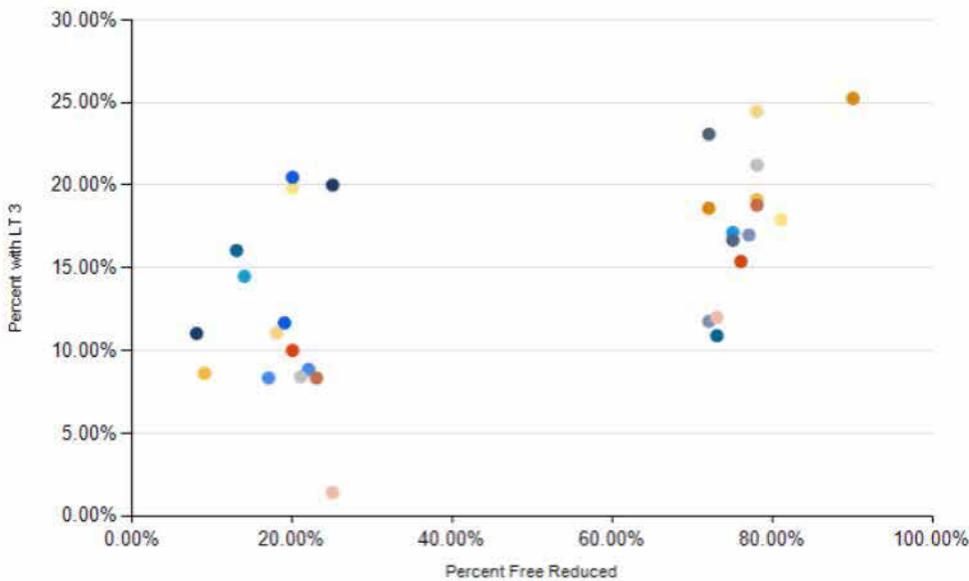
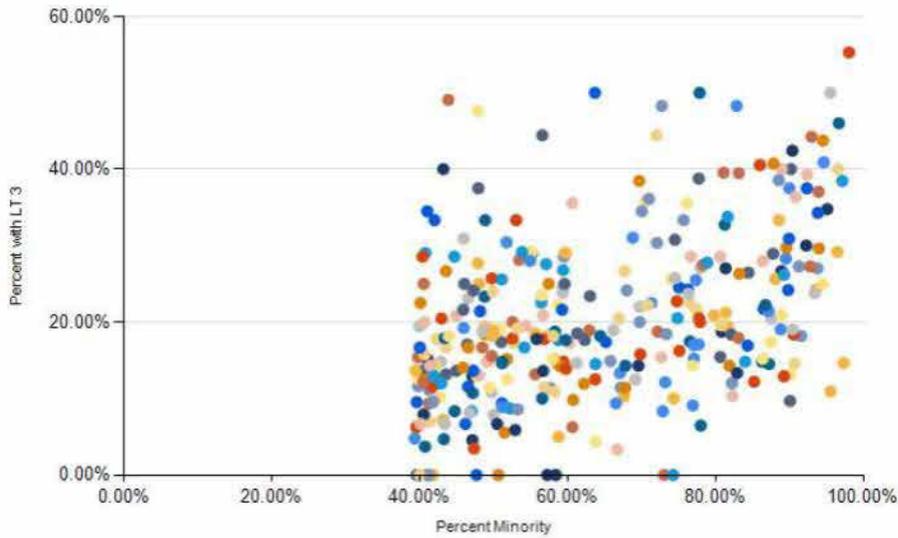


Figure 1 compares the 5% of districts with the highest percentage of students living in poverty to the 5% of districts with the lowest percentage of students living in poverty. Clearly, districts with a higher percentage of students living in poverty tend to employ a greater percentage of less experienced teachers.

Figure 2: % of Educators with Less than 3-Years' Experience per Building by % Minority



Similarly, Figure 2 shows a concerning trend in the staffing of districts with higher numbers of minority students. The greater the percentage of non-white students in a district, the more likely students are to be taught by an inexperienced educator.

Similar trends also were revealed regarding the teaching of students with disabilities. During the 2013-14 school year, approximately 94% of the license waivers approved by the Kansas State Department of Education were for special education teaching assignments, including early childhood and gifted education.

Kansas' equity plan offers several strategies through which the state hopes to close some of these gaps. In the meantime, however, it is important that literacy growth and learning continue, even in districts where teachers may be inexperienced or even conditionally or alternatively licensed.

The Kansas Striving Readers Comprehensive Literacy Initiative could greatly assist in this effort by equipping early service and alternatively licensed teachers with evidence-based practices, as well as ongoing and comprehensive support to assist with meeting the needs of each

student, particularly disadvantaged students.

**Activities.**

*A.1. Technical assistance to SRCL program subgrantees.*

The KSDE is poised to begin immediate implementation of the KSRCLI. Funds have been allocated for two full time KSDE employees, as well as two part-time KSDE employees, to assist with implementation of project-funded efforts. Following the competitive RFA process and selection of subgrantees, KSDE staff and partners at The University of Kansas will convene the first meeting of designated local project managers from each awarded site in order to provide initial clarity around the level and nature of KSDE support for the administration of LEAs' state-aligned local literacy plans.

KSDE staff members (Education Program Consultants) will conduct initial site visits and assist with conducting and/or analyzing results of a recent local needs assessment specifically addressing PreK-12 literacy. A thorough evaluation of each LEA's literacy data will be cross-referenced with each LEA's local literacy plan, to ensure alignment with needs as indicated by the needs assessment, especially as the plan affects curriculum and instructional practices related to students with disabilities, English learners, and students from economically disadvantaged backgrounds. These initial visits will ensure that each LEA is implementing a plan that is based on local and timely data, aligned with the state literacy plan, and aligned with the goals of the KSRCLI. Where appropriate, members of the Kansas State Literacy Team may be asked to join KSDE staff to review plans and suggest changes.

This initial site visit will also include discussion of current perceived barriers to successful implementation, which could include a lack of adequate professional learning release time for staff, lack of resources, lack of support staff to monitor implementation, and a host of

other potential barriers dependent upon situations unique to the LEA. This will provide KSDE staff and others involved in these initial site visits additional guidance on how best to support each site. The goal of the initial site visit will be to develop an implementation timeline specific to each LEA, including benchmark goals through at least year one.

A list of support providers for specific priority areas will be provided to each subgrantee site, and KSDE staff members will use that list to offer suggestions and guidance for each LEA. This guidance will be aligned with each LEA's literacy plan and local implementation timeline. When requested, KSDE staff members will provide support to LEAs by contacting and arranging services for LEAs with support providers. KSDE staff will provide ongoing monitoring of subgrantee activity by attending on-site professional learning sessions, attending meetings with support providers, meeting with LEA staff regarding grant-related support, meeting with support providers to ensure the nature and level of support is in continuous alignment with each LEA's plan and timeline, and other activities which may be determined necessary for the successful implementation of the grant.

*A.2. Data collection to inform continuous improvement.*

The vision for PreK-12 assessment in Kansas has changed dramatically over the past two years. As a result of a large statewide qualitative study to determine what Kansas communities, employers, parents, and educators wanted from the Kansas education system, the footprint of the Kansas accountability summative test (the KAP assessment), which includes assessment of literacy skills, was greatly reduced. This effort was initiated by a newly-appointed state Commissioner of Education, with the support of the State Board of Education. In addition to these changes on the KAP assessment, districts were told they no longer needed to report proficiency results to the state from an early reading assessment administered in

grades K-2.

While these two decisions yield less comprehensive data, they are aligned with an overarching goal to provide Kansas families and educators more meaningful data to inform students' educational and career paths. The decisions have also paved the way for more focused efforts to improve LEA's systems of assessment, both horizontally (across a single grade) and vertically (across multiple grades).

The Kansas State Board of Education recently awarded a statewide contract to fund a statewide implementation of the Ages and Stages Questionnaire (ASQ). This is intended to be used as a "snapshot" to be administered by preschool educators, childcare providers, parents, or other adults caring for children who will be entering Kindergarten. It is not intended to be used as a screener for the purpose of denying children entry into Kindergarten. It is instead intended to inform school, district, and state leaders about the readiness of children entering Kindergarten throughout the state, in a collective effort to boost access to high quality birth through age 5 programs for all students in Kansas. It is also intended to provide data that can be evaluated to improve alignment between birth-age 5 and K-12 systems. The ASQ includes questions about pre-literacy and literacy skill development in students, and will provide useful data for the purposes of KSRCLI grant implementation.

All students in grades 3-8, and tenth graders in Kansas take our Kansas State Assessment, also known as the KAP assessment (Kansas Assessment Program). Kansas works with The University of Kansas' Achievement and Assessment Institute (AAI) and several of its centers including the Center for Educational Testing and Evaluation (CETE) and Agile Technology Solutions (ATS) to develop, administer, and evaluate results of the KAP assessment for students in grades 3-8 and high school. The assessment for English Language Arts is a two-session

assessment measuring standards-aligned literacy skills for each assessed grade.

Professional learning through the Department of Education has focused on building balanced systems of assessment in LEAs across the state, and has been providing support to see that assessments are purposeful to teachers and families, and not burdensome. More specifically, the KSDE has been developing and/or providing support to LEAs related to the summative KAP assessment, state-developed interim assessments, and a classroom-based formative assessment process supported by UCLA's Dr. Margaret Heritage.

Because many of the benchmark or interim assessments LEAs were administering were costly and time-consuming, the Commissioner and the State Board of Education wanted to provide LEAs interim assessments free of charge.

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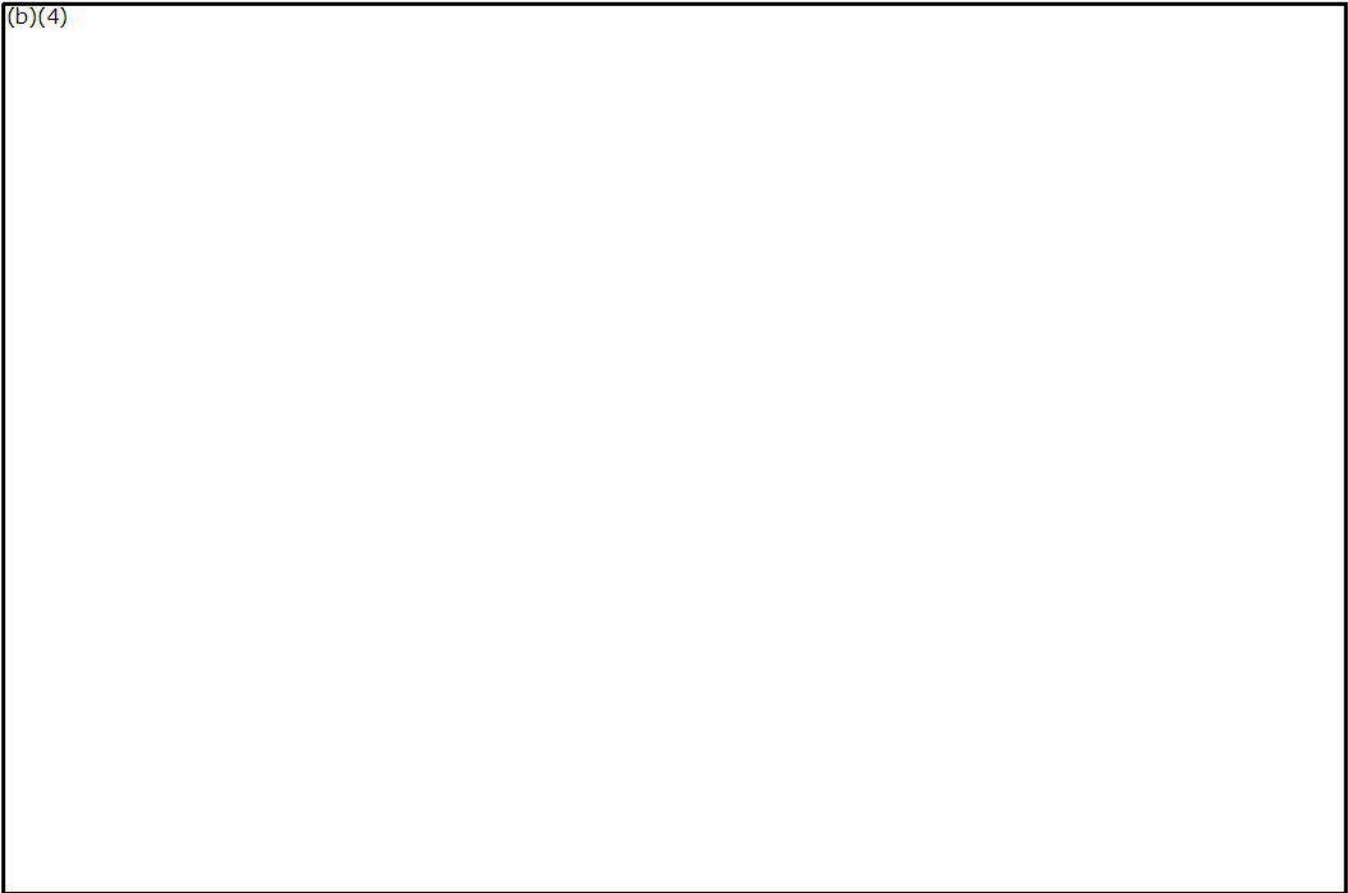
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As stated above, KSDE has been providing professional learning and technical assistance to LEAs that looks closely at their systems of assessment both within and across grade levels. These efforts may consist of on-site professional learning about balanced assessment systems, engaging educators in an assessment audit, and less in-depth professional learning at workshops and conferences.

It is the goal of the KSRCLI to not undermine efforts currently underway by the State Board of Education and the Kansas Commissioner of Education. Instead, the KSRCLI will work to complement their important work by using data from state-developed assessments to certify,

monitor, and inform literacy instruction for students. This would include an in-depth review and analysis of summative and interim data, as well as the use of formative assessment processes by the KSRCLI project staff at KSDE, in collaboration with LEA staff. Likewise, in an effort to honor the spirit of the State Board and Commissioner's efforts to personalize learning for all students and make a shift away from a deficit model of education, the KSRCLI will support LEAs in their use of additional assessments to measure literacy learning, as long as they are aligned with the LEA's literacy plan, exemplify and support evidence-based practice, and can be justified as being part of a balanced and meaningful system of assessments.

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**C. SEA Monitoring Plan**

**Monitoring with Leadership.** The Kansas State Literacy Team, KSLT plays a key role in supporting and guiding the work of the initiative. Great care has gone into building a team comprised of individuals with expertise in literacy development and education for children from birth through grade 12. Table 7 provides a visual representation of KSLT members:

Table 7: Visual Representation of the Kansas State Literacy Team for Kansas Literacy Plan

Birth – Age 5	Kindergarten – Grade 5
Early Childhood, Special Education, and Title Services Team Representative (Family and Parent Engagement), KSDE	Early Childhood, Special Education, and Title Services Team Representative (Kindergarten Readiness and Early Learning Standards), KSDE
Judith Carta, Juniper Gardens	Diane Nielsen, University of Kansas

Barbara Bradley, University of Kansas	Deborah Reed, University of Iowa
Heather Caswell, Emporia State University	Laurie Winter, Language Literacy Consulting
Dale Walker, Juniper Gardens	Xx Researcher, Sesame Workshop
Teacher TBD by nomination and interview	Teacher TBD by nomination and interview
<b>Grades 6 - 12</b>	<b>Students with Disabilities</b>
Suzanne Myers, KSDE	Early Childhood, Special Education, and Title Services Team Representative (Interventions), KSDE
Michael Hock, University of Kansas	Early Childhood, Special Education, and Title Services Team Representative (Title Programs), KSDE
Mary Beth Calhoon, University of Miami	Early Childhood, Special Education, and Title Services Team Representative (Assessment), KSDE
Amber Rowland, University of Kansas	Sean Smith, University of Kansas
Jana Craig-Hare, University of Kansas	Irma Brausseau-Hock, University of Kansas
Teacher TBD by nomination and interview	Teacher TBD by nomination and interview
<b>English Language Learners</b>	<b>Personalized and Literacy Interventions</b>
Early Childhood, Special Education, and Title Services Team Representative (English Learners, Migrant Students), KSDE	Suzanne Myers, KSDE
Tonnie Martinez, Kansas State University	Mike Hock, University of Kansas
Mary Beth Calhoon, University of Miami	Diane Nielsen, University of Kansas

Sheila Cassidy, Wexford, Inc.	Irma Brasseur-Hock, University of Kansas
Service Center Rep. TBD by Interview	Jayne James, University of Kansas
Teacher TBD by nomination and interview	Amber Rowland, University of Kansas

Collectively, this team has expertise and extensive experience exceeding the needs of the Striving Readers Initiative in the following ways:

- (a) Implementing literacy development practices and instruction for children in the following age/grade levels: Birth through age five, kindergarten through grade 5, grades 6 through 8, and grades 9 through 12;
- (b) Managing and implementing literacy programs that are supported by strong evidence or moderate evidence;
- (c) Evaluating comprehensive literacy instruction programs;
- (d) Planning for and implementing effective literacy interventions and practices, particularly for disadvantaged children, children living in poverty, struggling readers, English learners, and children with disabilities;
- (e) Implementing assessments in the areas of phonological awareness, word recognition, phonics, vocabulary, comprehension, fluency, and writing; and
- (f) Implementing professional development on literacy development and instruction.

KSLT member expertise will be highlighted in sub-sections C-1 through C-4. For additional information on individual expertise, please refer to the resumes provided in the appendix.

**Timing is Right.** The Striving Readers initiative is funded for a three-year cycle, so when thinking about a timeline, one naturally might assume year one equates to beginning, year

two equals middle, and year three signifies the end. KSRCLI views the timeline much differently. The year 2015 signified the beginning of a personalized approach to literacy when Dr. Randy Watson became the new Commissioner of Education. Through a series of town hall meetings and needs-sensing activities, the State Board of Education released a new perspective for formal education in Kansas, the “Kansas CAN” initiative; rethinking how schools are asked to operate. From a state perspective, the Department will look at every requirement to determine if and how Kansas educational leaders are supporting or impeding our schools’ abilities to address the needs of each child. The Kansas State Board of Education (KSBE) has selected five outcomes that will help measure the progress of their vision and two directly relate to goals associated with the Striving Readers initiative: 1) Social-emotional growth measured locally, 2) Kindergarten readiness, 3) Individual plan of study focused on career interest, 4) High school graduation rates, and 5) Postsecondary completion/attendance.

This fall, the KSDE is launching a Kindergarten readiness snapshot tool to be used statewide. This tool will provide valuable information for the KSRCLI because it will be utilized throughout the state and with a variety of stakeholders. What is learned from it and the ways it is used to inform literacy instruction will help to guide and drive needed changes to early childhood education initiatives and support throughout Kansas.

As mentioned in the SEA Activities section, many Kansas districts have already responded to a letter from the Commissioner expressing their interest in applying to be part of the KSRCLI. They stand ready to begin work as soon as funds are awarded. Commitment letters can be found in the appendix of this proposal. Additionally, during a KSRCLI needs-sensing session held by KSDE in May 2017, Kansas Educational Area Service Centers weighed in on the need and level of readiness for this initiative. They have long been a valued partner in serving

rural districts. In Kansas, service centers qualify as LEA's and they have agreed to work with eligible districts in their service areas to apply as a collaborative to leverage resources, provide additional professional development and data collection support, and to serve as an active disseminator within their regions, should their applications be awarded.

Just as year one is not viewed as the beginning of lasting literacy impact in Kansas, year three is not viewed as the end. There is no denying that KSRCLI funding will be an incredible catalyst to improving literacy for Kansas' most disadvantaged children, and KSDE wishes to continue the important work that will take place by taking measured actions toward sustainability. Each of the four components driving grant activities are designed to build capacity throughout the tenure of the funding cycle. Table 8 depicts high-level component activities by quarter over the three-year funding cycle. Sub-sections C-1 through C-4 unpack component activities to reinforce how the KSRCLI team will ensure that grantee interventions are aligned to KSDE's comprehensive literacy plan, are supported by moderate or strong evidence, are personalized and age appropriate, and are aligned and implemented with fidelity.

Table 8: Timeline represented by quarter year: **Q1**, Oct-Dec, **Q2**, Jan-Mar, **Q3**, Apr-Jun, and **Q4**, Jul-Sep.

Timeline Overview for Implementation and Monitoring		Year 1				Year 2				Year 3			
1.	COMPONENT 1. BUILDING CAPACITY	1	2	3	4	1	2	3	4	1	2	3	4
1.1	Develop and deliver a system’s based framework for grant operation												
1.1.1	Monthly KSLT Leadership Meetings - one onsite per year, remainder virtual	o	v	v	v	o	v	v	v	o	v	v	v
1.2	Establish & maintain internal/external strategies for learning & communication												
1.2.1	Quarterly Grantee Leadership Cabinet Forums - two onsite per year, then virtual	o	v	o	v	o	v	o	v	o	v	o	v
1.2.2	Progress tracking system online for grantees and KSLT to input and review												
1.2.3	Establish and grow social media channels – updates and links to KSDE agenda												
1.3	Leverage work by forming mutually beneficial partnerships 2 webinars / yr.		w		w		w		w		w		w
2.	COMPONENT 2. STRIVING READERS LEA GRANTS	1	2	3	4	1	2	3	4	1	2	3	4
2.1	LEA application disseminated & prospective applicants & offered prep support												
2.2	Applications undergo independent review & are LEA grants are awarded												
2.3	Support teams deployed – optimization & implementation is underway												
2.3.1	KSLT and support teams monitor and refine work in collaboration with grantees												

Table 8, continued: Timeline represented by quarter year: **Q1**, Oct-Dec, **Q2**, Jan-Mar, **Q3**, Apr-Jun, and **Q4**, Jul-Sep.

Timeline Overview for Implementation and Monitoring		Year 1				Year 2				Year 3			
		1	2	3	4	1	2	3	4	1	2	3	4
3.	<b>COMPONENT 3. EVALUATION</b>												
3.1	Conduct RFP process, select and execute contract with external evaluator												
3.2	Clearly articulate formative & summative measures												
3.3	Link measures to specific ELA standards in KGLL												
3.4	Align regional and or district literacy plans to KGLL												
3.5	Conduct fidelity training sessions for grantees												
3.6	Establish channels for data collection and analysis												
3.7	Develop data collection & reporting timelines												
4.	<b>COMPONENT 4. PROFESSIONAL DEVELOPMENT</b>												
4.1	Conduct annual orientation for all grantees												
4.2	Coordinate and leverage professional learning resources statewide												
4.3	Initiate opt-in video coaching process for LEA grantee teachers; 24 hours yearly												
4.4	Build, initiate, and leverage literacy collaborative PLC events	e	e	e	e	e	e	e	e	e	e	e	e

*C.1 Interventions are aligned to SEA's State comprehensive literacy plan*

The Kansas Striving Readers LEA application will specifically address key components of the Kansas State Literacy Plan and its Kansas Guide to Learning: Literacy (KGLL). LEA applicants will need to show three areas of alignment with their proposed interventions:

1. Alignment to definition of literacy within the Kansas State Literacy Plan and KGLL;
2. Alignment to specific standards noted within the KGLL at each grade band level; and
3. Evidence of alignment of local LEA Literacy Plan with the State Literacy Plan and KGLL.

KSDE updated the Kansas State Literacy Plan in 2017. The updated plan is informed by the research and findings used to support the writing of the Kansas Guide to Learning: Literacy, as well as data from four separate needs assessments, administered between 2015 and 2017.

These assessments were designed to gain a comprehensive view of the quality and condition of literacy curriculum and instruction from a variety of education professionals, including teachers, instructional coaches, curriculum leaders, and administrators. The update serves as a comprehensive literacy plan for children ages birth through grade 12, and integrates the Kansas Early Learning Standards for children from birth to age five, the K-12 Kansas English Language Arts Standards, recommended evidence-based instructional best practices, tiered systems of support, and critical questions and considerations for teaching and learning in the literacy strands of Reading, Writing, Speaking/ Listening, and Language.

The Kansas State Literacy Plan and KGLL define literacy learning as a lifelong process on a socially and culturally-constructed continuum. This continuum is characterized by the ability to derive, create, and convey meaning through a variety of socially contextual symbols in oral, written, digital, and other formats. Literate individuals:

- Build relationships in varied contexts to solve problems collaboratively and cross-culturally.
- Develop critical perspectives about what they read.
- Comprehend, analyze, and evaluate what they see and hear.
- Analyze and synthesize multiple streams of information simultaneously.
- Generate and embrace rich understandings of ideas and concepts.
- Create and share information for a variety of audiences and purposes.
- Recognize ethical responsibilities required by these complex tasks.
- Assess their own literacy learning competencies and direct their future growth.

(b)(4)

*C.2. Interventions are supported by moderate evidence or strong evidence*

This sup-component acknowledges that both the LEA student interventions and district-wide and school-wide professional development interventions are supported by moderate or strong evidence.

(b)(4)

This can be an extreme learning curve for LEAs. Many believe if they create an intervention that has one or two research studies cited in a literature review, this will be sufficient. The expectation for successful LEA applications is alignment or replication of literacy-based

interventions cited in the U.S. Department of Education’s What Works Clearing House. KSDE is a strong supporter of local control, so it will never mandate a specific intervention for school districts to implement. However, the application process for supporting school districts will provide four technical assistance webinars to introduce and “unpack” literacy studies in the What Works Clearinghouse. There are currently 218 entries for literacy evidence, <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=Literacy> across multiple grade bands. The intent of the webinars is to provide an overview of the WWC site, walk through three or four targeted studies to share how to analyze an entry and to better understand what moderate or strong evidence means. In addition, WWC practice guides will be explored. The fourth webinar is designed to provide coaching and feedback for individual applicants. In addition to the webinars, a series of short video tutorials for the WWC will be offered in a Kansas Striving Readers Community of Practice available to all Kansas schools both during the application process and beyond.

Teacher Professional Development Interventions/Models that will be used for all LEA grantees are based upon evidence-based strategies:

**Online Video Coaching.** A key professional development effort for LEA grantees will integrate the online video-coaching model by (Knight, Hock, Knight, 2016; Knight et.al, 2015) into the process used by Allen (2011). The Allen study is cited in the What Works clearinghouse, Online video-coaching model and video library to improve teacher-student interactions that affect student achievement and Knight’s studies have been conducted in over 48 states and is described in multiple books and articles. The online-video coaching uses a partnership approach between teachers and coaches (Knight, Hock, Knight, 2016; Knight et.al, 2015) developed after conducting close to two decades of research on instructional coaching by

Knight and colleagues in the Kansas Coaching Project at the KUCRL. They developed the partnership approach based on themes found repeatedly in the literature from the fields of education, business, psychology, philosophy of science, and cultural anthropology. Those themes have been synthesized into seven principles that describe a theory of interaction currently used by hundreds of coaches across North America and around the world: the principles of Equality, Choice, Voice, Reflection, Dialogue, Praxis, Reciprocity.

Teachers will use smartphones, tablets, computers or other video-recording capable hardware to video record their lessons to refine implementation, monitor progress and meet student-focused goals. They will record class sessions or specific elements of the instruction to monitor progress toward their goal and adjust based upon video. They will upload video to an online data management platform, and then engage in self-reflection and collaboration with their coach. As a result, ‘real time’ data and adjustments to instruction will be able to be made.

Through Allen’s program, teachers access a video library featuring examples of high-quality interactions and receive individualized, web-based coaching approximately twice per month during the school year. MTP-S used the secondary school version of the Classroom Assessment Scoring System ® - Secondary (CLASS-S) to define and observe effective teaching practices.

Intervention group teachers attended an initial workshop, where consultants defined the MTP-S principles and described the dimensions of high-quality teacher–student interactions from the CLASS-S. Approximately twice a month throughout the school year, each teacher submitted videotaped sessions from his or her focal class to a consultant, who identified brief segments of the session for review and discussion. The teacher reviewed the identified segments for his or her own behaviors and for student reactions and answered questions from the

consultant about the connection between the behaviors and the reactions. The teacher then conferred with the consultant in a 20- to 30-minute discussion by phone in which the consultant recommended strategies to enhance teacher–student interactions. Consultants also directed teachers to view annotated video exemplars of high-quality teaching. The MTP Two Week Coaching Cycle included:

- Step 1: Teacher records classroom video
- Step 2: Coach reviews and selects video and writes prompts
- Step 3: Teacher reviews video and responds to prompts
- Step 4: Teacher and coach discuss prompts and practice
- Step 5: Summary and action plan inform next cycle

The year of coaching was followed by a brief “booster” workshop. The intervention involved a total of about 20 hours of in-service over 13 months.

**Online Professional Learning Communities, PLCs.** The second key professional development support strategy that will be used with all LEA Grantees is the implementation of topic specific, differentiated PLCs. KSLT team members Dr. Amber Rowland and Dr. Jana Craig-Hare at the University of Kansas have had great success in building, implementing and helping teachers sustain online PLCs. Although Kansas may have a smaller population, it covers a great deal of real estate. It can easily take eight hours to drive from NE to SW areas of the state. In addition, in many rural areas, there are staff members teaching content solo. There isn’t another science or math teacher within the building so it is difficult to collaborate in an onsite setting. The KSRCLI team intends to leverage the use of technology to build statewide PLCs to share successes, frustrations, teaching techniques, fidelity sessions and more.

Professional learning communities offer teachers the opportunity to communicate with like-minded colleagues who are teaching the same content, grade-level and implementing the same initiatives [more explicit once we land on those]. As defined by Darling-Hammond, Wei, Andree, Richardson, & Orphanos (2009), “effective professional development is intensive, ongoing, and connected to practice; focuses on the teaching and learning of specific academic content; is connected to other school initiatives; and builds strong working relationships among teachers” (p. 44). Through their work with high school teachers, Grossman et al. (2001) found that group conversations can stimulate and renew the intellectual growth of teachers and are a key component of successful professional learning because the collective knowledge of the group is far greater than that of any one member. Grossman et al. (2001) found that conversations during professional learning opportunities for teachers should include social opportunities where teachers are encouraged and allowed to share what they know with a broader audience.

Virtual Professional Learning Communities (PLCs) are a feasible solution and if organized and planned well, can Levine and Marcus (2007) encouraged professional development leaders to create “spaces for teachers to talk and engage in practices together rather than seeking to control individuals and deprive them of opportunities to question or alter practices” (p. 124).

Much of the research surrounding teacher learning groups references the concept of a “community of practice,” as outlined by Lave and Wenger (1991). Lave and Wenger described how groups of individuals who are passionate about a common topic can come together to co-construct knowledge. Craig (2007) highlighted one such “community of practice” in her work with K-12 “Knowledge Communities.” She defined Knowledge Communities as groups that: 1)

begin with originating events; 2) enable teacher intra/inter-school dialogue; 3) allow teachers' experiences to resonate with one another; 4) evolve and change; 5) cohere around teachers' storying/restorying of experience; 6) fuel ongoing reflection in community; 7) develop shared ways of knowing; 8) feature reciprocity of members' responses, and 9) bring moral horizons into view. (pp. 621-622)

Craig (2007) elaborated on her definition of knowledge communities and explained that originating events are those in which educators gather in a group with a shared meaning. She described how important narratives and dialogue are for knowledge communities because they allow educators to share stories, which may not be appropriate or applicable in other educational settings, with like-minded colleagues. Craig asserted that without narrative and the ability to share stories, teachers are "unable to hold". There is a large research base surrounding organized teacher learning groups (Bogler & Somech, 2004; Craig, 2004; Craig, 2007; Darling-Hammond et al., 2009; Deglau et al., 2006; Doppelt et al., 2009; DuFour et al., 2006; Fullan, 2007; Hindin et al., 2007; Lave & Wenger, 1991; Little, 2003; Servage, 2008), which also provided evidence that conversations contribute to professional learning. This research base helps define the professional learning communities that will be formed in Kansas.

The University of Kansas will be supporting this effort with the Zoom.com meeting software that allows multiple participants to interact freely in addition to an Adobe suite of web-based products for interactive archives. Zoom allows for the extensive use of video in real time, and Adobe-based website builders such as Spark and Muse allow for the easy addition of video archives. Videos can be a productive tool to enhance teachers' professional development and showcase students' achievement. Video-based online PLCs can be especially effective as:

- Virtual PLCs can achieve similar outcomes as compared to traditional ones, without the

usual limitations of time, space, and pace. (Blitz, 2013).

- Teachers who collaborate through peer coaching show a significantly greater transfer of training than other traditional methods such as demonstration and practice (Joyce & Showers, 2002).
- Knight (2014) discusses using video to impact instruction, which he refers to as a “disruptive” innovation, especially when coupled with video-sharing platforms. Capturing teaching on video enables the teacher and the coach to see a true picture of teaching, that is, “seeing yourself doing what you do” (p. 8). The use of video becomes transformative when it is embedded as a professional learning approach within a professional learning community (Knight, 2014).

With the use of a mobile accessory such as Swivl ([www.swivl.com](http://www.swivl.com)) facilitators and guest speakers will have an effective way to support virtual PLCs. Swivl is a robotic device that works with your mobile phone/tablet or camera to capture and record videos. The Swivl tilts and rotates to follow the presenter as he or she moves around the classroom, recording wireless video and audio with its Cloud and Capture app. When combined with video conferencing solutions such as Zoom, it can also be used for virtual collaboration.

- Example 1: Host a virtual PLC or book study discussion with Zoom/Swivl. Zoom connects school-based or individual locations together to be in a shared virtual conferencing space. Participants share educational challenges or aspects of the book through a group discussion. When participants pass the receiver to individuals sharing/taking, the Swivl robot turns to their direction and the microphone amplifies their voice to the remote locations.

- Example 2: Provide professional learning presentations with Zoom/Swivl. Zoom connects school-based or individual locations together to be in a shared virtual conferencing space. The presenter wears the Swivl receiver while delivering professional learning content. The Swivl robot follows the presenter and the microphone amplifies their voice to the remote locations, giving a “live” experience to the participants in remote locations.
- Example 3: Using Swivl for personal learning and professional development. Teachers record a mini-lesson or whole group lesson of themselves providing reading instruction using the Swivl robot and uploading the video to the Swivl cloud. Teachers are asked to watch the videos before sharing with other teachers for a collaboration activity to identify instructional strengths and areas for improvement. Self-reflection and self-correction is key to continuous professional improvement and student achievement. During the collaboration activity, teachers share their strengths and identify their challenge areas or ways that they could make the lesson more engaging through specific points in the video lesson. Swivl helps create a safe professional learning community for these collaborative discussions to take place.
- Example 4: Use Swivl for multiple presentations at various sites to hold a virtual conference to share LEA sub-grantee action research and rapid cycle evaluation findings.

*C.3. Interventions are differentiated and age appropriate*

The KSLT Members will play a key role in supporting the LEA application and implementation process to ensure that interventions take a personalized approach to learning and ensuring that content and pedagogy is personalized, data-informed, and age appropriate. Numerous years of expertise are provided at every grade band and content level. The team is also

very skilled in the integration of technology enhanced learning, the development and delivery of large-scale professional development initiatives, inclusive of online video coaching and virtual PLC facilitation and the team has developed, conducted research and has published their findings on many successful pedagogical approaches. The Center for Research on Learning has a strong affiliation with the Department of Special Education at the University of Kansas, which for many years has been ranked #1 nationally for leadership in preparing teachers to serve students with special needs. Director, Dr. Michael Hock specializes in adolescent literacy. KSLT member, Dr. Judith Carta, Professor of Special Education and Senior Scientist, at the Juniper Gardens' Children's Project, Life Span Institute is also a member of the Federal Advisory Panel on Head Start Research and Evaluation, Division of Early Childhood's Commission on Recommended Practices, and the Editor of Topics in Early Childhood Special Education. She has spent much of her career developing practices that teachers and parents can use to promote children's language, early literacy and social outcomes, and will be a tremendous asset to the birth to 5 effort within the Striving Readers Initiative.

KSLT also has representation to provide support with UDL, blended and a personalized approach to learning. Dr. James Basham is the co-founder of the Global UDL Implementation Research Network, Dr. Irma Brasseur-Hock has a great deal of expertise in blended learning, and Dr. Jayne James is an active member of the District Reform Support Network providing technical assistance to the Race to the Top-District personalized learning initiative funded by Office of Innovation and Improvement at the U.S. Department of Education.

*C.4. Interventions are aligned and implemented with fidelity.*

Alignment has been discussed throughout this proposal in many areas: Aligning the needs of targeted students, aligning internal and external messaging and communication,

aligning an implementation framework to the goals of the Striving Readers initiative, and providing interventions aligned and supported by moderate and strong research Strategy for professional development provides activities that are aligned to evidence-based practice and provides opportunities for coaching through online video coaching, and peer interaction through virtual PLCs. These activities provide a natural venue for keeping fidelity top of mind. It stays top of mind because PD activities focus on two big issues: implementation, and the development of a common perception of progress; collective efficacy.

**Striving Readers External Evaluation.** The KSRCLI is committed to engaging in a rigorous external evaluation process with a reputable national evaluation entity. Due to Kansas statutes, KSDE must engage in a competitive bid process for the selection of its external evaluator. If funded, the SEA is positioned to begin the bid process immediately by having already developed a set of criteria to guide evaluators' design submissions and bids. We will use a rapid start-up process to ensure that the bid and contract process is completed during the first quarter of Year 1 of the project.

Bidders will need to address an external evaluation that will support the National Program Evaluation. Additionally, the external evaluation will describe the use of quantitative and qualitative data to provide ongoing formative and summative findings focusing on 5 areas:

1. To inform continuous improvement, and measure progress of the project in meeting its goals and objectives.
2. Use a quality assurance process to assess and improve the independent peer review process to award subgrants that propose a high-quality comprehensive literacy instruction program.
3. To inform continuous improvement, and evaluate the outcomes, effectiveness and

impact, of local projects. External evaluators will describe how they will work with project and LEA staff to ensure all:

- Work from a common set of measures and expectations
  - Clearly articulate formative, interim, & summative measures, and explain how they are connected to form a complete and meaningful system of assessments that meets the needs of each student.
  - Link measures to specific ELA standards in the State literacy plan
- Build capacity for grantees to evaluate practices
  - Align regional and or district literacy plans to State literacy plan
  - Conduct fidelity training sessions for grantees
- Build capacity for data-driven decision making
  - Establish channels for data collection and analysis
  - Develop data collection & reporting timelines

To evaluate effectiveness and impact, the external evaluation will conduct a randomized controlled trial experimental design or a quasi-experimental design, either of which will meet What Works Clearinghouse Standards (With or Without Reservations).

4. To work with project staff to fully define, institute and manage the data collection and analyses processes of the Monitoring Plan.
5. To provide a multifaceted evaluation of professional development provided by the SEA and LEAs.

External evaluation agencies bidding on this evaluation will provide an initial Evaluation Design that identifies the evaluation and research questions to be addressed, the methods they

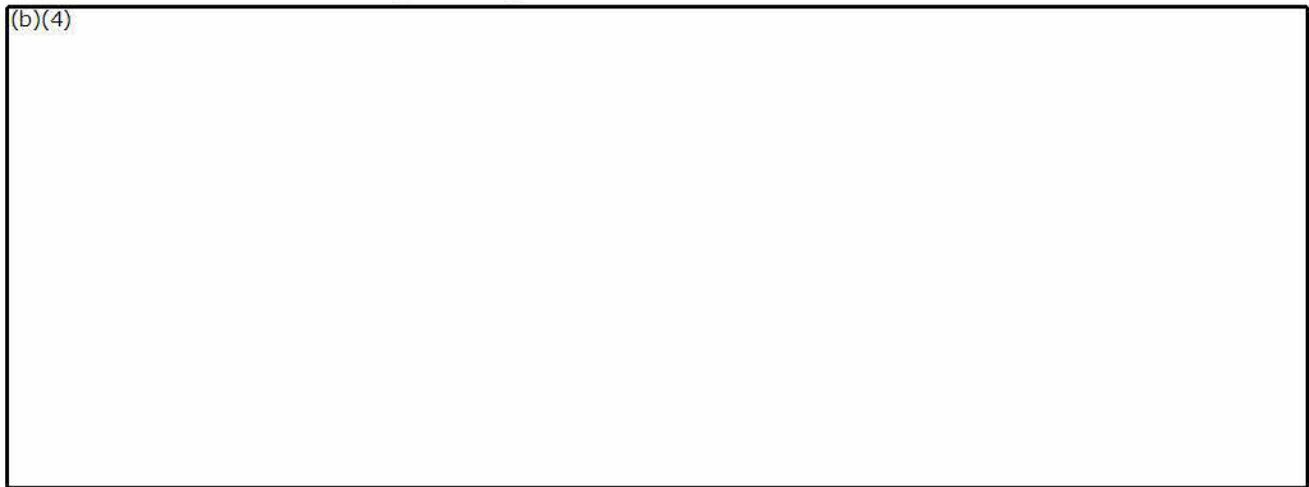
would use to answer those questions, the processes they would use to conduct the evaluation including data collection and reporting, and their methods of analyses.

Bidders will provide descriptions of their qualifications to conduct this evaluation, their expertise, experience and at least five references related to work with quantitative and qualitative methods, interventions for children from low-income families and from diverse backgrounds, their models for quality assurance and for evaluation of professional development programs, and their process for coaching leadership teams in using evaluation data. Bidders will also provide some options for possible research designs related to LEA interventions.

Bidders will provide a description of the process they would use, if they were successful in their bid, to then use to work interactively with the project staff and stakeholders to develop the full evaluation design, and implement and manage that design.

Together, we're better. The KSLT team, along with a strong communication network, systemic implementation framework, and robust formative and summative evaluation plan, will ensure that the KSRCLI initiative can design, advise, implement, monitor, and adapt to deliver a successful initiative to strengthen literacy learning of English Learners, students with disabilities and students from disadvantaged backgrounds.

(b)(4)



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Withheld pursuant to exemption

(b)(4)

of the Freedom of Information and Privacy Act

## **E. Adequacy of Resources**

*E.1. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.*

KSRCLI is requesting approximately \$27 million dollars over the three-year life of the project, approximately \$9 million year. The budget and budget narrative submitted within the proposal provides line item detail on forecasted expenditures. This sub-section is designed to show that costs are indeed reasonable in relation to the objectives, design, and significance of the

proposed project.

The percentage of funding allocated meets or exceeds the expectations of the RFA. More than 96% of the requested funds are requested to be sub-granted to support birth through Grade 12 efforts, especially for prioritized subgroups. It is forecasted that nine awards that will fund urban or rural consortia, and 4% will go to KSDE, KSLT members, and two sub contracts to assist with leadership, administration, technical assistance, professional development, and evaluation. Travel and supplies requested by KSDE are minimal, yet sufficient to carry out minimal onsite visits and annual meetings with project officers in Washington, D.C. The nine LEA sub grantees will also contribute to professional development, travel and evaluation costs to successfully support their interventions.

Grant personnel to lead and manage the project is lean, yet reasonable. State personnel is often stretched, yet dedication and a strong talent pool can often leverage tight budgets. Personnel assignments for KSRCLI are designed to supplement and not supplant current positions. Personnel efforts for the overall grant operation will collaborative across four entities:

1. The Kansas State Department of Education, KSDE;
2. The Center for Research on Learning at the University of Kansas, KUCRL;
3. The External Evaluation Firm, TBA due to KSDE statutes; and
4. The Kansas Literacy Team, KSLT – a targeted group of state and national leaders hired to provide consultative services.

KSDE Personnel is devoting 2.45 FTE to the administrative effort which constitutes approximately 1.5% of the overall budget and they serve as the lead agent and point of contact for the leadership and direction of the Striving Readers grant.

Table 9: KSDE Personnel

Name and Position	% Time on Project	Duties
Suzy Myers Principal Investigator	25% FTE	USDOE Point of Contact, oversight and direction for grant operations
Project Coordinator New Hire TBA	100% FTE	Day to day operations, main point of contact for the nine LEA sub-grantees
Linda Wisner Fiscal Officer	20% FTE	Fiscal management funding to USDOE. sub-contractors and LEA sub-grantees
Administrative Assistant New Hire TBA	100% FTE	Administrative and logistical coordination of support of KSDE team effort

Personnel for KUCRL, the Center for Research on Learning at the University of Kansas is dedicated to support the KSLT, professional development and communications and dissemination efforts to support the KSRCLI effort. KUCRL Personnel is devoting .625% FTE to the administrative effort which constitutes approximately .0075% of the overall budget

Table 10: KU CRL Personnel

Name and Position	% Time on Project	Duties
Mike Hock Site Principal Investigator	5% FTE	Liaison to KSDE in leading the support effort from KUCRL staff
Irma Brasseur Hock Co-PI	20% FTE Year 1 15% FTE Years 2 and 3	Blended, personalized learning and special needs support for LEA grantees

Jayne James Co-PI	12.5% FTE	Coordination and growth of strategic partnerships, communication, and dissemination.
Amber Rowland Co-PI	25% FTE Year 1 20% FTE Years 2 and 3	Leading the professional development effort for online video coaching and virtual PLCs

A placeholder amount of \$575,000 annually has been designated for the personnel and services rendered of a national evaluation firm. The required procurement process by KSDE will begin immediately upon award notification to ensure the grant can hit the ground running. This amount constitutes approximately 6.4% of the budget, which traditionally may be considered low for program evaluation, yet with the allocation requirements of the RFA, it is considered reasonable. As mentioned throughout the proposal, the goal is to build capacity with school districts, so district personnel will be assisting with the data collection and reporting effort.

The KSLT team accounts for 1.34% of the overall budget. Each consultant is expected to give five days of expertise per year through primarily virtual consultation and online team and committee meetings, yet travel has been allocated for one onsite meeting per year. The team holds expertise in six key areas and has 34 members.

Overall, travel has been minimized for minimal onsite meetings, one onsite orientation per year, KSDE travel to annual USDOE meetings, and KSDE, KUCRL, and external evaluator travel to Kansas LEA sub-grantee sites. The budget narrative outlines travel in further detail.

The average estimated award amount is \$1,075,000, for the nine, targeted LEA sub-grantees each year, yet amounts may vary up or down based upon the number of students they

intend to impact. Sub-grantee reviewers will prepare a slate of recommended awards in rank order and KSDE will manage budget negotiations with each of the nine, LEA sub-grantees. As mentioned, in many areas throughout this proposal, LEA Sub-grantees will need to budget their applications in accordance with the funding percentage expectations of the RFA.

A sample budget for an LEA sub-grantee has been provided both the budget and the budget narrative, yet budget line item percentages are detailed below to provide anticipated expenditures:

Each anticipated award is approximately 12% of the overall budget. The sample budget was created with capacity-building in mind.

Table 11: Sample LEA Sub-Grantee Budget - approximations

Sample Line Item	Amount	% of Budget	% FTE	Description
Personnel and Fringe	\$232, 874	21.66%	50%	1 site PI – Oversight
			100%	1 site Coordinator
			15%	10, project personnel – school site implementation support
Domestic Travel	\$5,100	.0047%		State required meetings or site visits
Materials & Supplies	\$2,282	-		
Sub-award – Share of Evaluator Services	\$23,113	2%		Cooperative share for evaluation work – KSDE + the nine LEA Sub-Grantees

Sub-award Partnerships	\$250,000	23%		Community partners for Birth through age 5 and or other wrap around services
Sub-award Professional Development / Coaching	\$405,000	38%		Specific intervention specialists or evidence-based approved vendors and some of this funding for online video coaching to train and build local coaches
Teacher Stipends and or Substitute Teachers	\$75,000	7%		\$100 per day or divided by # of sites or # of teachers – estimate based upon 10 sites per sub-grantee
Other Direct Costs	\$2,000	-		Misc. costs

The documentation of expenditures aligns nicely to successfully meeting the objectives the KSRCLI initiative, and the design intentionally provides an adequate and reasonable scaffolding of supports and activities to build capacity for LEA Sub-Grantees over the life of the grant to sustain powerful personalized learning experiences that are sustainable.

*E.2. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.*

Kansas has approximately 550,000 students and through the analysis of determining which districts have been deemed eligible, about 50% of schools will be invited to apply as LEA sub-grantees. As mentioned, if a school in need has an enrollment of less than 5,000 they will be required to apply as a consortium to leverage reach and resources

Most of the largest 20 districts in Kansas will be eligible to apply, see eligibility list in the appendix of this proposal, and it is estimated that at least 25% of the student population will be affected in a primary way with specific literacy interventions; their schools being recipients of an LEA sub-grant. If you take that 25%, 137,500 students and divide it by \$9 million dollars, we can estimate a per pupil expenditure of less than \$67 per student which is certainly a reasonable cost in comparison to the number of students to be served. If more rural consortia are awarded, and the total number of students is approximately 20%, the cost is still less than \$85 per student.

Throughout the professional development, PLCs and anticipated service center leadership involvement through rural consortia LEA sub-grantee awards, the entire student and teacher population in Kansas and beyond can benefit from the investment made in the KSRCLI initiative. A web-based archive of learning and recorded events and open PLCs will provide sustainable resources for the years to come.

Although this is certainly a value add, the primary benefit goes without saying. Intensive, and sustained evidence-based interventions will be implemented and sustained with integrity and impact. The objectives mentioned at the beginning of this proposal will be achieved, and the capacity gained from the thoughtful design and implementation of the KSRCLI initiative will benefit disadvantaged students for years to come.

As mentioned in section C, the Kansas State Literacy Team (KSLT) will play a key role in determining the adequacy of resources to improve the literacy growth and learning of Kansas most disadvantaged students. Determinations of adequacy will include the degree to which there is sufficient, valid, and reliable evidence that selected strategies and resources are effective with the targeted group of students with whom an LEA plans to use the strategies and resources. Likewise, determinations of adequacy will include the degree to which an LEA's selected

strategies and resources are likely to be used with fidelity. The determination of adequacy will be made by KSDE employees responsible for implementation of grant activities, in close partnership with KSLT members with expert knowledge of selected strategies and resources. At each site, a focus on evidence-based instructional practices will be a priority for KSDE staff, LEA employees responsible for on-site implementation, KSLT members, and as a result, any outside contractor hired by the LEA with grant funds to improve the literacy learning and growth of disadvantaged students. This is a focus for all grant partners, as well as for external reviewers.

In some cases, selected strategies and resources will be determined in advance by the KSLT and provided for the LEAs to use in the creation or updating and modification of their local plans. Should awarded LEAs choose to use strategies and resources not pre-determined to be evidence-based, the KSLT will be consulted in order to make a determination about the planned course of action, and will partner with KSDE staff to advise the LEA accordingly and ensure that each LEA is implementing a plan that will support evidence-based instruction for students in all prioritized subgroups.

KSDE is fortunate to have key partners to assist in both the offering of instructional support, as well as the evaluation of plans that will offer appropriate and high-quality support to teachers and other LEA staff members.

As discussed throughout the proposal, the Center for Research on Learning at the University of Kansas will be an active partner in supporting KSLT, professional development and communications and dissemination efforts. KUCRL and its parent center, the Life Span Institute, have extensive experience and success in large-scale initiatives and are poised to hit the ground running upon notification of a SEED award. The Life Span Institute (LSI) commands the largest external funding support of any research center on the Lawrence campus, with a

combined federal, state, and private-sector funding totaling \$32.8 in FY 2015; it brings together 175 scientists affiliated with 20 academic departments to study human development from its genetic origins through the final stages of life.

KUCRL has a 35-year history as an internationally recognized research and development organization noted for creating solutions that dramatically improve quality of life, learning, and performance, especially for those who experience barriers to success. The extensive expertise of the KUCRL's researchers, coupled with the commitment to multidisciplinary collaboration, positions the KUCRL to successfully conduct significant, large-scale research projects. They study problems in education and work to place difference-making solutions into the hands of educators, learners, employers, and policy makers. The researchers and staff are qualified to carry out the responsibilities related to all aspects of professional development, instructional coaching, blended learning environments, implementation of evidence-based interventions, and video-based coaching.

Another key partner is Juniper Gardens, a project of The University of Kansas. Juniper Gardens was recently awarded two grants focused on literacy instruction and interventions for preschool students. Specifically, their work will yield important information and tools related to evidence-based practices for preschool literacy programs. It is an expectation that these tools and findings will be directly shared and used within the KSRCLI project, due in part to the position of one co-principal investigator on the Kansas State Literacy Team.

Another key partnership exists in the Kansas Masonic Literacy Center (KMLC), a new multi-million dollar project through Emporia State University whose mission is to improve literacy for Kansans from birth through adulthood. In addition to working with PreK-12 schools throughout the state, the KMLC is also developing a plan for literacy work with hospitals,

community libraries, professional organizations, and several non-profit foundations. The Director of this project will also serve on the Kansas State Literacy Team, and will play a key role in connecting the work of the KMLC and the KSRCLI.

These partnerships and others like them are intended to boost the sustainability of the KSRCLI at the completion of the three-year grant term.

**F. Quality of Project Design (5 Points)**

The Kansas State Department of Education, along with key partners and stakeholders, has worked to create a high quality plan that will lead to sustainable, evidence-based literacy practices to positively impact the growth and development of literacy in students from birth through grade 12. Special attention in the RFP process and in stated requirements to align with the state literacy plan will ensure that funds allocated to LEAs and LEA consortia will be targeted toward disadvantaged students, especially students who are English learners, students with disabilities, and students from economically disadvantaged backgrounds.

KDRCLI did a great deal of need sensing before applying for the Striving Readers grant. A project design was strategically put together in collaboration with KSLT members, and they are committed and ready to hit the ground running. Adequate support systems and resources will be in place to help eligible LEAs and LEA consortia submit applications of substance that will have a high opportunity to impact literacy for their disadvantaged populations. Once they are awarded, KSDE, KUCRL, KSLT members and a nationally recognized evaluation firm will work with LEA sub-grantees to provide capacity-building professional development to help them develop and strengthen systems which will allow them to sustain the evidence-based interventions they are incorporating.

It is our expectation that the Kansas Striving Readers Comprehensive Literacy Initiative will add to the current momentum of the State Commissioner and Board of Education's goals. Literacy growth and development is a crucial component of student success, and will be a key foundational element upon which the five Kansas State Board of Education's goals rest.

## Other Attachment File(s)

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## Resumes/Curriculum Vitae

- Suzanne Smith
- James Basham
- Barbara Bradley
- Irma Brasseur-Hock
- Mary Beth Calhoon
- Judith Carta
- Jana Craig-Hare
- Michael Hock
- Jayne James
- Jim Knight
- Diane Nielsen
- Deborah Reed
- Amber Rowland
- Sean Smith
- Dale Walker
- Laurie Winter

# Dr. Suzanne E. Myers



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## EDUCATION

<b>University of Kansas</b> Ed.D. Curriculum and Instruction	2017
<b>Kansas State University</b> M.S. Curriculum and Instruction	2010
<b>Washburn University</b> B.A. English Education	2005
<b>University of Kansas</b> B.S. Journalism-Advertising	2001

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## CERTIFICATIONS

<b>National Board for Professional Teaching Standards</b> Accomplished License-Adolescent/Young Adult English Language Arts	2010-2020
<b>Kansas State Department of Education</b> Secondary Language Arts 7-12	2005-2010

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## EXPERIENCE

**Kansas State Department of Education** 2013-Present

**Education Program Consultant – Language Arts and Literacy/Writing**

- § ELA Standards Development – Lead
- § Council of Chief State School Officers State Professional – Development Team
- § Council of Chief State School Officers State Standards – Implementation Team
- § Striving Readers Grant – Project Director
- § ELA Virtual Communities of Practice Model – Creator and Lead
- § Career, Standards, and Assessment Team – Communication Lead

- § ELA Training-of-Trainers – Lead
- § ELA State Summative Assessment – Lead

**Additional Responsibilities**

- § Kansas Professional Learning Team – Co-Lead
- § Visiting International Teacher Program – Responsible Officer
- § Kansas Focus and Priority Schools – Team Member
- § Division of Learning Services Visioning Committee
- § Deputy Commissioner’s Strategic Planning Committee
- § Professional Development Council
- § National Endowment for the Arts Poetry Out Loud – Project Director
- § Career and Technical Education A/V Communications Pathway – Lead
- § KASCD Executive Board

**Baker University**

2014-Present

**Adjunct Instructor**

MAEd Program - On-Ground, Hybrid, and Online Courses

Courses Taught:

- § Learning Theories and Instruction
- § Focus on Comprehension
- § Enhancing Communication and Embracing Understanding

**Atchison County USD 377**

2010-2013

**District Curriculum Director K-12**

- § Professional Learning Communities Initiative – Lead
- § Advisory and Intervention Planning - Lead
- § Curriculum Map Review and Revision – Lead
- § K-12 Administrator and Teacher Collaboration
- § Materials Adoption – Lead

**English Teacher**

Courses Taught:

- § English 10
- § Honors English 10
- § Yearbook
- § Senior Language for Life
- § Strategic Reading

**Additional Responsibilities**

- § Professional Development Council - Record Keeper
- § Site Council - Record Keeper
- § Junior Class - Prom Sponsor

**Auburn-Washburn USD 437**

2005-2010

**English Teacher**

District Language Arts Curriculum Committee

- § Resource evaluation team – Grade level representative
- § Curriculum map review

Courses Taught:

- § English 10
- § English 10 CSS
- § Honors English 10
- § English 11
- § English 11 CSS

**Additional Roles Responsibilities**

- § Literary Magazine – Co-Sponsor
- § Creative Writing Club – Co-Sponsor
- § Sophomore PLC Team – Lead
- § National Honor Society – Co-Sponsor
- § Site Council – Record Keeper

**LEADERSHIP**

**Collaboration and Teams**

Co-led Striving Readers Grant Writing Team	2016
Co-Created Orientation Week for Visiting International Teachers	2016-2017
Co-led State Text Complexity Workgroup	2014
Co-planned The Writing Conference Annual Literacy Conference	2013-Present
Presented to U.S. Dept. of Education on Monitoring Visit	2013

## Supervision

Presented to State Board of Education Re: Standards Review and Adoption	2016-2017
Supervised practicum student through Washburn University	2009
Supervised student teacher through Washburn University	2008
Supervised practicum student through Washburn University	2007
Mentored teachers new to profession as part of district mentor program	2007-2009

## Instructional Leadership

Developed and Led Kansas Writing Workshops: 6 sites, approx. 500 teachers	2015
Observed and coached Visiting International Teachers	2016
Completed Learning Forward Executive Leadership Program	2015-2016
Trained in Teacher Expectations and Student Achievement (TESA)	2006

## Innovation & Development

Developed pilot for English language arts virtual communities of practice	2015-2016
Led data review for virtual communities of practice pilot	2016
Led revision of virtual communities of practice program and implementation	2016-2017
Led Pilot of A/V Communication Peer Pathway Review, Wichita, KS	2015
Led Writing and Review of Summative Assessment Performance Task Rubric	2014-2015
Led ELA Training-of-Trainers Events	2013-Present
Co-authored & implemented pilot program for Literature Circles to address areas of need as indicated by district data	2008-2010

## MEMBERSHIPS

Kansas Reading Association	2017-Present
State Coordinators of English Language Arts	2016-Present
Council of Chief State School Officers-ICCS Team	2013-Present
Kansas Association of School Curriculum Developers	2013-Present
Executive Board	2013-Present

Executive Board for Kansas Association for Teachers of English	2006-Present
Senior Past President (2015-2016)	
Immediate Past President (2014-2015)	
President (2013-2014)	
Vice President/2013 Conference Chairperson (2012-2013)	
Second Vice President (2011-2012)	
Editor, <i>KATE Update</i> (2009-2011)	
National Council of Teachers of English	2005-Present
Kansas Association for Teachers of English	2005-Present

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## HONORS and AWARDS

Friend of the Writing Conference Award, The Writing Conference LLC	2013
Civic Voices Fellowship, Birmingham, AL	2011
National Endowment for the Humanities Fellowship, University of Kansas	2010
Outstanding Educational Leader Award, The Writing Conference LLC	2009
Outstanding Writing Teacher Award, The Writing Conference LLC	2009
Glenn Teacher of Excellence Nominee, University of Kansas Literature Festival	2008
Six-time Educator of Excellence Nominee, Washburn Rural High School (Spring 2008, Spring 2007, Fall 2007, Spring 2006, Fall 2006, Fall 2005)	
Flint Hills Writing Project Fellowship, Kansas State University	2006
Outstanding Secondary Student Teacher Award, Washburn University	2005

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## SERVICE

Kansas Masonic Literacy Center – Board of Directors	2017-Present
<i>Kansas English</i> – Editorial Review Board	2017-Present
Kansas Masonic Literacy Center – Search Committee	2016-2017
Fort Riley Middle School, KS – External Assistance Team (2014, 2015, 2016)	

Kansas National Board Breakfast – Invited Speaker/Panelist	2016
Poetry Out Loud State Contest - Judge	2015
Dynamic Learning Maps Assessment – Reviewer	2014
Heartland Committee to Promote Lifelong Reading – Reader-Contributor	2012-Present
Writing Conference, Inc. Writing Contest – Secondary Level Judge	2011-2013
Literature Festival – Student Discussion Facilitator	2010-Present
Kansas Association of Teacher of English <i>KATE Update</i> – Editor	2010-2014
Assembly on Adolescent Literature – Book Reviewer	2006

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## PUBLICATIONS

- Myers, S. (2017). *Virtual communities of practice: A study of capacity-building professional learning for teachers* (Doctoral dissertation).
- Myers, S. & Vest, J. (2016). From Lenin to Lennon: Using music to revive the classics. In L. Johnson & C. Goering (Eds.) *Recontextualized: A framework for teaching English with music* (pp. 113-128). Rotterdam: Sense Publishers.
- Oertel, S., Seeger, V., & Shaw, K. (2014) Kansas ELA College and Career Ready Standards: Best Practices and Misconceptions, *Kansas Journal of Reading*, 30.
- Oertel, S. (2011, Fall). First Years. *Kansas English*, 93:2.
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## PRESENTATIONS

- Myers, S. (2016, November). *Revision Focused Assessment*. Presented at Big Cat Conference, Goddard, KS.
- Myers, S., Adams, L. (2016, October). *Balanced Assessment Systems for English Language Arts*. Presented at Kansas State Department of Education Annual Conference, Wichita, KS.
- Myers, S. (2016, September). *ELA Curriculum Planning with a Vision*. Presented at Shawnee Mission Public Schools, Shawnee Mission, KS.
- Myers, S. (2016, February). *Kansas Assessment Program Data*. Presented at meeting of implementation coaches for Kansas focus and priority schools, Hutchinson, KS.
- Myers, S., Gifford, D. (2016, February). *Writing with Evidence*. Presented at Kansas Exemplary Educators Network Annual Conference, Topeka, KS.
- Myers, S., Gifford, D. (2016, February). *Writing from sources*. Presented at USD 501 Professional development day.
- Myers, S. (2016, January). *Literacy for our kids*. Follow-up presentation to PreK-12 educators at Holton Public Schools, Holton, KS.
- Eyre, R, Myers, S. (2015, December). *From the Inside Out: How Kansas improved internal communications to support standards implementation*. Presented at Council of Chief State School Officer’s Communications Topical Meeting, Miami, FL.
- Gifford, D., Myers, S. (2015, November). *Writing within the Social Studies curriculum*. Invited opening presenter at Kansas State Social Studies Conference, Topeka, KS.
- Jones, J., Myers, S. (2015, October). *Stronger Than Fiction: The Power of the Stories We Tell Ourselves*. Presented at Kansas Association of Teachers of English Annual Conference, Wichita, KS.

- Myers, S. Schapaugh, D. (2015, October). *Measuring student learning in English Language Arts*. Presented at Kansas State Department of Education Annual Conference, Wichita, KS.
- Myers, S. (2015, October). *Writing for the Kansas College and Career Ready Standards*. Presented to preservice educators at Washburn University, Topeka, KS.
- Myers, S., Gifford, D. (2015, August). *Literacy for our kids*. Presented to PreK-12 educators at Holton Public Schools, Holton, KS.
- Oertel, S. (2015, October). *Learning resource sets: a model for building integrated instruction for improved student learning*. Presented at Kansas Association of Teachers of English Annual Conference, Wichita, KS.
- Oertel, S., Gifford, D. (2015, October). *Writing within the curriculum*. Presented to K-12 paraprofessionals at USD 501, Topeka, KS.
- Oertel, S. (2015, February). *Multidisciplinary Performance Task*. Presented half-day session at USD 501, Topeka, KS.
- Oertel, S. (2015, February). *Multidisciplinary Performance Task*. Presented session at Learning Forward KS Conference, Wichita, KS.
- Oertel, S. (2015, January). *Multidisciplinary Performance Task*. Presented session at Logan Elementary School, Topeka, KS.
- Krehbiel, M., Oertel, S. (2015, January). *Writing in Science*. Co-presented session at USD 437 for 9-12 Science Teachers.
- Oertel, S. (2014, October). *Kansas Assessment Program changes*. Presented session at Kansas Association of Teachers of English Annual Conference, Wichita, KS.
- Oertel, S. (2014, October). *Kansas Assessment Program changes*. Presented session at Kansas Reading Association Annual Conference, Emporia, KS.
- Oertel, S., Lakin, J. (2014, October). *Learning resource sets: a model for building integrated instruction for improved student learning*. Presented webinar hosted by Metametrics, Raleigh, NC.
- Oertel, S. (2014, August). *Writing within the curriculum*. Presented one-day workshop to K-12 teachers, Central Heights Schools, KS.
- Shaw, K., Oertel, S. (2014, June). *Learning resource sets: a model for building integrated instruction for improved student learning*. Presented at Summer Institute for School Librarians, Emporia, KS.
- Oertel, S., Jones, J. (2014, April). *So you say I have to teach writing?* Presented at Literacy Conference, Emporia, KS.
- Oertel, S. Gifford, D. (2014, March). *Paving the path to student success*. Presented at evening meeting for parents of students attending USD 500 schools, Kansas City, KS.
- Oertel, S. (2014, February). *Multidisciplinary Performance Task*. Presented at Kansas Learning Forward Annual Conference, Wichita, KS.
- Oertel, S. (2013, November). *Using Music to Teach English, From A to Jay-Z*. Presented at Annual Convention of the National Council of Teachers of English (NCTE), Boston, MA.
- Copeland, M., Oertel, S. (2013, October). *Revision-Focused Assessment: Using Student-Generated Rubrics to Fuel Writing and Revision*. Presented workshop at the Jones Institute for Educational Excellence, Emporia, KS.
- Oertel, S. (2013, October). *Heartland Books for Young Adults*. Presented at Annual Kansas Association of Teachers of English (KATE) Conference, Wichita, KS.
- Oertel, S., Morris, S. (2013, October). *Kansas College and Career Ready Standards: Osage City Curriculum Mapping*. Presented a one-day workshop to USD 420, Osage City, KS.
- Oertel, S. (2013, October). *Kansas College and Career Ready Standards: Training Availability*. Presented session at Quarterly State Curriculum Leaders Meeting, October, 2013.
- Oertel, S., Boyd, C. (2013, September). *Text Complexity and Close Reading*. Presented one-day workshop to USD 501, Topeka KS.
- Oertel, S. (2013, September). *Kansas College and Career Ready Standards in the ELA Classroom*. Presented a one-day workshop to USD 501 Secondary English Language Arts teachers, Topeka, KS.
- Oertel, S. (2012, Fall). *Assessing Before Grading: Fueling Student Writing and Revision*. Presented at Annual Kansas Association of Teachers of English (KATE) Conference, Wichita, KS.
- Oertel, S., Jones, J. (2011, Fall). *Creative Common Core-Aligned Lessons, Projects, and Strategies for the Secondary Language Arts Classroom*. Presented at Annual Kansas Association of Teachers of English (KATE) Conference, Wichita, KS.

- Goering, C., Sitomer, A., Oertel, S. (2009, November). *Making the Classroom Pop: Teaching Literature and Literacy Skills through Music*. Presented at the meeting of the Annual Convention of the National Council of Teachers of English (NCTE), Philadelphia, PA.
- Oertel, S. (2009, October). *On Their Terms*. Invited Luncheon Speaker at Kansas Association of Teachers of English Annual Conference (KATE). Wichita, KS.
- Oertel, S. (2009, September). *Revision Focused Assessment*. Presented in-service to Haysville USD 261 Secondary English teachers, Haysville, KS.
- Oertel, S. (September 2009). *Student 2009: Creatively Connecting Yesterday's Content to Today's Students*. Presented at the meeting of the National Teachers Hall of Fame Conference, Overland Park, KS.
- Copeland, M., Oertel, S. (2009, January). *Assessing before grading: fueling student writing and revision*. Presented workshop at the Jones Institute for Educational Excellence, Emporia, KS.
- Goering, C., Oertel, S., & Erickson, K. (2008, November) *Using popular music, text messaging, and social networking to teacher literature in the 21<sup>st</sup> Century*. Presented at the meeting of the Annual Convention of the National Council of Teachers of English, San Antonio, TX.
- Copeland, M., Oertel, S. (2008, October). *Assessing before grading: fueling student writing and revision*. Presented at the meeting of the Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.
- Goering, C., & Oertel, S. (2008, October). *Finding common ground: Strategies for reaching and teaching 21<sup>st</sup> Century Kids*. Presented workshop at the meeting of the Jones Institute for Educational Excellence, Emporia, KS.
- Goering, C., & Oertel, S. (2008, July). *Tunes, texts, and social networks as engaging literacy practices in the teaching of literature*. Presented at the meeting of the Whole Language Conference, Tucson, AZ.
- Goering, C., Caswell, R. & Oertel, S. (2007, November). *Connecting in their context: Practical methods of using adolescent's literacies to teach English today*. Presented at the meeting of the Annual Convention of the National Council of Teachers of English (NCTE), New York, NY.
- Oertel, S. (2007, October). *First Years*. Invited Luncheon Speaker at Kansas Association of Teachers of English Annual Conference (KATE). Wichita, KS.
- Oertel, S. (2007, October). *Radio show podcasting project*. Presented at the meeting of the Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.
- Oertel, S. (2006, October). *At play in the secondary classroom: A lighthearted approach to teaching heavy content*. Presented at the meeting of the Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.
- Goering, C., Armstrong, E., Brady, J, Hill, E, & Oertel, S., (2006, October). *Discovering the courage within: Surviving and thriving as an early career teacher*. Presented at the meeting of the Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.

## BIOGRAPHICAL SKETCH

**James D. Basham, Ph.D.**

### **a. PROFESSIONAL PREPARATION**

Eastern Illinois University	Special Education	B.A., 1994
Eastern Illinois University	Special Education	M.S., 1996
University of Illinois Urbana-Champaign		Educational
Psychology	Ph.D., 2005	

### **b. APPOINTMENTS**

2013-Current Associate Professor, University of Kansas, Dept. of Special Education  
2011-2013 Assistant Professor, University of Kansas, Dept. of Special Education  
2006-2011 Assistant Professor, University of Cincinnati, Dept. of Special Education  
2005-2006 Assistant Professor, Eastern Illinois University; College of Education & Professional Studies  
2000-2005 Graduate Researcher, University of Illinois – Urbana-Champaign

### **c. PUBLICATIONS**

#### **(i) Five Directly Related to Project**

1. Basham, J.D., Smith, S.J., & Satter, A.L. (2016). Universal design for learning: Scanning for alignment in K-12 blended and fully online learning materials. *Journal of Special Education Technology*, 31(3), 147-155.
2. Marino, M.T., Gotch, C.M., Israel, M., Vasquez, E., Basham, J.D., & Becht, K. (2014). UDL in the middle school science classroom: Can video games and alternative text heighten engagement and learning for students with learning disabilities? *Learning Disabilities Quarterly*, 37, 87-99.
3. Basham, J.D., & Marino, M. (2013). Understanding STEM education and supporting students with universal design for learning. *Teaching Exceptional Children*, 45(4), 8-15.
4. Marino, M.T., Tsuruski, B.K., & Basham, J.D. (2011). Selecting science software for students with learning disabilities and other special needs. *The Science Teacher*. 78(3), 70-72.
5. Marino, M.T., Basham, J.D., & Beecher, C.C. (2011). Using video games as an alternative science assessment for students with disabilities and at-risk learners. *Science Scope*. 34(5) 36-41.

#### **(ii) Five other significant publications**

6. Smith, S.J., & Basham, J. (2014). Designing online learning opportunities for students with disabilities. *Teaching Exceptional Children*, 46(5), 127-137.
7. Basham, J.D., Smith, S.J., Greer, D.L., & Marino, M.T. (2013). The scaled arrival of K-12 online education: Emerging realities and implications for the future of education. *Journal of Education*, 193(2), 51-59.
8. Marino, M.T., Israel, M., Beecher, C.C., & Basham, J.D. (2013). Students' and teachers' perceptions of using videogames to enhance science instruction. *Journal of Science Education and Technology*, 22(5), 667-680.

9. Basham, J.D., Meyer, H., & Ernest, P. (2010). The design and application of the digital backpack. *Journal of Research on Technology in Education*, 42(4), 339-359.
10. Basham, J.D., Israel, M., Graden, J., Poth, R. & Winston, M. (2010). A comprehensive approach to RTI: Embedding universal design for learning and technology. *Learning Disability Quarterly*. 33(4), 243-255.

**d. Synergistic Activities**

Center on Online Learning and Students with Disabilities (COLSD) (Co-PI) 2011-Current.  
Universal Design for Learning Implementation and Research Network (UDL-IRN)  
(Founder and Executive Director) 2011-Current

*Journal of Special Education Technology: K-12 Online Learning Topical Issue (Guest Editor) 2015-2016.*

*Journal of Special Education Leadership: K-12 Online Education Topical Issue (Guest Editor) 2015-2016.*

*Journal of Special Education Technology: Science Technology Engineering & Mathematics Topical Issue (Guest Editor) 2009-2010*

*Journal of Special Education Technology* Editorial Board (Reviewer) 2006-Current

**CONDENSED VITA**

**BARBARA A. BRADLEY**

**barbarab@ku.edu**

**EDUCATIONAL EXPERIENCE:**

- 2004 Ph.D., The University of Georgia, Athens. Major: Reading Education  
1988 M.A.: Adelphi University, Garden City, New York. Major: Physical Education  
1985 B.S.: State University of New York, Stony Brook. Major: Biology/Psychology

**PROFESSIONAL EXPERIENCE (including relevant research experience):**

- 2017-Present Professor, University of Kansas Department of Curriculum and Teaching  
2013-Present Courtesy Associate Professor, University of Kansas Center for Research on Learning  
2010-2017 Associate Professor, University of Kansas Department of Curriculum and Teaching  
2009-2011 Principal Investigator, *Integrating Information Books into Early Childhood Classrooms*. Funded by the University of Kansas General Research Fund  
2009-2010 Methodological Specialist, *Improving Instruction through implementation of the Partnership Instructional Coaching Model*. Funded by the U.S. Department of Education Institute of Education Sciences  
2006-2008 Principal Investigator *A Formative Experiment Investigating Expository Text Read Alouds in Early Childhood Classrooms*. Funded by the University of Kansas New Faculty General Research Fund  
2006-2007 Co-Principal Investigator, *Program for Partnerships in Early Learning* project. Funded by the Administration of Children, Youth and Families  
2004-2007 Co-Principal Investigator, *Second Grade Reading Fluency*. Subcontract with the University of Georgia, funded by the National Institutes of Health and the National Science Foundation  
2004-2010 Assistant Professor, University of Kansas Department of Curriculum and Teaching  
1999-2004 Graduate Research Assistant/Graduate Teaching Assistant, University of Georgia Department of Reading Education  
1995-1999 Preschool Special Education Teacher, Widefield School District #3, Widefield, CO  
1992-1995 Preschool Special Education Teacher, Fairfax County Public Schools, Reston, VA  
1988-1992 Adapted Physical Education Teacher, Kennedy Child Study Center, Bronx, NY  
1986-1988 Adapted Physical Education Assistant, St. Agnes Hospital Child Development Center, White Plains, NY  
1985-1986 Preschool Special Education Assistant, Long Island Jewish Hospital Child Development Center, New Hyde Park, NY

**SELECTED PUBLICATIONS:**

- Bradley, B.A. (2017). Around and around the water cycle. *Science and Children*, 54(6), 42-49.

- Bradley, B.A., & Emerson, A.M. (2017). Learning about culture and teaching during an immersion study abroad program. In H. An (Ed.), *Efficacy and implementation of study abroad programs for P-12 teachers* (pp. 174-191). Hershey, PA: IGI Global Publications.
- Bradley, B.A., Hock, M., Brasseur-Hock, I., & Ruggles, M. (2017.) So you want to flip your class? 9 guidelines to read first. *New Teacher Advocate*, 24(3), 16-17.
- Bradley, B.A., Colwell, J., & Spearman, M. (2016). Developing a faculty-led study abroad. In J.A. Rhodes & T.M. Milby (Eds.), *Advancing teacher education and curriculum development through study abroad programs* (pp. 1-21). Hershey, PA: IGI Global Publications.
- Colwell, J., Nielsen, D.C., Bradley, B.A., & Spearman, M. (2016). Pre-service teacher reflections about a short-term summer study abroad experience. In J. A. Rhodes & T.M. Milby (Eds.), *Advancing teacher education and curriculum development through study abroad programs* (pp. 90 – 110). Hershey, PA: IGI Global Publications.
- Price, L.H., Bradley, B.A., (2016). *Revitalizing read alouds: Interactive talk about books with young children, PreK-12*. New York, NY: Teachers College Press.
- McKenny, S., & Bradley, B. (2016). Assessing teacher beliefs about early literacy curriculum implementation. *Early Child Development and Care*, 186(9), 1415-1428. doi: 10.1080/03004430.2015.1096784
- Bradley, B.A. (2016). Integrating the curriculum to engage and challenge children. *Young Children*, 71(3), 8-16.
- Belo, N., McKenny, S., Vogt, J., & Bradley, B. (2016). Teacher knowledge for using technology to foster early literacy: A literature review. *Computers in Human Behavior*, 60, 372-383.
- Knight, J., Elford, M.D., Hock, M.F., Dunekack, D., Bradley, B., Deshler, D.D., & Knight, D. (2015). The instructional coaching cycle: Essential skills for instructional coaches. *Journal of Staff Development*, 36(1), 10-18.
- Bradley, B.A. (2013). A formative experiment to enhance teacher-child interactions in a preschool classroom. In T. Plomp & N. Nieveen (Eds). *Educational design research: Introduction and illustrative cases*. Enschede, The Netherlands: SLO, Netherlands Institute for Curriculum Development.
- Bradley, B.A., Harvery, S., Knight, J., Hock, M., Skrtic, T., Deshler, D., Knight, D., & Brasseur-Hock, I. (2013). Employing design research to improve instructional coaching practices in middle schools. In T. Plomp & N. Nieveen (Eds). *Educational design research: Introduction and illustrative cases*. Enschede, The Netherlands: SLO, Netherlands Institute for Curriculum Development.
- Bradley, B.A., Colwell, J., Hall, L.A., Fisher, D., Frey, N., Baumann, J.F., & Reinking, D. (2012). Clarifying formative experiments in literacy research. In P.J. Dunston, S.K. Fullerton, C. C. Bates, K. Headley, P. M. Stecker (Eds.), *61st literacy research association yearbook*. Oak Creek, WI: Literacy Research Association.
- Price, L.H., Bradley, B. A., Rhea, J. (2012). A comparison of preschool teachers' talk during storybooks and information book read alouds. *Early Childhood Research Quarterly*.
- Knight, J., Bradley, B., Hock, M. Skrtic, T., Knight, D., Brasseur-Hock, I., Deshler, D., Ruggles, M., & Hatton, C. (2012), You can learn a lot by watching: How video can be used to accelerate professional learning. *The Journal of Staff Development*, 33(2), 18-23.
- Bradley, B.A., & Reinking, D. (2011) A formative experiment to enhance language interactions in a preschool classroom. *Journal of Early Childhood Literacy*, 11(3), 362-401.

- Bradley, B.A., & Reinking, D. (2011). Enhancing research and practice in early childhood through formative and design experiments. *Early Child Development and Care*, 81(3), 305-319.
- Bradley, B.A., & Reinking, D. (2011). Revisiting the connection between research and practice using design research and formative experiments In N. Duke & M. Mallette (Eds.), *Literacy research methods* (pp. 188-212). New York, NY: Guilford Press.
- Meisinger, E.B., Bradley, B.A., Schwanenflugel, P.J., & Kuhn, M.R. (2010). Teachers' perception of word callers and related literacy concepts. *School Psychology Review*, 39(1), 54-68.
- Meisinger, E.B., Bradley, B.A., Schwanenflugel, P.J., & Kuhn, M.R. (2009) Myth and reality of the word caller: The relationship between teacher nominations and prevalence among elementary school children. *School Psychology Quarterly*, 24(3).
- Reinking, D., & Bradley, B.A. (2008). *On formative and design experiments: Approaches to language and literacy research*. New York, NY: Teachers College Press.
- Meisinger, E.B., & Bradley, B.A. (2008). Classroom practices for supporting fluency development. In M.R. Kuhn & P.J. Schwanenflugel (Eds.), *Fluency in the classroom* (pp. 37-54). New York, NY: Guilford Press.

**SELECTED CONFERENCE PRESENTATIONS:**

- Bradley, B.A., & Price, L.H. (2016, November). *Engaging Preschool to Grade 2 Students in Responsive-Interactive Reading Alouds Using a Variety of Genres*. Paper presented at the annual conference of the National Association for the Education of Young Children, Los Angeles, CA
- Price, L.H., & Bradley, B. (2016, November). *Using Interactive Talk About Books to Achieve Language Treatment Goals*. Paper presented at the annual convention of the American Speech Language-Hearing Association, Philadelphia, PA
- Rowland, A., Hare, J., Ault, M., Bradley, B.A., & Ellis, J. (2015, June). *Social Media for Learning: Platform Preferences, Digital Citizenship and Authenticity*. Paper presented at the annual conference of the International Society for Technology in Education, Philadelphia, PA.
- Bradley, B.A., Hock, M., Brasseur-Hock, I., Deshler, D., Arthur, M., & Ruggles, M. (2015, April). *Exploring Flipped Learning: Its Benefits and Challenges*. Roundtable presented at the annual conference of the American Educational Research Association, Chicago, IL.
- Bradley, B.A., Hock, M., Brasseur-Hock, I., Deshler, D., Arthur, M., & Ruggles, M. (2014, December). *Exploring Flipped Learning in Middle and High Schools*. Paper presented at the annual conference of the Literacy Research Association, Marco Island, FL.
- Bradley, B.A. (2013, December). *Conducting a Design Experiment: Core Principles*. In M. McKenna & S. Walpole (Chairs), *Combining Evidence-Based Practices and Common Core Requirements: A Design Experiment*. Symposium presented at the annual conference of the Literacy Research Association, Dallas, TX.
- Bradley, B.A., & Price, L.H. (2013, April), *Read-Alouds in Early Childhood Classrooms: Rethinking Genre and Teacher Talk to Scaffold Children's Language and Learning*. In L.B. Gambrell & S.B. Neuman (co-chairs) of the Reading Research Institute: Next Steps in the Implementation of Common Standards. Paper presented at the annual International Reading Association. San Antonio, TX.

- Bradley, B.A., & Price, L.H. (2012, April). *Preschool Teachers' Repeated Readings of Thematically Related Books to Children*. Poster presented at the annual conference of the American Educational Research Association, Vancouver, Canada.
- Knight, D.S., Hock, M.F., Knight, J., Skrtic, T.M., & Bradley, B.A. (2012). *Measuring the impact of instructional coaching: Evidence from classroom observations*. Round table presented at the annual conference of the American Educational Research Association, Vancouver, Canada.
- Bradley, B.A., Reinking, et al. (2011, December). *Using formative experiments to widen the circle of methods, Participation, and achievable goals in literacy research and practice*. Alternative session presented at the Literacy Research Association, Jacksonville, FL.
- Bradley, B. A., & Brasseur-Hock, I. (2011, October) *Lessons Learned from the Study of Instructional Coaching*. In J. Knight (Chair), *Understanding Instructional Coaching: Mixed Methods Analysis of a Promising Professional Development Practice*. Paper presented at the Sixth Annual Coaching Conference, Lawrence, KS.
- Knight, J., Bradley, B.A., Knight, D., Brasseur-Hock, I., Deshler, D., Hare, J., Hock, M., & Skrtic, T. (2011, April). *Employing design research to improve instructional coaching practices*. Roundtable presentation at the American Educational Research Association, New Orleans, LA.
- Bradley, B.A., Reinking, D., Fisher, D., Frey, N., Ivey, G., & Taboada, A. (2010, December), *Using formative experiments to bridge the gap between research and practice*. A study group conducted at the Literacy Research Association (formerly the National Reading Conference).
- Bradley, B.A. (2010, November) *Design research to enhance coaching* (2010, November). In B.A. Bradley (Chair), *Achieving Pedagogical Goals in Dynamic Classrooms through Design Research and Formative Experiments*. A symposium presented at the National Council of Teachers of English, Orlando, FL.

### **SELECTED AWARDS:**

- 2009 Andrew Heiskill Award for Innovation in International Education-Study Abroad, Institute of International Education
- 2006 Distinguished Finalist, Outstanding Dissertation of the Year, International Reading Association
- 2005 Dissertation Award, Special Interest Group: Early Education/Child Development, American Educational Research Association

### **PROFESSIONAL ORGANIZATIONS:**

Literacy Research Association (formerly the National Reading Conference)  
International Literacy Association (formerly the International Reading Association)  
Kansas Reads to Preschoolers Advisory Committee for the Kansas Center for the Books at the State Library of Kansas

**CONDENSED VITA**

**IRMA BRASSEUR-HOCK**

**ibrasser@ku.edu**

**EDUCATIONAL EXPERIENCE:**

- 2005 Ph.D., University of Kansas, Special Education
- 1990 M.A., Eastern Michigan University, Special Education
- 1984 B.S., Central Michigan University, Special Education

**PROFESSIONAL EXPERIENCE** (including relevant research experience):

- 2012- Assistant Research Professor, University of Kansas Center for Research on Learning
- 2009- Courtesy Assistant Professor, University of Kansas Department of Special Education
- 2010- Co-Principal Investigator, *Development and Validation of an Online Adaptive Measure of Adolescent Reading Motivation* funded by the U.S. Department of Education
- 2009-2012 Co-Principal Investigator, *Striving Readers Effectiveness Study: Fusion Reading in Michigan* subcontract with the Michigan Department of Education funded by the U.S. Department of Education
- 2007-2012 Co-Principal Investigator, *Improving Instruction through Implementation of the Partnership Instructional Coaching Model* funded by the U.S. Department of Education
- 2007-2008 Principal Investigator, *Efficacy of Fusion Reading* funded by the state of Florida Just Read! Program
- 2004-2008 Co-Principal Investigator, *Improving Adolescent Reading Comprehension: A Multi-Strategy Reading Intervention*, funded by the U.S. Department of Education
- 2009- Professional Developer, Fusion Reading Program, Dubuque Public School District, Dubuque, Iowa
- 2007-2010 Professional Developer, *Evaluation of the strategic instruction model's content literacy continuum improving adolescent literacy across the curriculum in secondary schools*
- 2004-2008 Project Coordinator, *Improving adolescent reading comprehension*, University of Kansas, funded by the U.S. Department of Education
- 2003-2006 Strategic Instruction Program Coordinator, *GEARUP Project, University of Kansas, Lawrence* funded by the U.S. Department of Education
- 2002-2003 Researcher, *OSEP-Student Initiated Grant*, OSEP
- 2000-2003 Project Coordinator, *Enabling access to instruction to higher education and reading strategies online*, University of Kansas, Lawrence funded by the U.S. Department of Education
- 1999-2002 Project Coordinator, *Open door: Enabling access to instruction to higher education* funded by the U.S. Department of Education
- 1998-2004 Instructional Coordinator, *Gaining early awareness and readiness for undergraduate program: Pathways to success* funded by the U.S. Department of Education

1994-1998 Special Education Teacher, Central High School/AEA #7, Waterloo, IA

**SELECTED PUBLICATIONS:**

**Articles**

- Brasseur-Hock, I. F., & Scheuermann, A. (in progress). The investigation of blended/flipped learning environments and instructional implications. *Journal of Special Education Technology*.
- Hock, M., Bulgren, J., & Brasseur-Hock, I. (in press). The strategic instruction model: Effective instruction for high school with learning disabilities. *Learning Disabilities Research and Practice*.
- Hock, M. F., Brasseur-Hock, I. F., Hock, A. J., & Duvel, B. (2016). The effects of a comprehensive reading program on reading outcomes for middle school students with disabilities. *The Journal of Learning Disabilities*, 49(2), 9-18.
- Hock, M. F., Brasseur-Hock, I.F., & Deshler, D. D. (2014). Responding to the reading comprehension needs of adolescents with severe reading disabilities. *New England Reading Association Journal*. 49(2), 9-17.
- Knight, J. M., Bradley, B. A., Hock, M. F., Skrtic, T. M., Knight, D., Brasseur-Hock, I. F., ... Hatton, C. (2012). Record, replay, reflect: Videotaped lessons accelerate learning for teachers and coaches. *Journal of Staff Development*, 33(2), 18-23.
- Brasseur-Hock, I. F., Hock, M. F., Biancarosa, G., Kiefer, M., & Deshler, D. D. (2011). Adolescent struggling readers in urban schools: Results of a latent class analysis. *Journal of Psychology and Education: Learning and Individual Differences*, 21, 438-452.
- Hock, M. F., Brasseur, I. F., Deshler, D. D., Catts, H. W., Marquis, J., Mark, C. A., & Wu Stribling, J. (2009). What is the reading component skill profile of adolescent struggling readers in urban schools. *Learning Disability Quarterly*, 32(1), 21-38.
- Brasseur, I., Gildroy, P., Schumaker, J., Deshler, D., Begun, W., & Passman, B. (2004). Profiling the quality of educational programs for adolescents with disabilities. *Teaching Exceptional Children*, 37(2), 62-65.

**Book Chapters**

- Hock, M. F., Brasseur-Hock, I. F., Deshler, D.D. (2015). Comprehension instruction for at-risk students. In S. R. Parris, & K. Headley (Eds.), *Comprehension instruction* (2<sup>nd</sup> ed.), New York, NY: Guilford Press.
- Brasseur-Hock, I.F., Hock, M. F. & Deshler, D. D. (2015). Reading comprehension instruction for middle and high school students in English language arts: Research and evidence-based practices. In K. Santi & D. Reed, (Eds.), *Improving Comprehension for Middle and High School Students*. New York, NY: Springer.
- Hock, M. F., & Brasseur-Hock, I. F., & Deshler, D. D. (in press). Possible selves. In S. J. Lopez, (Ed.), *The Encyclopedia of Positive Psychology, Second Edition*. Hoboken, NJ: John Wiley & Sons.
- Hock, M. F., & Brasseur-Hock, I. F. (2009). Literacy interventions for adolescent struggling readers. In S.R. Paris, D. Fisher, & K. Headley (Eds.) *Adolescent literacy, Field tested: Effective solutions for every classroom*. (pp. 129-142). Newark, DE: The International Reading Association.

- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2008). Nurturing motivation through possible selves. In S. Lopez & A. Beauchamp (Eds.), *The encyclopedia of positive psychology*. Oxford, England: Blackwell Publishing.
- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2008). Comprehension instruction in action: The at-risk student. In C. C. Block & S. R. Parris (Eds.), *Comprehension instruction: Research-based best practices* (2<sup>nd</sup> ed., pp. 271-293). New York, NY: Guilford Press.

**Books:**

- Hock, M. F., Brasseur-Hock, I. F., & Deshler, D. D. (2012). *Possible selves for readers*. Columbus, OH: McGraw-Hill.
- Brasseur, I. F., Hock, M. F., & Deshler, D. D. (2012). *Fusion reading: Establish the course*. Columbus, OH: McGraw-Hill.
- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2012). *Fusion strategy integration*. Columbus, OH: McGraw-Hill.
- Brasseur, I. F., Hock, M. F., & Deshler, D. D. (2012). *The bridging strategy*. Columbus, OH: McGraw-Hill.
- Hock, M. F., Brasseur, I. F. & Deshler, D.D. (2012). *The prediction strategy*. Columbus, OH: McGraw-Hill.
- Brasseur, I. F., Hock, M.F., & Deshler, D. D. (2012). *The summarization strategy*. Columbus, OH: McGraw-Hill.
- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2012). *The vocabulary program*. Columbus, OH: McGraw-Hill.

**Multimedia Products:**

- Brasseur-Hock, I. F., Deshler, D. D., Bradley, B. A., Clark, K., & Ruggles, M. (2015). *Blended instructional design: An online course to enhance learning for ALL students*. Lawrence: University of Kansas Center for Research on Learning.
- Brasseur-Hock, I. F., & Hock, M. F. (2011). *Online professional development modules to support implementation of fusion reading: Establish the course year one*. New York, NY: McGraw Hill Education Group.
- Brasseur-Hock, I. F., & Hock, M. F. (2011). *Online professional modules to support implementation of fusion reading: The prediction strategy*: New York, NY: McGraw Hill Education Group.
- Brasseur-Hock, I. F., & Hock, M. F. (2011). *Online professional development modules to support implementation of fusion reading: The bridging strategy*. New York, NY: McGraw Hill Education Group.
- Brasseur-Hock, I. F., & Hock, M. F. (2011). *Online professional development modules to support implementation of reading fusion reading: Strategy integration*. New York, NY: McGraw Hill Education Group.
- Brasseur-Hock, I. F., & Hock, M. F. (2011). *Online professional development modules to support implementation of fusion reading: Possible selves for readers*. New York, NY: McGraw Hill Education Group.
- Brasseur-Hock, I. F., & Hock, M. F. (2011). *Online professional development modules to support implementation of fusion reading: The summarization strategy*. New York, NY: McGraw Hill Education Group.

- Brasseur-Hock, I. F., & Hock, M. F. (2011). *Online professional development modules to support implementation of fusion reading: The PASS strategy*. New York, NY: McGraw Hill Education Group.
- Brasseur-Hock, I. F., & Hock, M. F. (2011). *Online professional development modules to support implementation of fusion reading: Fusion reading assessment system*. New York, NY: McGraw Hill Education Group.
- Brasseur-Hock, I. F., & Hock, M. F. (2011). *Online professional development modules to support implementation of fusion reading: Establish the course year two*. New York, NY: McGraw Hill Education Group.
- Brasseur, I. F. (2006). *The word identification strategy CD-ROM*. Lawrence: University of Kansas Center for Research on Learning.
- Brasseur, I. F., Schumaker, J. B., & Ehren, B. J. (2004). *The self-questioning CD-ROM*. Lawrence: University of Kansas Center for Research on Learning.
- Ehren, B., Schumaker, J., & Brasseur, I. (2004). *The paraphrasing strategy CD-ROM*. Lawrence: University of Kansas Center for Research on Learning.
- Schumaker, J., Brasseur, I., & Ehren, B. (2004). *The visual imagery strategy CD-ROM*. Lawrence: University of Kansas Center for Research on Learning.

**Assessment Instruments:**

- Brasseur-Hock, I. F., & Hock, M. F. (2008). *The bridging strategy word recognition and decoding informal assessment for adolescent readers*. Lawrence: University of Kansas Center for Research on Learning.
- Hock, M. F., & Brasseur, I. F. (2007). *The summarization strategy reading comprehension measure for adolescent readers*. Lawrence: University of Kansas Center for Research on Learning.
- Hock, M. F., & Brasseur, I. F. (2006). *The prediction strategy reading comprehension measure for adolescent readers-revised*. Lawrence: University of Kansas Center for Research on Learning.

**BIOGRAPHICAL SKETCH**

NAME Mary Beth Calhoon	POSITION TITLE Associate Professor
eRA COMMONS USER NAME M.Calhoon	

EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
University of Oklahoma	BA	1984	Theatre
Oral Roberts University	MA	1991	Special Education
Peabody College, Vanderbilt University	PhD	1999	Special Education

**A. Personal Statement**

I received my Ph.D. in Special Education from the Peabody College, Vanderbilt University in 1999. I am currently an Associate Professor in the School of Education at the University of Miami. My primary research focuses on literacy and peer-tutoring instruction for adolescents at-risk for and with reading disabilities. I have been Principal Investigator, Co-Investigator, or Investigator on several federally funded research grants conducted with adolescents with and at-risk for reading disabilities. During my career, I have been awarded 19 national, state, and university grants, and funded for a total of \$19,873,008. Currently, I am in the fourth year of a Goal 3 IES efficacy study demonstrating my expertise in conducting randomized controlled trials in schools. I have disseminated 5 articles from a previous NIH grant and presented multiple times on the results from the NIH studies at international, national and state conferences.

I have numerous published articles and chapters on literacy for high, middle and elementary school students with learning disabilities, peer- tutoring, response to intervention, and effective instruction for diverse learners. My work has been published in highly reputed journals including, *Reading and Writing an Interdisciplinary Journal, Learning Disabilities Quarterly, Journal of Learning Disabilities, Reading and Writing Quarterly: Overcoming Learning Difficulties, Assessment for Effective Interventions, Remedial and Special Education, Learning Disabilities Research & Practice, Elementary School Journal, Annals of Dyslexia, IDA Perspectives, Intervention School and Clinic, and Journal of Direct Instruction*. I have been an editor on three special issues highlighting the needs of struggling adolescent readers; *Reading and Writing Quarterly: Overcoming Learning Difficulties, Learning Disabilities Research and Practice, and Learning Disability Quarterly*.

I am a member of multiple organizations serving students with disabilities and am currently President for the Council of Learning Disabilities. I have served on grant review panels for the Institute for Education Sciences, and the Israel Educational Research Institute. I have presented at 35 international, national, state, and local, conferences on instruction and assessment in reading and mathematics. I am also the developer of the RAMP-IT-UP program to be evaluated in this project.

**B. Positions and Honors.**

**Positions and Employment**

- 2014-present Associate Professor, University of Miami, Department of Teaching and Learning
- 2010-2014 Associate Professor, Lehigh University, Department of Education and Human Services
- 2009-2010 Associate Professor, Georgia State University, Department of Educational Psychology and Special Education, Georgia State University
- 2003-2009 Assistant Professor, Georgia State University, Department of Educational Psychology and Special Education, Georgia State University
- 2000-03 Assistant Professor, New Mexico State University, Department of Special Education and Communications Disorder

**Honors**

- 2002 French Award for Improvement of Secondary Teaching, College of Education, New Mexico State University.
- 2002 Dean’s Excellence Award for Research, Nomination, Department of Special Education, New Mexico State University.

**Other Experience and Professional Membership**

- 2016-Present President, Council for Learning Disabilities
- 2015-2016 President –Elect Council for Learning Disabilities
- 2014-2015 Vice President Council for Learning Disabilities
- 2012-2014 Chair – Membership Committee: Council for Learning Disabilities
- 2012-Present Board of Trustee Member: Council for Learning Disabilities
- 2005-2008 Committee Member: Ethics and Standards Committee, Division of Learning Disabilities, Council for Exceptional Children
- 2001-present Society for Scientific Study of Reading
- 2001-present International Dyslexia Association
- 1999-present Council for Exceptional Children

**Grant Reviewer**

- 2009-2010 Institute of Educational Science, Special Education panel
- 2009-2010 Israel Educational Research Institute

**C. Selected Peer-reviewed Publications**

Most relevant to the current application (In chronological order)

1. Shaprio, E. S., Gebhardst, S., Flatley, K., Guard, K. B., Fu, Q., Leichman, E. S., **Calhoon, M. B.**, & Hojnoski, R. (*in press*). Development and validity of the rating scales of academic skills for reading comprehension. *School Psychology Quarterly*.
2. Dennis, M. S., Bryant, B. R., & **Calhoon, M. B.**, (2016). Oral reading miscues and their relation to silent reading comprehension in children with and without learning disabilities. *International Journal for Research in Learning Disabilities*, 3(1), 47-60.
3. Helman, A., **Calhoon, M. B.**, & Kern, L. (2015). Improving science vocabulary of high school English language learners with reading disabilities. *Learning Disabilities Quarterly*.(38), 40-52. doi: 10.1177/0731948714539769
4. **Calhoon, M. B.**, Scarborough, H. S., & Miller, B. (2013). Interventions for struggling adolescent and adult

readers: instructional, learner, and situational differences. *Reading and Writing: An Interdisciplinary Journal*, 26(4), 489-494.

5. **Calhoon, M. B.**, & Petscher, Y. (2013). Individual and group sensitivity to remedial reading program design: Examining reading gains across three middle school investigations. *Reading and Writing: An Interdisciplinary Journal*, 26(4), 565-592.
6. **Calhoon, M. B.**, & Sharp, E. (2012). What is the best choice for scheduling remedial reading classes at the middle school level? *IDA Perspectives. Spring Publication of the International Dyslexia Association*. 38, 30-35.
7. **Calhoon, M. B.**, & Masterson, J. J. (2011). Lexical analysis of words on commonly used standardized spelling assessments. *Assessment for Effective Intervention*, 36(2), 80-93.
8. **Calhoon, M. B.**, Al Otaiba, S., & Greenberg, D., (2010) Spelling Knowledge: Implications for instruction and intervention, *Learning Disabilities Quarterly*, 33, 145-147.
9. **Calhoon, M. B.**, Greenberg, D., & Hunter, C. V., (2010). A Comparison of Standardized Spelling Assessments: Do They Measure Similar Orthographic Qualities? *Learning Disabilities Quarterly*, 33, 159-170
10. **Calhoon, M. B.**, Sandow, A., & Hunter, V. (2010). Re-organizing the instructional reading components: Could there be a better way to design remedial reading programs to maximize middle school students with reading disabilities' response to treatment? *Annals of Dyslexia*. 60, 57-85.
11. **Calhoon, M. B.** (2009). Reading Achievement Multi-Modular Program (RAMP-UP): The Promise of Classwide Peer Tutoring as an Instructional Delivery Model for Remedial Reading Programs. *IDA Perspectives. Fall Publication of the International Dyslexia Association*, 35(4), 29-33.
12. Greenberg, D., Pae, H., Morris, R., **Calhoon, M.B.**, Nanda, A. (2009). Measuring Adult Literacy Students' Reading Skills Using the Gray Oral Reading Test. *Annals of Dyslexia*, 59. 133-149. DOI 10.1007/s11881-009-0027-8. PubMed # 1962970
13. Tobin, K. G., & **Calhoon, M. B.** (2009). An Evaluation of Two Reading Programs for Teaching Reading in First Grade. *Journal of Direct Instruction*, 9(1), 35-46.
14. **Calhoon, M. B.** (2006). Rethinking adolescent literacy instruction. *IDA Perspectives. Summer Publication of the International Dyslexia Association*, 32(3), 31-35. Reprinted in: Moats, L. C., Dakin, K. E., and Joshi, R. M. (Eds. 2011) Expert Perspectives on Intervention with Reading Disabilities: A Collection of Best Practices Articles from the International Dyslexia Association. International Dyslexia Association: Baltimore: MD.
15. Shippen, M. E., Houchins, D. E., **Calhoon, M. B.**, Furlow, C., & Sartor, D. L., (2006). The effect of comprehensive school reform models in reading for urban middle school students with disabilities. *Remedial and Special Education*, 27(6), 322-328.
16. **Calhoon, M. B.** (2005). Effects of a peer-mediated phonological skill and reading comprehension program on reading skill acquisition of middle school students with reading disabilities. *Journal of Learning Disabilities*, 38(5), 424-433.

Additional Publications (In chronological order)

17. Shih, M., **Calhoon, M. B.**, Olson, C., & Williams, C. (2015). Using computation curriculum based measurement probes for error pattern analysis. *Intervention School and Clinic*.
18. **Calhoon, M. B.** (2008). Curriculum-Based Measurement for Mathematics at the secondary level: What we know, what we need to know. *Assessment for Effective Intervention*, 33(4), 234-239.
19. Haager, D., **Calhoon, M.B.**, & Linan-Thompson, S., (2007). Focus on use of Response to Intervention model with ELL/LD students: Early reading intervention with ELLs. *Learning Disability Quarterly*, 30 (3), 151-152.
20. **Calhoon, M. B.**, Al Otaiba, S., Cihak, D., King, A., & Avalos, A., (2007). Effects of a peer-mediated program on reading skill acquisition for two-way bilingual first grade classrooms. *Learning Disability Quarterly*, 30 (3), 169-184.
21. Heller, K.W., Rupert, J., Coleman-Martin, M.B., Mezei, P., & **Calhoon, M. B.** (2007). Fluency instruction with students with physical disabilities. *Physical Disabilities: Education and Related Service*, 25, 13-32

22. **Calhoon, M. B.**, Wall, R. S., Flores, M., & Houchins, D. (2007). Computational fluency profile of high school students with mathematics disabilities. *Remedial and Special Education, 28*(5), 322-328.
23. **Calhoon, M. B.**, Al Otaiba, S., Greenberg, D., King, A., & Avalos, A. (2006). Improving reading skills in predominately Hispanic title 1 first grade classrooms: The promise of peer-assisted learning strategies. *Learning Disabilities Research & Practice, 21*(4), 261-272.
24. **Calhoon, M. B.**, & Fuchs, L. S. (2003). The effects of peer-assisted learning strategies on the mathematics performance of secondary students with disabilities. *Remedial and Special Education, 24*, 235-245.
25. **Calhoon, M. B.**, Fuchs, L. S., & Hamlett, C. L. (2000). Effect of computer-based test accommodations on mathematics performance assessment scores for secondary students with learning disabilities. *Learning Disability Quarterly, 23*, 271-282.
26. Fuchs, L. S., Fuchs, D., Kazdan, S., Karns, K., **Calhoon, M. B.**, Hamlett, C. L., & Hewlett, S., (1999). The effects of workgroup structure and size on student productivity during collaborative work on complex tasks. *Elementary School Journal, 100*(3), 183-212.

### Editor of Special Issues

27. **Calhoon, M. B.**, Miller, B., & Scarborough, H. (2013). Examining individual variables that attribute to gains with struggling adolescent and adult readers. Special Issue. *Reading and Writing: An Interdisciplinary Journal*.
28. **Calhoon, M. B.**, Al Otaiba, S., & Greenberg, D., (2010). Spelling Knowledge: Implications for Reading Instruction. Special Issue. *Learning Disability Quarterly*.
29. Haager, D. Linan-Thompson, S., & **Calhoon, M.B.** (2007). English Language Learners and RTI. Special Issue. *Learning Disability Quarterly*.

### D. Research Support

#### Current Research Support

2012-2016 Reading Achievement Multi-Component Program (RAMP-UP). Grant R324A120123: Institute of Education Sciences (\$3,481,752.00; **Calhoon**, Principal Investigator; 35% effort)

#### Completed Research Support

2010-2013 Training school psychologists as facilitators of Response-to-intervention models across diverse settings. U.S. Department of Education, Office of Special Education Programs, Grant # H325K070326. (\$1,238,800; **Calhoon**, Co-Principal Investigator).

2009-2010 NET-Q; Teacher Quality Grant. U.S. Department of Education, Office of Special Education Programs, (\$13,000,000; **Calhoon**, Director of Special Education).

2006-2010 Multiple-Component Remediation for Struggling Middle School Readers, Institute of Educational Sciences (\$2,878,000; Robin Morris, Principal Investigator, **Calhoon**, Co-Investigator)

2004-2006 Adolescent Remedial Reading Project, National Institute of Child Health and Development RO3; (\$162,000; **Calhoon**, Principal Investigator)

2002-2003 Research Based Reading Program, New Mexico State Department of Special Education, (\$76,154; **Calhoon**, Principal Investigator).

2001-2002 Project LEAP – Linguistics Education with Assistance from Peers, High Plains Regional Educational Cooperative (\$45,000; **Calhoon**, Principal Investigator)

2001-2002 Research Based Reading Program, New Mexico State Department of Special Education, (\$75,000; **Calhoon**, Principal Investigator)

## Condensed vita

Judith J. Carta

carta@ku.edu

### Education and Training:

University of Kansas, Lawrence, Ph.D., 1983, Special Education  
Purdue University, West Lafayette, IN, M.S., 1974, Human Development  
Bradley University, Peoria, IL, B.A., 1972, Psychology

### Position and Honors:

2014-2016 Director, Bridging the Word Gap National Research Network  
2003-present Professor, Department of Special Education, University of Kansas  
1996-present Senior Scientist, Institute for Life-Span Studies, University of Kansas  
1996-present Courtesy assistant professor, Department of Human Development & Family Life, University of Kansas  
1990-1996 Associate Scientist, Institute for Life-Span Studies, University of Kansas  
1984-1990 Research Associate, Bureau of Child Research, University of Kansas

### Other Experiences and Awards:

2015 Bradley University Centurion Award for distinguished alumnae  
2012-2014 Commissioner, *Division of Early Childhood Commission on Recommended Practices*  
2011-2014 Member of the federal Head Start Research Advisory Committee (appointed by Kathleen Sebelius, Secretary of DHHS)  
1998-2014 Co-Founder and Coordinator, *Conference on Research Innovation in Early Intervention (CRIEI)*  
2007 Division of Early Childhood, Council for Exceptional Children, *Mary McEvoy Service to the Field Award*  
2007 Kansas Division of Early Childhood, Award of Excellence  
1996-2007 Editor, *Topics in Early Childhood Special Education*  
1990-1995 Associate Editor, *Exceptional Children*

### Selected Peer-Reviewed Publications:

#### Articles

Carta, J.J., Greenwood, C.R., Atwater, J., McConnell, S.R., Goldstein, H., & Kaminski, R. (2014). Identifying preschool children for higher tiers of language and early literacy instruction within a Response to Intervention framework. *Journal of Early Intervention, 36*(4), 281-291.

Greenwood, C.R., Carta, J.J., Goldstein, H., Kaminski, R., McConnell, S.R., & Atwater, J. (2014). The Center on Response to Intervention in Early Childhood (CRTIEC): Developing evidence-based tools for a multi-tier approach to preschool language and early literacy instruction. *Journal of Early Intervention, 36*(4), 246-262.

Greenwood, C.R., Carta, J.J., Spencer, E., Guerrero, G., Kong, N.Y., Atwater, J., & Goldstein, H. (2014). The effects of a tier 2 vocabulary and comprehension storybook intervention on preschool children's early learning: A replication. *Elementary School Journal*.

- Bigelow, K., Lefever, J., Carta, J., & Borkowski, J. (2013). Enhancing parent engagement and program completion in a home visiting parenting intervention through the use of cellular phones. *NHSA Dialogue: A Research-to-Practice Journal for the Early Childhood Field*, 16(1), 172-179.
- Carta, J., Lefever, J., Bigelow, K., Borkowski, J., & Warren, S. (2013). Randomized trial of a cellular-phone enhanced home visitation parenting intervention. *Pediatrics*, 132, 167-173.
- Kong, N., & Carta, J. (2013). Research synthesis of studies on responsive interaction intervention for children with or at risk for developmental delays. *Topics in Early Childhood Special Education*, 33, 4-17.
- Lefever, J., Bigelow, K., Carta, J., & Borkowski, J. (2013). Prediction of early engagement and completion of a home visitation parenting intervention for preventing child maltreatment. *NHSA Dialogue: A Research-to-Practice Journal for the Early Childhood Field*, 16, 1-19.
- Greenwood, C.R., Carta, J.J., Atwater, J., Goldstein, H., Kaminski, R., & McConnell, S.R. (2012). Is a response to intervention (RTI) approach to preschool language and early literacy instruction needed? *Topics in Early Childhood Special Education*, 33(1), 48-64.
- Greenwood, C., Carta, J., & McConnell, S. (2011). Advances in measurement for universal screening and progress monitoring of young children. *Journal of Early Intervention*, 33, 254-267.
- Bigelow, K., Carta, J., & Lefever, J.B. (2008). Text u ltr: Using cellular phone technology to enhance a parenting intervention for families at risk for neglect. *Child Maltreatment*, 13, 362-367.
- Carta, J.J., Greenwood, C.R., Walker, D., Kaminski, R., Good, R., McConnell, S.R., & McEvoy, M. (2005). Individual growth and development indicators (IGDIs): Assessment that guides intervention for young children. *Young Exceptional Children*, 4, 15-27.
- Peterson, P., Carta, J.J., & Greenwood, C.R. (2005). The effects of teaching enhanced milieu language teaching skills to parents in multiple risk families. *Journal of Early Intervention*, 27, 94-109.
- Carta, J.J., Atwater, J. B., Greenwood, C. R., McConnell, S. R., McEvoy, M., & Williams, R. (2001). Effects of cumulative prenatal substance exposure and environmental risks on children's developmental trajectories. *Journal of Clinical Child Psychology*, 30, 327-337.
- Schwartz, I.S., Carta, J.J., & Grant, S. (1996) Examining the use of recommended language intervention practices in early childhood special education classrooms. *Topics in Early Childhood Special Education*, 16(2), 251-272.
- Williams, R.C., & Carta, J.J. (1996). Behavioral outcomes of young children with prenatal exposure to alcohol: Review and analysis of experimental literature. *Infants and Young Children*, 8(4), 16-28.
- Hanson, M. J., & Carta, J.J. (1995). Addressing the challenges of families with multiple risks. *Exceptional Children*, 62, 201-212.
- Carta, J.J., Sideridis, G., Rinkel, P., Guimaraes, S., Greenwood, C., Baggett, K., ... Atwater, J. (1994). Behavioral outcomes of infants and young children prenatally exposed to illicit drugs: A review and analysis of the experimental literature. *Topics in Early Childhood Special Education*, 14, 184-216.
- Greenwood, C.R., Carta, J.J., Kamps, D., Terry, B., & Delquadri, J. (1994). Development and validation of standard classroom observation systems for school practitioners: Ecobehavioral Assessment Systems Software (EBASS). *Exceptional Children*, 61, 197-210.
- Walker, D., Greenwood, C.R., Hart, B., & Carta, J.J. (1994). Improving the prediction of early school academic outcomes using socioeconomic status early language production. *Child Development*, 65, 606-621.

- Carta, J.J. (1991). Education for young children in inner-city classrooms. *American Behavioral Scientist, 34*, 440-453.
- Carta, J.J., Schwartz, I.S., Atwater, J.B., & McConnell, S.R. (1991). Developmentally appropriate practice: Appraising its usefulness for young children with disabilities. *Topics in Early Childhood Special Education, 11*, 1-20.
- Carta, J.J., Atwater, J.B., Schwartz, I.S., & Miller, P.A. (1990). Applications of ecobehavioral analysis to the study of transitions across early education settings. *Education and Treatment of Children, 13*, 298-315.
- Carta, J.J., & Greenwood, C.R. (1989). Establishing the integrity of the independent variable in early intervention programs. *Early Education and Development, 1*, 125-140.
- Carta, J.J., & Greenwood, C.R. (1988). Reducing academic risks in inner-city classrooms. *Youth Policy, 10*(7), 16-18.

#### Chapters/Books

- Carta, J.J., Greenwood, C. R., Goldstein, H., McConnell, S., Kaminski, R., Bradfield, T., ...Atwater, J. (2016). Advances in multi-tiered systems of support for prekindergarten children: Lessons learned from 5 years of research and development from the Center for Response to Intervention in Early Childhood. In M.K. Jimerson, A.M. Burns & A.M. VanDerHeyden (Eds.), *The handbook of response to intervention: The science and practice of multi-tiered systems of support* (2<sup>nd</sup> ed., pp. 587-606.). New York, NY: Springer.
- Carta, J., Greenwood, C., Baggett, K., Buzhardt, J., & Walker, D. (2012). Research-based approaches for individualizing caregiving and educational interventions for infants and toddlers in poverty. In S. Odom, E. Pungello, & N. Gardner-Neblett (Eds.), *Re-visioning the beginning: The implications of developmental and health science for infant/toddler care and poverty* (pp. 333-349). New York, NY: Guilford Press.
- Neuman, S., & Carta J. (2011). Advancing the measurement of quality for early childhood programs that support early language and literacy outcomes. In M. Zaslow, T. Halle, & I. Martinez-Beck (Eds.), *Measuring quality in early childhood settings* (pp. 51-76). Baltimore, MD: Paul H. Brookes.
- Carta, J.J., Greenwood, C.R., Walker, D., & Buzhardt, J. (2010). *Using IGDIs: Monitoring progress and improving intervention results for infants and young children*. Baltimore, MD: Brookes.

**CURRICULUM VITA**  
**JANA CRAIG-HARE, Ph.D.**

**UNIVERSITY ADDRESS**

University of Kansas  
 Center for Research on Learning  
 1122 West Campus Road, JRP room 744  
 Lawrence, KS 66045-3101  
 (785) 864-0555

**EDUCATION**

<b>DEGREE</b>	<b>SCHOOL</b>	<b>YEAR</b>
Ph.D.	University of Kansas, Curriculum & Instruction Minor in Program Evaluation	2011
M.S.Ed.	University of Kansas, Curriculum & Instruction	2002
B.S.E.	Emporia State University, Secondary Education: Business Education and Computer Studies	1990

**CURRENT APPOINTMENT**

Assistant Research Professor, Center for Research on Learning, University of Kansas

**TEACHING**

**Courses Taught: University of Kansas**

Summer 2017	C&T 740, Foundations of Reading: Process, Theory & Instruction (online)
Spring 2017	C&T 709, Foundations of Curriculum & Instruction (online-B)
Spring 2017	C&T 709, Foundations of Curriculum & Instruction (online-A)
Fall 2016	C&T 740, Foundations of Reading: Process, Theory & Instruction (online)
Fall 2016	C&T 448, Reading & Writing Across the Curriculum
Summer 2016	C&T 801, Planning for School Improvement (online)
Spring 2016	ELPS 811, Constructivist Learning Technologies (online)

**RESEARCH**

**Book Chapters**

- Craig-Hare, J.**, Rowland, A., Ault, M. & Ellis, J. D. (2017). Learning Science with Social Media. In D. Tsybulsky & I. Levin (Eds.), *Digital Tools and Solutions for Inquiry-Based STEM Learning*. Hershey, PA: Information Science Reference (IGI Global).
- Ault, M., **Craig-Hare, J.**, Ellis, J. D., Bulgren, J., Kretschmer, I., & Frey, B. B. (2016). Using Reason Racer to Support Scientific Argumentation in Middle School Science Instruction. In M. Urban & D. Falvo (Eds.), *Improving K-12 STEM Education Outcomes through Technological Integration* (pp. 399-431). Hershey, PA: Information Science Reference (IGI Global).

National Academies Keck Future Initiative. (2013). Develop methods to efficiently design and measure the efficacy of Internet teaching technologies. In *The informed brain in a digital world: Interdisciplinary team summaries*. Washington, DC: The National Academies Press.

### Journal Articles

- Rowland, A., **Craig-Hare, J.**, Ault, M., Ellis, J., & Bulgren, J. (in review). Social media: How the next generation can practice argumentation. *Educational Media International*.
- Craig-Hare, J.**, Ault, M., & Rowland, A. (in press). The effect of socioscientific topics on discourse within an online game designed to engage middle school students in scientific argumentation. *International Journal of Education in Mathematics, Science and Technology*.
- Ault, M., **Craig-Hare, J.**, & Frey, B. (2016). The impact of a racing feature on middle school science students' performance in an educational game: The effect of content-free game-actions. *International Journal of Game-Based Learning*, 6(3), 18-33.
- Ault, M., **Craig-Hare, J.**, Frey, B., Ellis, J. D., & Bulgren, J. (2015). The Effectiveness of Reason Racer, a Game Designed to Engage Middle School Students in Scientific Argumentation. *Journal of Research on Technology in Education*, 47(1), 21–40.
- Frey, B. B., Ellis, J. D., Bulgren, J. A., **Craig-Hare, J.**, & Ault, M. (2015). Development of a test of scientific argumentation. *Electronic Journal of Science Education*.

### Doctoral Dissertation

**Craig-Hare, J.** (2011). *Student grouping strategies in technology rich learning environments at the intermediate grade level*. Doctoral Dissertation, University of Kansas. Available from ProQuest Dissertations and Theses Database. (UMI No. 874961808).

### Instructional Materials

- Craig-Hare, J.**, Rowland, A., Ellis, J., Bulgren, J., Ault, M., & Bradley, B. (2016). *Argumentation essay scoring rubric*. Lawrence, KS: University of Kansas.  
Rubric used for demonstrating acquired scientific argumentation concepts.
- Ellis, J., Bulgren, J., Rowland, A., **Craig-Hare, J.**, Ault, M., & Bradley, B. (2015). *Argumentation and evaluation writing assignment scoring rubric*. Lawrence, KS: University of Kansas.  
Rubric used for demonstrating acquired scientific argumentation concepts.
- Frey, B., Bulgren, J., Ellis, J., **Craig-Hare, J.**, & Ault, M. (2013). *Test of scientific argumentation*. Lawrence, KS: University of Kansas.  
Test for measuring acquired scientific argumentation concepts.
- Kroge, J., Tran, P., Scherrer, D., Ault, M., **Craig-Hare, J.**, Adams, D., Kretschmer, I., Bulgren, J., & Ellis, J. (2013). *Reason Racer* (www.reasonracer.org). Lawrence, KS: University of Kansas.  
Online multi-player game for teaching and demonstrating acquired scientific argumentation concepts
- Adams, D., **Craig-Hare, J.**, Ault, M., Bacon, M. (2013). *Reason Racer teacher resources*. Lawrence, KS: University of Kansas. <http://reasonracer.wikispaces.com>  
Educator support for the online game, Reason Racer

### Selected Presentations

**Craig-Hare, J.**, & Rowland, A. (2017, June). *Coaching at the CORE*. Presentation at the annual meeting of the International Society for Technology in Education (ISTE), San Antonio, TX.

- Rowland, A., Smith, S., & **Craig-Hare, J.** (2017, June). *State standards require argumentation: Gaming, social media and virtual reality can help!* Research Paper presentation at the annual meeting of the International Society for Technology in Education (ISTE), San Antonio, TX.
- Rowland, A., & **Craig-Hare, J.** (2017, April). *Increasing Rigor...Blooms, Depth of Knowledge, and SAMR: Learning Connections through Effective Questioning.* Presentation at Tonganoxie High School Inservice Day, Tonganoxie, KS.
- Craig-Hare, J.**, & Rowland, A. (2016, October). *LEAP into Learning in your 1:1 Classroom.* Presentation at the Greenbush Technology Conference, Eudora, KS.
- Rowland, A., & **Craig-Hare, J.** (2016, October). *Write On! Facilitating Thought Articulation in All Subject Areas.* Presentation at the Greenbush Technology Conference, Eudora, KS.
- Craig-Hare, J.**, & Rowland, A. (2016, August). *The Talk: Classroom Communication Edition--Resources, Models and Technology Tools for Classroom Discourse.* Presentation at the Baldwin City USD 348 High School Inservice, Baldwin City, KS.
- Craig-Hare, J.**, & Rowland, A. (2016, July). *LEAP into Learning in your 1:1 iPad Classroom.* Presentation at the Lawrence Public Schools Learning Forward, Future Ready Summer Workshop, Lawrence, KS.
- Rowland, A., & **Craig-Hare, J.** (2016, July). *Write On! Facilitating Thought Articulation in All Subject Areas.* Presentation at the Lawrence Public Schools Learning Forward, Future Ready Summer Workshop, Lawrence, KS.
- Craig-Hare, J.**, & Ellis, J. (2016, June). *Supporting Argumentation Skills for College & Career Readiness: Resources, Models and Technology Tools for Classroom Discourse.* Presentation at the University of Kansas School of Education Strategies Conference, Lawrence, KS.
- Craig-Hare, J.**, & Rowland, A. (2016, June). *LEAP into Learning in your 1:1 iPad Classroom.* Presentation at the Lawrence Public Schools Learning Forward, Future Ready Summer Workshop, Lawrence, KS.
- Rowland, A., & **Craig-Hare, J.** (2016, June). *Write On! Facilitating Thought Articulation in All Subject Areas.* Presentation at the Lawrence Public Schools Learning Forward, Future Ready Summer Workshop, Lawrence, KS.
- Ellis, J., & **Craig-Hare, J.** (2016, June). *Transforming Curriculum and Teaching to Reach Kansas College and Career Ready Standards in Science.* Presentation at the University of Kansas School of Education Strategies Conference, Lawrence, KS.
- Rowland, A., & **Craig-Hare, J.** (2016, June). *Coaching LeaderSHIP: Strategies, Higher-Order Thinking, Instructional Technology and Partnerships.* Presentation at the annual meeting of the International Society for Technology in Education (ISTE) in the Ed Tech Coaches PLN Playground, Denver, CO.
- Rowland, A., & **Craig-Hare, J.** (2016, June). *How the Next Generation Can Practice Argumentation: Social Media and Gaming.* Research Paper presentation at the annual meeting of the International Society for Technology in Education (ISTE), Denver, CO.
- Smith, S. J., Rowland, A., & **Craig-Hare, J.** (2016, June). *How personalized is personalized learning?* Presentation at the annual meeting of the International Society for Technology in Education (ISTE), Denver, CO.
- Craig-Hare, J.**, & Rowland, A. (2016, May). *Argumentation & Reasoning: Resources to Support Engaging Students in Meaningful Discourse.* Presentation at the Olathe Public Schools Summer Conference, Olathe, KS.
- Craig-Hare, J.**, & Rowland, A. (2016, March). *Techno-Tidying: Tips for Getting and Staying Digitally Organized.* Presentation at the MidAmerica Association for Computers in Education (MACE) annual conference, Manhattan, KS.

- Craig-Hare, J.**, & Rowland, A. (2016, March). *The Wild West of One-to-One*. Presentation at the MidAmerica Association for Computers in Education (MACE) annual conference, Manhattan, KS.
- Rowland, A., & **Craig-Hare, J.** (2016, March). *Effective Reasoning: Helping Students Identify, Evaluate and Support Claims*. Presentation at the MidAmerica Association for Computers in Education (MACE) annual conference, Manhattan, KS.

## GRANTS

- Craig-Hare, J.** (Principal), & Mispagel, K. (Co-Principal). *Project READ: Reading & Writing Across All Disciplines*. Fort Leavenworth School District USD 207 via Department of Defense Education Activity \$1,500,000, Submitted May 2017 (September 1, 2017 - May 31, 2022). (In Review)
- Rowland, A. (Principal), **Craig-Hare, J.** (Co-Principal), Ellis, J. (Co-Principal), & Smith, S. (Co-Principal). *Increasing Access to NGSS with Virtual Reality: Teacher Professional Learning to Support Student Social Competence Development*. National Science Foundation (Discovery Research PreK-12) \$1,499,981, Submitted December 2016 (August 1, 2017 - July 31, 2020). (In Review)
- Craig-Hare, J.** (Principal), Thiele, J. (Co-Principal), & Bogdon, O. (Co-Principal). *Kansans Can Excel in Math and Science*. Kansas State Department of Education: Math & Science Partnership Grants (MSP) \$585,253, Submitted December 2016 (March 1, 2017 - September 30, 2018).
- Ault, M. (Principal), **Craig-Hare, J.** (Co-Principal), & Rowland, A. (Co-Principal). *USA CAC Omnibus solicitation*. Trideum and US Army Combined Arms Center \$505,133, Submitted November 2, 2016 (January 1, 2017 - December 31, 2021).
- Craig-Hare, J.** (Principal), Ault, M. (Co-Principal), Rowland, A. (Co-Principal), & Smith, S. (Co-Principal). *Evaluation of Learning Forward, Future Ready Middle School Initiative*. USD 497, Lawrence \$25,060, Submitted September 16, 2016 (September 1, 2016 - July 31, 2017).
- Craig-Hare, J.** (Principal), Ault, M. (Co-Principal), Rowland, A. (Co-Principal), & Smith, S. (Co-Principal). *Evaluation of Learning Forward, Future Ready High School Pilot Project*. USD 497, Lawrence \$9,682, Submitted September 16, 2016 (September 13, 2016 - January 31, 2017).
- Craig-Hare, J.** (Principal), & Mispagel, K. (Co-Principal). *Project LEADSS: Leadership, Education and Development of Social Skills*. Fort Leavenworth School District USD 207 via Department of Defense Education Activity \$1,500,000, Submitted May 2016 (September 1, 2016 - May 31, 2021).
- Craig-Hare, J.** (Principal), & Mispagel, K. *Project PRIME: Personalizing RtI in Mathematics Education*. Fort Leavenworth School District USD 207 via Department of Defense Education Activity \$1,500,000, Submitted May 2015 (September 1, 2015 - May 31, 2020).

## SERVICE

### Professional Service

- 2016-19 Editorial Board Member, *Journal of Research on Technology in Education*
- 2016-17 International Society for Technology in Education (ISTE) *Special Interest Group - Teacher Educators*, Professional Development Chair

- 2016 Guest Reviewer, *International Journal of Education in Mathematics, Science and Technology*
- 2011-16 Proposal Reviewer, International Society for Technology in Education (ISTE) Conference Research Papers and Leadership Awards
- 2017 Kansas Education Systems Accreditation (KESA) Outside Visitation Team Member

**Public Service**

- 2017-20 Board of Trustees Member, (Appointed), Baldwin City Library
- 2012-19 Board of Trustees Member, (Appointed), Baldwin Education Foundation
- 2014-15 Treasurer, (Elected), Baldwin City Friends of the Library
- 2013-14 Secretary/Treasurer, (Elected), Baldwin City Friends of the Library
- 2012-13 Secretary, (Elected), Baldwin City Friends of the Library

**Professional Memberships**

- American Evaluation Association (AEA)
- International Society for Technology in Education (ISTE)
- MidAmerica Association for Computers in Education (MACE)
- Society for Information Technology and Teacher Education (SITE)

**Honors & Awards**

- 2016-17 University of Kansas Women of Distinction Award, KU Emily Taylor Center for Women & Gender Equity
- 2016 Making IT Happen Award, International Society for Technology in Education (ISTE)
- 2013 USD 207 Fort Leavenworth Certificate of Appreciation/Recognition
- 2011-12 Kansas State Department of Education Technology Rich Classroom Leadership Award
- 2012 Selected Conference Participant to the National Academies Keck Futures Initiative (NAKFI) The Informed Brain in a Digital World Conference
- 2007 “20 Leaders to Watch” Award, National School Boards Association (NSBA)
- 2003 In the Arena Award, Center for Digital Education

## CONDENSED VITA

**MICHAEL F. HOCK**  
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### EDUCATIONAL EXPERIENCE

- Ph.D. University of Kansas, Lawrence. Major: Special education emphasis in learning disabilities; Minor: Educational policy & leadership, 1998
- M.A. University of South Dakota, Vermillion. Major: Special education with an emphasis in learning disabilities, 1978
- B.S. Mankato State University, Mankato, Minnesota. Major: History; Minor: Russian language, secondary level teaching certification, 1972

### PROFESSIONAL EXPERIENCE

- 2016-present Senior Research Scientist, Center for Research on Learning in the Life Span Institute at the University of Kansas
- 2015-present Director, Center for Research on Learning in the Life Span Institute at the University of Kansas
- 2014-2015 Interim Director, Center for Research on Learning in the Life Span Institute at the University of Kansas
- 2008-present Director, The Institute for Research on Adolescent Learning at the University of Kansas
- 2008-2016 Associate Research Scientist, Center for Research on Learning at The University of Kansas
- 2004-present Adjunct Associate Professor, Special Education Department at the University of Kansas
- 2002-2014 Associate Director, Center for Research on Learning at the University of Kansas
- 1990-2002 Research Associate, Center for Research on Learning at the University of Kansas
- 1990-2002 Associate Director of Student Support Services, Kansas University Athletic Corporation
- 1989-1990 District K-12 at-risk facilitator, K-12 science coordinator, driver education coordinator, district staff development trainer for Kansas University's (KU-CRL) Strategies Intervention Model, co-chair of the at-risk team, district curriculum supervisor, Dubuque, IA, Community School District
- 1988-1990 Instructor, University of Dubuque and Clarke College. Courses taught included At-Risk Programming and Learning Strategy Instruction for Students with Disabilities
- 1985-present Certified Member, The International Training Network (ITN) for the KU-CRL Strategies Intervention Model
- 1977-1989 Learning Disabilities teacher for grades 9-12, chairperson of special education department, district trainer for KU-CRL Strategies Intervention Model, assistant advisor for Model United Nations Club, Hempstead Senior High School, Dubuque, IA

**SELECTED ARTICLES:**

- Knight, D., Knight, M. J., Hock, M. F., & Skrtic, T. (in press). Cost-Effectiveness of instructional coaching: Implementing a design-based, continuous improvement model to advance teacher professional development in middle schools. *Educational Forum*.
- Knight, D., Knight, M. J., & Hock, M. F. (in press). Evaluation of video-based instructional coaching for middle school teachers: Evidence from a multiple baseline study. *Educational Forum*.
- Hock, M. F., Bulgren, J. A., & Brasseur-Hock, I. F. (in press). The strategic instruction model: The less addressed aspects of effective instruction for high school students with learning disabilities. *Learning Disabilities Research and Practice*.
- Hock, M. F., Brasseur-Hock, I. F., Hock, A. J., & Duval, B. (2017). The Effects of a comprehensive reading program on reading outcomes for middle school students with disabilities. *Journal of Learning Disabilities, 50*(2), 195-212.
- Knight, J., Elford, M., Hock, M. F., Dunekack, D., Bradley, B., Deshler, D. D., & Knight, D. (2015). 3 steps to great coaching: A simple but powerful instructional coaching cycle nets results. *JSD The Learning Forward Journal, 36*(1), 10-20.
- Hock, M. F., Brasseur-Hock, I. B., & Deshler, D. D. (2014). Responding to the needs of adolescents with severe reading disabilities. *New England Reading Association Journal, 49*(2), 9-18.
- Knight, J. M., Bradley, B. A., Hock, M. F., Sktic, T. M., Knight, D., Brasseur-Hock, I. F., Clark, J., Ruggles, M., & Hatton, C. (2012). Record, replay, reflect: Videotaped lessons accelerate learning for teachers and coaches. *Journal of Staff Development, 33*(2), 18-23.
- Hock, M. F. (2012). Effective instruction for adults with specific learning disabilities. *Journal of Learning Disabilities*. Special Issue. Adults with specific learning disabilities: The adult education perspective. Spring 2012.
- Hock, M. F., & Mellard, D. (2011). Efficacy of learning strategies instruction in adult education. *Journal of Research on Educational Effectiveness, 4*(1), 1-20.
- Brasseur-Hock, I. F., Hock, M. F., Biancarosa, G., Kiefer, M., & Deshler, D. D. (2011). Adolescent Struggling Readers in Urban Schools: Results of a Latent Class Analysis. *Journal of Psychology and Education: Learning and Individual Differences*.
- Hock, M. F., Brasseur, I. F., Deshler, D. D., Catts, H. W., Marques, J., Mark, C. A., & Wu Stribling, J. (2009). What is the reading component skill profile of adolescent struggling readers in urban schools? *Learning Disability Quarterly, 32*(1), 21-38.
- Deshler, D. D., Hock, M. F., & Catts, H. W. (2006). Enhancing outcomes for struggling adolescent readers. *Perspectives, The International Dyslexia Association, 32*(3), 21-25.
- Schumaker, J. B., Deshler, D. D., Woodruff, S. K., Hock, M. F., Bulgren, J. A., & Lenz, B. K. (2006). Reading strategy interventions: Can literacy outcomes be enhanced for at-risk adolescents? *Teaching Exceptional Children, 38*(3), 64-68.
- Hock, M. F., & Mellard, D. (2005). Reading comprehension strategies for adult literacy outcomes. *Journal of Adolescent and Adult Literacy, 49*(3), 192-200.
- Hock, M. F., & Deshler, D. D. (2003a). Don't forget the adolescents. *Principal Leadership, 4*(3), 51-56.

- Hock, M. F., & Deshler, D. D. (2003b). "No child" leaves behind teen reading proficiency. *Education Digest*, 69(4), 27-36.
- Hock, M. F., Deshler, D. D., & Faggella-Luby, M. F. (2003). *Evidence-based secondary school reform models*. New York, NY: Carnegie Corporation of New York.
- Hock, M. F., Schumaker, J. B., & Deshler, D. D. (2001). The case for strategic tutoring. *Educational Leadership*, 58(7), 50-52.
- Hock, M. F., Pulvers, K. A., Deshler, D. D., & Schumaker, J. B. (2001). The effects of an after school tutoring program on the academic performance of at-risk and students with learning disabilities. *Remedial and Special Education*, 22(3), 16-23.
- Deshler, D. D., Schumaker, J. B., Lenz, B. K., Bulgren, J. A., Hock, M. F., Knight, J., & Ehren, B. J. (2001). Ensuring content-area learning by secondary students with learning disabilities. *Learning Disabilities Research and Practice*, 16(2), 96-108.
- Hock, M. F., Deshler, D. D., & Schumaker, J. B. (1999). Tutoring programs for academically underprepared college students: A review of the literature. *Journal of College Reading and Learning*, 29(2), 101-122.
- Hock, M. F., Schumaker, J. B., & Deshler, D. D. (1995). Training strategic tutors to enhance learner independence. *Journal of Developmental Education*, 19(1), 18-26.
- Bulgren, J. A., Hock, M. F., Schumaker, J. B., & Deshler, D. D. (1994). The effects of instruction in a paired associates strategy on the information mastery performance of students with learning disabilities. *Learning Disabilities Research and Practice*, 10(1), 22-37.
- Hock, M. F., Deshler, D. D., & Schumaker, J. B. (1993, Fall). Learning strategies instruction for at-risk and learning disabled adults: The development of strategic learners through apprenticeship. *Preventing School Failure*, 38(1), 43-49.

#### **SELECTED BOOK CHAPTERS:**

- Knight, D. S., Hock, M. F. & Knight, J. (2017). Designing instructional coaching. In C. M. Reigeluth, B. J. Beatty, & R. D. Myers (Eds.) *Instructional-design theories and models, The learner-centered paradigm of education* (Vol. IV). New York, NY: Routledge.
- Hock, M.F., & Brasseur-Hock, I. F. (2015). Comprehension instruction for at-risk students. In S.R. Paris, D. Fisher, & K. Headley (Eds.) *Adolescent literacy, Field tested: Effective solutions for every classroom* (2<sup>nd</sup> Ed.). New York, NY: The International Reading Association.
- Brasseur-Hock, I. F., Deshler, D. D., & Hock, M. F. (2015). Reading comprehension instruction for middle and high school students in English language arts: Research and evidence-based practices. K.L. Santi, & D.K. Reed (Eds.), *Improving Reading Comprehension of Middle and High School Students*, Literacy Studies 2<sup>nd</sup> Ed., 10, DOI 10.1007/978-3-319-14735-2\_5
- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2015). Possible selves and learners. In S. Lopez & A. Beauchamp, (Eds.), *The encyclopedia of positive psychology* (2<sup>nd</sup> Ed.). Oxford, England: Blackwell Publishing.
- Bradley, B., Knight, J., Harvey, S., Hock, M., Knight, D., Skrtic, T., Brasseur-Hock, I., & Deshler, D. (2013). Improving instructional coaching to support middle school teachers in the United States. In T. Plomp, & N. Nieveen (Eds.), *Educational design research-Part B- Illustrative cases* (pp. 299-318). Enschede, The Netherlands: SLO.

- Brasseur-Hock, I. F., Deshler, D. D., & Hock, M. F. (2012). Reading comprehension instruction for middle and high school students in English language arts: Research and evidence-based practices. In K. Santi & D. Reed (Eds.). *Improving comprehension instruction for middle and high school students*.
- Knight, J. M., & Hock, M. F. (2012). Instructional Coaching: Establishing partnerships for effective teacher professional learning. In B. Beatty (Ed.) *Volume IV of instructional design theories and models*.
- Deshler, D. D., Hock, M. F., Ihle, F. M., & Mark, C. A. (2011). Designing and conducting literacy intervention research. In M. Kamil, P. D. Pearson, E. Birr-Mojr, & P. Afflerbach (Eds.), *Handbook of reading research* (Vol. IV, pp. 66-83). New York, NY: Routledge.
- Hock, M. F. (2009). Teaching methods: Instructional methods and arrangements effective for adults with learning disabilities. Bridges to practice (B2P) literature review. The National Institute for Literacy.
- Hock, M.F., & Brasseur-Hock, I. F. (2009). Literacy interventions for adolescent struggling readers. In S.R. Paris, D. Fisher, & K. Headley (Eds.) *Adolescent literacy, Field tested: Effective solutions for every classroom*. (pp. 129-142). Newark, DE: The International Reading Association.
- Hock, M. F., Deshler, D. D., & Brasseur, I. F. (2008). Comprehension instruction for at-risk students. In C. Block, S. Parris, & P. Afferbach (Eds.), *Comprehension Instruction* (2<sup>nd</sup> ed., pp. 271-293). New York, NY: Guilford Press.
- Deshler, D. D., & Hock, M. F. (2007). Adolescent literacy: Where we are - Where we need to go. In M. Pressley, A. Billman, K. Perry, K. Reffitt, & J. Moorhead Reynolds (Eds.), *Shaping literacy achievement: Research we have, research we need* (pp. 98-129). New York, NY: Guilford.
- Deshler, D. D., & Hock, M. F. (2008). Designing and evaluating programmatic adolescent literacy interventions. In M. Kamil, D. Pearson, E. Moje, & P. Afflerbach (Eds.), *Handbook of reading research* (Vol. IV). Mahwah, NJ: Lawrence Erlbaum Associates.
- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2008). Nurturing motivation through possible selves. In S. Lopez & A. Beauchamp, (Eds.), *The encyclopedia of positive psychology*. Oxford, England: Blackwell Publishing.
- Hock, M. F., Deshler, D. D., & Schumaker, J. B. (2006). Enhancing student motivation through the pursuit of possible selves. In C. Dunkel & J. Kerpelman, (Eds.). *Possible selves: Theory, research, and applications* (pp. 205-221). New York, NY: Nova Science Publishers.
- Hock, M. F. (2005). Working with students with learning disabilities and ADHD. In E. Getzel & P. Wehman (Eds.), *Going to college: Expanding opportunities for people with disabilities* (pp. 233-252). Baltimore, MD: Brookes Publishing.
- Hock, M. F., Schumaker, J. B., & Deshler, D. D. (1998). Closing the gap to success in secondary schools: A model for cognitive apprenticeship. In M. Pressley, K. Harris, & S. Graham (Series Eds.), *Advances in teaching and learning*, K. Harris, S. Graham, D. Deshler, & M. Pressley (Vol. Eds.), *Teaching every child every day: Learning in diverse schools and classrooms* (pp. 1-52). Cambridge, MA: Brookline Books.

**JAYNE W. JAMES**

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785.615.1919 • [JAYNE@INNOVATIVEPERFORMANCE.ORG](mailto:JAYNE@INNOVATIVEPERFORMANCE.ORG)

**EDUCATION**

**DOCTORAL DEGREE**  
1995 -2000

**ED.D. KANSAS STATE UNIVERSITY, EDUCATION LEADERSHIP & ADMINISTRATION  
MANHATTAN, KANSAS**  
Technology Leadership, Online Professional Development

**MBA PROGRAM**  
1991 -1992

**PEPPERDINE UNIVERSITY, EXECUTIVE MBA PROGRAM, IRVINE, CALIFORNIA**  
Moved to KS with Husband's position after 1 year in the program

**MASTER'S DEGREE**  
1983 -1985

**M.ED. UNIVERSITY OF CENTRAL OKLAHOMA, MARKETING EDUCATION,  
EDMOND, OKLAHOMA**  
MBA Marketing Core, Bus and Career Ed, DECA Leader Program

**SUPERVISION CREDENTIAL**  
1989 -1991

**CAL POLYTECHNIC UNIVERSITY, SUPERVISION CREDENTIAL,  
POMONA, CALIFORNIA**  
Credential to supervise vocational programs in California

**COMPUTER CERTIFICATION**  
1985 -1987

**CAL STATE UNIVERSITY, COMPUTER CREDENTIAL, SAN BERNARDINO, CALIFORNIA**  
Certification in instructional educational technology

**BACHELOR'S DEGREE**  
1978 -1981

**B.A. STEPHENS COLLEGE, COMMUNICATIONS & POLITICAL SCIENCE,  
COLUMBIA, MISSOURI**  
Minor Concentration, Foreign Language-French

**HONORS, PRESENTATIONS  
AND MEMBERSHIPS**

**PARTIAL LIST:**

- HP Global Summits: Brazil, India, Singapore, and United States
- Design, Development and Presentations: MACWORLD, National Staff Development Conference, NECC-ISTE Best of the Best Award – top 20 workshops, ASBO, CoSN & multiple states
- George Lucas Educational Foundation Faculty Associate
- Apple Distinguished Educator
- Intel Teach Regional Coordinator
- Pat Wolfe Institute for Brain Research- Certification
- Harvard/EDC Institute - Leadership and New Technologies
- ISTE NETS Writing Team member & ISTE Leadership Academy
- Member of ASCD, ISTE, CoSN, and SETDA Member Emeritus

**PUBLISHING**

**PARTIAL LIST:**

- Digital Equity Chapter of book in print 2017; Krueger & James
- Digital Equity Blog for NAESP 2017; Krueger & James
- RTT-D Technology Inventory & White Paper 2017; Goins, Brady and James
- ISTE White Paper 2011; Technology, Coaching and Community; Beglau, Craig-Hare, Foltos, Gann, James, Jobe, Knight & Smith,
- Book – Online Professional Development – A Customized Approach for Tech Leaders; Jayne W. James & Gerald D. Bailey, ISTE Publications, Eugene, OR 2002

COURSE DEVELOPMENT  
AND INSTRUCTIONAL  
DESIGN

PARTIAL LIST:

- Eight Schools Association, Online Learning Design Cohort; Six Module Course Development SubContract-Abbott Advisor Group
- Digital Equity Student Video Challenge and Digital Equity Action Agenda Leadership Showcase; CoSN
- San Francisco Unified School District Early Literacy 10 Module Course; iBook Series and Professional Development *Development in English, Spanish and Chinese* Digital Literacy iPad Program *SubContract-Wexford, Inc.*
- Los Angeles Alliance and College Ready Public Schools – i3 Student Leadership Dissemination video, online mini course, and pilot phone App
- RTT-D Sustainability Rubric
- eLearn Ohio, online course development and facilitation of pilot for trainers
- West Ed Laboratories – Portfolio assessment development

LEADERSHIP IN  
EDUCATION

INNOVATE

INNOVATIVEPERFORMANCE.ORG  
LLC

ONLINE AND ONSITE  
AUGUST 2013 – PRESENT

PRESIDENT & CEO:

PROFESSIONAL DEVELOPMENT, ONLINE LEARNING, INSTRUCTIONAL DESIGN, PROFESSIONAL LEARNING COMMUNITIES, AND TECHNICAL ASSISTANCE  
Technology Consulting & Leadership Firm: Working collaboratively to enhance learning for students and those responsible for helping them reach their potential. Partial Client List: Wexford, Inc., AEM – RTT-D (USDOE Race to the Top Initiative) Support Team, CoSN – Direct the Digital Equity Action Agenda, PRO Unlimited – Apple Professional Learning, *ISTE-HP*, Online Academy, LA Alliance College Ready Public Schools, and University of Kansas.

UNIVERSITY OF KANSAS  
CENTER FOR RESEARCH ON  
LEARNING  
WASHINGTON, DC  
2016 – PRESENT AND  
2011 - 2013

CENTER FOR RESEARCH ON LEARNING

2016 - Present: Part Time Position Partnership Development, Marketing and Dissemination, Professional Learning PK-12 State Initiatives, and Grant Writing

DIRECTOR, JOB CORPS PROFESSIONAL DEVELOPMENT CONSORTIUM

2011-2013: Led 25-member team. Contract with U.S. Department of Labor. Developed an online professional development system to provide a technology-enhanced approach for learning to support over 16,000 Job Corps teachers.

ISTE  
INTERNATIONAL SOCIETY FOR  
TECHNOLOGY IN EDUCATION  
AUGUST 2009 – 2011

SENIOR DIRECTOR, EDUCATION LEADERSHIP, EUGENE, OREGON

Division Lead: Online and Onsite Professional Development, Book Publishing and Research and Evaluation. Worked collaboratively with 18 staff, multiple consultants, and partners to move the mission of ISTE forward; to improve teaching and learning in advancing the effective use of technology in learning.

CORPORATION FOR PUBLIC  
BROADCASTING  
WASHINGTON, D.C.  
2006 - 2009

EXECUTIVE DIRECTOR, READY TO LEARN, WASHINGTON, D.C.  
Led the Ready To Learn (RTL) effort funded by the U.S. Department of Education. Project goals included utilizing the power of public broadcasting media to raise the reading skills of low-income children ages 2-8. Facilitated collaboration of more than 100+ national and local partners, teams of researchers, producers, and local broadcasting stations. Effectively managed a 72 million dollar budget, managed 30+ contracts and development of online professional development and online websites and games for students. Provided executive briefings,

U.S. DEPARTMENT OF  
EDUCATION  
WASHINGTON, D.C.  
2005-2006

TEAM LEADER, OESE, U.S. DEPARTMENT OF EDUCATION, WASHINGTON, D.C.  
In charge of the EETT, Enhancing Education Through Technology Program, Title II, Part D of the No Child Left Behind Act, 2001. Responsible for leading team efforts in technical assistance and monitoring of programs awarded to 57 State Education Agencies and outlying territories. Funded at 495 million in FY 05.

UNIVERSITY OF KANSAS  
LAWRENCE, KANSAS  
1999 - 2005

ASSOCIATE DIRECTOR, ALTEC, UNIVERSITY OF KANSAS, LAWRENCE, KANSAS  
Managed federal grants and contracts awarded to ALTEC, an education technology division of The KU Center for Research on Learning. Worked with Executive Team to lead staff, manage budgets of over 12 million dollars and guide strategic planning and growth of ALTEC as a developer and provider of free, Web resources for students and teachers which were visited by over 4 million users monthly. Also in charge of partnerships, alliances, INTEL Teach.

KANSAS STATE DEPARTMENT OF  
EDUCATION  
TOPEKA, KANSAS  
1997 -1999

STATE EDUCATION TECHNOLOGY DIRECTOR, KSDE, TOPEKA, KANSAS  
In charge of education technology efforts for the State of Kansas initiated, developed and implemented statewide team-based projects: Technology Planning Certification Process, E-Rate training, Student and Teacher Empowerment Process (Professional development model utilizing newly developed tech integration benchmarks, and scaling student leadership program, "Gen Y". Also responsible for Kansas Tech Plan and Federal IID Grants.

ESSDACK  
HUTCHINSON, KANSAS  
1994 -1997

TECHNOLOGY SPECIALIST, ESSDACK EDUCATIONAL SERVICE CENTER,  
HUTCHINSON, KANSAS  
Responsible for developing and conducting professional development services to integrate technology in PreK-12 schools for 26 participating school districts.

**ADJUNCT INSTRUCTOR**  
CALIFORNIA AND KANSAS  
1989 – 2005

**UNIVERSITY AND COMMUNITY COLLEGE ADJUNCT INSTRUCTOR, CALIFORNIA AND KANSAS**

- Mid America Nazarene Univ., Olathe, KS – Tech Leadership Graduate Course
- Kansas State University, Manhattan, KS – School of Education Tech Course
- Hutchinson Community College, Hutchinson, KS – Marketing, Retail Management
- San Jacinto Community College, Menifee, CA – Marketing, Desktop Publishing

**TEACHING AND MENTORING**  
CALIFORNIA AND KANSAS  
1989 – 2005

**ED TECH, MARKETING, COMPUTERS, AND FRENCH**

- Mentor Teacher - Riverside County Office of Education
- California Business Leadership Team - California Department of Education
- California DECA Assistant State Advisor - Los Angeles Region
- Temescal Canyon HS, CA - new computer lab and marketing program
- Temecula Valley HS, CA - initiated marketing program, work experience, student store, award winning DECA program, also taught computers, french.
- Ft. Irwin K-8 School, CA - Electives and computer lab instructor

**EARLY CAREER**

**PARTIAL LIST:**

- Oklahoma City, OK - Personnel Director, Dillard Department Stores
- Washington, D.C. - Editorial Assistant, WNBC-TV
- Washington, D.C. - The Honorable Howard Wolpe, 3<sup>rd</sup> District, Michigan

**INFORMAL LEARNING**

**PARTIAL LIST:**

- Ireland - Assisted with B&B's in Co. Meath (husband on sabbatical at DkIT)
- French
- Video Editing and Media Production
- Zumba

## CONDENSED VITA

M. JAMES KNIGHT

jknight@ku.edu

### EDUCATIONAL EXPERIENCE:

1998 Ph.D., University of Kansas. Major: Education. Minor: Organizational Studies

1984 M.A., University of Ottawa. English Language and Literature

1983 B.A., University of Ottawa. English Language and Literature (with honors)

### PROFESSIONAL EXPERIENCE (including relevant research experience):

- 2012 Created 17 short videos on talking about teaching for the Teaching Channel
- 2007-2012 Principal Investigator, *Improving Instruction through Implementation of the Partnership Instructional Coaching Model* funded by the U.S. Department of Education
- 2005-2012 Principal Investigator, *GEAR-UP: Topeka 2005- 2011* funded by the U.S. Department of Education
- 2000-2006 Co-Principal Investigator, *GEAR-UP II: Jardine 2000-2006* funded by the U.S. Department of Education
- 2000-2005 Co-Principal Investigator, *Gaining Early Awareness and Readiness for Undergraduate Program: Pathways to Success for 2002-2005* funded by the U.S. Department of Education
- 1996- Research Associate, Center for Research on Learning, University of Kansas.
- 1995-1996 Research Consultant, Centre for Research on Lifelong Learning, Ryerson Polytechnic University, Toronto
- 1995-1996 Founding Director, Centre for Research on Lifelong Learning, Ryerson Polytechnic University, Toronto
- 1988-1996 Instructor, Eaton School of Retailing & Business and Technical Communications, Ryerson Polytechnic University, Toronto, Ontario
- 1992-1995 Research Fellow, University of Kansas Center for Research on Learning, Lawrence, Kansas
- 1986-1992 Professor, Learning Strategies and Communications, Humber College, Toronto, Ontario

### SELECTED PUBLICATIONS:

- Knight, J. (2017). *The impact cycle*. Thousand Oaks, CA: Corwin.
- Knight, M. J. (2015). *Better conversations: Coaching ourselves and each other to be more credible, caring, and connecting*. Thousand Oaks, CA: Corwin.
- Knight, J., Elford, M., Hock, M. F., Dunekack, D., Bradley, B., Deshler, D., & Knight, D. (2015). 3 steps to great coaching: A simple but powerful instructional coaching cycle nets results. *Journal of Staff Development*, 36(1), 10-18.
- Knight, J. (2014). *Focus on teaching: Using video for high-impact instruction*. Thousand Oaks, CA: Corwin.
- Knight, J. (2013). *High-impact instruction: A framework for great teaching*. Thousand Oaks, CA: Corwin.

- Knight, J. Bradley, B.A., Hock, M., Skrtic, T.A., Knight, D., Brasseur-Hock, I., ... Hatton, C. (2012). Record, replay, reflect: Video taped lessons accelerate learning for teachers and coaches. *Journal of Staff Development*, 33(2), 18-23.
- Knight, J. (2011). *Unmistakable impact: A partnership approach for dramatically improving instruction*. Thousand Oaks, CA: Corwin.
- Knight, J. (2011). What good coaches do. *Educational Leadership*, 69(2), 18-22.
- Knight, J. (2009). Coaching: The key to translating research into practice. *Journal of Staff Development*, 30(1).
- Knight, J. (Ed.). (2009). *Coaching: Approaches and perspectives*. Thousand Oaks, CA: Corwin.
- Knight, J. (2008). Coaches as leaders of change. In Corwin Press (Ed.), *Mentoring, coaching, and collaboration* (pp. 253-276). Thousand Oaks, CA: Corwin.
- Knight, J. (2008). Instructional coaching. In Corwin Press (Ed.), *Mentoring, coaching, and collaboration* (pp. 137-162). Thousand Oaks, CA: Corwin.
- Knight, J. (2008). Partnership communication. In Corwin Press (Ed.), *Mentoring, coaching, and collaboration* (pp. 213-237). Thousand Oaks, CA: Corwin.
- Knight, J. (2007). Conversations can kick off the coaching. *Teachers Teaching Teachers*, 2(6), 1-4.
- Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks: Corwin.
- Knight, J. (2007) Five keys to building a coaching program. *Journal of Staff Development*, 28(1), 26-31.
- Sprick, R., Knight, J. Reinke, W., McKale, T. (2006). *Coaching classroom management*. Eugene, OR: Pacific Northwest.
- Knight, J. (2006). Seven success factors for instructional coaches. *The School Administrator*, 63(4), 36-40.
- Knight, J. (2005). Crossing boundaries: What constructivists can teach intensive-explicit instructors and vice versa. In T. M. Skrtic, K. R. Harris, & J. G. Shriner (Eds.), *Special education policy and practice: Accountability, instruction, and social challenges* (pp. 242-266). Denver, CO: Love.
- Knight, J. (2004) Instructional coaches make progress through partnership: Intensive support can improve teaching. *Journal of Staff Development*. 25(2), 32-37.
- Deshler, D. D., Schumaker, J. B., Lenz, B. K., Bulgren, J. A., Hock, M. F., Knight, J., & Ehren, B. (2001). Ensuring content-area learning by secondary students with learning disabilities. *Learning Disabilities Research and Practice*, 16(2), 96-108.  
doi:10.1111/0938-8982.00011
- Knight, J. (2001). Partnership learning: Bringing conversation into the heart of the classroom. In D. Bucciarelli & S. Pirtle (Eds.), *Partnership education in action*.
- Knight, J. (1998, May). Do schools have learning disabilities? *Focus on Exceptional Children*, 30(9), 1-14.
- Knight, J., & Froelich, S. (1997). *Getting the most out of learning: A qualitative evaluation of the Eaton School of Retailing*. Toronto: Ryerson Polytechnic University Centre for Research on Learning.
- Fisher, J., & Knight, J. (1996). Content enhancement: Meeting the needs of academically diverse groups. *The Learning Consultant Journal*, 53, 14-21.

**ACADEMIC AWARDS AND SCHOLARSHIPS:**

2006	SIM Leadership Award, University of Kansas Center for Research on Learning
1995	Ryerson GREET Teacher of the Year Award. Nominated and selected by University Faculty and Administrators
1994-1995	Social Sciences and Humanities Research Council Doctoral Fellowship
1992-1995	University of Kansas Doctoral Fellowship
1992	Teaching Excellence Award, Continuing Education Student Association of Ryerson, Ryerson Polytechnic University
1987	College Innovator of the Year, Humber College
1983-1985	Ontario Graduate Scholarship
1983-1984	University of Ottawa Research Fellowship

**Diane Corcoran Nielsen, Professor**  
**Department of Curriculum and Teaching, University of Kansas**

**Academic Degrees**

Ph.D.	University of Minnesota	1990	Curriculum & Instruction: Literacy
M.S.	St. Cloud State University	1983	Curriculum & Instruction: Reading
B.A.	University of Iowa	1972	Elementary & Special Education

**Awards and Recognition for Teaching**

*Del Shenkel Teaching Excellence Award Finalist*, University of Kansas (May, 2011)

*Honoring a Progressive Educator Award (HOPE) Finalist*. Members of the senior class of the University of Kansas elect finalists. (October, 2010)

*Geiger Gould Teaching Award*. Selected by Teacher Education graduating seniors, School of Education, University of Kansas (May, 2010)

*School of Education Faculty Award for Teaching*, University of Kansas (May, 2010)

*Honoring a Progressive Educator Award (HOPE) Finalist*. Members of the senior class of the University of Kansas elect finalists (October, 2009)

*Del Shenkel Teaching Excellence Award Finalist* – University of Kansas (April, 2008)

*Gene A. Budig Teaching Professor, 1999-2000* - Presented for outstanding teaching in the School of Education at the University of Kansas (May, 1999)

*Kemper Teaching Fellowship Award* - Presented for outstanding classroom teaching at the University of Kansas (September, 1998)

*Silver Anniversary Teaching Award* - Presented by the Chancellor of the University of Kansas for outstanding classroom teaching of an untenured professor (May, 1994)

*Distinguished Teaching Award* - Granted on behalf of the student body of St. Cloud State University through the Faculty/Student Relations Program (May, 1988 - adjunct instructor)

*Faculty Award for Outstanding Achievement* - St. Cloud State University (May, 1987 - adjunct instructor)

**Awards and Recognition for Scholarship**

*University of Kansas School of Education Award for Scholarship* – 2016

*Kansas Reading Association Research Award* - April 1994, April 2001 & October 2012

*Journal of Reading Education* Outstanding article award - May, 2000.

*National Conference on Research in English* - Invited to join in August, 1993.  
Membership in this organization is by invitation only and based on one's research contributions to the field.

*Outstanding Dissertation of the Year Award of the International Reading Association - Award Finalist* - International Reading Association, May, 1991.

*Phi Delta Kappa Outstanding Doctoral Dissertation Award 1989-91 Region IV.* March, 1991.

*Graduate School Fellowship* - Awarded by the Department of Curriculum and Instruction, College of Education, University of Minnesota, 1989.

*Graduate School Scholarship* - Awarded by the Graduate School of the University of Minnesota, 1989.

### **Awards and Recognition for Service**

*Faculty Award for Service* - School of Education University of Kansas - May 2007

### **Professional Experience**

**University of Kansas - Assistant (1990-1997)/Associate Professor (fall, 1997-present)**

#### **Courses Taught (1990-present)**

Evaluation of Research in Reading (graduate - doctoral students)  
Seminar in Writing and Spelling Research (graduate - doctoral students)  
Integrating Reading and Writing Instruction (graduate)  
Language and Literature in the Reading Program (graduate)  
Emergent Literacy and Beginning Reading (graduate)  
Early Intervention in Reading Practicum (graduate)  
Current Trends in Reading (graduate)  
Writing Assessment Focusing on the Six-Trait Analytical Model (graduate)  
Literacy Instruction in the Primary Grades (K-3) (undergraduate)  
Literacy Practicum in the Primary Grades (K-3) (undergraduate)  
Teaching Reading in Elementary and Middle Schools (undergraduate)  
Practicum in Teaching Reading (undergraduate )  
Children's Literature in the Elementary and Middle School (undergraduate)  
Supervisor of action research projects – Interns

#### **Co-Director Study Abroad Program for Education majors (2009-2015)**

Preservice teachers and faculty live with host families and preservice teachers work in Prek-middle schools in a city of 65,000 in northern Italy for the month of May each year.

**Advising**

Major advisor for preservice teacher-education program students

Major advisor (chairperson) for master's degree students (6-10 graduates/year)

Major advisor (chairperson) for doctoral students, 7 completed, 1 in-progress

Jan Brewer Miller, (1999). *The effects of training in phonemic awareness: A meta-analysis*. Note: Jan Miller's dissertation was an International Reading Association Outstanding Dissertation of the Year Award finalist.

Mary Abbott (2000) *Effects of traditional versus extended word study spelling instruction on student achievement and transfer of orthographic knowledge*.

Pam Trefz Staab, Ph.D. (2003) *Teacher change in a climate of instructional reform*

Ann Brickey Addison, Ph.D. (2007) *Analysis of the impact of a professional development series on new teacher effectiveness*

Lisa Dinner, Ph.D. (2009) *Analysis of the metacognitive and affective components of learning on reading achievement of striving readers with and without a learning disability*

Melissa Dale Reed, Ph.D. (2009) *Who's coaching the Coach?: The perceived impact of professional development on the literacy coach's self-efficacy and ability to meet the needs of the teachers they support*.

Clarissa Renee Jackson, Ph.D. (2012). *Interactive reading experiences of African American fathers and social fathers and their 4- and 5-year-old children*.

Committee member - master's thesis and doctoral programs and dissertations

**Visiting Professor - University of Minnesota, Minneapolis, Minnesota**

**Courses Taught (July, 1995)**

Children's Literature in Social Studies Education

Literature Discussion Groups in the Elementary School

**Adjunct College Instructor - St. Cloud State University, St. Cloud, Minnesota**

**Courses Taught (Spring, 1986 through Spring, 1988)**

Developmental Reading I and II (7 credit block including practicum), 5 sections

Children's Literature, 6 sections

Writing As a Basic Skill, graduate workshop, 4 sections

Children's Literature Across the Curriculum, graduate workshop

### **Classroom Teacher and Literacy Consultant**

1990-present	School districts in Kansas	Consultant on reading/language arts
1983-89	St. Cloud, Minnesota	Reading tutor and consultant
1981-83	St. Cloud, Minnesota	5th/6th grade reading/language arts
1976-1981	Butte, Montana	Jr. & Sr. high: Reading
1975-1976	Livonia, Michigan	Alternative high school: Reading
Jan-May, 1975	Jennings, Missouri	Reading Specialist
1973-1974	St. Louis, Missouri	2nd grade teacher
1972-1973	Chicago, Illinois	Special education teacher

### **Scholarship**

#### **Peer-reviewed Articles – In press**

Language and Reading Research Consortium (LARRC)\*. (in-press). Use of the Curriculum Research Framework (CRF) for developing a reading-comprehension curricular supplement for the primary grades. *The Elementary School Journal*.

Language and Reading Research Consortium (LARRC)\*. (in press). Let's Know! Proximal impacts on prekindergarten through grade 3 students' comprehension-related skills. *The Elementary School Journal*.

\*LARRC papers are “corporately” published. I included only those for which I was one of the task force authors. I contributed to many more since I was one of the Co-Investigators on the project, but not as one of the small task force of authors.

#### **Peer-reviewed Articles – Published**

Catts, H. W., McIlraith, A., Bridges, M. S., & Nielsen, D. C. (2016). Viewing a phonological deficit within a multifactorial model of dyslexia. *Reading and Writing: An Interdisciplinary Journal*, 3(30), 613-629. doi: 10.1007/s11145-016-9692-2

Catts, H. W., Nielsen, D. C., Bridges, M. S., & Liu, Y. S. (2016). Early identification of reading comprehension difficulties. *Journal of Learning Disabilities*, 49(5), 451-465. doi:10.1177/0022219414556121

Nielsen, D. C., Luetke, B., McLean, M., & Stryker, D. (2016). The English language and reading achievement of a cohort of deaf students speaking and signing Standard English: A preliminary study. *American Annals of the Deaf*, 161(3), 342-368.

Barry, A., & Nielsen, D. (2015). The life of a creative writer: A model for novice writers. *National Teacher Education Journal*, 8(3), 5-16.

- Catts, H.W., Herrera, S., Nielsen, D. C., Bridges, M. D. (2015). Early Prediction of Reading Comprehension Within the Simple View Framework. *Reading and Writing: An Interdisciplinary Journal*, 28(9), 1407-1425. DOI: 10.1007/s11145-015-9576-x
- Catts, H.W., Nielsen, D., Bridges, M., & Liu, Y., & Bontempo, D. (2015). Early identification of reading disabilities within an RTI framework. *Journal of Learning Disabilities*, 48(3), 281-297. doi: 10.1177/0022219413498115
- Stryker, D., Nielsen, D. C., & Luetke, B. (2015). Signing Exact English: Providing a complete model of English for literacy growth. *Northeastern Educational Research Association (NERA) Annual Conference Proceedings*.  
<http://digitalcommons.uconn.edu/nera-2015/2/>
- McLean, M., Nielsen, D. C., Stryker, D., & Luetke, B. (2014). Characteristics of students who read on grade level: What can teachers influence? *The Canadian Journal of Education of the Deaf*, 5, 18-25, 36-37.
- Nielsen, D. C., & Friesen, L. D. (2012). A study of the effectiveness of a small-group intervention on the vocabulary and narrative development of at-risk kindergarten children. *Reading Psychology*, 33(3), 269-299.  
<http://dx.doi.org/10.1080/02702711.2010.508671>
- Nielsen, D. C., & Friesen, L. D., & Fink, J. (2012). The effectiveness of a model of language-focused classroom instruction on the vocabulary and narrative development of kindergarten children. *Journal of Education*, 192(2/3), 63-77.
- Shaw, D. M., Boyd, J., & Nielsen, D. C. (2012). Perspectives of two ethnically different pre-service teacher populations as they learn about folk literature. *Journal of Educational Research and Innovation*, 1(1), 1-19.
- Nielsen, D. C., Luetke, B., & Stryker, D. S. (2011). The advantage of signing morphemes when learning to read. *Journal of Deaf Studies and Deaf Education*, 16(3), 275-288. doi: 10.1093/deafed/enq063
- Nielsen, D.C., & Barry, A. L., & Staab, P.T. (2008). Teacher reflections of professional change during a literacy-reform initiative. *Teaching and Teacher Education*, 24, 1288-1303.
- Nielsen, D. C., Winter, L. L., Keetle, S., & Jackson, C. (2007). More than a reading intervention: Teachers working together to improve the reading achievement of students from culturally and linguistically diverse backgrounds. *Multiple Voices*, 10, 125-146.

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- Nielsen, D. C., Luetke, B., McLean, M., & Stryker, D. (under review). The English language an reading achievement of a cohort of deaf students speaking and signing Standard English: A preliminary study. *American Annals of the Deaf*.

### **Book**

- Luetke-Stahlman, B., & Nielsen, D.C. (2004). Deaf students can be great readers! : Articles on reading and deafness and an annotated bibliography of related research. Los Alamito, CA: Modern Signs Press.

### **Book Chapters**

- Colwell, J., Nielsen, D., Bradley, B.A., & Spearman, M. (2015). Lessons learned by living with an Italian family and working in an Italian school. In J. Rhodes & T. Milby (Eds.), *Advancing Teacher Education and Curriculum Development through Study Abroad Programs* (pp. 90-110). Hershey, PA: Information Science Reference.
- Luetke-Stahlman, B & Nielsen, D.C. (1999). Reading to students. In B. Luetke-Stahlman, *Language across the curriculum when students are deaf or hard of hearing*. (p.187-238). Hillsboro, OR: Butte.
- Luetke-Stahlman, B & Nielsen, D.C. (1999). Students reading to adults and reading independently In B. Luetke-Stahlman, *Language across the curriculum when students are deaf or hard of hearing*. (p.251-292). Hillsboro, OR: Butte.

Nielsen, D. C. (1991). Language experience revived. In R. A. Thompson (Ed.), *Classroom reading instruction*, (2nd. Edition). Dubuque, Iowa: Kendall -Hunt Publishing.

### **Book Reviews**

Teachers Choices for 2005: A project of the International Reading Association. *The Reading Teacher*, 59, 271-278. As National Chair of the Teachers Choices Project, coordinated, revised and edited book reviews for the thirty Teachers' Choices winners for 2005. Article published in *The Reading Teacher* and IRA off print.

Teachers Choices for 2004: A project of the International Reading Association. *The Reading Teacher*, 58, 285-292. As National Chair of the Teachers Choices Project, coordinated, revised and edited book reviews for the thirty Teachers' Choices winners for 2004. Article published in *The Reading Teacher* and IRA off print.

Teachers' choices for 2001: A project of the International Reading Association. *The Reading Teacher*, 55, 243-250. Contributed four book reviews to this review of the Teachers' Choices winners for 2001. Article published in *The Reading Teacher* and IRA off print

Nielsen, D. C., & Goodell, K. (2001). From the review corner: Teachers' choices: A project of the International Reading Association. *Kansas Journal of Reading*, 17, 61-68.

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Teachers' choices for 2000: A project of the International Reading Association. *The Reading Teacher*, 54, 269-276. Contributed four book reviews to this review of the Teachers' Choices winners for 2000. Article published in *The Reading Teacher* and IRA off print

Nielsen, D.C. (1991). From the Review Corner. *Kansas Journal of Reading*, 7. Note: Reviews of 22 children's books.

Nielsen, D.C. (1991). Reviews of 35 children's books published in 1990. In D. Monson & N. Odland (Eds.), *New Books for Young Readers*. Minneapolis, MN: University of Minnesota College of Education.

## Monograph

Nielsen, D. C. (2000). *Books and reading: How access and interaction make a difference*. Monograph published by the School of Education and Office of Student Affairs. Speech given as the Gene A. Budig Teaching Professor 2000/2001. University of Kansas.

## State Assessment Forms

Nielsen, D. C., Barry, A. L, Poggio, J., & Glasnapp, D. (2005). *Kansas Reading Assessment* Grades 5, 8 and 11. Four multiple-choice tests at each grade level (one each type: narrative, expository, persuasive, and technical). Examiner's manual for all grades and all test forms, general and modified. Testing options for students: online or pencil-and-paper. Topeka, KS: Kansas State Department of Education.

Nielsen, D. C., Barry, A. L, Poggio, J., & Glasnapp, D. (2005). *Performance Assessments for Kansas School Improvement Evaluation*. Grades 5, 8 and 11. Three different tests per grade level (narrative, expository, and technical). Administration, scoring guidelines and rubrics (2 manuals). Topeka, KS: Kansas State Department of Education.

Nielsen, D. C., Barry, A. L, Poggio, J., & Glasnapp, D. (2000-2004). *Kansas Reading Assessment: Grades 5, 8 and 11*. Multiple choice, 48 forms, 16 per grade level, one of each text type: narrative, expository, persuasive, and technical. Examiner's manual for all grades and all test forms, general and modified. Topeka, KS: Kansas State Department of Education.

Nielsen, D. C., Barry, A. L, Poggio, J., & Glasnapp, D. (2000, 2002, 2004). *Kansas Writing Assessments: Middle grades and senior high* (3 forms per year). Topeka, KS: Kansas State Department of Education.

Nielsen, D. C., Barry, A. L, Poggio, J., & Glasnapp, D. (2000-2004). *Performance Assessments for Kansas School Improvement Evaluation: Grades 5, 8 and 11*. Four tests at each grade level, one of each text type: narrative, expository, persuasive, and technical (grades 8 and 11 only). Administration, scoring guidelines and rubrics. Topeka, KS: Kansas State Department of Education.

Nielsen, D. C., Sundbye, N., Barry, A. L, Poggio, J., & Glasnapp, D. (1994-1999). *Kansas Reading Assessments, Grades 3, 7 and 10*. Narrative and expository, six forms and manuals. Topeka, KS: Kansas State Department of Education.

Nielsen, D. C., Sundbye, N., Barry, A. L, Poggio, J., & Glasnapp, D. (1994, 1996, 1998). *Kansas Writing Assessment Tests, Middle Grades and Senior High* (2 forms per year per grade and manuals). Topeka, KS: Kansas State Department of Education.

Nielsen, D. C., Sundbye, N., Barry, A. L., Poggio, J., & Glasnapp, D. (1993). *Kansas Reading Assessments and Attitude Surveys: Grades 3, 7 and 10*. Narrative and expository, three new forms and manuals. Topeka, KS: Kansas State Department of Education.

Nielsen, D. C., Sundbye, N., Barry, A. L., Poggio, J., & Glasnapp, D. (1993). *Kansas Writing Assessments and Attitude Surveys: Elementary and Secondary*. Two forms and manuals. KS: Kansas State Department of Education.

Nielsen, D. C., Sundbye, N., Poggio, J., & Glasnapp, D. (1992) *Kansas Reading Assessment Tests: Grades 3, 7, and 10*. Narrative and expository, twelve forms and manuals. Topeka, KS: Kansas State Department of Education.

Nielsen, D. C., Sundbye, N., Poggio, J., & Glasnapp, D. (1992). *Kansas Writing Assessment Tests: Grades 3, 7, and 10*. Six forms and manuals. Topeka, KS: Kansas State Department of Education.

### **Professional Development Curricular Materials: Traditional and Online**

Nielsen, D. C., Coffman, G.A., & Winter, L. L., O'Neal, K. (2006, 2007 and 2008 revisions). *Kansas Reading Academy Curriculum for Special Education Teachers*. Kansas State Department of Education.

Nielsen, D. C., Coffman, G.A., & Winter, L. L., Herman, M., & Reed, M. (2005, 2006-2010 revised annually). *Kansas Reading Academy Curriculum for Second and Third Grades* (language development, word recognition, fluency, vocabulary, narrative and expository comprehension). Kansas State Department of Education.

Nielsen, D. C., Coffman, G., Winter, L., Herman, M., Reed, M. (2005, 2006-2010 revised annually). *Kansas Reading Academy Curriculum for Title I Teachers* (language development, phonological awareness, word recognition, fluency, vocabulary, narrative and expository comprehension). Kansas State Department of Education.

Nielsen, D. C., Herman, M., Winter, L. L., Coffman, G. (2005, revised 2008). *Kansas Reading Academy Curriculum Online Academy*. Kansas State Department of Education. <http://www2.kuce.org/kra/>

Nielsen, D. C., Griffiths, M., & Shephard, M. (2005). *Language Development and Read Aloud!* Two internet-accessed interactive literacy-related professional development modules for preschool teachers. <http://training.altec.org>

Nielsen, D. C., Coffman, G.A., & Winter, L. L. (2004, 2005-2010 revised annually). *Kansas Reading Academy Curriculum for Kindergarten and First Grade* (language development, phonological awareness, word recognition, fluency, vocabulary and comprehension). Topeka, KS: Kansas State Department of Education.

Nielsen, D. C., Griffith, M. & Shephard, M. (2004). Planning the Preschool Literacy Environment. Internet-accessed interactive professional development module <http://training.altec.org>

## **Grants**

### **Federally Funded**

Catts, H.W., & Nielsen, D.C. (2010-2015). *Language Bases of Reading Comprehension*. Institute of Education Sciences. Multi-university project with professors from Ohio State, University of Nebraska, Arizona State, and Lancaster University, United Kingdom. \$19,999,999. KU 5 year subcontract: \$3,918,586.

Catts, H.W., & Nielsen, D. C. (2008-2013). *Early Identification of Children with Reading Disabilities Within an RTI Framework*. United States Department of Education Institute of Education Sciences. \$1,290,897.

Bradley, B., & Nielsen, D. C. (2004/2005). *The Development of Fluent and Automatic Reading: Precursor to Learning from Text*. Funded by the National Institutes of Health with a one-year subcontract from the University of Georgia: \$138,500.

Shackelford, J., & Nielsen, D. C. (2002-2005). *PreK Team Literacy*. United States Department of Education Early Childhood Professional Development 2 year grant awarded to the Kansas City Kansas schools for \$1.7 million. Partnership between the University of Kansas and the Kansas City Kansas Public Schools. Only school districts could apply for the grant. KU subcontract: \$453, 978.

Nelson, C., Thompson, B., Horn, E., & Nielsen, D. C. (2001). *The Literacy Experiences of Young Children with Disabilities in Preschool Settings*. United States Department of Education Office of Special Education. Student initiated grant for \$13,000.

### **Foundation Funded**

Nielsen, D. (2014). *Marilyn Hollingsworth Visiting Scholars Fund*. Kerlan Collection, University of Minnesota. (\$1500).

### **State Funded**

Bailey, J., & Nielsen, D. C. (2008/2009). *Professional Development for Literacy Grades 4-6*. Kansas State Department of Education. \$150,000.

Bailey, J., & Nielsen, D. C. (2007-2010). *Kansas Reading First: Title I Professional Development*. Kansas State Department of Education. Total award across three years: \$375,000.

Bailey, J., & Nielsen, D. C. (2006-2010). *Kansas Reading First Web-based Professional Development*. Kansas State Department of Education. Total award across three years: &1,050,000.

Bailey, J., & Nielsen, D. C. (2006-2008). *Preparation of Special Education Teachers in Scientifically-based Reading Research*. Funded by the Kansas State Department of Education. Total award across 2.5 years: \$419,809.

Bailey, J., & Nielsen, D.C. (2005-2007). *Title One Academies - Kansas Reading First*. Kansas State Department of Education. Total award across 2 years: \$150,000.

Bailey, J., & Nielsen, D. C. (2005/2006). *Kansas Reading First Web Services and Reading Coach Development*. Funded for one year by the Kansas State Department of Education. \$123,000.

Thompson, B., Nielsen, D. C., & Horn, E. (2004/2005). *Early Childhood Higher Education Options (ECHO)*. Project designed to support development of an Early Childhood Unified program (Birth-age 8) teacher education program at the University of Kansas and allow the KU team to participate in the statewide ECHO consortium.

Bailey, J., & Nielsen, D. C. (2003-2010). *Project Kansas: Reading First*. Funded in phases across seven years by the Kansas State Department of Education. Total across seven years: \$2,636,244.

Shackelford, J., & Nielsen, D. C. (2003-2006). *Goal Oriented Literacy Development (Project GOLD)*. Funded in three phases by the Kansas State Department of Education. Total across three years: \$1,914,503. Partnership between the University of Kansas and the Kansas City Kansas Public Schools. Only school districts could directly apply for the grant. KU subcontract: \$86,439.

Shackelford, J., & Nielsen, D. C. (1999-2002). *Total Literacy Connection*. Reading Excellence Act (USDE) funds awarded by the Kansas State Department of Education to the Kansas City Kansas Schools for \$3.25 million over 2.5 years. Only school districts could apply for the grant. KU subcontract: \$85,910.

Nielsen, D. C., & Luetke-Stahlman, B. (1995). *Project Partnership*. Funded by the Kansas State Department of Education to support new collaboration efforts of KU faculty. \$1300.

### **University of Kansas Funded Grants**

Nielsen, D. C., (2013/2014). *Assessment of Narrative Comprehension in the Primary Grades*. University of Kansas School of Education research award for \$8,342.

Nielsen, D. C., (2007/2008). *A Study of the Effectiveness of a Small-Group Intervention on the Language Development of At-Risk Kindergarten Children*. University of Kansas General Research Fund research award for \$8,466.

Nielsen, D. C. (2007). *A study of language development in the kindergarten curriculum*. University of Kansas Undergraduate Research Assistantship Fund for \$1217.

Nielsen, D. C. (2001/2002). *Teacher Perceptions of the Impact of an Intense Staff Development Program on Their Own Teaching*. University of Kansas General Research Fund research award for \$4,999.84.

Nielsen, D. C. (1999). *Integration of Multimedia Cases into Reading Methods Courses*. University of Kansas, Center For Teaching Excellence Small Grants Program award for \$250.

Nielsen, D. C. (1998/1999). *A Study of Language Development and the Kindergarten Curriculum*. University of Kansas General Research Fund research award for \$4,400.

Nielsen, D. C. (1995/1996). *The Emergent Reader Model: Intervention for the Lowest Achieving At-Risk First Grade Students*. University of Kansas General Research Fund research award for \$6,200.

Nielsen, D. C. (1994/1995). *The Effect of a Small Group Model of Intervention the Reading Achievement of At-Risk first Grade Students*. University of Kansas General Research Fund research award for \$7,000.

Nielsen, D. C. (1993/1994). *An Investigation of the Effects of a Focused Storybook and Writing Interaction Program on the Literacy Achievement of Low SES Kindergarten Children*. University of Kansas New faculty research award for \$5,000.

#### **Grants Awarded Prior to Doctoral Studies**

Nielsen, D. C. (1988). *An American Sampler*. Minnesota Reading Association Grants Program. \$1810.

Nielsen, D. C. (1987/1988). *Children's Literature Materials for Cooperative Learning and Multicultural Education*. St. Cloud State University. \$1000.

Nielsen, D. C. (1980/1981). *Individualized Language Arts*. National Diffusion Network funding. \$5,000.

#### **Grant Proposals "Accepted but not Funded"**

The following grants were "accepted but not funded" (i.e. reviewed favorably, or accepted due to quality, but not funded due to lack of funding in the U.S. Department of Education (USDE)).

Shackelford, J., & Nielsen, D. C. (2002, July). *Early Reading First*. Proposal submitted to United States Department of Education for \$1.5 million (3-year project).

Nielsen, D. C. , & Luetke-Stahlman, B. (1994, November). *Partnerships in Certification and Service*. Proposal submitted to the Office of Special Education and Rehabilitation of the United States Department of Education for \$241,741 (3-year project).

Nielsen, D. C., & Luetke-Stahlman, B. (1994, September). *Read Aloud Intervention to Promote the Literacy Development of Students Who Are Deaf*. Proposal submitted to the United States Department of Education for \$598,818 (3-year project).

### **Grant Proposals Submitted but Rejected**

Gallahger, P., Nielsen, D. C., & Turnbull, W. (1997, March). *Project Learn (PROLEARN): A Community-based Literacy Program for Young Children and Their Families*. Submitted to the United States Office of Education for \$559,000 (4 year project).

Nielsen, D. C. (1996, December). *Integration of Multi-media Cases in Reading Instruction into Reading Courses*. “Quest for the Best” competition. University of Kansas.

Nielsen, D. C. (1992, January) Grant proposal to *The New Advocate* for an Innovative Literature Program Grant for funds to purchase books and start a read aloud and book discussion program at a local community center serving low-income individuals of diverse backgrounds.

Monson, D., & Nielsen, D. C. (1989, February). *Literacy Development in Two Contrasting Kindergarten Environments*. National Council of Teachers of English Teacher/Researcher Collaboration Proposal.

Nielsen, D. C. and others. (1977). *Reading Program for Adults*. United States Department of Education, incentive grant. Authored of this grant proposal with staff of the Butte Public Schools, Butte, Montana..

### **Presentations (invited or competitively accepted)**

#### **Invited Addresses**

Nielsen, D. C. (2007, May). *The language and reading connection: Research and application in reading methods classes*. Invited to present to the keynote address at the annual meeting of the Organization of Teacher Educators in Reading, International Reading Association Conference. Toronto, Canada.

Nielsen, D. C. (2006, June). *Oral language development: Implications for classroom practice*. Invited to present at the annual Minnesota Reading First conference. St. Paul, Minnesota.

Nielsen, D. C. (2002, October). *Infusing Language Development into the Existing Kindergarten Curriculum: Why, When and How*. Invited to present as a featured speaker at the Plains Regional Conference of the International Reading Association. Topeka, Kansas.

Nielsen, D. C. (2001, October). *What are the obstacles to student learning and what are strategies for overcoming these obstacles?* Invited to represent at a Kansas State Board of Education study session.

Nielsen, D. C. (2001, July). *Literacy Development and the Special Needs Child: Considerations for Instruction*. Invited to speak at the Inclusive Network of Kansas annual summer institute. Overland Park, Kansas.

Nielsen, D. C. (1999, September). *Preventing Reading Difficulties: Research to Practice*. Invited to be one of two keynote speakers for the Kansas Reading Summit.

Nielsen, D. C. (1999, May). *What Does the Research Suggest About Preventing Reading Difficulties?* Invited to address the State Board of Education. Topeka, Kansas.

Nielsen, D. C. (1998, November). *What Does the Research Suggest About Preventing Reading Difficulties?* Invited to address the Council of Superintendents (school superintendents of the state of Kansas). Topeka, Kansas.

Nielsen, D. C. (1998, November). *Preventing Reading Difficulties: What Does the National Report Recommend?* Invited by the International Reading Association to be a featured speaker and panel discussion participant at the International Reading Association Forum entitled, *Straight Talk About Beginning Reading Instruction*. Topeka, Kansas.

Nielsen, D. C. (1998, November). *Kansas Accelerated Literacy Learning: More Than a Reading Intervention*. Invited to present a break-out session at the International Reading Association Regional Forum entitled, *Straight Talk About Beginning Reading Instruction*. Topeka, Kansas.

Nielsen, D. C. (1996, July). *Early Language Factors Related to Literacy Development: Implications for Classroom Practice*. Invited to be the one of two featured speakers at the Ronald J. Johnson Remedial Reading Institute at the University of Wisconsin - River Falls. River Falls, Wisconsin.

Nielsen, D. C. (1993, October). *The Role of Storybook Interaction in Language and Literacy Development*. Invited to address students and faculty attending the Language Pro Seminar of the Child Language Program at the University of Kansas. Lawrence, Kansas.

Nielsen, D. C. (1991, May). *The Effects of Four Approaches to Group Storybook Reading in Kindergarten on Story Comprehension, Story Structure Knowledge and Concepts of Print*. Invited to present as a finalist for outstanding dissertation at the International Reading Association annual conference. Las Vegas, Nevada.

**International (Competitively Accepted)**

Catts, H.W., Nielsen, D. C., Bridges, M. S., & Liu, Y.S. (2013, July). *Predicting Reading Comprehension in Early School Grades*. Society for the Scientific Study of Reading. Hong Kong, China.

Catts, H., Nielsen, D., Bridges, M., Liu, M., & Bontempo, D. (2013, May). *Early identification of reading disabilities within a RTI framework*. Poster presented at the International Workshop on Reading and Developmental Dyslexia. San Sebastian, Spain.

Bridges, M.S, Catts, H. W., & Nielsen, D. C. (2010, July). *The Use of a Dynamic Screening of Phonological Awareness to Predict Reading Risk for Children for Kindergarten Students*. Society for the Scientific Studies of Reading. Berlin, Germany.

Nielsen, D. C. (2008, July). *The Effect of a Language-Focused Intervention on the Vocabulary and Narrative Development of High-Poverty, Language Delayed Kindergarten Children*. World Congress of Reading. San Jose, Costa Rica.

Nielsen, D. C., & Clay, P. (2006, August). *The Effect of a Professional Development Project on the Language Development of Preschool Children in a Linguistically and Ethnically Diverse High-Poverty Urban Setting*. World Congress of Reading. Budapest, Hungary.

Nielsen, D. C. (2002, July). *The Impact of a Language Rich Kindergarten Curriculum on Language and Literacy Achievement in Kindergarten and Grade One*. World Congress of Reading. Edinburgh, Scotland.

**National (competitively accepted)**

Nielsen, D. C., Luetke, B., & Stryker, D. (2014, December). *Morphemic awareness and reading comprehension when students are deaf*. Literacy Research Association. San Marco Island, Florida.

Bridges, M., Nielsen, D. C., Catts, H. W. (2014, November). *Language-Based Tier 2 Intervention With Kindergarten Students*. American Speech and Hearing Association. Orlando, Florida.

Catts, H., Nielsen, D.C., Bridges, M.S., Kershaw, S. (2014, February). *Predicting*

*reading comprehension in the early school grades.* Pacific Coast Research Conference (national conference on reading disabilities). San Diego, California.

Stryker, D., Nielsen, D., Luetke, B., & McLean, M. (2014, January). *Morphemic awareness and reading comprehension: A descriptive study.* Association of College Educators - Deaf/Hard of Hearing. Washington, DC.

Nielsen, D. C., Catts, H.W., Bridges, M. S., & Liu, Y.S. (2013, December). *Response to Narrative Instruction in Tier 2.* Literacy Research Association. Dallas, Texas.

Catts, H.W., Nielsen, D.C., & Bridges, M.S. (2013, March). *Early identification of dyslexia within a RTI framework.* Poster presented at the annual conference of the Institute of Education Sciences. Washington DC.

Bridges, M., Catts, H., & Nielsen, D. C. (2013, February). *Response to a Tier 2 Narrative Intervention.* Pacific Coast Research Conference (national conference on reading disabilities). San Diego, California.

Bridges, M.S., Catts, H.W., & Nielsen, D. C. (2012, November). *Response to Narrative Instruction in Tier 2.* American Speech Language Hearing Association. Atlanta, Georgia.

Catts, H.W., Bontempo, D., Nielsen, D. C., Bridges, M. S., & Liu, Y., &. (2012, July). *Multi-step approach to screening for reading disabilities.* Society for the Scientific Study of Reading. Montreal, Canada.

Nielsen, D. C. (2012, May). *Coaching of Reading Specialist Tutors.* International Reading Association Conference. Chicago, Illinois.

Catts, H.W., Nielsen, D. C., Bridges, M. S., & Chan, Y. (2012, February). *Early Identification of Reading Disabilities (RD) Within a RTI Framework.* Pacific Coast Research Conference. San Diego, California.

Nielsen, D. C., Catts, H. W., Bridges, M. S., & Chan, Y. (2011, December). *Vocabulary Instruction in an RTI framework.* Literacy Research Association. Jacksonville, Florida.

Stryker, D., Luetke, B., & Nielsen, D. C. (2011, November). *Developing Morphemic Awareness in Deaf and Hard of Hearing Students Learning to Read Proficiently.* American Speech and Hearing Association. San Diego, California.

Nielsen, D. C., & Coffman, G. (2011, May). *Narrative Text: A Review of the Research and Practical Applications.* International Reading Association. Orlando, Florida.

Catts, H.W., Nielsen, D. C., Bridges, M. S., & Chan, Y. (2011, February). *Response to Vocabulary Instruction in Tier 2.* Pacific Coast Research Conference. San Diego, California.

Nielsen, D. C., & Friesen, L. D. (2010, December). *The effect of focused instruction delivered by the classroom teacher on the vocabulary and narrative development of kindergarten children*. Literacy Research Association. Fort Worth, Texas.

Catts, H.W., Nielsen, D. C., & Bridges, M.S. (2010, June). *Screening for Early Reading Difficulties in Kindergarten Children*. Institute of Education Sciences Research Conference. Washington D. C.

Nielsen, D. C. (2010, May). *Pulling It All Together: Preservice Teachers Using Student Data to Plan a Literacy Program*. International Reading Association. Chicago, Illinois.

Nielsen, D. C., & Dinner, L. (2008, December). *A Study of the Effectiveness of a Small-Group Intervention Delivered Whole Group by the Classroom Teacher on the Vocabulary and Narrative Development of At-Risk Kindergarten Children*. National Reading Conference. Orlando, Florida.

Nielsen, D. C., & Coffman, G. (2008, May). *A Study of the Implementation of Action Plans Following the Delivery of a Statewide Professional Development Curriculum Planned Collaboratively by Two Universities*. International Reading Association Conference. Atlanta, Georgia.

Nielsen, D. C., Clay, P., & Jorgensen, K. (2008, March). *Professional Development and the Language Development of Preschool Children: An Evaluation of the PreKTL Program*. American Educational Research Association Conference. New York, New York.

Nielsen, D. C., & Dinner, L. (2007, November). *A Study of the Effectiveness of a Small-Group Intervention on the Vocabulary and Narrative Development of At Risk Kindergarten Children*. National Reading Conference. Austin, Texas.

Nielsen, D. C., Winter, L., & Jackson, C. (2006, November). *An Urban District's Reform and Effects on Student Achievement: A Six-Year Study*. National Reading Conference. Los Angeles, California.

Bradley, B., Nielsen, D.C., Dinner, L., & O'Brien, B. (2006, November). *Second-Grade Students' Awareness of Oral Reading Fluency*. National Reading Conference. Los Angeles, California.

Nielsen, D. C., Coffman, G., & Sanders, K. (2006, May). *A Framework for Evaluating the Inclusion of Scientifically-Based Reading Research in Preservice Reading Courses*. International Reading Association. Toronto, Canada.

Nielsen, D. C. (2006, May). *Teachers' Choices: Great Books Brought Alive by Great Teachers*. Initiated, organized, and chair of a daylong preconference institute which included six featured author/illustrators and other national presenters. International Reading Association. Chicago, Illinois.

Nielsen, D. C., & Clay, P. (2005, December). *The Effect of a Professional Development Program on the Language Development of Preschool Children*. National Reading Conference. Scottsdale, Arizona.

Nielsen, D. C., & McNerney, S. (2005, December). *Teachers' Perceptions of the PreKTL Professional Development Program*. National Reading Conference. Scottsdale, Arizona.

Nielsen, D. C. (2005, May). *Teachers' Choices: Celebrating Trade Books Across the Curriculum*. Initiated, organized, chaired and presented at this day long preconference institute which included five featured author/illustrators and other national presenters. International Reading Association. San Antonio, Texas.

Nielsen, D. C., Coffman, G., & Sanders, K. (2005, May). *Advocacy for Reading Initiatives Through a State-Level Organization of Reading Educators*. International Reading Association Conference. San Antonio, Texas.

Nielsen, D. C., & Winter, L. L. (2004, December). *Bringing the Knowledge of the Intervention Teacher to the Classroom Teacher: Effect on Student Achievement in an Urban District*. National Reading Conference. San Antonio, Texas.

Nielsen, D. C., & McNerney, S. (2004, December). *The Role of a Teacher Observation Tool in Guiding the Professional Development*. National Reading Conference. San Antonio, Texas.

Nielsen, D. C. (2004, May). *Celebrating Children and Adolescents in Today's Books*. International Reading Association Conference. Reno, Nevada.

Nielsen, D. C., Coffman, G., & Sanders, K. (2004, May). *Graduate Reading Specialist Internship: A Statewide Initiative for Performance Assessment*. International Reading Association Conference. Reno, Nevada.

Nielsen, D. C. (2003, May). *Professional Development from the Teachers' Perspective*. International Reading Association Conference. Orlando, Florida.

Nielsen, D. C. (2003, May). *Strategies for Using Nonfiction Picture Books to Support Literacy Development (K-4)*. International Reading Association Conference. Orlando, Florida.

Nielsen, D. C., & Leiker, L. (2002, December). *Multifaceted Professional Development in an Urban School District: Effect on the Literacy Achievement of Kindergarten-Grade Three Students*. National Reading Conference. Miami, Florida.

Nielsen, D. C. (2002, May). *Professional Development in Reading: What Makes a Difference?* International Reading Association Conference. San Francisco, California.

Nielsen, D. C. (2002, May). *Helping Children See Themselves in Literature: Books with Multiethnic Perspectives*. International Reading Association Conference. San Francisco, California.

Nielsen, D. C., & Hightower, J. (2001, December). *A Language-Rich Kindergarten Curriculum: Impact on Language Development*. National Reading Conference. San Antonio, Texas.

Nielsen, D. C. (2001, May). *The Best of the Rest: Teachers' Choices for 2001*. International Reading Association Conference. New Orleans, Louisiana.

Nielsen, D. C. (2001, April). *Exploring the Connection Between Oral and Written Language: Perspectives from a Case Study*. American Educational Research Association. San Francisco, California.

Nielsen, D. C. (2001, May). *The Best of the Rest: Teacher's Choices 1999 and 2000*. International Reading Association Conference. New Orleans, Louisiana.

Nielsen, D. C. (2001, April). *A deaf child's receptive and expressive English: Perspectives from a case study*. American Educational Research Association Meeting. Seattle, Washington.

Nielsen, D. C., & Luetke-Stahlman, B. (2000, December). *A deaf child learns to read: Implications for language challenged children*. National Reading Conference. Scottsdale, Arizona.

Nielsen, D. C. (2000, May). *Strategies to Engage Learners in Historical Studies via Literature*. International Reading Association Conference. New Orleans, Louisiana.

Nielsen, D. C. (1999, May). *Teachers' Choices: Role of Read Alouds for Early Primary and Primary Students*. International Reading Association Conference. San Diego, California.

Nielsen, D. C., & Glasnapp, D. (1999, April). *The Effect of a Small Group Model of Reading Intervention on the Reading Achievement of 'At-risk' First Graders*. American Educational Research Association. Montreal, Canada.

Nielsen, D. C. (1998, December). *From Early Intervention to Quality Instruction for All Beginning Readers: Models that Support Preservice and Inservice Teacher Education*. Symposium initiator, organizer and speaker. National Reading Conference. Austin, Texas.

Nielsen, D. C., Brickey, A., & Leiker, L. (1998, December). *Transferring the Intervention to the Classroom: The Mentor, the Tutor, and the Team*. National Reading Conference. Austin, Texas.

Nielsen, D. C. (1998, May). *So Many Children Qualify for Help!: A Model for Providing Reading Intervention to Large Numbers of 'At-Risk' First and Second Graders*. International Reading Association Conference. Orlando, Florida.

Nielsen, D. C. (1997, December). *How Can We Serve All the Children? An Investigation of Models of Reading Intervention on the Reading Achievement of 'At-Risk' First Grade Students*. National Reading Conference. Scottsdale, Arizona.

Nielsen, D. C. (1996, December). *Extended Discourse with Young Children and Their Literacy Development*. Invited to be the Discussant on a 4 paper symposium presented on a Longitudinal Study, Home and School Language and Literacy Development, conducted at Harvard University. National Reading Conference. Charleston, South Carolina.

Nielsen, D. C. (1996, May). *Essential practices as adults work to meet the needs of deaf or hard of hearing students learning to read*. International Reading Association Annual Conference. New Orleans, Louisiana.

Nielsen, D. C. (1995, December). *The Effects of a Small Group Model of Reading Intervention on the Reading Achievement of 'At-Risk' First Graders*. National Reading Conference. New Orleans, Louisiana.

Nielsen, D. C. (1995, May). *Families in a Global Society*. International Reading Association. Anaheim, California

Nielsen, D. C. (1995, April). *A Factor Analysis of Prior Knowledge, Attitude, and Comprehension in a State Reading Assessment at Three Grade Levels*. American Educational Research Association. San Francisco, California.

Nielsen, D. C. (1993, December). *First Graders' Use of Instructional Scaffolding During Paired Reading Sessions*. National Reading Conference. Charleston, South Carolina.

Nielsen, D. C. (1993, April). *Effects of the Classroom Literacy Environment on the Literacy Development of Young Kindergarten Children*. American Educational Research Association. Atlanta, Georgia.

Nielsen, D. C. (1993, April). *Preservice and Inservice Teachers' Perceptions of Cooperative Learning Following College Level Cooperative Experiences*. Organization of Teacher Educators in Reading Annual Meeting at the International Reading Association conference. San Antonio, Texas.

Nielsen, D. C. (1992, December). *The Effects of Four Models of Group Interaction with Storybooks on the Literacy Growth of Low Achieving Kindergarten Children*. National Reading Conference. San Antonio, Texas.

Nielsen, D. C. (1991, May). Initiated and co-chaired a day long preconference institute entitled, *Multiculturalism, Literacy and Learning: Empowering Those Who Teach For Those Who Learn*. International Reading Association conference. Las Vegas, Nevada.

Nielsen, D. C. (1991, May). *Welcoming and Understanding the Newest Americans Through Children's Books*. International Reading Association conference. Las Vegas, Nevada.

**Regional (competitively accepted)**

Nielsen, D. C. (2000, October). *Teachers' Choices: The Why, How, and Winners*. 28th Plains Regional Conference of the International Reading Association. St. Louis, Missouri.

Nielsen, D. C. (1990, October). *Cooperative Learning Groups: A Valuable Teaching and Learning Tool in College Reading Classes*. 18th Plains Regional Conference of the International Reading Association. Wichita, Kansas.

Nielsen, D. C. (1988, September). *Early Literacy: Fostering Reading and Writing Development*. 16th Plains Regional Conference of the International Reading Association. Fargo, North Dakota.

Nielsen, D. C. (1986, August). *Writing: The Thinking, Learning, Communication Tool..* 14th Plains Regional Conference of the International Reading Association. Rapid City, South Dakota.

**State (competitively accepted unless noted as invited)**

Nielsen, D. C., Friesen, L. D., & Fink, J. (2012, October). *Language-enriched Instruction in the Kindergarten Classroom: Ways to Support Vocabulary and Narrative Development*. Kansas Reading Association Conference. Lawrence, Kansas.

Nielsen, D. C., & Coffman, G. (2005, February). *Scientificallly-based Reading Research*. Invited by Kansas State Department of Education to co-lead a day-long workshop on Scientificallly-based reading research and what it means in teaching college courses. Topeka, Kansas.

Nielsen, D. C. (2004, September). *Language and Literacy in Kindergarten Through Grade Three*. Invited to present a day-long workshop to Kansas Elementary School Principals. Emporia, Kansas.

Nielsen, D. C. (2003, September). *Scientificallly-based Reading Research: What Does That Mean?* Invited to present to Kansas Reading First principals and coaches. Overland Park, Kansas.

Nielsen, D. C., Coffman, G., & Sanders, K. (2003, September). *Reading Specialist Internship*. Kansas Reading Association Conference. Lindsborg, Kansas.

Nielsen, D. C. (2002, February). *Teachers' Choices: An International Reading Association Project*. Kansas Reading Association Conference. Wichita, Kansas.

Nielsen, D. C. (2001, April). *Reading Development: Connections to Instructional Decisions*. Kansas Reading Association Conference. Emporia, Kansas.

Nielsen, D. C. (2000, March). *Teachers' Choices: An International Reading Association Project*. Kansas Reading Association Conference. Topeka, Kansas.

Nielsen, D. C. (1999, February). *Kansas Accelerated Literacy Learning, Beginning Reading and the Classroom Teacher*. Kansas Reading Association Conference. Hays, Kansas.

Nielsen, D. C., & Kear, D. (1998, September). *The President's Summit on Reading and Implications for Kansas*. Kansas Reading Professionals in Higher Education. Elmdale, Kansas.

Nielsen, D. C. (1998, April). *Biographies and Autobiographies of Children's Authors: What Can We Learn From Them to Promote Instruction?* Kansas Reading Association Conference.

Nielsen, D. C. (1997, October). *Kansas Accelerated Literacy Learning: An Update*. Kansas Reading Professionals in Higher Education Annual Meeting. Cottonwood Falls, Kansas.

Nielsen, D. C. (1995, March). *Kansas Accelerated Literacy Learning: Alternatives for First Grade Reading Intervention*. Kansas Reading Association Conference. Wichita, Kansas.

Nielsen, D. C. (1992, March). *An Overview of the Kansas Communications Skills Assessment*. Kansas Reading Association State Conference. Topeka, Kansas.

Nielsen, D. C. (1992, February). *The Effects of Four Measures of Group Storybook Reading on Measures of Literacy Development*. Kansas Reading Professionals in Higher Education Annual Retreat. Lindsborg, Kansas.

Nielsen, D. C. (1991, March). *Writing in the Developmental Kindergarten and First Grade*. Kansas Reading Association State Conference. Emporia, Kansas.

Nielsen, D. C. (1987, October). *Functional Writing Preschool Through Grade One*. Minnesota Reading Association State Conference. St. Cloud, Minnesota.

Nielsen, D. C. (1984, November). *Teaching Writing in the Title I Classroom*. Southwestern Minnesota Title I Conference. Willmar, Minnesota.

**Local**

Nielsen, D. C., Luetke, B., & Stryker, D. (2015, January). Morphemic awareness and reading comprehension when students are deaf or have hearing impairments. School of Education Faculty Research Conference, University of Kansas. Lawrence, Kansas.

Nielsen, D. C. (2014, October). Research: Dissertation and beyond. Invited to be one of the faculty speakers in Dr. Joseph O'Brien's Introduction to the EdD class on the topic of research.

Nielsen, D. C. (2006, February). *Reading Strategies That Support Beginning Readers*. Brookwood Elementary School Parents. Shawnee Mission Public Schools. Overland Park, Kansas.

Nielsen, D. C. (2006, January). *Language Development to Support Later Reading*. Brookwood Elementary School Parents. Shawnee Mission Public Schools. Overland Park, Kansas.

Nielsen, D. C. (2001, August). *Providing Leadership for Reading in Elementary Schools*. Olathe Public Schools Elementary Principals. Olathe, Kansas.

Nielsen, D.C. (2000, November). *Keys to Successful Reading Intervention for Primary Graders*. Lawrence Elementary School Principals. Lawrence, Kansas.

Nielsen, D. C. (2000, June). *Beginning Reading Instruction: What the Research Suggests*. Lawrence School Board Meeting. Lawrence, Kansas.

Nielsen, D. C. (2000, January). *Cooperative Learning in the College Classroom*. Self Program Fellows, University of Kansas. Lawrence, Kansas.

Nielsen, D. C. (2000, January). *Cooperative Learning in the College Classroom*. Center for Teaching Excellence, University of Kansas. Lawrence, Kansas.

Nielsen, D. C. (1999, November). *Talking with your Child May Just Make Her a Better Reader!* Lawrence Breakfast Optimists. Lawrence, Kansas.

Nielsen, D. C. (1997, November). *The Development of Readers: Instructional Implications*. Lawrence Public School Administrators. Lawrence, Kansas.

Nielsen, D. C. (1997, October). *The Challenge of Literacy*. Invited to address the White Bear Lake, Minnesota, primary grade teachers, administrators and paraprofessionals. White Bear Lake, Minnesota.

Nielsen, D. C. (1997, September). *Kansas Accelerated Literacy Learning*. Invited to address the School of Education Alumni Board on my early intervention project. Lawrence, Kansas.

Nielsen, D. C. (1997, July). *Vocabulary Development and Instruction: What Do We Know?* Franklin County Reading Council. Ottawa, Kansas.

Nielsen, D. C. (1997, March). *America Reads Challenge: What You Can Do to Support School Initiatives in Reading*. Breakfast Optimist Club. Lawrence, Kansas.

Nielsen, D. C. (1994, December). *Supporting the Emergent Reader*. Lawrence Council of the Kansas Reading Association. Lawrence, Kansas.

Nielsen, D. C. (1994, July). *The Construction of the Expository Section of the 1992, 1993, and 1994 Editions of the Kansas Reading Assessment*. Kansas Reading Advisory Council. Salina, Kansas.

Nielsen, D. C. (1994, June). *Kansas Accelerated Literacy Learning*. Kansas Alliance of Professional Development Schools Summer Institute. Lawrence, Kansas.

Nielsen, D. C. (1993, August). *Kindergarten and First Grade Literacy Issues*. Kansas Alliance of Professional Development Schools Summer Institute. Lawrence, Kansas.

Nielsen, D. C. (1992, May). *Oral Extensions of Children's Books*. Lawrence Reading Council. Lawrence, Kansas.

Nielsen, D. C. (1991, November). *Drama and Children's Books: Activities and Implications*. Topeka Reading Council. Topeka, Kansas.

Nielsen, D. C. (1991, June). *The Reader, the Text and the Environment in Early Literacy Learning*. University of Minnesota. Minneapolis, Minnesota.

Nielsen, D. C. (1991, April). *Folk Stories: A Reflection and Celebration of Cultural Identity*. Celebration of Cultures Corporation Annual Forum. Lawrence, Kansas.

Nielsen, D. C. (1990, July). *Integrating Reading and Writing in the Primary Grades*. University of Minnesota. Minneapolis, Minnesota.

Nielsen, D. C. (1990, March). *A Guided Tour of the Kerlan Collection's American Sampler Exhibit*. St. Croix Valley Reading Council. River Fall, Wisconsin.

Nielsen, D. C. (1989, July). *Exhibiting the Kerlan Collection*. Summer Forum, Kerlan Collection of Children's Literature. University of Minnesota. Minneapolis, Minnesota.

Nielsen, D. C. (1985, November). *Writing: A Developmental Process*. Sioux Valley Reading Council. Sioux Falls, South Dakota.

Nielsen, D. C. (1985, April). *Learning to Write and Writing to Learn*. Keynote for spring meeting, Central Minnesota Reading Council. Royalton, Minnesota.

Nielsen, D. C. (1987, February). *Parents' Role in the Writing Process and Program*. Roosevelt PTA. St. Cloud, Minnesota.

Nielsen, D. C. (1986, November). *A New Approach to Teaching Writing*. Home and School Association. Sauk Rapids, Minnesota.

Nielsen, D. C. (1984, November). *Children's Books and Writing*. St. Benedict's College. St. Joseph, Minnesota.

### **Professional Development and Consulting**

2014, November. *Language Rich Classrooms* School of Education PDS Executive Council. DeSoto, KS.

2013, May. *Teaching English Language Learners in the United States*. Invited to present to the preschool and kindergarten teachers in Carpi Italy. With Barbara Bradley

2012, June. *Narrative and Vocabulary Instruction in Kindergarten*. Lawrence Public Schools. Lawrence, Kansas.

2011, June. *Reading Instruction in Kindergarten*. Kindergarten Teachers. Lawrence Public Schools. Lawrence, Kansas.

2011, January. *Providing Reading Intervention To Kindergarten Students With a Focus on Response to Intervention*. Reading Support Staff. Lawrence Public Schools. Lawrence, Kansas.

2010, November. *Narrative and Vocabulary Intervention Lessons*. Lawrence Public School Title I and Reading Support Teachers. Lawrence, Kansas.

2009, February. *Language Basis for Reading Expository Text*. Title I teachers and other teachers. Lawrence Public Schools. Lawrence, Kansas.

2008, January. *The Language/Reading Connection and Implications for Instruction*. Title I Reading Teachers and First-Grade teachers. Lawrence Public Schools. Lawrence, Kansas.

2006, February. *Taking Stock and Moving Forward: Teaching Word Recognition in the Primary Grades*. Nottingham Elementary School. Eudora, Kansas.

2005, January. *Key Components for Supporting the Developing Reader*. Lawrence Public Schools. Lawrence, Kansas.

2004, October. *A Focus on Readers at Levels 1-5*. Title I teachers and paraprofessionals. Lawrence Public Schools. Lawrence, Kansas.

2004, June. *Phonological Awareness and Word Recognition: Development and Instruction*. Reading First Schools. Lawrence, Kansas.

2004, February. *Word Recognition Development and Instructional Decisions*. Title I teachers. Lawrence Public Schools. Lawrence, Kansas.

2002, January. *Fluency: Research to Practice*. Kansas Accelerated Literacy Learning Network meeting (8 school districts).

2001, September. Consultant (with Arlene Barry) to the CTB McGraw/Hill Company. Analyzed (alignment study) the revised grades 2-12 Terra Nova Reading and Language Arts Assessments in relation to the Kansas Standards.

2001, August. *Infusing Language into the Kindergarten Curriculum*. Kindergarten Teachers. Kansas City, Kansas.

2000, December. *Language Development and Development of the Emergent Reader*. Kansas Accelerated Literacy Learning Network meeting (6 school districts).

2000, September. *Comprehension in a Guided Reading Lesson for Challenged 3-5 Readers*. Kansas City Kansas Grades 3-5 Literacy Leaders. Kansas City, Kansas.

2000, September. *Comprehension in a Guided Reading Lesson for Challenged 3-5 Readers*. Kansas City Kansas Grades 3-5 Literacy Leaders. Kansas City, Kansas.

2000, July. *Read Aloud Choices: Impact on Language and Literacy Development*. Total Literacy Connection Project Teachers. Kansas City Kansas.

2000, January. *Modifying Guided Reading for the Transitional Reader with a Focus on Expository Comprehension*. Second Grade Teachers. Lawrence Public Schools. Lawrence, Kansas.

1999, April. Presented to the Lawrence School Board on the research behind their Reading Initiative.

1998, April. *Kansas Accelerated Literacy Learning*. Jones Institute for Educational Excellence. Emporia, KS.

1997/98 and 1998/99 school years. Consultant to administration on their "Reading Initiative" and inservice provider to the kindergarten and first grade teachers on literacy instruction. Lawrence Public Schools. Lawrence, Kansas.

1997/98 and 1998/99 school years. Consultant to the administration and provider of inservice and guidance to teachers and teacher leaders. Kansas City Kansas and Council Grove Public Schools.

1997, Fall. Consultant to the curriculum and reading leaders in the Lawrence Schools, Lawrence, Kansas, for a long range plan to improve reading in the district. Lawrence, Kansas.

1997, October. Consultant to the leaders and teachers in White Bear Lake, Minnesota, on their K,1, and 2 literacy curriculum. White Bear Lake, Minnesota.

1997, June. Consultant to Council Grove primary and special education teachers on rethinking reading instruction in the primary grades. Council Grove, Kansas.

1997, June. Consultant for standards writing in KCK (literacy K-12). Kansas City, Kansas.

1997, April. Consultant on appropriate language and literacy practices in kindergarten-grade 2. Paola Kindergarten, First and Second Grade staff. Paola, Kansas.

1997, April. *Children's as Developing Readers: Instructional Implications*. Elementary teachers Ottawa Public Schools. Ottawa, Kansas.

1997, March. Consultant to Kennedy School teachers K-6 on the development of readers and instructional implications for the elementary school curriculum. Lawrence, Kansas.

1995, December. *Language Factors that Affect Literacy Development*. Primary Cadre (Study Group) of the Lawrence Public Schools. Lawrence, Kansas.

1995, November. Inservices to address specific grade level (Kindergarten and grade 2) needs in the area of literacy development and curricular practice. Liberty, Missouri.

1995, November. *The Development of Emergent and Beginning Readers: Instructional Implications*. Transitional First Study Group. Lawrence Public Schools. Lawrence, Kansas.

1995, October. *The Development of Readers: Instructional Implications for the Elementary School Curriculum*. Elementary School Faculty of the Liberty Public Schools. Liberty, Missouri.

1995, September and November. School and Intervention Team Structures and Strategies for Beginning Readers. Kennedy School BLISS Group. Lawrence, Kansas.

1995, June. Consultant on best practice in beginning reading. Woodlawn School. Lawrence, Kansas.

1994, August. A Small Group Model for Providing Reading Intervention to 'At-Risk' First Grade Students. Topeka, Kansas.

1993, August. Consultant on developmentally appropriate assessment in kindergarten. Olathe, Kansas.

1993, August. Consultant on identifying the first grade child 'at-risk' of failure in a traditional first grade reading program. Topeka, Kansas.

1993, February. *The 1993 Kansas Writing Assessment*. Olathe Inservice Day. Olathe, Kansas.

1992, November. *Reflecting on Writing: Where are You as a Teacher and User?* Inservice presentation for two teachers' groups, The Writing Connection and Teachers Applying Whole Language. Lawrence, Kansas.

1992, October. *Writing Across the Curriculum*. Kaw Valley Inservice Day. Lawrence, Kansas.

1992, April. *Writing as a Thinking Tool*. Workshop for members of the River Valley Alliance of English Teachers. Kansas City, Kansas.

1992, February and March. *Teaching Writing in the Elementary Grades*. Two inservice sessions for teachers at Mission Trail Elementary School. Leawood, Kansas.

1991, October. *Writing in the Developmental Kindergarten and First Grade*. Kaw Valley Regional Inservice. Lawrence, Kansas.

1990, June. *Reading and Writing in a Developmental Kindergarten*. Osseo, Minnesota.

1990, February. *Preparing Children to Visit the Kerlan Collection's American Sampler Exhibit*. St. Croix Valley Reading Council. Hudson, Wisconsin.

1988, August. *Reading Comprehension* (2 sessions: primary and intermediate). Mobridge, South Dakota.

1988, August. *Written Extensions of Children's Books*. Mobridge, South Dakota.

1988, February. *Evaluation of Writing and the Writing Program*. Buffalo, Minnesota.

1985, February. *Writing Across the Curriculum*. Kimball Junior High teachers. Kimball, Minnesota.

1984, June. *Evaluating Writing*. Little Falls District Writing Committee. Little Falls, Minnesota.

1983, January and February. *Getting the Most Out of Children's Books*. Team taught workshop, St. Cloud State University. St. Cloud, Minnesota.

1982, October-December. *Individualized Language Arts*. Campus Lab School staff, St. Cloud State University. St. Cloud, Minnesota.

1980, August. *Comprehensive Reading/Language Arts Assessment*. Butte, Montana.

1980, August. *Children's Books Integrated Across the Curriculum*. Butte, Montana.

*Writing: The Thinking, Learning, Communication Tool*. This writing process workshop series for elementary teachers, which included 10-25 hours of professional development, was conducted over a period of months at these schools.

1991-92 Mayetta/Hoyt Public Schools, Mayetta, Kansas

1989-90 Alexandria Public Schools, Alexandria, Minnesota.

1989-90 McKinley Elementary School. St. Cloud, Minnesota.

1988-89 Kennedy Elementary School. St. Cloud, Minnesota.

1987-88 Special Education Teachers. St. Cloud, Minnesota.

1987-88 Lincoln & Jefferson Schools. St. Cloud, Minnesota.

1987-88 Albany & Avon Elementary Schools. Albany, Minnesota.

1986-87 Milaca Elementary School. Milaca, Minnesota.

1986-87 Roosevelt Elementary School. St. Cloud, Minnesota.

1986-87 Madison Elementary School. St. Cloud, Minnesota.

1986-87 Sacred Heart School. Sauk Rapids, Minnesota.

1986-87 St. Augustine's School. St. Cloud, Minnesota.

1986 Central Minnesota Educational Cooperative Service. St. Cloud, Minnesota.

1985-86 St. Joseph Laboratory School. St. Joseph Minnesota.

1984-86 Sts. Peter and Paul Primary and Middle Schools, St. Cloud, Minnesota.

1983-85 Buffalo Lake School. Buffalo Lake, Minnesota.

### Other Scholarly Activity

2006-2008. Consultant to University of Kansas Speech-Language-Hearing Professors D. F. Loeb and D. Daniels on a grant titled *Development of a Culturally-Based Language and Vocabulary Intervention for Elementary School Children with Language Impairments and Children who are at High Risk for Developing Learning Disabilities* funded by the Department of Education and the Institute of Education Sciences.

2004-2008. Member of a research and development team of University of Kansas scholars charged with developing and studying a computer-adapted test (CAT) of reading comprehension. Funding source: Carnegie Corporation.

1993 - present Reading Intervention Program Director. Initiated and developed a reading intervention program for children "at-risk" of failure in reading. This project, entitled *Kansas Accelerated Literacy Learning* (KALL), was piloted in January, 1993, with two Chapter I Reading Directors and 4 teachers in Lawrence and Topeka, Kansas.

The model of intervention instruction delivery expanded (1994/95) from a one-to-one tutoring model to include the “Emergent Reader Model” (focused on instruction more common in kindergarten - phonemic awareness and letter identification) and the “Small Group Model,” a model of intense instruction for groups of 2-3 first grade students. Due to the need for classroom teachers to have the same level of knowledge and skill at instruction as intervention teachers, I created the “Classroom Teacher Model” (1995/96). In this model, classroom teachers participate in the same yearlong professional development, tutor two students outside the school day, and are taught to transfer their knowledge to small-group classroom instruction. Ten former KALL teachers became “KALL trainers” and have provided the same professional development in their own districts and other districts in Kansas to present day.

June, 1993, 1994, and 1996. Co-director of the Kansas Writing Assessment Scoring Sessions, under the auspices of the Center Educational Testing and Evaluation (CETE) of the University of Kansas. Hired 4 teacher-trainers to assist the other director and myself in training approximately 300 teachers each year to score 45,000 student papers using the six-trait analytic model adopted by the state.

June, 1992. Under the auspices of the CETE took leadership for arranging the training of 150 teachers in the six-trait model for analytic scoring of writing and the scoring of 20,000 Kansas Writing Assessment papers (grades 3, 7 and 10).

## Service

### Current Professional and Academic Association Memberships

#### National and International

Literacy Research Association (LRA)  
International Reading Association (IRA)  
Society for the Scientific Study of Reading (SSSR)  
American Educational Research Association (AERA)  
National Conference on Research in Language and Literacy (NCRL)  
United States Board on Books for Children (USBBY)  
American Library Association (ALA)  
Organization of Teacher Educators in Reading

#### State and Local

Kansas Reading Association  
Kansas Reading Professionals in Higher Education  
Lawrence Reading Association

### Editorial/Review Service

#### National publications and conferences

Reviewer for the international journal: *Teaching and Teacher Education* (2007- present)  
Reviewer for *Educational Assessment* (2014-present)

Member of the editorial board: *The Reading Teacher* (1992-2003).

Member of the editorial board of the Center for the Study of Early Reading Achievement (CIERA) research and publications (1998-2002)

Reviewer for the Literacy Research Association (National Reading Association) annual conferences (1993-present)

Member of the editorial board: *Journal of Reading Education* (1991-1999).

Reviewer for the annual meeting of the International Reading Association's Organization of Teacher Educators in Reading. (1990-present).

Invited member of the Editorial Review Board for the National Reading Conference yearbook, *Inquiries in Literacy Theory and Practice* (Leu, D. Hinchman, K, & Kinzer, C, Eds.). (1997)

1990-1997. Reviewed proposals and book manuscripts for West Publishing, Macmillan, Harper/Collins and Longman.

### **State Reading Journal (Co-editor)**

Sundbye, N., Nielsen, D.C., & Barry, A.L. (Eds.). (1995). *Kansas Journal of Reading*, 11.

Sundbye, N., & Nielsen, D.C. (Eds.). (1994). *Kansas Journal of Reading*, 10.

Sundbye, N., & Nielsen, D.C. (Eds.). (1993). *Kansas Journal of Reading*, 9.

Sundbye, N., & Nielsen, D.C. (Eds.). (1992). *Kansas Journal of Reading*, 8.

## **Internal Service**

### **University of Kansas**

#### University

2010-2016 Faculty support for recruitment for the Honors Program.

2012-2015 Faculty Representative, Disciplinary Action Hearing Board for University Support Staff

2010-2015 Member, University Awards Committee, one of two faculty representatives.

2014 Judge, Graduate Research Competition

2004-2005 Member, search committee for a School of Education Dean.

1990-present Initiator and Developer, Children's Book Collection. I initiated the creation of a collection of children's books to be housed in the School of Education. Books were added to the collection at no cost to KU via my involvement in the Teachers' Choices Project (1998-2001 and 2003-2006), Theodore Seuss Geisel Award Committee (2011-2013) as well as through my contacts and understandings with the children's publishing houses. One of my goals was to secure endowment funds to purchase additional books

and cover the cost of an annual lecture by a children's author or illustrator. Working through the KU Endowment Association \$50,000 was donated to start this endowment (fall, 1999).

- 1999-2002 Member, Committee based at the KU Med Center to evaluate a project the Dept. of Pediatrics has in place that teaches pediatricians and pediatric residents to promote literacy.
- 1997-1999 Member, Committee to create and maintain a tutoring program to meet the requirements of the President's "America Reads Challenge"
- 1996-1997 Member, Committee for the creation of an Adult Literacy Program at the University of Kansas.
- 1995-1997 Member, Work Group on Young Children. A committee of professors across disciplines (College, School of Education and Medical Center) who work on issues related to programs for children and their families, birth to age eight.
- 1993-1995 Mentor, McNair Scholars Program. Mentor for a Native American student and worked with her on a research project on the representation of Native Americans in picture books.
- 1991 Co-organizer of a daylong symposium, "Children's Books: The Literary and Artistic Processes" - Guest speakers included an author, illustrator, art director and editor from Alfred A. Knopf Publishers, New York.

School of Education

- 2015-2016 Chair, Committee on Academic Programs and Curriculum (CAPC)
- 2013-2015 Member, Committee on Academic Programs and Curriculum (CAPC)
- 2013-2015 Member, Learning Resource Center Advisory Committee
- 2005-2013 Member, Teacher Education Council (TEC)
- 2009-2012 Member, Teacher Education Redesign Committee
- 2008-2009 Member, Ad hoc Committee on Teacher Education Program Review
- 2009-2010 Member, Service Award Committee
- 2007-2010 Member, Institute for Research and Public Service Advisory Committee
- 2004-2005 Member, Search Committee to hire a School of Education Dean
- 2000-2006 Member, Early Childhood Program Development Committee
- 2001-2006 Member, Undergraduate Studies Committee
- 2002-2006 Member, Teacher Education Advisory Council
- 2002-2003 Member, School of Education Faculty Awards Committee
- 2001-2002 Chair, School of Education Faculty Awards Committee.
- 1999-2002 Member, School of Education Personnel Committee.
- 2000-2001 Co-Chair, Teacher Education Division Director Search.
- 2000-2001 Member, Curriculum Committee, Teacher Education Division
- 2000-2001 Member, Learning Resource Center Committee

## Kansas Striving Readers Comprehensive Literacy Initiative

1997-2001	Member, School of Education Clinics for JRP Committee.
1997-1998	Member, School of Education Curriculum Committee.
1997-1998	Member, School of Education Code Committee
1996-1997	Member, School of Education Resources Committee.
1993-1997	Member, Kansas Early Childhood Personnel Preparation Grant, the Gateway Project: Project Management Team and Curriculum Committee.
1992-1995	Mentor for 3 students and Committee Member for the Council for Recruitment and Retention of Ethnic Minority Students.
1993-1994	Co-chair, Teacher Education Council.
1991-1993	Member, Teacher Education Council.
1992-1993.	Member, Professional Development School Advisory Council.
1992-1993	Member, Personnel Committee to hire a librarian for the LRC.
1992	Member, Personnel Committee Upward Bound reading specialist.
1990	Initiator of a separate collection of children's books in the Watson Library of the University of Kansas.

### Department

2015-present	Member, Curriculum Committee
2011-2013	Member, Graduate Admissions Committee
2011-2012	Chair, Personnel Committee
2009-2010	Member, Personnel Committee
2004-2005	Chair, Search committee to hire an assistant professor in Reading
2003-2004	Chair, Search committee to hire two assistant professors in Reading
2002	Member, Search committee to hire an assistant professor in Reading
1998	Chair, Search committee to hire an assistant professor in Reading
1997-1998	Member, Retreat Planning Committee.
1994-1997	Chair, Operations Committee.
1993-1994	Member, Personnel Committee to hire a reading/social studies professor.
1990-1992	Member, Personnel Committee to hire a reading professor.
1990-1991	Member, Undergraduate Program Committee.

### **St. Cloud State University Committees (as an adjunct faculty member)**

#### College of Education Committee

1988. Appointed to Dean's Professional Experiences Committee.

#### Department of Teacher Development Committees

1986-1988	Member, Undergraduate Program Review Committee.
1987-1988	Member, Partnerships Committee.
1986-1987	Member, Faculty Evaluation Committee.
1986-1987	Chair, Election Committee.

### **External Professional Service**

National/International

- 2011-2013 Member, Theodor Seuss Geisel Award Committee. American Library Association.
- 2012 Member. Elva Knight Research Award Review Committee, International Reading Association.
- 2008-2011 Chair, Albert J. Kingston Award Committee. National Reading Conference.
- 2006-2007 Member, Albert J. Kingston Award Committee. National Reading Conference.
- 2003-2006. Chair, International Reading Association (IRA) Teachers' Choices Project Committee.
- 2004-2007 Member, Ethics Committee of the National Reading Conference.
- 1998-2003 Member, International Reading Association (IRA) Teachers' Choices Committee and Regional Representative for the Plains Region of the US.
- 1995-2000 Member, Field Council of the National Reading Conference.
- 1996-1997 President, (President-elect 1995-96), Organization of Teacher Educators in Reading (a national organization consisting of approximately 500+ professors worldwide, International Reading Association Special Interest Group)
- 1994-1998 Member, Children's Book Council/ International Reading Association Liaison Committee of the International Reading Association.
- 1993-1995 Board of Directors, Organization of Teacher Educators in Reading. Special Interest Group of the International Reading Association.
- 1991-1994 Board of Directors. Children's Literature and Reading. International Reading Association Special Interest Group
- 1990-1991 Member, Registration Committee for the 1991 Plains Regional Reading Conference of the International Reading Association, Minneapolis, MN.
- 1990-1991 Vice-president, Organization of Teacher Educators in Reading, International Reading Association Special Interest Group.
- 1990-1991 Institute initiator and Co-Chair. International Reading Association Preconference institute entitled "Multiculturalism, Literacy and Learning," Las Vegas, Nevada, May, 1991.

Kansas Striving Readers Comprehensive Literacy Initiative

- 1989-1990 Board of Directors, Organization of Teacher Educators in Reading,  
International Reading Association Special Interest Group.
- 1987 Member, Program committee, Organization of Teachers of Educators in  
Reading program for the 1988 International Reading Association  
Conference, Toronto, Canada.
-

State

- 2013-2015 Member, Reading Specialist Standards Revision Committee, Kansas State Department of Education.
- 2011-2012 Co-author (with Dr. Gerry Coffman) of the *Kansas Guide to Literacy Learning K-5* for Kansas schools to use to guide them as they plan for and provide instruction that meets the Common Core State Standards in Reading, Writing, Listening and Speaking.
- 2008-2010 Member, Bill Martin Picture Book Award Committee. Kansas Reading Association.
- 2003-2004 Co-author, with Professors Geraldine Coffman of Emporia State University and Kathleen Sanders of Fort Hays State University of the guidelines for completing the state-required internship for Reading Specialist license.
- 2003 Consultant, at the request of the Commissioner of Education for the state of Kansas, responded to the United States Department of Education questions about the state's Reading First grant application and agreed to serve as the state's Reading First expert. My vita (pp. 56-78 of the grant proposal) and other documentation from my teaching and research work was submitted with the state's proposal to meet the requirement of the United States Department of Education that the state have a reading expert for kindergarten-grade 3 reading. The state was awarded \$41.4 million over 6 years. US Department of Education (2003). Paige announces award of \$6.4 million in Reading First grant for Kansas children (\$41.4 million over 6 years). <http://www.ed.gov/news/pressreleases/2003/04/04112003b.html>  
Actual grant proposal available at KSDE website:  
<http://www.ksde.org/sfp/rdgfirst/rdg1stfinalversion2.25.03.pdf>
- 2003 Member, state of Kansas team, United States Department of Education Early Childhood Educator Academy.
- 2002 Representative for the state of Kansas at the Reading First meeting, Denver, Colorado.
- 2000-2002 President, Kansas Reading Professionals in Higher Education.
- 2000 Judge, Kansas State Spelling Bee.
- 1999 Consultant to the Kansas City Kansas Public Schools application for a Reading Excellence grant. I wrote the research section and created the proposed student and staff development curriculum. KCK was awarded a 3.8 million dollar grant.
- 1998-2000 President-elect, Kansas Reading Professionals in Higher Education.

- 1999 Consultant to the state as they wrote the state application for the Reading Excellence Act grant competition to improve literacy kindergarten-grade 3. I advised the state department of education and wrote much of the reading research aspects of the grant and responded to questions addressed to the state by federal officials. Kansas was awarded one of 17 grants (48 of the 50 states applied). Kansas was awarded \$8 million.
- 1999 Member, Committee to plan a Kansas Reading Summit.
- 1998-2005 Member, Studies and Research Committee, Kansas Reading Association.
- 1998 Representative for Higher Education from Kansas at the President's Summit on Reading. Washington, DC
- 1998-1999 Member, State of Kansas Second Grade Diagnostic Reading Test Committee.
- 1998 Reviewer of grant proposal for a state competition for literacy funds. Topeka, KS.
- 1996-1997 Member, selection panel for Association of Teacher Educators of Kansas Distinguished Dissertation Award.
- 1994-1995 Member, Kansas Reading Advisory Council.
- 1991-1995 Co-chair, Kansas Reading Association Journal Committee of the Kansas Reading Association.
- 1988 Founder of W.R.I.T.E. (Writing Resources Information Teacher Exchange) a network of over 75 classroom teachers from 16 central Minnesota schools who exchange ideas and visit other's classrooms in promotion of process writing.
- 1985-1989 Board of Directors, Central Minnesota Reading Council.
- 1986-1987 Member, Steering Committee for the 1987 Minnesota Reading Association Annual Conference.
- Local
- 2001-2004 Member, Adventures in Imagination Committee. Lied Center of KU, Lawrence Public Schools and the Lawrence Business Partnerships.
- 1999-2000 Consultant to the "Success by Six" effort of the Lawrence Partnership for Children and Youth and the United Way of Douglas County.
- 1989-1990 Co-founder and program Co-Chair, Central Minnesota Young Writers' Fair.

**BIOGRAPHICAL SKETCH**

Provide the following information for the Senior/key personnel and other significant contributors.  
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Deborah K. Reed

eRA COMMONS USER NAME (credential, e.g., agency login): REEDDK

POSITION TITLE: Associate Professor

EDUCATION/TRAINING (*Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.*)

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
Claremont McKenna College	B.A.	01/93	Government
The University of Texas at San Antonio	M.A.	05/99	Curr. & Instruction, Reading Specialist
The University of Texas at Austin	Ph.D.	05/2010	Special Education

**A. Personal Statement**

Prior to becoming a researcher, I was a teacher and technical assistance provider in numerous schools with high proportions of upper elementary, middle, and high school students experiencing reading difficulties. My research interests stemming from those experiences include better understanding what factors contribute to students' reading abilities, appropriate ways to assess reading skills, and effective means of improving reading performance. I have served on three state- and federally-funded projects developing reading assessments (decoding, fluency, and comprehension) for students in the middle grades and on numerous funded and unfunded reading intervention studies. Currently, I direct a statewide agency for prek-12 reading research with a \$1 million annual appropriation from the Iowa Legislature, which requires adherence to strict timelines for implementing statewide initiatives written into code. I also secured \$1.4 million in private funds to conduct a cluster randomized design study of intensive summer reading programs in 44 school districts across the state. Not only have I developed skills for coordinating across multiple research sites, but I have collaborated with colleagues in other colleges (e.g., Communication Science Disorders) and in other states. I have maintained my scholarly productivity while initially teaching a 3-3 load, changing universities two times, and assuming responsibilities as director of a research center. Finally, I have experience researching a range of ages and a variety of settings as demonstrated by the publications below.

- a. Reed, D. K., Rimel, H., & Hallett, A. (2016). Note taking interventions for college students: A synthesis and meta-analysis of the literature. *Journal of Research on Educational Effectiveness*, 9, 307-333. doi: 10.1080/19345747.2015.1105894
- b. Ciullo, S., Lo, Y.S., Wanzek, J., & Reed, D.K. (2016). A synthesis of research on informational text reading interventions for elementary students with learning disabilities. *Journal of Learning Disabilities*, 49, 257-271. doi: 0022219414539566
- c. Lenfest, A., & Reed, D.K. (2015). Enhancing basal vocabulary instruction in kindergarten. *Learning Disabilities Research & Practice*, 30, 43-50. doi: 10.1111/ldrp.12050
- d. Reed, D.K. (2015). A synthesis of the effects of correctional education on the academic outcomes of incarcerated adults. *Educational Psychology Review*, 27, 537-558. doi: 10.1007/s10648-014-9289-8

**B. Positions and Honors**

**Positions and Employment**

1994-2003 Teacher and Reading Specialist in California and Texas

- 2003-2006 Program Associate, Southwest Educational Development Laboratory, Austin, TX  
 2006-2010 Research Associate, Meadows Center for Preventing Educational Risk, Austin, TX  
 2010-2012 Assistant Professor, University of Texas at El Paso, El Paso, TX  
 2012-2015 Assistant Professor, Florida State University and Florida Center for Reading Research, Tallahassee, FL  
 2015-present Associate Professor and Director, University of Iowa and Iowa Reading Research Center, Iowa City, IA

### Other Experience

- 2011-2017 Contributor: George W. Bush Presidential Center *Middle school matters initiative*. Dallas, TX: Southern Methodist University  
 2011 NICHD Summer Institute on Applied Research in Child and Adolescent Development  
 2012 Product developer: IRIS Module on Adolescent literacy instruction in general education classrooms. Nashville, TN: Vanderbilt University  
 2012-present Editorial Board, *Learning Disability Quarterly*  
 2012-2015 Research Committee Chair, Council for Learning Disabilities  
 2014-2017 Editorial Board, *Elementary School Journal*  
 2014-present Editorial Board, *Learning Disabilities Research & Practice*  
 2015-2016 Vice President, Council for Learning Disabilities  
 2016 IES Cost-Benefit Evaluation Methods Training Course  
 2016-2017 President-elect, Council for Learning Disabilities  
 2017-present President, Council for Learning Disabilities

### Honors & Awards

- 2000 Harvard Book Prize for Excellence in Teaching  
 2003 H.E.B. Excellence in Teaching Award: Rising Star Regional Award  
 2008 CEC Division for Research's Doctoral Student Scholars in Special Education Research  
 2010 Council for Learning Disabilities Outstanding Researcher of the Year  
 2014 Volunteer of the Year Award, Boys and Girls Club of the Big Bend  
 2014 Transformation Through Teaching Award, Florida State University  
 2016 Partner in Education, Council Bluffs Community School District  
 2016 Educator of the Year, Learning Disabilities Association of Iowa  
 2017 Friend of Education, Sioux City Community School District

### **C. Contribution to Science**

1. One focus of my research has been on how teachers and researchers are using reading assessments, particularly curriculum-based measures. These measures are the most common means of screening students for reading difficulties and monitoring their progress in intervention. However, my colleagues and I have found that some features of the measures, such as retell, are inconsistently applied and others, such as oral reading fluency, are prone to high rates of examiner error that can contribute to 16% of the variance in students' scores. Yet our research has shown that CBM is still highly predictive of students' overall reading ability, and there is little evidence of difference in predictive validity by socio-economic or special education status.

- a. Stevenson, N., Reed, D.K., & Tighe, E. (2016). Examining potential bias in screening measures for middle school students by special education and low socio-economic status. *Psychology in the Schools*, 53, 533-547. doi: 10.1002/pits.21919
- b. Cummings, K., Biancarosa, G., Schaper, A., & Reed, D. K. (2014). Examiner error in curriculum-based measurement of oral reading. *Journal of School Psychology*, 52, 361-375. doi: 10.1016/j.jsp.2014.05.007
- c. Reed, D. K., Cummings, K. D., \*Schaper, A., & Biancarosa, G. (2014). Assessment fidelity in reading intervention research: A synthesis of the literature. *Review of Educational Research*, 84, 275-321. doi: 10.3102/0034654314522131
- d. Reed, D. K., & Vaughn, S. (2012). Retell as an indicator of reading comprehension. *Scientific Studies of Reading*, 16, 187-271. doi: 10.1080/10888438.2010.538780

2. Certain student populations, such as English learners, are particularly vulnerable to reading difficulties. My research has identified that, despite sharing over 86% Spanish-English cognates, biology terminology in textbooks and standards are extremely rare (89-91%) in both languages. Relatedly, vocabulary is still the primary contributor to the reading comprehension of students who are and are not English learners, but spelling serves as a mediator of the impact of vocabulary knowledge across grades 6-10. Even when Spanish-English bilingual students have marginal reading skills, quality instruction that includes pre-teaching key vocabulary can support students in reading and learning from text independently.

- a. Reed, D. K., Petscher, Y., & Foorman, B. R. (2016). The contribution of vocabulary knowledge and spelling to the reading comprehension of adolescents who are and are not English language learners. *Reading and Writing: An Interdisciplinary Journal*, 29, 633-657. doi: 10.1007/s11145-015-9619-3
- b. Reed, D. K., Swanson, E. A., Petscher, Y., & Vaughn, S. (2014). The relative effects of teacher read-alouds and student silent reading on predominantly bilingual high school seniors' learning and retention of social studies content. *Reading and Writing: An Interdisciplinary Journal*, 27, 1119-1140. doi 10.1007/s11145-013-9478-8
- c. Reed, D. K., \*Medina, L. A., \*Martinez, N. A., & \*Veleta, L.G. (2013). The accessibility of academic vocabulary to Spanish-speaking high school biology students. *The High School Journal*, 97, 80-91. doi: 10.1353/hsj.2013.0025
- d. Reed, D. K. (2013). The effects of explicit instruction on the reading performance of adolescent English language learners with intellectual disability. *TESOL Quarterly*, 47, 743-761. doi: 10.1002/tesq.94

3. The ultimate goal of reading instruction is to foster comprehension, but this is also the most complex and difficult reading skill—particularly with authentic (as opposed to controlled) text. In manipulating quantitative aspects of readability and cohesion, I found that students with marginal reading skills demonstrated better comprehension with text at a lower readability level (i.e., easier vocabulary and sentence structure). However, the only significant difference in student performance was found in comparing performance on texts of low readability-high cohesion and high readability-low cohesion. That is likely due to the increased pressure the latter, more complex text type places on students' inference ability. Results of my research indicate that students with disabilities and those with a history of delinquency can be taught to make inferences and apply comprehension skills to understand informational text. Recently, I have been exploring the application of reading skills in science through a correlation study and ongoing experimental studies.

- a. Wexler, J., Reed, D.K., \*Barton, E.E, \*Mitchell, M., & \*Clancy, E. (in press). The effects of a supplemental peer-mediated reading intervention on the informational text comprehension of incarcerated adolescents. *Behavioral Disorders*. doi: 10.1177/0198742917703359
- b. Reed, D.K., Petscher, Y., & Truckenmiller, A.J. (2017). The contribution of general reading ability to science achievement. *Reading Research Quarterly*, 52, 253-266. doi: 10.1002/rrq.158
- c. Reed, D.K., Whalon, K., \*Lynn, D., \*Miller, N., & \*Smith, K.C. (2017). A comparison of general and content-specific literacy strategies on learning science content. *Exceptionality*, 25, 77-96. doi: 10.1080/09362835.2016.1196441
- d. Reed, D. K., & \*Lynn, D. (2016). The effects of an inference making strategy taught with and without goal setting. *Learning Disability Quarterly*, 39, 133-145. doi:10.1177/0731948715615557
- e. Reed, D.K., & Kershaw-Herrera, S. (2015). An examination of text complexity as characterized by readability and cohesion. *Journal of Experimental Education*, 84, 75-97. doi: 10.1080/00220973.2014.963214

Complete List of Published Work: <http://www2.education.uiowa.edu/directories/person?id=dereed>

## D. Research Support

### Ongoing Research Support

American Educational Research Association      Reed (PI)      09/01/2017 – present  
 PIAAC Prison Data Analysis

The purpose of this study is to examine the variables that contribute to adult prison inmates' performance on the Programme for the International Assessment of Adult Competencies (PIAAC).

Role: PI

University of Iowa, Office of the Provost

Reed (PI)

01/01/2017 – present

*Practitioners and Researchers Overcoming Problems of Literacy (PROPeL)*

This researcher-practitioner partnership aims to teach instructional leaders a data-driven process for improving students' literacy outcomes. The initial cohort consisted of juvenile detention centers, youth shelters, and alternative schools.

Role: PI

**Completed Research Support**

Jacobson Foundation & Anonymous Donor

Reed (PI)

02/01/2016 – 12/31/16

*Intensive Summer Reading Program (ISRP)*

The purpose of this project is to investigate the effectiveness of intensive summer reading programs on the outcomes of students from 47 school districts identified with reading difficulties at the end of Grade 3.

Role: PI

ED-IES 15-R-008

Brown (PI)

07/01/15 – 04/30/17

*Iowa Assessment of Skills and Knowledge (iASK), Phase II*

Phase II builds the complete iASK diagnostic, assesses its reliability and validity, examines its feasibility for middle school classrooms, and determines the utility of its data and reporting in supporting instructional decision making.

Role: co-I

ED-IES 14-C-0042

Brown (PI)

07/01/14 – 12/31/14

*Iowa Assessment of Skills and Knowledge (iASK), Phase I*

This project began development of a new assessment of students' knowledge of sound-to-spelling regularities, *Iowa Assessment of Skills and Knowledge (iASK)*, to offer a multi-dimensional picture of students' reading difficulties that may target intervention more precisely to achieve automatic word recognition.

Role: co-I

Council on Research and Creativity, FSU

Reed (PI)

05/01/2014 – 08/31/2014

*Regarding Examiner Error in Curriculum-Based Measurement (RE: CBM)*

Given the continued importance of CBM to data-based decision making, this study developed a taxonomy of examiner error types to identify potential avenues for improving the use and interpretation of measures.

Role: PI

Meadows Foundation

Vaughn (PI)

08/01/2011 – 06/30/2012

*Read aloud*

The goal of this study is to compare the effects of teacher read aloud and student independent silent reading on students' social studies content learning immediately and at 1-week and 1-month delay.

Role: co-PI

Texas Education Agency, 2356-27235

Reed (PI)

09/01/2009 – 08/31/2010

*Texas Middle School Fluency Assessment*

This project designed, validated, and disseminated a retell component of a state-mandated diagnostic and progress monitoring instrument for students in grades 6-8.

Role: PI

Texas Education Agency, 1832, PO 25059

Reed (PI)

09/01/2007 – 08/31/2009

*Texas Adolescent Literacy Academies*

This project designed, tested, and disseminated effective instructional practices for teaching adolescents with reading difficulties in Tier 1 content area classes and intervention tiers.

Role: PI

## CURRICULUM VITA

**Amber Rowland, Ph.D.**

**amber.rowland@ku.edu**

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### UNIVERSITY ADDRESS

University of Kansas  
Department of Special Education  
1122 West Campus Road  
JRP room 746  
Lawrence, KS 66045  
Cell (615) 545 5634

### EDUCATION

Ph.D.	Curriculum and Instruction,	University of Kansas,	2012
M.S.	Curriculum and Instruction,	University of Kansas,	2003
B.S.	Elementary Education,	University of Kansas,	2001

### PROFESSIONAL POSITIONS

2015-present	Professional Learning Director, ALTEC, Advanced Learning Technologies, Center for Research on Learning, The University of Kansas
2014-present	Lead Instructional Coach/Project Director, Office of Special Education and Policy, Stepping Up Grant in Olathe Unified School District
2013-present	Assistant Research Professor, ALTEC, Advanced Learning Technologies, Center for Research on Learning, The University of Kansas
2002-2013	Senior Project Lead, ALTEC, Advanced Learning Technologies, Center for Research on Learning, The University of Kansas.
2006-2012	Technology Rich Classroom (TRC) Project Coordinator, ALTEC Kansas State Department of Education Title IID Initiative.
2008	C&T 302: Integrating Technology into Middle-Secondary Education, Instructor, School of Education at The University of Kansas.
2006-2009	Enrichment Program Teacher, ALTEC and Southeast Kansas Education Service Center Greenbush Interactive Distance Learning Program Offerings.
2006-2007	Technology Rich Classroom Facilitator, ALTEC and Southeast Kansas Education Service Center, Independent Program Initiative at Greenbush.
2002-2003	Graduate Teaching Assistant, University of Kansas, Lawrence, KS

## PUBLICATIONS

- Rowland, A. (in press). Treatment Integrity. In B. Frey (Ed.), *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*.
- Craig-Hare, J., Ault, M., & Rowland, A. (in review). The effect of socioscientific topics on discourse within an online game designed to engage middle school students in scientific argumentation. *International Journal of Education in Mathematics, Science and Technology*.
- Rowland, A., Craig Hare, J., Ellis, J., Ault, M., and Bulgren, J. (in review). Social Media: How the next generation can practice argumentation. *Educational Media International*.
- Rowland, A., Ellis, J., Ball, L., Mohn, J., Schwarting, J., Ault, M., Bradley, B., Bulgren, J., & Craig-Hare, J. (in-progress). *Understanding Genetics through Argumentation curriculum unit*. Lawrence, KS: University of Kansas. Unit development part of three-year grant funded by the National Science Foundation, DRL - Discovery Research K-12, (NSF Award ID# - 1316799).
- Craig-Hare, J., Rowland, A., Ault, M., & Ellis, J. D. (2017). Practicing Scientific Argumentation Through Social Media. In I. Levin & D. Tsybulsky (Eds.), *Digital Tools and Solutions for Inquiry-Based STEM Learning* (pp. 82–111). Hershey, PA: IGI Global.
- Smith, S. J. & Rowland, A. (2016). Improving Technology Applications Through Writing Instruction: Multi-tasking at its best. *Closing the Gap*. Oct/Nov 2016 35(4): 9-14.
- Rowland, A., & Craig-Hare, J. (2016). *How the Next Generation Can Practice Argumentation: Social Media and Gaming*. Research paper presented at the annual meeting of the International Society of Technology in Education (ISTE), Denver, CO
- Craig-Hare, J., Rowland, A., Ellis, J., Bulgren, J., Ault, M., & Bradley, B. (2016). *Argumentation essay scoring rubric*. Lawrence, KS: University of Kansas. Rubric used for demonstrating acquired scientific argumentation concepts
- Ellis, J., Rowland, A., Ault, M., Craig-Hare, J., Bulgren, J., & Bradley, B. (2016). *Annual Report for Enhancing Argumentation with Social Media: Supporting Teacher Professional Learning and Student Science Practice*. Funded by the National Science Foundation, DRL - Discovery Research K-12, (NSF Award ID# - 1316799).
- Ellis, J., Bulgren, J., Rowland, A., Craig-Hare, J., Ault, M., & Bradley, B. (2015). *Argumentation and evaluation writing assignment scoring rubric*. Lawrence, KS: University of Kansas. Rubric used for demonstrating acquired scientific argumentation concepts.
- Rowland, A., Ellis, J., Craig-Hare, J., Ault, M., Bradley, B., Bulgren, J. (2015). *Social Media for Learning: Platform Preferences, Digital Citizenship and Authenticity*. Paper presentation given at the annual meeting of the International Society for Technology in Education (ISTE). Philadelphia, PA.
- Ellis, J., Rowland, A., Ault, M., Craig-Hare, J., Bulgren, J., & Bradley, B. (2015). *Annual Report for Enhancing Argumentation with Social Media: Supporting Teacher Professional Learning*

*and Student Science Practice*. Funded by the National Science Foundation, DRL - Discovery Research K-12, (NSF Award ID# - 1316799).

- Rowland, A., Craig-Hare, J., Ault, M., Bradley, B. & Ellis, J. (2014). *Our Claim: Social Media Might Facilitate The Practice Of Scientific Argumentation*. Paper presentation given at the annual meeting of the International Society for Technology in Education (ISTE). Atlanta, GA.
- Greer, D. L., Rowland, A., & Smith, S. J. (2014). Critical considerations for teaching students with disabilities in online environments. *TEACHING Exceptional Children*. May/June 2014 46: 79-91.
- Ellis, J., Rowland, A., Ault, M., Craig-Hare, J., Bulgren, J., & Bradley, B. (2014). *Annual Report for Enhancing Argumentation with Social Media: Supporting Teacher Professional Learning and Student Science Practice*. Funded by the National Science Foundation, DRL - Discovery Research K-12, (NSF Award ID# - 1316799).
- Rowland, A., Smith, S. & Basham, J. (2013). Integrating Technology through Universally Designed Professional Learning. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013*. Chesapeake, VA: AACE.
- Rowland, A. (2012). Exploring How Conversations Meet Teacher Learning Needs (Doctoral dissertation). Available from ProQuest Dissertations & Theses database. (UMI No. 3504065)
- Rowland, A. (2012). Exploring How Conversations Meet Teacher Learning Needs. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012* (pp. 3043-3047). Chesapeake, VA: AACE.

## PRESENTATIONS

- Rowland, A., & Craig-Hare, J. (2017, June). *State Standards Require Argumentation: Gaming, Social Media and Virtual Reality Can Help!* Presentation accepted for the annual meeting of the International Society for Technology in Education (ISTE).
- Rowland, A., Smith, S., & Stock, J. (2017, June). *Technology Paired with Learning Strategies: Better than Chocolate and Peanut Butter!* Presentation accepted for the annual meeting of the International Society for Technology in Education (ISTE).
- Craig-Hare, J. & Rowland, A. (2017, June). *Coaching at the CORE*. Presentation accepted for the annual meeting of the International Society for Technology in Education (ISTE).
- Smith, S. & Rowland, A. (2017, June). *Beyond Pokemon: Virtual and Augmentative Reality for STEM*. Presentation accepted for the annual meeting of the International Society for Technology in Education (ISTE).
- Rowland, A. (2017, March). *Learning Strategies and Technology...Chocolate and Peanut Butter...Perfect Pairings!* MidAmerica Association for Computers in Education (MACE), Manhattan, KS.

- Rowland, A. & Smith, S. (2017, January). *The Perfect Practical Pairing: Writing Strategies and Technology Solutions*. Presentation at the annual meeting of the Assistive Technology Industry Association (ATIA), Orlando, FL.
- Rowland, A., & Craig-Hare, J. (2016, June). *Coaching LeaderSHIP: Strategies, Higher-Order Thinking, Instructional Technology and Partnerships*. Presentation at the annual meeting of the International Society for Technology in Education (ISTE) in the Ed Tech Coaches PLN Playground, Denver, CO.
- Smith, S. J., Rowland, A., & Craig-Hare, J. (2016, June). *How personalized is personalized learning?* Presentation at the annual meeting of the International Society for Technology in Education (ISTE), Denver, CO.
- Rowland, A., Ellis, J., Craig-Hare, J., Ault, M. & Bradley, B. (2016, June). *Enhance Teaching and Learning with Social Media: Supporting Teacher Learning and Student Scientific Argumentation*. Poster session presented at the 2016 DR K-12 PI Meeting for the National Science Foundation: Washington, DC.
- Craig-Hare, J., & Rowland, A. (2016, May). *Argumentation & Reasoning: Resources to Support Engaging Students in Meaningful Discourse*. Presentation at the Olathe Public Schools Summer Conference, Olathe, KS.
- Rowland, A. (2016, March). *Technology Solutions to Enhance Student Engagement and Interactivity*. Professional Development Schools Seminar, Lawrence, KS.
- Craig-Hare, J., & Rowland, A. (2016, March). *Techno-Tidying: Tips for Getting and Staying Digitally Organized*. MidAmerica Association for Computers in Education (MACE), Manhattan, KS.
- Craig-Hare, J., & Rowland, A. (2016, March). *The Wild West of One-to-One*. MidAmerica Association for Computers in Education (MACE), Manhattan, KS.
- Rowland, A., & Craig-Hare, J. (2016, March). *Effective Reasoning: Helping Students Identify, Evaluate and Support Claims*. MidAmerica Association for Computers in Education (MACE), Manhattan, KS.
- Rowland, A. (2016, January) *iPad Launch*. Invited half-day workshop given at the University of Kansas, School of Music Faculty Retreat.
- Rowland, A., Ellis, J., Ault, M., Craig-Hare, J., Ball, L., Mohn, J., & Schwarting, J. (2015, December) *Practice Scientific Argumentation through Gaming and Social Media*. Presentation at the NSTA Regional KC conference. Kansas City, MO.
- Rowland, A., Stock, J., Buss, C., & Collins-Johnson, A. (2015, October). *Standards, Professional Learning & Technology*. Presentation at the annual Kansas Department of Education (KSDE) Conference. Wichita, KS.
- Rowland, A., Collins-Johnson, A., Stock, J., Buss, C. (2015, June). *Common Core, Professional Learning and Technology: Achieving the ISTE Standards for Teachers*. Presentation given at

the annual meeting of the International Society for Technology in Education (ISTE).  
Philadelphia, PA.

Smith, S., Harvey, S. & Rowland, A. (2015, April). *Common Core + Writing + Effective Technology Tools = Success!* Presented at the annual Council for Exceptional Children (CEC) Conference, San Diego, CA.

Ellis, J., Rowland, A., Ault, M., Bulgren, J., Bradley, B. & Craig-Hare, J. (2015, January). *Using social media to enhance the practice of scientific argumentation.* Presented at the annual meeting of the Association of Science Teacher Education.. Portland, OR.

## **PROFESSIONAL ASSOCIATIONS**

Society for Information Technology in Teacher Education (SITE)  
American Educational Research Association (AERA)  
Kansas Association for Interactive Distance Education (KAIDE) – Board Member, Former  
International Society for Technology in Education (ISTE)  
National Staff Development Council (NSDC)  
National Science Teachers Association (NSTA)  
Kansas National Educational Association  
Kansas Association of Teachers of Science  
Kansas Alumni Association

## **HONORS AND AWARDS**

University of Kansas, Woman of Distinction, 2016-2017  
Completed Dissertation with Honors, 2012  
University of Kansas, Outstanding Staff Award, 2011  
National School Board Association, 20 to Watch Recipient, 2008

**Curriculum Vitae**  
**SEAN J. SMITH, Ph.D.**

**UNIVERSITY ADDRESS**

University of Kansas  
Department of Special Education  
1122 West Campus Road  
JRP room 538  
Lawrence, KS 66045

(b)(6)

**EDUCATION**

<b>DEGREE</b>	<b>SCHOOL</b>	<b>YEAR</b>
Ph.D.	University of Virginia, Major: Special Education <i>Professional Certificate, Commonwealth of Virginia, Endorsement in Learning Disabilities and Emotional and Behavioral Disorders (K-12)</i>	1997
M.Ed	George Mason University, Major: Special Education Technology	1994
B.A.	Providence College, Major: History & Secondary Education	1988

**CURRENT APPOINTMENT**

Professor, Department of Special Education, University of Kansas

**PUBLICATIONS**

- Basham, J. B., Smith, S. J., & Satter, A. L. (2016). Universal Design for Learning: Scanning for alignment in K-12 blended and fully online learning. *Journal of Special Education Technology, 31*, 147-155.
- Smith, S. J., & Basham, J. B. (2016). K-12 online learning: Leadership considerations for the 21<sup>st</sup> century classroom. *Journal of Special Education Leadership, 31*, 67-69.
- Smith, S.J., & Basham, J. B. (2016). The emerging field of online special education. *Journal of Special Education Technology, 31*, 123-125.
- Smith, S. J., Basham, J. B., Rice, M., & Carter, R. (2016). Preparing special educators for the K-12 online learning environment: A survey of teacher educators. *Journal of Special Education Technology, 31*, 170-178.
- Smith, S. J., Burdette, P. J., Cheatham, G. A., & Harvey, S. P. (2016). Parental role and support for online learning for students with disabilities: A paradigm shift. *Journal of Special Education Leadership, 29*, 101-112.
- Smith, S. J., & Rowland, A. (2016) Improving technology application through writing instruction: Multi-tasking at its best. *Closing the Gap Solutions: Changing Lives with Assistive Technology, 11*(5), 8-15.
- Smith, S.J., & Stahl, W. M. (2016). Determining the accessibility of K-12 digital materials: Tools for educators. *Journal of Special Education Leadership, 29*, 70-79.

- Smith, S.J., (2016). *Invited In: Measuring UDL in Online Learning*. Lawrence, KS: The Center on Online Learning and Students with Disabilities, Print.
- Smith, S.J., (2016, February). When Choosing Apps to Help Your Child With Schoolwork, Keep This Tip in Mind. Retrieved from <https://www.understood.org/en/community-events/blogs/expert-corner/2016/01/07/when-choosing-apps-to-help-your-child-with-schoolwork-keep-this-tip-in-mind>.
- Smith, S.J. (2015) Checklist: Signs an Online School Might Be a Good Fit for Your Child.
- Smith, S.J., (2015, October). *Different Types of Online Classrooms*. Retrieved from <https://www.understood.org/en/school-learning/choosing-starting-school/home-schooling/different-types-of-online-classrooms>.
- Basham, J.D., Ortiz, K.R, Rice, M.F., Stahl, W., Smith, S.J., (2015). Equity Matters: Digital and Online Learning for Students with Disabilities, *The Center on Online Learning and Students with Disabilities*.
- Smith, S. J., & Harvey, E., E., (2015). K-12 online lesson alignment to the principles of Universal Design for Learning: the Khan Academy. *Open Learning: The Journal of Open, Distance and e-Learning*, 29, 222-242.
- Greer, D. L., Smith, S. J., & Basham, J. D. (2014). Practitioners' perceptions of their knowledge, skills and competence in online teaching of students with and without disabilities, *Journal of the American Academy of Special Education*, 150 – 165.
- Smith, S. J., & Kennedy, M. (2014). Technology and teacher education. In P.T. Sindelar, E.D. McCray, M.T. Brownell, & B. Lingnugaris/Kraft (Eds.). *Handbook of Research on Special Education Teacher Preparation*. New York: Routledge, Taylor, & Francis. 178-193.
- Greer, D. L., Rowland, A., & Smith, S. J. (2014). Critical considerations for teaching students with disabilities in online environments. *Teaching Exceptional Children*, 46, 77-91.
- Currie-Rubin, R. J., Smith, S., J. (2014). Understanding the roles of families in virtual learning. *Teaching Exceptional Children*. 46, 117-126.
- Smith, S. J., & Basham, J. (2014). Designing online learning opportunities for students with disabilities. *Teaching Exceptional Children*, 46, 127-137.
- Johnston, S., Greer, D., & Smith, S. J., (2014). Peer learning in K12 virtual schools. *Journal of Distance Education*, (28)1, 1-31.
- Israel, M., Ribuffo, C., & Smith, S. J. (2014) *Universal design for learning innovation configuration: Recommendations for preservice teacher preparation and inservice professional development*. Content Innovation Configuration, Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center, Gainesville, FL.
- Basham, J. D., Smith, S. J., Greer, D., & Marino, M. (2013). The scaled arrival of K-12 online education: Emerging realities and implications for the future of education. *Journal of Education*, 193, 51-59

Cheatham, G. A., Smith, S. J., Elliott, W., & Friedline, T. (2013). Family assets, postsecondary education, and students with disabilities: Building progress and overcoming challenges. *Children and Youth Services Review*, in press. 35 (7), 1078-1086, 9, 2013

Brownell, M., Smith, S., Crockett, J., & Griffin, C. (2012). *Inclusive instruction: Evidence-based practices for teaching students with disabilities*. Guilford Press: New York, NY.

Smith, S. J., Basham, J., & Diedrich, J., (2012). *Universal Design for Learning Measurement/Scan Tool* – Developed as part of a Center on Online Learning and Students with Disabilities project to examine K-12 online curriculum and content to determine alignment to the principles, guidelines, and checkpoints affiliated with the UDL framework.

### **Presentations**

Smith, S. J. (December, 2016). *Innovations that promote evidence-based practices for individuals with Down syndrome*. Paper presented at the Keys to Success Conference, Overland Park, KS.

Smith, S. J., & Basham, J. B. (2016, December). *The state of online learning for students with disabilities: What the research tells us*. Presentation for the Senate staffers for the Senate Committee on Health, Education, Labor, and Pensions, Washington, DC.

Smith, S. J. (2016, November). *Virtual and augmentative applications for struggling learners: Altering reality*. Paper presented at the Autism Around the World Conference, Dubai, United Arab Emirates.

Smith, S. J. (2016, November). *The ABCs of technology implementation: Literacy application*. Paper presented at the Autism Around the World Conference, Dubai, United Arab Emirates.

Smith, S. J. (2016, November). *How to make video modeling work for all children: Research and practice*. Paper presented at the Autism Around the World Conference, Dubai, United Arab Emirates.

Smith, S. J. (2016, November). *Framing instruction: Universal design for learning for the classroom*. Paper presented at the Autism Around the World Conference, Dubai, United Arab Emirates.

Smith, S. J. (2016, October). *Personalized learning for ALL: Considering ways to measure digital instructional materials*. Paper presented at the INACOL Blended and Online Learning Symposium, San Antonio, TX.

Smith, S. J. (2016, October). *Parents' role in online learning: A paradigm shift*. Paper presented at the INACOL Blended and Online Learning Symposium, San Antonio, TX.

Smith, S. J. (2016, October). *Invited In: Measuring UDL design in online learning*. Paper presented at the INACOL Blended and Online Learning Symposium, San Antonio, TX.

Smith, S. J. (2016, October). *Technology innovations across the continuum: What does research tell us*. Paper presented at the 16<sup>th</sup> Annual Kennedy-Krieger CARD Conference, Baltimore, MD.

Smith, S. J. (2016, October). *Virtual reality: The future is now*. Paper presented at the 16<sup>th</sup> Annual Kennedy-Krieger CARD Conference, Baltimore, MD.

Smith, S. J. (2016, September). *Measuring the accessibility of online learning: Data from the UDL framework*. Paper presented at the National Association of State Directors of Special

Education/CASE Conference, Milwaukee, WI.

- Smith, S. J. Stahl, W. M., & Basham, J. B. (2016). *State of K-12 blended and fully online learning for students with disabilities*. Presentation at the US Department of Education's Office of Special Education Programs Annual Leadership Meeting, Washington, DC.
- Smith, S. J. (2016, August). *Innovations to foster a successful academic year: What we should all know*. Presentation for the Kansas City Down syndrome Guild Educators Series, Shawnee Mission, KS.
- Smith, S. J. (2016, July). *App smackdown: Making it three years in a row*. Presentation at the Annual Down syndrome Congress Convention, Orlando, FL.
- Smith, S. J. (2016, July). *Tips, tricks and tools for transition: Supporting the journey to adulthood*. Presentation at the Annual Down syndrome Congress Convention, Orlando, FL.
- Smith, S. J. (2016, July). *What do we know: Technology innovations to support learning*. Presentation at the Annual Down syndrome Congress Convention, Orlando, FL.
- Smith, S. J. (2016, July). *Framing innovation to facilitate inclusion*. Presentation at the Annual Down syndrome Congress Convention, Orlando, FL.
- Smith, S. J., & Rowland, A. (2016, June). *How personalized is personalized learning*. Paper presented at the International Society of Technology in Education (ISTE) Annual Convention, Denver, CO.
- Smith, S. J., & Alzahrani, T. (2016, June). *Impact of visual supports on reading comprehension*. Paper presented at the International Society of Technology in Education (ISTE) Annual Convention, Denver, CO.
- Smith, S. J. (2016, June). *Let's take a data walk: Determining the need for technology*. Presented at the Wyoming Down syndrome Association Annual Meeting, Casper, WY.
- Smith, S. J. (2016, June). *Looking to the past for the future: Innovative solutions for ALL learners*. Keynote presented at the Wyoming Down syndrome Association Annual Meeting, Casper, WY.
- Smith, S. J. (2016, June). *Inclusion through innovation: Making it work*. Presentation at the Wyoming Down syndrome Association Annual Meeting, Casper, WY.
- Smith, S. J., Hall, T., Basham, J. B., & Stahl, W. M (2016, April). *STRAND K: Exploring elementary and secondary blended/online learning for students with disabilities*. Strand Leader for the Council for Exceptional Children's Annual Conference, St. Louis, MO.
- Smith, S. J., & Marino, M. (2016, April). *Social engagement and networking in digital environments for individuals with disabilities*. Paper presented at the Council for Exceptional Children's Annual Conference, St. Louis, MO.
- Smith, S. J. (2016, April). *What works in blended learning: Effective reading comprehension in virtual learning*. Paper presented at the Council for Exceptional Children's Annual Conference, St. Louis, MO.
- Smith, S. J., Stahl, W. M., Hall, T., & Basham, J. B. (2016, April). *Making connections and emerging frontiers in the digital and blended environment*. Panel presentation at the Council for Exceptional

Children's Annual Conference, St. Louis, MO.

- Bell, S., & Smith, S. J. (2016, April). *Lessons From the Frontline in the Digital and Blended Environment*. Paper presentation at the Council for Exceptional Children's Annual Conference, St. Louis, MO.
- Smith, S. J., & Rowland, A. (2016, June). *Writing to the core: Technology innovation + writing strategies = success*. Paper presented at the International Society of Technology in Education (ISTE) Annual Convention, Denver, CO.
- Smith, S. J. (April, 2016). *Technology alters practice: Empowering parents to facilitate change*. Keynote at the Families Together Annual State Conference, Wichita, KS.
- Smith, S. J., & Lowrey, A. (2016, March). *Setting the research agenda for the UDL-IRN*, Paper presented at the UDL-IRN National Summit, Baltimore, MD.
- Smith, S. J. (2016, March). *Review of the research: What do we know on the impact of the UDL framework on student outcomes*. Paper presented at the UDL-IRN National Summit, Baltimore, MD.
- Smith, S. J., & Deshler, D., (2016, February). *Let's get personal: What we've learning about blended learning*. Keynote at the Learning Disabilities Association Annual Conference, Orlando, FL.
- Smith, S. J., & Alzahrani, T. (2016, January). *Beyond Accessible: Digital Books that address Reading Comprehension*. Paper presented at the Assistive Technology Industry Association, Orlando, FL.

### **Grants and/or other Funded Projects**

- Smith, S. (Co-Principal). *Validate Educational Research in Fundamental Innovation: Universal Design for Learning (VERIFI:UDL)*. US Dept of Education \$11,999,919, Submitted August 4, 2015 (January 1, 2016 - December 31, 2020). Pending.
- Rowland, A., Smith, S. J., Craig-Hare, J., & Ellis, J. (2016). *Talk Like a Scientist: Virtual Reality Fosters the Learning and Practice of Scientific Argumentation for All Students*. National Science Foundation, DRL- Discovery Research K-12 \$2,500,000, Submitted, December 5, 2016 (September 1, 2017 – August, 31, 2021). Pending.
- Smith, S. J., Deshler, D. D., Basham, J., & Greer, D. (2012-2017). Sustainable Implementation of Innovations for Student Achievement (SIISA), U.S., Department of Education (\$2,500,000). Refereed/competitive process.
- Deshler, D., Smith, S. J., Meyen, E., Basham, J., & Greer, D. (2011-2016). *Center on Online Learning for Students with Disabilities*, U.S., Department of Education (\$7,500,000). Refereed/competitive process.
- Smith, S. J., (2011-2014). Principal Investigator, *Steppingstones Phase II: Animated Visual Supports for Social Skills*, U.S. Department of Education (\$600,000). Refereed/competitive process.
- Smith, S. J., Griswold, D., & Hart, J., (2008-2013). *Special education preservice training improvement grants: The University of Kansas Department of Special Education Kansas High-Incidence Preparation (KIP) Project*. US Department of Education, Office of Special Education Programs. (\$500,000). Refereed/competitive process.

- Smith, S. J., Knowlton, E, Miller, J., & Myles, B. (2007-2011). Principal Investigator, *Steppingstones Phase I: Animated Visual Supports for Social Skills*, U.S. Department of Education (\$400,000). Refereed/competitive process.
- Smith, S. J. (2007-2012). Principal Investigator, *Personnel Presentation Grant: A Masters Training Program with an Emphasis in Assistive/Instructional Technology*, U.S., Department of Education (\$1,000,000). Refereed/competitive process.
- Meyen, E., Smith, S., Poggio, J., & Aust, R. (2004-2007). *Advanced technologies for using assessment data to improve student achievement*. Fund for the Improvement of Post-Secondary Education, US Department to Education Washington, D.C. (\$450,000. Refereed/competitive process.
- Smith, S. J., & Meyen, E. (2003-2008). *Leadership in Online Learning: Preparing Leaders for Innovative Solutions in Current and Future Personnel Preparation*. Office of Special Education Program's Leadership Competition, US Department of Education, \$800,000. Refereed/competitive process.
- Smith, S. J. & Meyen, E. L. (September, 2002-2005). *Steppingstones Phase II: Research of Standards-Based Modules for General and Special Education Teachers*, Steppingstones in Technology - Phase II, Office of Special Education Programs, US Department of Education, \$400,000. Refereed/competitive process.
- Wehmeyer, M. L., & Smith, S. J. (July 2001-2006). *Mental retardation and technology*. Disability Rehabilitation Research Project, U.S. Department of Education, Office of Special Education and Rehabilitation Services (OSERS) and National Institute on Disability Rehabilitation Research (NIDRR), Washington, D. C. \$1,500,000. Refereed/competitive process.

**BIOGRAPHICAL SKETCH**

NAME <b>Dale Walker, Ph.D.</b>		POSITION TITLE <b>Associate Research Professor and Scientist</b>	
<b>Education and Training</b>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
Scripps College, Claremont, CA	B.A.	1982	Psychology
University of Kansas, Lawrence, KS	M.A.	1985	Human Development
University of Kansas, Lawrence, KS	Ph.D.	1988	Developmental Child Psychology
University of Kansas, Lawrence, KS	Post Doc	1994	Special Education

**A. Personal Statement:** My research has focused on identifying the effects of early experience on language development and school readiness aimed at developing interventions. Projects address early childhood language development and evidence-based intervention with child care providers, teachers and parents; assessment practices with infants and preschoolers; fidelity of intervention implementation; and issues related to the impact of poverty on child outcomes and school readiness.

**B. Selected Positions and Experience**

- 1988-1991 Research Associate, Schiefelbusch Institute for Life Span Studies, University of Kansas
- 1991-2004 Assistant Research Professor, Schiefelbusch Institute for Life Span Studies, KU
- 1999-2001. Assistant Professor; Director Early Childhood Programs, Dept. of Human Dev. KU
- 2001-present Courtesy Faculty, Dept. of Applied Behavioral Science
- 2001-2013 Courtesy Faculty, Dept. of Special Educ. KU
- 2004-present Associate Research Professor, Schiefelbusch Inst. for Life Span Studies, Univ. of KS

**B. Service and Honors**

- 2003-present Kansas Division for Early Childhood President (2004-2008) Ex-Officio (2009-present)
- 2007-2010 Division for Early Childhood Research Committee Chairperson
- 2009- 2013 Governor Appointed: State of Kansas Interagency Coordinating Council Infant/Toddler
- 2011- 2015 Kansas School Readiness Data Task Force
- 2012 Leading Light Research Award, Outstanding Research Contribution Univ. of KS.
- 2016 - present Kansas Action for Children, Board of Directors

**Selected Editorial Activities**

- Consulting Editor: *Early Childhood Research Quarterly* (2004 – present))
- Consulting Editor: *Topics in Early Childhood Special Education* (2007-present)
- Associate Editor: *Journal of Early Intervention* (2007-present)

**C. Selected Peer-Reviewed Publications**

- Kamps, D., Walker, D., Dugan, E., Leonard, B.R., Thibadeau, S., Marshall, K., Grossnickle, L., & Boland, D. (1991). Small group teaching procedures: Programming for increasing opportunities to respond and student performance. *Focus on Autistic Behaviors*, 6, 1-18.
- Kamps, D., Walker, D., Maher, J., & Rotholz, D. (1992). Academic and environmental effects of small group arrangements in classrooms for students with autism and other developmental disabilities. *Journal of Autism and Developmental Disorders*, 22, 277-293.
- Greenwood, C. R., Carta, J. J., Hart, B., Kamps, D., Terry, B., Arreaga-Mayer, C., Atwater, J., Walker, D., Risley, T., & Delquadri, J. (1992). Out of the laboratory and into the community: 26 years of

- Applied Behavior Analysis at the Juniper Gardens Children's Project. *American Psychologist*, 47, 1464-1474.
- Walker, D., Greenwood, C., Hart, B., & Carta, J. (1994). Prediction of school outcomes based on early language production and socioeconomic factors. *Child Development*, 65, 606-621.
- Mortweet, S. L., Utley, C. A., Walker, D., Dawson, H.L., Delquadri, J., Reddy, S.S., Greenwood, C. R., Hamilton, S. (1999). Classwide peer tutoring: Teaching students with mild mental retardation in inclusive classrooms. *Exceptional Children*, 65, 524-536.
- Luze, J. L., Linebarger, D. L., Greenwood, C. R., Carta, J. J., & Walker, D., Leitschuh, C., & Atwater, J. (2001). Developing a general outcome measure of growth in expressive communication of infants and toddlers. *School Psychology Review*, 30 (3), 383-406.
- McEvoy, M. A., Priest, J. S., Kaminski, R., Carta, J. J., Greenwood, C. R., McConnell, S. R., Good, R. H., Walker, D., & Shinn, M. R. (2001). General growth outcomes: Wait! There's more! *Journal of Early Intervention*, 24(3), 191-192.
- Priest, J., McConnell, S., & Walker, D., Carta, J., Kaminski, R. A., McEvoy, M.A., Good, R.H., III, Greenwood, C. R., & Shinn, M. R. (2001). General growth outcomes for children: developing a foundation for continuous progress measurement. *Journal of Early Intervention*, 24, 163-180.
- Luze, J. L., Linebarger, D. L., Greenwood, C. R., Carta, J. J., & Walker, D., Leitschuh, C., & Atwater, J. (2001). Developing a general outcome measure of growth in expressive communication of infants and toddlers. *School Psychology Review*, 30 (3), 383-406.
- Carta, J. J., Greenwood, C. R., Walker, D., Kaminski, R., Good, R., McConnell, S., & McEvoy, M. (2002). Individual growth and development indicators (IGDIs): Assessment that guides intervention for young children. *Young Exceptional Children Monograph Series*, 4, 15 – 28.
- Linebarger, D. L. & Walker, D. (2004). Infants' and toddlers' television viewing and language outcomes. *American Behavioral Scientist*, 46, 1 – 22.
- Walker, D., Harjusola-Webb, S., Small, C., Bigelow, K., & Kirk, S. M. (2005). Forming research partnerships to promote communication of infants and young children in child care. *Young Exceptional Children Monograph Series*, 6, 69 – 81.
- Greenwood, C. R., Carta, J. J., Walker, D., Hughes, K. & Weathers (2006). Preliminary investigations of the application of the Early Communication Indicator (ECI) for infants and toddlers. *Journal of Early Intervention*, 28, 178-196.
- Greenwood, C. R., Walker, D., Carta, J. J., & Higgins, S. (2006). Developing a general outcome measure of growth in the cognitive abilities of children 1 to 4 years old: The Early Problem Solving Indicator (EPSI). In A. VanDerHeyden & P. Synder (Eds.), Integrating Early Intervention and School Psychology to Accelerate Growth for all Children in School. *Psychology Review*, 35, 535-551.
- Bailey, D. B., Bruder, M.B., Hebbeler, K., Carta, J., Defosset, M., Greenwood, C., Kahn, L., Mallik, S., Markowitz, J., Spiker, D., Walker, D., & Barton, L. (2006). Recommended outcomes for families of young children with disabilities. *Journal of Early Intervention*, 28, 227-243.
- Greenwood, C. R., Walker, D., Hornback, M., Hebbeler, K., & Spiker, D. (2007). Progress developing the Kansas early childhood special education accountability system: Initial findings using the ECO Child Outcome Summary Form (COSF). *Topics in Early Childhood Special Education*, 27, 2-18.
- Missall, K., N., Carta, J. J., McConnell, S., Walker, D., & Greenwood, C. R. (2008). Using individual growth and development indicators to measure early language and literacy. *Infants and young Children*, 21, 241-253.

- Walker, D., Carta, J.J., Greenwood, C., & Buzhardt, J. (2008). Individual Growth and Development Indicators: Their use in progress monitoring and intervention decision making in early education. *Exceptionality, 16*, 33-47.
- Walker, D., Bigelow, K., Harjusola-Webb, S. (2008). Increasing communication and language-learning opportunities for infants and toddlers. *Young Exceptional Children Monograph #10*, 105-121.
- Buzhardt, J., Greenwood, C., Walker, D., Carta, J., Terry, B., & Garrett, M. (2010). A web-based tool to support data-based early intervention decision making. *Topics in Early Childhood Special Education, 29*, 201-213.
- Greenwood, C. R., Walker, D., & Buzhardt, J. (2010). The Early Communication Indicator (ECI) for infants and toddlers: Early Head Start growth norms from two states. *Journal of Early Intervention, 32*(5), 310-334.
- Greenwood, C., Thiemann-Bourke, K., Walker, D., Buzhardt, J., & Gilkerson, J. (2011). Assessing children's home language environments using automatic speech recognition technology. *Communication Disorders Quarterly, 32*, 83-92.
- Buzhardt, J., Greenwood, C., Walker, D., Anderson, R., Howard, W., & Carta, J. (2011). Effects of Web-Based Support on Early Head Start Home Visitors' Use of Evidence-Based Intervention Decision Making and Growth in Children's Expressive Communication. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field, 13*(3), 121-146.
- Buzhardt, J., Walker, D., Greenwood, C., & Carta, J. (2011). A Study of an Online Tool to Support Evidence-Based Practices with Infants and Toddlers. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field, 14*:3, 151-156.
- Walker, D. & Bigelow, K. (2012, Winter). Building the Capacity to Support Children's Language Learning through Naturalistic Communication Strategies. *KITS Kansas Inservice Training Service Newsletter, 21*, (1).
- Buzhardt, J., Walker, D., Greenwood, C., & Heitzman-Powell (2012). Using technology to support progress monitoring and data-based intervention decision making in early childhood: Is there an App for that? *Focus on Exceptional Children, 44* (8).
- Greenwood, C., Walker, D., Buzhardt, J., Howard, W., McCune, L., & Anderson, R. (2013). Evidence of a Continuum in Foundational Expressive Communication Skills. *Early Childhood Research Quarterly, 28*, 540-554.
- Greenwood, C., Buzhardt, J., Walker, D., McCune, L., & Howard, W., L. (2013). Advancing the Construct Validity of the Early Communication Indicator (ECI) for Infants and Toddlers: Equivalence of Growth Trajectories Across two Early Head Start samples. *Early Childhood Research Quarterly, 28*, 743-758.
- Walker, D. (2015, Summer). *What's all the talk about? Kansas Child, Vol. 14, Issue #3, pp. 12 – 13.* Child Care Aware of Kansas, Salina, KS.
- Greenwood, C., Carta, J., Walker, D., Watson-Thompson, J., Gilkerson, J., Larson, A., & Schnitz, A. (2017). Conceptualizing a Public Health Prevention Intervention for Bridging the 30 Million Word Gap. *Clinical Child and Family Psychology Review* (online DOI 10.1007/s10567-017-0223-8).

#### **D. Selected Books and Chapters**

- Greenwood, C. R., Walker, D., & Utley, C. A. (2002). Relationships between social-communicative skills and life achievements. In H. Goldstein, L. Kaczmarek, & K. English (Eds.) *Promoting social communication in children and youth with developmental disabilities* (pp. 345-370). Baltimore, MD: Brookes.

- Warren, S. F. & Walker, D. (2005). Fostering early communication and language development. In D. M. Teti (Ed.) *Handbook of research methods in developmental science* (pp. 249-270). Malden, MA: Blackwell.
- Walker, D., & Carta, J. J. (2010). The Communication IGDI: Early Communication Indicator. In J. J. Carta, C. R. Greenwood, D. Walker & J. Buzhardt (Eds.), *Using IGDIs: Monitoring progress and improving intervention results for infants and young children* (pp.39-56). Baltimore, MD: Brookes.
- Walker D., & Greenwood, C. (2010). The Cognitive Problem-Solving IGDI: Early Problem Solving Indicator. In J. J. Carta, C. R. Greenwood, D. Walker & J. Buzhardt (Eds.), *Using IGDIs: Monitoring progress and improving intervention results for infants and young children* (pp. 57-73). Baltimore, MD: Brookes.
- Walker, D., & Buzhardt, J. (2010). IGDI Administration: Coding, scoring, and graphing. In J. Carta, C. Greenwood, D. Walker & J. Buzhardt (Eds.), *Using IGDIs: Monitoring progress and improving intervention results for infants and young children* (pp. 23-35). Baltimore, MD: Brookes.
- Buzhardt, J., & Walker, D. (2010). Web-Based Support for Decision Making Using IGDIs. In J. Carta, C. Greenwood, D. Walker & J. Buzhardt (Eds.), *Using IGDIs: Monitoring progress and improving intervention results for infants and young children* (pp. 127-142). Baltimore, MD: Brookes.
- Buzhardt, J. & Walker, D. (2010). General Guidelines for IGDI Training and Certification. In J. Carta, C. Greenwood, D. Walker & J. Buzhardt (Eds.), *Using IGDIs: Monitoring progress and improving intervention results for infants and young children* (pp. 145-158). Baltimore, MD: Brookes.
- Greenwood, C. & Walker, D. (2010). Development and Validation of IGDIs. In J. J. Carta, C. R. Greenwood, D. Walker & J. Buzhardt (Eds.), *Using IGDIs: Monitoring progress and improving intervention results for infants and young children* (pp. 159-177). Baltimore, MD: Brookes.
- Walker, D. (2011). Evidence-based Practice in Early Childhood Intervention., In C. J. Groark and L. Kaczmarek (Eds.), *Early childhood intervention: Shaping the future for children with special needs and their families, three volumes: Vol. 2*. pp. 147-167. Santa Barbara, CA: ABC-CLIO, Praeger.
- Carta, J., Greenwood, C., Baggett, K., Buzhardt, J., & Walker, D. (2012). Research-based Approaches for Individual Caregiving and Educational Interventions for Infants and Toddlers in Poverty. In S.L. Odom, E. Pungello, & N. Gardner-Neblett (Eds.) *Re-visioning the Beginning: Implications of Developmental and Health Science for Infants and Toddler Care and Poverty*. NY: Guilford Press.
- Colombo, J., Kannass, K.N., Walker, D., & Brez, C. (2012) The Development of Attention in Infancy and Early Childhood: Implications for Early Childhood and Early Intervention. In S.L. Odom, E. Pungello, & N. Gardner-Neblett (Eds.) *Re-visioning the Beginning: The Implications of Developmental and Health Science for Infants and Toddler Care and Poverty*. New York: Guilford Press.

**E. Selected Representative Conference Presentations, Webinars, Workshops**

- Walker, D. (2017, April). *Building the capacity of early childhood educators to bridge the word gap*. Workshop at Teach for America One Day, All Children Summit. Kansas City, MO.
- Bigelow K., Walker, D., Turcotte, A., Jia, F., & Irvin, D.W. (2017, April). *Using text messaging to build parents' capacity to improve child language-learning opportunities*. Presented at the Bridging the Word Gap Pre-Conference Poster Symposium at the Biennial Conference of the Society for Research in Child Development. Austin, TX.
- Walker, D., Sepulveda, S., Hoff, E., Rowe, M., Schwartz, I., Dale, P. S., Peterson, C., Diamond, K., Bigelow, K., Raikes, H., Levine, S., & Wasik, B. H. (2017, April)., *A systematic review of interventions promoting children's language implemented in child care and early intervention*. Poster symposium presented at the Biennial Conference of the Society for Research in Child Development. Austin, TX.

## Laurie Leiker Winter

(b)(6)

### EDUCATION, LICENSES, AND HONORS:

M.S.E., Curriculum and Instruction, concentration in Reading, University of Kansas, 1995

B.S.E., Elementary Education, University of Kansas, 1988

Professional Licenses: Elementary (K-9), Reading Specialist (K-9) – Expiration: April, 2018  
State of Kansas

Unclassified Staff Achievement Award, University of Kansas, 2007

### EDUCATIONAL LEADERSHIP:

Literacy Consultant for Language & Literacy Consulting, Inc.

August 1999- present

#### State Level

- Facilitate special projects for the Kansas State Department of Education.

#### District & School Level

- Conduct needs assessments at the district and school level using administrator interviews and school walkthroughs, observations, and notes.
- Summarize strengths and areas of need for a district's reading curriculum and instruction that links to evidence-based research.
- Recommend instructional changes that will reinforce and strengthen the areas of need for a district and/or school.
- Provide professional development that will support district- and school-level change that positively impacts student achievement.
- Provide instructional coaching for administrators as they make decisions regarding reading curriculum and instruction at the district level.
- Provide ongoing coaching and support for administrators, literacy coaches, and teachers for the implementation of effective literacy instruction.

### Kansas Reading First Project Coordinator

August 2003 – 2010, University of Kansas, Institute for Educational Research and Public Service

- Spearheaded the creation and delivery of a statewide Reading professional development program for Kindergarten through third grade, ESL, Title I, and Special Education teachers in the State of Kansas titled the Kansas Reading Academy for more than 5,000 teachers.
- Developed and deliver follow-up professional development for teachers in the form of Interactive Distance Learning (IDL) sessions.
- Recruited, selected, prepared, and supported trainers to present the Kansas Reading Academy curriculum.
- Maintained and coordinated expenditures in excess of \$4.2 million.
- Developed video clips of effective literacy instruction.
- Developed an online version of the Kansas Reading Academy.

**LITERACY COACHING EXPERIENCE:**

**Elementary Literacy Resource Person**

August 1997 – 2003, Kansas City, Kansas Public Schools

**Literacy Instructional Resource Person, August 2001 – May 2003**

- Evaluated effective literacy instruction in elementary schools.
- Communicated and collaborated with school leadership to improve student achievement.
- Modeled effective literacy lessons for classroom teachers.
- Provided professional development to assist teachers and leadership in improving student achievement.
- Trained School Improvement Facilitators in literacy.
- Coordinated the implementation of balanced literacy in 30 elementary schools with an intense focus on guided reading.
- Trained 36 elementary teachers as literacy leaders who assisted in implementing Balanced Literacy at 30 elementary sites.
- Trained district administrators in literacy strategies.

**Reading Excellence Grant Coordinator, December 1999 – July 2001**

- Coordinated the implementation of \$3.2 million Reading Excellence grant for five elementary schools.
- Trained 9 literacy coaches to support teachers in the five elementary sites.

**Kansas Accelerated Literacy Learning (KALL) Trainer, August 1997-2003**

- Coordinated the growth of participating KALL schools from five to seventeen.
- Coordinated and trained 25 KALL teachers.

**TEACHING EXPERIENCE:**

August 2014 - Present

**MidAmerica Nazarene University**

- Reading Specialist Program Coordinator – Collaborate with admissions to establish cohorts of students, schedule course sequence, supervise course development and quality, as well as monitor compliance of state program requirements,
- Adjunct Instructor – Taught a variety of graduate and undergraduate reading methods and leadership courses.

**University of Kansas**

January 2016 – May 2017

- Adjunct Instructor – Taught a variety of undergraduate reading methods courses including a supervised practicum.

**Classroom Teacher, White Church Elementary School**

Kansas City, Kansas Public Schools

August 1990 – 1997, Fourth, fifth, first grade and Title I

**PROFESSIONAL CONTRIBUTIONS:**

Publications

- Nielsen, D.C., Winter, L.L., Keetle, S., & Jackson, C. (2007). More than a reading intervention: Teachers working together to improve the reading achievement of students from culturally and linguistically diverse backgrounds. *Multiple Voices 10* (1&2), 125-146.

Scholarly Presentations

- National Reading Conference, *An urban districts reform and effects in student achievement: A 6-year study*, December 2006.
- National Reading Conference, *Bringing the Knowledge of the Intervention Teacher to the Classroom Teacher: Effect on Student Achievement in an Urban District*, December 2004.
- National Reading Conference, *Multi-dimensional Professional Development K-3 in an Urban District and its Impact on Student Achievement*, December 2002.
- Kansas Reading Association, *Supporting Word Work Recognition Strategies with Word Work Activities*, February 2001.
- Kansas Reading Association, *Three Teacher In-service Models Which Move an Early Intervention Program into the Classroom*, February 1999.
- National Reading Conference, *Moving the Intervention into the Classroom*, December 1998.

REFERENCES: Available upon request

INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization**

Kansas Department of Education  
120 SE 10th Avenue  
Topeka, KS 66612-1182

**Date: JUN 23 2015****Agreement No: 2015-027****Filing Reference:** Replaces previous  
Agreement No. 2012-056**Dated:** 9/14/2012

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 issued by the U.S. Department of Education pursuant to the authority in Attachment A of Office of Management and Budget Circular A-87.

Indirect rates for fiscal years that begin on or after December 26, 2014 are subject to 2 CFR Part 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	07/01/2012	06/30/2015	17.6%	MTDC	Unrestricted
Predetermined	07/01/2012	06/30/2015	12.6%	MTDC	Restricted
Predetermined	07/01/2015	06/30/2018	20.8%	MTDC	Unrestricted
Predetermined	07/01/2015	06/30/2018	13.7%	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 OMB Circular A-87-Attachment B Paragraph 8.d.(3), unused leave costs for all employees will 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.

Y900

## Section II - Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

**Section III - Special Remarks**

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

**Section IV - Approvals**

For the State Education Agency:

Kansas Department of Education  
120 SE 10th Avenue  
Topeka, KS 66612-1182

For the Federal Government:

U.S. Department of Education  
OCFO / FIO / ICG  
550 12th Street, SW  
Washington, DC 20202-4450

(b)(6)

Signature

*Bill Schafar*

Name

*Director of Fiscal Services & Operations*

Title

*6/29/2015*

Date

Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

JUN 23 2015

Date

Negotiator: Andre Hylton  
Telephone Number: (202) 245-7568

028 P 3 MJD

## Support Letters

- James Basham, University of Kansas
- Barbara Bradley, University of Kansas
- Irma Brasseur-Hock, University of Kansas
- Mary Beth Calhoon, University of Miami
- Judith Carta, University of Kansas
- Jana Craig-Hare, University of Kansas
- Julie Ewing, Kansas Department of Education
- Michael Hock, University of Kansas
- Dennis Kear, Emporia State University
- Jim Knight, University of Kansas
- Tonnie Martinez, Kansas State University
- Diane Nielsen, University of Kansas
- Deborah Reed, University of Iowa
- Colleen Riley, Kansas Department of Education
- Amber Rowland, University of Kansas
- Sean Smith, University of Kansas
- Dale Walker, University of Kansas
- Laurie Winter, Language & Literacy Consulting, Inc.
- University of Kansas Center for Research, Inc.



Dr. Suzanne Myers Ed.D.  
Kansas State Department of Education  
900 SW Jackson St.  
Topeka, KS 66612

July 2, 2017

Dear Dr. Myers,

I strongly support your Striving Readers Comprehensive Literacy (SRCL) Grant proposal. I look forward to serving on the Kansas State Literacy Team (KSLT) as an advisor in the areas of teaching students with diverse learning needs and Universal Design for Learning (UDL). Currently, I serve as an Associate Research Professor in the department of Special Education at the University of Kansas. I am well published and frequently serve as a consultant for school districts, universities, state agencies, and corporate entities on modern learning environments, personalization, and UDL. I serve on editorial boards for various journals and I am a cofounder of the global UDL Implementation Research Network (UDL-IRN).

As a KSLT member, I will share my experience, research, and understandings of how best to support all students, but especially those with disabilities through UDL. I understand that we will meet as a group at least five times virtually, as well as at least once in person. I understand that I will be compensated for this work and my expenses for this activity reimbursed by the project.

Sincerely,

(b)(6)



James Basham, Ph.D., Associate Professor  
School of Education – Special Education  
University of Kansas  
[jbasham@ku.edu](mailto:jbasham@ku.edu)



July 8, 2017

Suzanne Myers Ed.D.  
Kansas State Department of Education  
900 SW Jackson St.  
Topeka, KS 66612

Dear Dr. Myers,

I would welcome the opportunity to serve on your Kansas State Literacy Team (KSLT). I think The Striving Readers Comprehensive Literacy program will help us to better support to our Kansas schools, teachers, and students. My research, publications, and teaching have focused on issues related to the literacy development and instruction of young children (preschool-primary grades). Specifically, I have conducted research related to book sharing using multiple genres (e.g., narratives, informational texts, poetry) in early childhood classrooms. Further, I worked on an Administration of Children, Youth and Families grant related to early literacy, a National Institutes of Health (NIH) grant related to reading fluency in the primary grades, and an Institute of Education Sciences (IES) grant related instructional coaching. Currently, I am working with a teacher on ways to better support writing among her 4<sup>th</sup> and 5<sup>th</sup> grade students. In addition to my research, I teach undergraduate and graduate courses related to emergent literacy and beginning reading, as well as reading comprehension.

For the KSLT, I will be available to support the educators, preschool though fifth grade who are exploring, planning, and eventually implementing their literacy development initiatives and may have questions or need advice to support their progress. I will plan to meeting at least five times virtually with the KSLT team, as well as at least once in person. I understand that I will be compensated for this work and my expenses for this activity reimbursed by the project.

Sincerely,

(b)(6)

Barbara A. Bradley, Ph.D., Professor  
University of Kansas  
Department of Curriculum & Teaching  
316 J.R. Pearson Hall  
1122 W. Campus Road  
Lawrence, KS 66045  
[barbarab@ku.edu](mailto:barbarab@ku.edu)



Dr. Suzanne Myers Ed.D.  
Kansas State Department of Education  
900 SW Jackson St.  
Topeka, KS 66612

July 2, 2017

Dear Dr. Myers,

As an Assistant Research Professor and Lecturer in the Department of Special Education at the University of Kansas with an intense interest in implementation of blended learning models and intensive reading instruction for adolescents with reading disabilities, your Striving Readers Comprehensive Literacy proposal is of great interest to me. I welcome the opportunity to serve on the Kansas State Literacy Team (KSLT). My professional background is in the area of teaching students, including students with special needs, and working to ensure their teachers are knowledgeable and skilled at instruction. I am currently involved in multiple efforts to scale an evidenced based adolescent reading program (which I developed along with colleagues) development of effective professional development models, and instructional coaching support for teachers. I am the author of multiple articles and instructional manuals in these areas.

I understand that the KSLT will meet as a group no more than five times virtually, as well as once in person and that I will be compensated for this work and my expenses for grant related activities will be reimbursed by the project.

I look forward to working with you on this project!

(b)(6)

**Irma Brasseur-Hock, Ph.D., Assistant Research Professor/ Lecturer**

ibrasser@ku.edu

University of Kansas

Center for Research on Learning

Department of Special Education

1122 West Campus Rd

Lawrence, KS 66045-3101

[University of Miami Letter Head]

Dr. Suzanne Myers Ed.D.  
Kansas State Department of Education  
900 SW Jackson St.  
Topeka, KS 66612

July 3, 2017

Dear Suzy,

Please accept this letter as my support for your proposal for the Striving Readers Comprehensive Literacy program offered by the Office of Elementary and Secondary Education of the U.S. Department of Education. I am committed to serving on your Kansas State Literacy Team (KSLT). My decades of work with adolescents (i.e., Students with learning disabilities, Students at-risk for disabilities, English Language Learners) who struggle with literacy will be an excellent fit for the needs that you have in Kansas. I have designed, researched, implemented, and published multiple interventions for literacy remediation for students 1<sup>st</sup>-12<sup>th</sup> grades. For Kansas, I will support all teachers and especially those in the middle and high schools.

I plan to meet with the KSLT at least five times virtually, as well as at least once in person. I am aware that I will be compensated for my time and travel and that my expenses for grant related activities will be reimbursed by the project.

Sincerely,

**Mary Beth Calhoon**

**Mary Beth Calhoon, Ph.D.**

Associate Professor  
University of Miami  
Orovitz Building  
1507 Levante Ave  
Coral Gables, Florida 33146-2416



July 10, 2017

Dr. Suzanne Myers Ed. D.  
Kansas State Department of Education  
900 SW Jackson St.  
Topeka, KS 66612

Re: Application for the 2017 U.S. Department of Education Striving Readers Grant

Dear Dr. Myers,

It would be my pleasure to serve as a member of the Kansas State Literacy Team and help facilitate the Striving Readers initiative in our state. For over 40 years, I have worked in the state of Kansas to support early literacy interventions for children growing up in poverty. I have been on the leading edge to support progress monitoring for infants and young children, researching and implementing classroom interventions that support young children's early literacy and social development, and discovering new ways to promote family involvement in early intervention programs. As the director of the Center for RTI in Early Childhood, I led a team of researchers that developed and validated early literacy interventions for young children needing additional instructional support. I am currently the director of the Bridging the Word Gap Research Network, a national effort spearheading research to enrich the language experiences of young children living in poverty.

Your Striving Readers proposal takes much of the work that I and other leaders in our field have done and you are empowering Kansas schools, teachers, and students to implement much needed professional learning and evidence-based supports. I welcome the opportunity to be a member of the KSLT where I will meet virtually five times and once face-to-face to support problem-solving, planning, and successful progression of this powerful project. I understand that I will be compensated for this work and my expenses for this activity reimbursed by the project.

I look forward to working with you!

(b)(6)

A rectangular box with a black border, containing the text '(b)(6)' in the top left corner. This indicates that the signature and name of the sender have been redacted.

Judith J. Carta, Ph.D.,  
Professor of Special Education and Senior Scientist  
Juniper Garden's Children's Project, Life Span Institute



July 3, 2017

Dr. Suzanne Myers Ed.D.  
Kansas State Department of Education  
900 SW Jackson St.  
Topeka, KS 66612

Dr. Myers,

It would be my honor to serve on the Kansas State Literacy Team (KSLT) for your Striving Readers Comprehensive Literacy grant proposal, which is being administered by the Office of Elementary and Secondary Education of the U.S. Department of Education. I have worked with the Kansas State Department of Education (KSDE) in a variety of capacities over the years, including program intern, employee, and evaluator for the Kansas Title IID initiative. I continue to have a strong relationship with KSDE and the Local Education Agencies, serving as a resource for district-level educational technology initiatives and outside visitation team member for the Kansas Education Systems Accreditation (KESA) process.

Throughout my 20+ years in education, I have created a professional history focusing on curriculum studies and effective classroom practices. Previously, I taught in a variety of school settings including college and PK-12 levels, as well as coordinated educational technology programs at the district and state levels. In my current position, I provide organizational leadership, program management, and research/evaluation expertise for a variety of K-12 grant-funded projects and school-wide interventions. Recently, I have also taught reading theory and strategy courses for undergraduate secondary education majors as well as graduate students pursuing a Reading Specialist Master's Degree. As a member of district- and state-wide management teams, I have developed the skills for long-range planning, implementation, and evaluation. Working with various curriculum teams, I have advocated for the best possible learning experiences to ensure student success for 21<sup>st</sup>-century learners.

My research has focused on the increased need to develop digitally-enhanced, active learning environments through teaching and learning strategies, instructional coaching, and educational games. In addition, I have coordinated development, research and evaluation initiatives funded by the Institute of Education Sciences (IES), the National Science Foundation (NSF) and the Department of Defense Education Activity (DoDEA). As a former secondary teacher, District Technology Coordinator, State Educational Technology Director and University Instructor, I bring a classroom perspective to school improvement models, including best practices in research-based instructional strategies and technology integration.

I believe that my range of experiences and history of professional performance, provide me with a unique set of skills that can contribute to the success of the Kansas Striving Readers initiative. As a KSLT member, I will welcome hard work, new challenges and being part of a team devoted to learning, research and student achievement. I understand that our group will meet at least five times online and once in person during each year of funding and that I will be compensated for this work and my expenses to be reimbursed by the project.

Sincerely,

(b)(6)

Jana Craig-Hare, Ph.D.  
*Associate Director of Research & Evaluation, KU-ALTEC*  
*Assistant Research Professor, KU-CRL*

**ALTEC - Advanced Learning Technologies in Education Consortia**

J.R. Pearson Hall | 1122 West Campus Road, Room 239 | Lawrence, KS 66045-3101 | (785) 864-0699 | Fax: (785) 864-0704 | [www.altec.org](http://www.altec.org)

July 2, 2017

Dr. Suzanne Myers  
Kansas State Department of Education  
900 SW Jackson St.  
Topeka, KS 66612

Dear Suzy:

Please accept this letter as my commitment to serve on the Kansas State Literacy Team (KSLT) for the Striving Readers proposal that you have written. As the Educational Program Consultant for Title III, State Bilingual and English as a Second Language in Kansas, I welcome the opportunity to collaborate with educators across the state to support all students and especially those who are learning a second language. My role gives me a unique perspective that will help enhance the work of the KSLT and I look forward to working alongside the group of literacy professionals that you have assembled.

As a member of the KSLT, I know that for each year of funding, we will meet virtually five times and once face-to-face. I understand that my role is to review the efforts of the project, including those of the Local Education Agencies and serve as an advisor and champion of their efforts!

Sincerely,

Julie Ewing  
Title III, State Bilingual, and ESOL Education Program Consultant  
[jewing@ksde.org](mailto:jewing@ksde.org)

[KU Letter Head]

Dr. Suzanne Myers Ed.D.  
Kansas State Department of Education  
900 SW Jackson St.  
Topeka, KS 66612

July 2, 2017

Dear Dr. Myers,

As the Director of the University of Kansas Center for Research on Learning, I have an intense interest in addressing the chronic low reading performance of adolescents with reading disabilities. Thus, the KSDE Striving Readers Comprehensive Literacy proposal is of great interest to me. I welcome the opportunity to serve on the Kansas State Literacy Team (KSLT). My professional background includes research in the area of teaching students who have learning differences and working to ensure their teachers are knowledgeable and skilled at instruction. I am currently involved in educational change efforts, development of effective professional development models, virtual instructional coaching for teachers, and the validation of comprehensive reading programs. I am the author of multiple articles and chapters in adolescent literacy and professional development and regularly support educational change efforts in multiple states.

I understand that the KSLT will meet as a group no more than five times virtually, as well as once in person and that I will be compensated for this work and my expenses for grant related activities will be reimbursed by the project.

I look forward to working with you on this project!

**Michael F. Hock, Ph.D., Senior Research Scientist and Director of KU CRL**  
mhock@ku.edu  
University of Kansas  
Center for Research on Learning  
1122 West Campus Rd  
Lawrence, KS 66045-3101



KANSAS MASONIC LITERACY CENTER

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Campus Box 4036 • 1 Kellogg Circle • Emporia, KS 66801-5415 • Phone: 620.341.5240 • [www.emporia.edu/literacy](http://www.emporia.edu/literacy)

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Dr. Suzanne Myers Ed.D.  
Kansas State Department of Education  
900 SW Jackson St.  
Topeka, KS 66612

July 2, 2017

Dear Suzy,

As you know, our mission at the Kansas Masonic Literacy Association (KMLC) is to collaborate with schools, teachers, families and organizations to strengthen the promotion of literacy learning for all Kansans. I know that your Striving Readers Comprehensive Literacy program will be an excellent partnership for us and the state and I welcome the opportunity to serve on the Kansas State Literacy Team (KSLT).

I started my career in education as an elementary classroom teacher in Kansas and had the opportunity to serve as a professor and associate dean at Wichita State University. I have also served as the president of the Kansas Reading Association, the president of the Kansas Reading Professionals in Higher Education, chair of the review panel for the National Assessment for Educational Progress 2009 Reading Framework, and director of the South Central Kansas Writing Project. I am confident that through my experiences and network of education and literacy specialists in the state, I will be able to support the management and implementation of the Kansas Striving Readers initiative as a member of the KSLT. I am willing to meet with the KSLT at least five times virtually, as well as at least once in person and I understand that I will be compensated for my time and travel and that my expenses for grant related activities will be reimbursed by the project.

Thank you for the invitation and I look forward to working with you!

Dr. Dennis J. Kear, Ph.D.  
Executive Director  
Kansas Masonic Literacy Center  
Emporia State University, Campus Box 4036  
1 Kellogg Circle  
Emporia, KS 66801-5415  
(620) 341-5240 (office)

(b)(6)



July 2, 2017

Dr. Suzanne Myers Ed.D.  
Kansas State Department of Education  
900 SW Jackson St.  
Topeka, KS 66612

Dear Dr. Myers,

As a researcher with an intense interest in the professional development and coaching of teachers who work with a wide range of students, your Striving Readers Comprehensive Literacy proposal is of great interest to me. I welcome the opportunity to serve on the Kansas State Literacy Team (KSLT). My professional background is in the area of teaching students, including students with special needs and working to ensure their teachers are knowledgeable and skilled at instruction. I am currently involved internationally in educational change efforts, development of effective professional development models, and virtual instructional coaching for teachers. I am the author of multiple articles and books in these areas and regularly support educational change efforts in multiple states.

I understand that the KSLT will meet as a group no more than five times virtually, as well as once in person and that I will be compensated for this work and my expenses for grant related activities will be reimbursed by the project.

I look forward to working with you on this project!

(b)(6)

**Jim Knight, Ph.D., Associate Researcher, President- Instructional Coaching Group**  
[jknight@ku.edu](mailto:jknight@ku.edu)

University of Kansas  
Center for Research on Learning  
1122 West Campus Rd  
Lawrence, KS 66045-3101



College of Education  
Department of Curriculum & Instruction

July 1, 2017

Suzanne Myers Ed.D.  
Kansas State Department of Education  
900 SW Jackson St.  
Topeka, KS 66612

Dear Dr. Myers,

As an Assistant Professor in the department of Curriculum and Instruction at Kansas State University, I would be very interested in serving on the Kansas State Literacy Team (KSLT). Indeed, this Striving Readers Comprehensive Literacy proposal will support Kansas students who are learning English as a second language (ESL) and this is an emphasis in my teaching and research efforts. I work closely with school districts to support the accommodation of ESL students in regular content classrooms. In addition, we work to build cultural competencies in engaging diverse learners in standardized curricula. I also serve as the Coordinator for the Office of Innovation and Collaboration at Kansas State, so serving on the KSLT would be a welcome partnership to further our connections with Kansas schools.

For the KSLT, I will be available to support the planning and implementing of effective literacy interventions and practices for disadvantaged students, particularly those living in poverty or learning a second language. I will be available to meet at least five times virtually with the KSLT team, as well as at least once in person throughout the years of project funding. I understand that I will be compensated for this work and my expenses for this activity reimbursed by the project.

Sincerely,

(b)(6)

Tonnie Martinez, Ph.D., Assistant Professor &  
Coordinator, Office of Innovation and Collaboration  
009 Bluemont Hall  
785-532-2962  
[tonnie@k-state.edu](mailto:tonnie@k-state.edu)



Suzanne Myers Ed.D.  
Kansas State Department of Education  
900 SW Jackson St.  
Topeka, KS 66612

June 28, 2017

Dear Dr. Myers:

I would welcome the opportunity to serve on your Kansas State Literacy Team (KSLT). The Striving Readers Comprehensive Literacy program would be a wonderful boost for our Kansas schools, teachers, and students. As you know, my research and publications have focused on issues related to the literacy development and instruction of young children (preschool-primary grades) typically developing as well as students with special needs, particularly children with hearing-impairments. I have also developed reading assessments and directed several literacy-related projects including a USDE funded Early Childhood Professional Development project, which focused on supporting urban preschool teachers in creating language and literacy-rich classrooms, as well as two Institute of Education Sciences (IES) funded research projects focused on the literacy development and instruction of young children.

For the KSLT, I will be available to support the educators, preschool through fifth grade who are exploring, planning, and eventually implementing their literacy development initiatives and may have questions or need advice to support their progress. I will plan to meet at least five times virtually with the KSLT team, as well as at least once in person. I understand that I will be compensated for this work and my expenses for this activity reimbursed by the project.

Sincerely,

(b)(6)

Diane Corcoran Nielsen, Ph.D., Professor  
University of Kansas  
School of Education  
Department of Curriculum & Teaching  
dnielsen@ku.edu



Dr. Suzanne Myers, Ed.D.  
Kansas State Department of Education  
900 SW Jackson St.  
Topeka, KS 66612

July 5, 2017

Dear Dr. Myers,

Thank you for the invitation to serve on the Kansas State Literacy Team (KSLT). I support your proposal for the Striving Readers Comprehensive Literacy program offered by the Office of Elementary and Secondary Education of the U.S. Department of Education. Currently, my research interests include appropriate uses of reading data in instructional decision making and providing effective reading instruction and intervention to vulnerable populations. As a member of the KSLT, I will facilitate project work in this area and specifically for the students and teachers in the primary and intermediate grades, Kindergarten through fifth.

I understand that the KSLT will meet as a group at least five times virtually, as well as at least once in person. I am aware that I will be compensated for my time and that my expenses for grant related activities will be reimbursed by the project.

Sincerely,

(b)(6)

Deborah Reed, Ph.D.  
Associate Professor  
University of Iowa  
S148 Lindquist Center  
319-384-2884  
[deborah-reed@uiowa.edu](mailto:deborah-reed@uiowa.edu)

259 Lindquist Center North  
Iowa City, Iowa 52242-1529  
319-335-5324 Fax 319-335-5608  
[teach-learn@uiowa.edu](mailto:teach-learn@uiowa.edu)  
[www.education.uiowa.edu/teach](http://www.education.uiowa.edu/teach)

July 12, 2017

Dr. Myers  
Kansas State Department of Education  
900 SW Jackson St.  
Topeka, KS 66612

Dear Dr. Myers,

The Early Childhood, Special Education and Title (ECSET) Services team is pleased to support the proposal for Kansas Striving Readers Comprehensive Literacy Program for which you are applying.

The ECSET team is in a unique role to support the proposal due to the leadership and comprehensive technical assistance currently provided to districts by the Kansas Multi-Tier System of Supports (MTSS) program and the Kansas Learning Network (KLN) program, both of which improve literacy outcomes for students. Additionally, members of the ECSET team who support Title and special education programs and staff from the Kansas Technical Assistance System Network (TASN) can support the literacy effort being proposed.

As you are aware, the Kansas MTSS Early Childhood experts provide high-quality professional learning to multiple Kansas district and school teams whose classrooms deliver evidence based literacy instruction in early learning programs. The Kansas Technical Assistance System Network (TASN) coordinates a statewide professional learning cadre of trainers in Language Essentials for Teachers of Reading (LETRS) as well as the classroom use of Universal Design for Learning (UDL) principles through the Kansas Infinitic Coalition of districts. The ECSET staff provide leadership and guidance to the above experts to ensure alignment with Kansas State Board of Education (KSBE) vision and outcomes so that Kansas will lead the world in the success of each student.

The ECSET leadership team supports this proposal for a Kansas Striving Readers Comprehensive Literacy Program as we all agree, that ensuring each student has the opportunity to learn from highly qualified teachers who implement evidence based literacy instruction in every classroom will assist the KSBE in achieving the vision.

We look forward to hearing more about the proposal and supporting the team when the grant is awarded to Kansas.

Sincerely,

(b)(6)

A rectangular box with a black border, used to redact the signature of Colleen Riley. The text "(b)(6)" is written in the top left corner of the box.

Colleen Riley, Director



Dr. Suzanne Myers Ed.D.  
Kansas State Department of Education  
900 SW Jackson St.  
Topeka, KS 66612

June 25, 2017

Dear Suzy,

Please receive this letter of commitment as my agreement to serve on the Kansas State Literacy Team for your U.S. Department of Education Striving Readers Comprehensive Literacy grant proposal. As a born and raised Kansan with a family who has been here for more than seven generations, I have a strong interest in seeing the students and children of this state be successful. As a graduate from the University of Kansas I have spent the last 20 years traveling the state, working with teachers in the capacity of an educator, Instructional Coach, and the director of multiple implementation and research projects. Over the years, I have had the opportunity to work with a large percentage of the unified school districts in the state.

As the project coordinator for the Title IID funded, Kansas Technology Rich Classroom (TRC) project, I spent five years supporting teacher professional learning in the areas of language arts, math, and science, specifically in technology integration. In a recent Office of Special Education and Policy project, a colleague and I created, implemented, and researched an online system called **WRITE – Writing stRategies for Instructional Technology in Education**, which supports teachers anywhere in the world, interested in increasing student performance using evidence-based strategies and research-based technology solutions. As the project director and lead Instructional Coach, I worked in local Kansas teachers and students to help us shape this professional learning product.

As a member of KSLT, I will bring my professional learning experiences in the area of strategy instruction paired with technology integration to support all students, but especially those who struggle. I have facilitated virtual and face-to-face professional learning and instructional coaching and look forward to supporting your Striving Readers efforts in Kansas. I know that our group will meet at least five times online and once in person during each year of funding. I understand that where applicable, I will be compensated for this work and my expenses for this activity reimbursed by the project.

Sincerely,

(b)(6)

Amber Rowland, Ph.D.  
Director of Professional Development & Assistant Research Professor

[ALTEC - Advanced Learning Technologies in Education Consortia](#)

J.R. Pearson Hall | 1122 West Campus Road, Room 239 | Lawrence, KS 66045-3101 | (785) 864-0699 | Fax: (785) 864-0704 | [www.altec.org](http://www.altec.org)



Dr. Suzanne Myers Ed.D.  
Kansas State Department of Education  
900 SW Jackson St.  
Topeka, KS 66612

July 2, 2017

Dear Dr. Myers,

As a parent of two students with special needs who have struggled with various aspects of literacy, your Striving Readers Comprehensive Literacy proposal is of great interest to me. I welcome the opportunity to serve on the Kansas State Literacy Team (KSLT). My professional background is in the area of teaching students with special needs and the integration of technology. I currently direct several U.S. Department of Education program initiatives seeking to further the integration of technology across teacher preparation. Specifically, I am leading a five-year initiative to support students who struggle with writing through progress monitoring, data-driven decision making, research-based strategies, and evidence-based technology solutions.

I understand that the KSLT will meet as a group at least five times virtually, as well as at least once in person and that I will be compensated for this work and my expenses for grant related activities will be reimbursed by the project.

I look forward to working with you on this project!

(b)(6)

A rectangular box with a black border, containing the text '(b)(6)' in the top left corner. The rest of the box is empty, indicating that the signature has been redacted.

Sean Smith, Ph.D., Professor  
[seanj@ku.edu](mailto:seanj@ku.edu)  
University of Kansas  
Department of Special Education  
1122 West Campus Rd  
Lawrence, KS 66045-3101

## *JUNIPER GARDENS CHILDREN'S PROJECT*

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The Schiefelbusch Institute for Life-Span Studies, University of Kansas  
member of the Children's Campus of Kansas City (CCKC)

444 Minnesota Avenue, Suite 300  
Kansas City, Kansas 66101-2800  
VOICE (913) 321-3143  
FAX (913) 371-8522  
walkerd@ku.edu

Dr. Suzanne Myers Ed.D.  
Kansas State Department of Education  
900 SW Jackson St.  
Topeka, KS 66612

July 09, 2017

Dear Dr. Myers,

I am pleased to offer this letter as my confirmation to serve on the Kansas State Literacy Team and demonstrate my support for the Kansas Striving Readers Comprehensive Literacy proposal. I am excited to hear about your proposal to improve the language and literacy outcomes for young children in Kansas. I understand this need and have focused my research on identifying the effects of early experience on language and literacy development to develop interventions and assessment aimed at informing intervention with infants and young children from disadvantaged backgrounds and those with or at-risk for disabilities. My experience co-directing the Bridging the Word Gap Research Network, and research projects through the Office of Special Education and the Institute for Education Sciences in which I partner with early childhood practitioners, teachers and parents to increase their implementation of language and early literacy interventions and use of progress monitoring assessment to inform data-based decision making with infants and young children aligns well with your proposed project.

As a member of the KSLT my focus will be on supporting the birth to age five efforts. I understand that for each year of funding, KSLT will meet virtually five times and once face-to-face. I understand that I will be compensated for this work and my expenses for this activity reimbursed by the project.

I look forward to working with you and your colleagues on this project should your application be successful.

My Regards,

(b)(6)

Dale Walker, Ph.D., Associate Research Professor  
Phone: (913) 321-3143, ext. 2602  
Life Span Institute  
Juniper Gardens Children's Project  
444 Minnesota Avenue, Suite 300  
Kansas City, KS 66101-2914  
[walkerd@ku.edu](mailto:walkerd@ku.edu)



Suzanne Myers Ed.D.  
Kansas State Department of Education  
900 SW Jackson St.  
Topeka, KS 66612

July 5, 2017

Dear Dr. Myers,

I would welcome the opportunity to serve on your Kansas State Literacy Team (KSLT). The Striving Readers Comprehensive Literacy program would be a welcome boost to our Kansas schools, teachers, and students. I have worked in the field of education for more than 25 years, developing literacy as my primary area of expertise. Over the course of my career, I have worked with the Kansas State Department of Education (KSDE) to coordinate and facilitate a variety of grants such as the Striving Readers Comprehensive Literacy Grant awarded in 2011 which produced the *Kansas Guide to Learning: Literacy*. This guide provides caregivers and teachers with important information for working with children birth through grade 12 that will assist them in planning effective lessons that prepares students to be college and career ready.

Additionally, I coordinated the No Child Left Behind grant titled Kansas Reading First for KSDE. This grant provided elementary teachers professional learning on all the essential elements of reading (e.g., phonemic awareness, phonics, fluency, vocabulary, comprehension, etc.) including assessments. The Kansas Reading Academy was a week of learning that provided teachers from all over the state of Kansas in-depth information about reading instruction. In fact, almost 5,500 elementary teachers attended an Academy. I feel fortunate to have had the opportunity to work collaboratively with the KSDE directors and consultants on important educational projects.

I have also worked for the Kansas City, Kansas, Public School District. My main responsibilities focused on district-wide literacy professional development which included Kansas Accelerated Literacy Learning training, an early intervention program in reading for primary teachers, the Literacy Leaders trainer-of-trainer model for disseminating literacy information to more than 30 elementary buildings in the district, and the Reading Excellence Grant which involved in-depth literacy professional development, as well as instructional coaching, and assessment coordination.

For the KSLT, I will be available to support the educators of students in Kindergarten through fifth grade who are exploring, planning, and eventually implementing their literacy development initiatives and may have questions or need advice to support their progress. I will plan to meet at least five times virtually with the KSLT team, as well as at least once in person. I understand that I will be compensated for this work and my expenses for this activity reimbursed by the project.

Sincerely,

(b)(6)

Laurie Winter  
Language & Literacy Consulting, Inc.  
President



July 12, 2017

Dr. Suzanne Myers  
Education Program Consultant  
Kansas Department of Education  
900 SW Jackson  
Topeka, KS  
66612

Dear Dr. Myers,

The University of Kansas Center for Research, Inc. (KUCR) is pleased to submit the subcontract proposal for *Kansas Striving Readers Comprehensive Literacy Initiative*, under the direction of Dr. Michael Hock at the University of Kansas. It is our understanding that you will in turn submit a proposal to the US Department of Education. The KUCR budget reflects a total request of \$217,588 for the project period of October 1, 2017 through September 30, 2020.

The University of Kansas Center for Research, Inc. is a non-profit organization affiliated with the University of Kansas, and handles the administrative and financial functions of grants for the university.

By signing this letter, KUCR's authorized representative is demonstrating our strong commitment to the proposed research

Sincerely,

(b)(6)

Alicia Reed  
Interim Director, Research Administration

## LEA Support Letters

- Atchison – USD 409
- Augusta – USD 402
- Burlington – USD 244
- Chase-Raymond – USD 401
- Fowler – USD 225
- Galena – USD 499
- Geary County – USD 475
- Geary County Community Corrections – USD 475
- Goddard – USD 265
- Golden Plains – USD 316
- Goodland – USD 352
- Greeley County – USD 200
- Hartford, Olpe, Neosho Rapids – USD 252
- Hiawatha – USD 415
- Hillsboro – USD 410
- Humboldt – USD 258
- Independence – USD 446
- Jefferson West – USD 340
- Kansas City, KS – USD 500
- Kismet Plains – USD 483
- Lincoln – USD 298
- Manhattan-Ogden – USD 383
- Marmaton Valley – USD 256
- Moran – USD 256
- Newton – USD 373
- Olathe – USD 233
- Oswego – USD 504
- Paradise – USD 399
- Parsons – USD 503
- Pike Valley – USD 426

- Pittsburg – USD 250
- Remington – USD 206
- Rolla – USD 217
- Rose Hill – USD 394
- Shawnee Heights – USD 450
- Solomon – USD 393
- South Brown County – USD 430
- Spring Hill – USD 230
- Sublette – USD 374
- Tonganoxie – USD 464
- Topeka – USD 501
- Valley Center – USD 262
- Vermillion – USD 380
- Waconda – USD 272
- Wamego – USD 320
- Weskan – USD 242
- West Franklin – USD 287



This document expresses our district's interest in applying for the Kansas Striving Readers Comprehensive Literacy Program, should Kansas be awarded in the 2017 U.S. Department of Education competition. If the Federal grant is awarded and our district application is funded, we agree to actively engage administrators, teachers, parents, and community leaders to support our students' literacy development. We understand that we will need to invest time and collaborative energy to learn and refine our efforts, and we agree to collect and share aggregate data (only that data which is appropriate for our particular funded application), as well as lessons learned with the Striving Readers Program and learning community.

DISTRICT USD 409 TOWN OR CITY Atchison

SUPERINTENDENT Dr. Susan Myers

SUPERINTENDENT SIGNATURE Dr. Susan Myers DATE 6-29-17

DISTRICT STUDENT POPULATION as of June 2017 1740

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students                      % of Students <u>1,065</u> <u>61%</u>	NUMBER OF STUDENTS GRADES PK - 5  <u>898</u>
DISTRICT ENGLISH LEARNERS # of Students                      % of Students <u>10</u> <u>&lt; 1%</u>	NUMBER OF STUDENTS GRADES 6-8  <u>388</u>
DISTRICT DISADVANTAGED STUDENTS # of Students                      % of Students <u>1,483</u> <u>85%</u>	NUMBER OF STUDENTS, GRADES 9-12  <u>460</u>

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS <u>Success for All (pre K-5)</u>	CURRENT LITERACY ASSESSMENTS <u>Acuity K-8</u> <u>STAR Reading 6-12</u> <u>Dibels K, 1st, 2nd,</u> <u>Scholastic Reading Inventory</u> <u>KELI4r - preK</u> <u>2-5</u> <u>Curiosity Corner 2-unit Records</u>
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Please return this completed PDF to [semyers@ksde.org](mailto:semyers@ksde.org) by June 30, 2017.

Kansas Striving Readers Comprehensive Literacy Initiative



This document expresses our district's interest in applying for the Kansas Striving Readers Comprehensive Literacy Program, should Kansas be awarded in the 2017 U.S. Department of Education competition. If the Federal grant is awarded and our district application is funded, we agree to actively engage administrators, teachers, parents, and community leaders to support our students' literacy development. We understand that we will need to invest time and collaborative energy to learn and refine our efforts, and we agree to collect and share aggregate data (only that data which is appropriate for our particular funded application), as well as lessons learned with the Striving Readers Program and learning community.

DISTRICT Augusta USD 402 TOWN OR CITY Augusta, KS

SUPERINTENDENT Dr. John Black

SUPERINTENDENT SIGNATURE *John P. Black* DATE 6-13-2017

DISTRICT STUDENT POPULATION as of June 2017 2174

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students <u>856</u> % of Students <u>39%</u>	NUMBER OF STUDENTS GRADES PK – 5 <u>1011</u>
DISTRICT ENGLISH LEARNERS # of Students <u>23</u> % of Students <u>.010</u>	NUMBER OF STUDENTS GRADES 6-8 <u>519</u>
DISTRICT DISADVANTAGED STUDENTS # of Students <u>281</u> % of Students <u>13%</u>	NUMBER OF STUDENTS, GRADES 9-12 <u>644</u>

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS  <u>Istation (K-8), Pathways to Reading (K-2), Reading Plus (6-10), Kansas MTSS (K-10), STAR (K-5), AR (K-5)</u>	CURRENT LITERACY ASSESSMENTS  <u>Dibels Next K-5, Aimsweb 6-10, NWEA MAP (6-10), Pathways (K-2)</u>
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Please return this completed PDF to [semyers@ksde.org](mailto:semyers@ksde.org) by June 30, 2017.



This document expresses our district's interest in applying for the Kansas Striving Readers Comprehensive Literacy Program, should Kansas be awarded in the 2017 U.S. Department of Education competition. If the Federal grant is awarded and our district application is funded, we agree to actively engage administrators, teachers, parents, and community leaders to support our students' literacy development. We understand that we will need to invest time and collaborative energy to learn and refine our efforts, and we agree to collect and share aggregate data (only that data which is appropriate for our particular funded application), as well as lessons learned with the Striving Readers Program and learning community.

DISTRICT: USD 244 TOWN OR CITY: Burlington

SUPERINTENDENT: Craig Marshall

SUPERINTENDENT SIGNATURE Craig Marshall DATE: 6-12-17

DISTRICT STUDENT POPULATION as of June 2017: 859

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students 175      % of Students 47	NUMBER OF STUDENTS GRADES PK – 5 370
DISTRICT ENGLISH LEARNERS # of Students 0      % of Students 0	NUMBER OF STUDENTS GRADES 6-8 208
DISTRICT DISADVANTAGED STUDENTS # of Students 92      % of Students 32.7	NUMBER OF STUDENTS, GRADES 9-12 281

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS Wonders Core Curriculum, Wilson Foundations Programming K-2, Reading Recovery Grade 1, Lexia Core 5, Accelerated Reading, Reading Eggs, Right Flight, SONDAY System (Phonics), Moby Max, Study Sync.	CURRENT LITERACY ASSESSMENTS AimsWeb, MAP, QPS, Foundations Assessments, STAR Reading, State Assessments
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Please return this completed PDF to [scmyers@ksde.org](mailto:scmyers@ksde.org) by June 30, 2017.



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DISTRICT USD 401 Chase-Raymond TOWN OR CITY Chase

SUPERINTENDENT Glenna Grinstead

SUPERINTENDENT SIGNATURE [Signature] DATE 10/12/17

DISTRICT STUDENT POPULATION as of June 2017 162

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK - 5
# of Students <u>115</u>	% of Students <u>71%</u>	<u>73</u>
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students <u>7</u>	% of Students <u>4%</u>	<u>33</u>
DISTRICT DISADVANTAGED STUDENTS		NUMBER OF STUDENTS, GRADES 9-12
# of Students <u>122</u>	% of Students <u>75%</u>	<u>56</u>

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS <u>MTSS K-12 Reading Program</u>	CURRENT LITERACY ASSESSMENTS <u>DIBELS Lexia</u> <u>AIMSWEB</u> <u>Scholastic Reading Inventory</u>
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DISTRICT 225 TOWN OR CITY Fowler

SUPERINTENDENT Jeff Bollinger

SUPERINTENDENT SIGNATURE *[Signature]* DATE June 19, 2017

DISTRICT STUDENT POPULATION as of June 2017 155

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students <b>89</b> % of Students <b>57.4%</b>	NUMBER OF STUDENTS GRADES PK – 5 <b>80</b>
DISTRICT ENGLISH LEARNERS # of Students <b>4</b> % of Students <b>0.026%</b>	NUMBER OF STUDENTS GRADES 6-8 <b>35</b>
DISTRICT DISADVANTAGED STUDENTS # of Students      % of Students	NUMBER OF STUDENTS, GRADES 9-12 <b>40</b>

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS  <b>MTSS</b>	CURRENT LITERACY ASSESSMENTS  <b>Star</b> <b>Star Early Literacy</b>
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Please return this completed PDF to [semyers@ksde.org](mailto:semyers@ksde.org) by June 30, 2017.



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DISTRICT Galena U.S.D. 499 TOWN OR CITY Galena

SUPERINTENDENT Dr. Brian D. Smith

SUPERINTENDENT SIGNATURE  DATE 6/14/17

DISTRICT STUDENT POPULATION as of June 2017 804

**Please Complete.**

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK – 5
# of Students	% of Students	350
575	71%	
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students	% of Students	196
0	0	
DISTRICT DISADVANTAGED STUDENTS		NUMBER OF STUDENTS, GRADES 9-12
# of Students	% of Students	258
722	90	

**Please list.**

CURRENT LITERACY INITIATIVES/PROGRAMS	CURRENT LITERACY ASSESSMENTS
Animated Literacy	Kansas Assessments
Reading Naturally	MAP
MTSS	STAR Reading
Accelerated Reader	DIBELS

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DISTRICT USD 475 TOWN OR CITY Junction City

SUPERINTENDENT Dr. Corbin Witt

SUPERINTENDENT SIGNATURE Corbin Witt DATE 6/15/17

DISTRICT STUDENT POPULATION as of June 2017 6,763

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students 4,495      % of Students 63% (9/20/16 Official Count)	NUMBER OF STUDENTS GRADES PK – 5 3,932
DISTRICT ENGLISH LEARNERS # of Students 695      % of Students 10%	NUMBER OF STUDENTS GRADES 6-8 1,359
DISTRICT DISADVANTAGED STUDENTS # of Students 2,551      % of Students 34% (At-Risk Count for Whole School Year)	NUMBER OF STUDENTS, GRADES 9-12 1,472

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS  Please see following attachment.	CURRENT LITERACY ASSESSMENTS  Please see following attachment.
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Please return this completed PDF to [semyers@ksde.org](mailto:semyers@ksde.org) by June 30, 2017.



This document expresses our district's interest in applying for the Kansas Striving Readers Comprehensive Literacy Program, should Kansas be awarded in the 2017 U.S. Department of Education competition. If the Federal grant is awarded and our district application is funded, we agree to actively engage administrators, teachers, parents, and community leaders to support our students' literacy development. We understand that we will need to invest time and collaborative energy to learn and refine our efforts, and we agree to collect and share aggregate data (only that data which is appropriate for our particular funded application), as well as lessons learned with the Striving Readers Program and learning community.

DISTRICT USD 475 TOWN OR CITY Junction City

SUPERINTENDENT Dr. Corbin Witt

SUPERINTENDENT SIGNATURE Corbin Witt DATE 6/15/17

DISTRICT STUDENT POPULATION as of June 2017 6,763

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students 4,495 % of Students 63% (9/20/16 Official Count)	NUMBER OF STUDENTS GRADES PK – 5 3,932
DISTRICT ENGLISH LEARNERS # of Students 709 % of Students 9.2% (9/20/16 Official Count)	NUMBER OF STUDENTS GRADES 6-8 1,359
DISTRICT STUDENTS WITH DISABILITIES # of Students 522 % of Students 6.8% (9/20/16 Official Count)	NUMBER OF STUDENTS, GRADES 9-12 1,472

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS  Please see following attachment.	CURRENT LITERACY ASSESSMENTS  Please see following attachment.
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Please return this completed PDF to [semyers@ksde.org](mailto:semyers@ksde.org) by June 30, 2017.



This document expresses our district's interest in applying for the Kansas Striving Readers Comprehensive Literacy Program, should Kansas be awarded in the 2017 U.S. Department of Education competition. If the Federal grant is awarded and our district application is funded, we agree to actively engage administrators, teachers, parents, and community leaders to support our students' literacy development. We understand that we will need to invest time and collaborative energy to learn and refine our efforts, and we agree to collect and share aggregate data (only that data which is appropriate for our particular funded application), as well as lessons learned with the Striving Readers Program and learning community.

DISTRICT: **Goddard Public Schools – USD 265** TOWN OR CITY: **Goddard**

SUPERINTENDENT: **Dr. Justin B. Henry**

SUPERINTENDENT SIGNATURE  DATE 06/28/17

DISTRICT STUDENT POPULATION as of June 2017: **5684**

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students 1352                      % of Students 24%	NUMBER OF STUDENTS GRADES PK – 5 - 2586
DISTRICT ENGLISH LEARNERS # of Students 270                      % of Students 5%	NUMBER OF STUDENTS GRADES 6-8 - 1385
DISTRICT DISADVANTAGED STUDENTS # of Students 1352                      % of Students 24%	NUMBER OF STUDENTS, GRADES 9-12 - 1713

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS	CURRENT LITERACY ASSESSMENTS  STAR Reading DIBELS ACT Aspire Kansas State Assessments
---------------------------------------	--

Please return this completed PDF to [semyers@ksde.org](mailto:semyers@ksde.org) by June 30, 2017.



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DISTRICT 316 TOWN OR CITY Selden, Kansas

SUPERINTENDENT Larry Lyder

SUPERINTENDENT SIGNATURE Larry Lyder DATE 6-14-17

DISTRICT STUDENT POPULATION as of June 2017 183

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK - 5
# of Students <u>123</u>	% of Students <u>67%</u>	<u>87</u>
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students <u>33</u>	% of Students <u>18%</u>	<u>41</u>
DISTRICT DISADVANTAGED STUDENTS		NUMBER OF STUDENTS, GRADES 9-12
# of Students <u>103</u>	% of Students <u>56%</u>	<u>55</u>

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS <u>MTSS - "Bulldog Time"</u>	CURRENT LITERACY ASSESSMENTS <u>AIMS Web</u> <u>Ks Assessments</u>
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Please return this completed PDF to [semyers@ksde.org](mailto:semyers@ksde.org) by June 30, 2017.



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DISTRICT: USD 352

TOWN OR CITY: Goodland

SUPERINTENDENT: Bill Biermann

SUPERINTENDENT SIGNATURE: *Bill Biermann*

DATE 6-27-17

DISTRICT STUDENT POPULATION as of June 2017: 921

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students <b>446</b> % of Students <b>48.5</b>	NUMBER OF STUDENTS GRADES PK – 5 430
DISTRICT ENGLISH LEARNERS # of Students <b>85</b> % of Students <b>9.26</b>	NUMBER OF STUDENTS GRADES 6-8 211
DISTRICT DISADVANTAGED STUDENTS # of Students <b>122</b> % of Students <b>13.3</b>	NUMBER OF STUDENTS, GRADES 9-12 280

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS  MTSS Intervention & Reading Supports LETRS AR	CURRENT LITERACY ASSESSMENTS  AIMSWeb
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DISTRICT USD 200 TOWN OR CITY Tribune, KS

SUPERINTENDENT Stuart Holmes

SUPERINTENDENT SIGNATURE Stuart Holmes DATE 6-27-17

DISTRICT STUDENT POPULATION as of June 2017 258

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students <u>153</u> % of Students <u>59%</u>	NUMBER OF STUDENTS GRADES PK - 5  <u>142</u>
DISTRICT ENGLISH LEARNERS # of Students <u>71</u> % of Students <u>27.5%</u>	NUMBER OF STUDENTS GRADES 6-8  <u>53</u>
DISTRICT DISADVANTAGED STUDENTS # of Students <u>34</u> % of Students <u>Below the federal poverty line</u> <u>13%</u>	NUMBER OF STUDENTS, GRADES 9-12  <u>63</u>

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS <u>Journeys (text) / Endless Alphabet</u> <u>Scot Pad / Teach your monster to read</u> <u>Brain Pop / Endless Reader</u> <u>Reading A-Z /</u>	CURRENT LITERACY ASSESSMENTS <u>Star Reading</u> <u>Renaissance Reading (AR Tests)</u> <u>Kansas' State Reading Assessment</u>
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DISTRICT: U.S.D. #252 TOWN OR CITY: Hartford, Olpe, Neosho Rapids

SUPERINTENDENT: Dr. Michael Argabright

SUPERINTENDENT SIGNATURE *Michael Argabright* DATE 6-19-17

DISTRICT STUDENT POPULATION as of June 2017: 550

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students : <u>250</u> % of Students : <u>45.63%</u>	NUMBER OF STUDENTS GRADES PK – 5 <u>265</u>
DISTRICT ENGLISH LEARNERS # of Students: <u>0</u> % of Students: <u>0</u>	NUMBER OF STUDENTS GRADES 6-8 <u>130</u>
DISTRICT DISADVANTAGED STUDENTS # of Students: <u>186</u> % of Students: <u>33.79%</u>	NUMBER OF STUDENTS, GRADES 9-12 <u>155</u>

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS  <u>Accelerated Reader</u>	CURRENT LITERACY ASSESSMENTS  <u>Dibels &amp; MAP</u>
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DISTRICT USD 415 Hiawatha TOWN OR CITY Hiawatha

SUPERINTENDENT Penny Hargrove

SUPERINTENDENT SIGNATURE *Penny Hargrove* DATE 6/26/17

DISTRICT STUDENT POPULATION as of June 2017 909

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK – 5
# of Students 479	% of Students 52	455
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students	% of Students	207
DISTRICT DISADVANTAGED STUDENTS		NUMBER OF STUDENTS, GRADES 9-12
# of Students 161	% of Students 17	247

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS	CURRENT LITERACY ASSESSMENTS
4 Block	STAR
Guided Reading	DIEBELS
SSR	DAR
	State Assessment

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DISTRICT USD 410 TOWN OR CITY Hillsboro

SUPERINTENDENT Max Heinrichs

SUPERINTENDENT SIGNATURE *Max Heinrichs* DATE June 28, 2017

DISTRICT STUDENT POPULATION as of June 2017 615

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students 96                      % of Students 44	NUMBER OF STUDENTS GRADES PK – 5 309
DISTRICT ENGLISH LEARNERS # of Students 37                      % of Students 16	NUMBER OF STUDENTS GRADES 6-8 132
DISTRICT DISADVANTAGED STUDENTS # of Students 42                      % of Students 19	NUMBER OF STUDENTS, GRADES 9-12 174

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS MTSS (Pilot school in 2008) IStation Pathways to Reading LEXIA	CURRENT LITERACY ASSESSMENTS DIBBLES MAP (NWEA) STAR State Assessment Progress Monitoring ACT Aspire ACT ACT WorkKeys
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DISTRICT 258 Humboldt TOWN OR CITY Humboldt

SUPERINTENDENT Kay Lewis

SUPERINTENDENT SIGNATURE Kay Lewis DATE \_\_\_\_\_

DISTRICT STUDENT POPULATION as of June 2017 approximately 600

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students <u>321</u> % of Students <u>54%</u>	NUMBER OF STUDENTS GRADES PK – 5 <u>294</u>
DISTRICT ENGLISH LEARNERS # of Students <u>2</u> % of Students <u>.003%</u>	NUMBER OF STUDENTS GRADES 6-8 <u>127</u>
DISTRICT DISADVANTAGED STUDENTS # of Students <u>214</u> % of Students <u>36%</u>	NUMBER OF STUDENTS, GRADES 9-12 <u>179</u>

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS <u>MTSS Sing, Spell, Read + Write Start Up, Build Up, Spiral Up</u>	CURRENT LITERACY ASSESSMENTS <u>Diebels -going to AIMS web next year ESBI- progress monitoring tool</u>
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DISTRICT USD 446 TOWN OR CITY Independence

SUPERINTENDENT Rusty Arnold

SUPERINTENDENT SIGNATURE *Rusty A. Arnold* DATE 6-29-2017

DISTRICT STUDENT POPULATION as of June 2017 2107

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students                      % of Students 1334                                      63.31%	NUMBER OF STUDENTS GRADES PK – 5 1087
DISTRICT ENGLISH LEARNERS # of Students                      % of Students	NUMBER OF STUDENTS GRADES 6-8 485
DISTRICT DISADVANTAGED STUDENTS # of Students                      % of Students	NUMBER OF STUDENTS, GRADES 9-12 535

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS  K-5: Istation Reading, Learning A-Z, Moby Max, MH Wonders 6-8: STAR Enterprise Reading, Lexia/Reading Plus, HM Collections 9-12: STAR Enterprise Reading, iLit, HM Collections	CURRENT LITERACY ASSESSMENTS  K-5: Istation Reading 6-8: STAR Enterprise Reading, Lexia/Reading Plus 9-12: STAR Enterprise Reading, iLit
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DISTRICT 340 Jefferson West TOWN OR CITY Meriden

SUPERINTENDENT Pat Happer

SUPERINTENDENT SIGNATURE *Pat Happer* DATE 6-30-2017  
 DISTRICT STUDENT POPULATION as of June 2017 - 850

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students 247 % of Students 29%	NUMBER OF STUDENTS GRADES PK – 5 161
DISTRICT ENGLISH LEARNERS # of Students 0 % of Students 0	NUMBER OF STUDENTS GRADES 6-8 97
DISTRICT DISADVANTAGED STUDENTS # of Students 156 % of Students 18.4%	NUMBER OF STUDENTS, GRADES 9-12 69

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS K-5 Journey's 6-12 My Perspectives Reading Mastery Corrective Reading Corrective Decoding Corrective Reading Comprehension	CURRENT LITERACY ASSESSMENTS DIBELS MAP CARI PAST QPS
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DISTRICT – USD 500

TOWN OR CITY – Kansas City, KS

SUPERINTENDENT: Dr. Cynthia Lane

SUPERINTENDENT SIGNATURE *Cynthia Lane* DATE: June 30, 2017

DISTRICT STUDENT POPULATION as of June 2017 22,500

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students 19,207                      % of Students 90%	NUMBER OF STUDENTS GRADES PK – 5 11,308
DISTRICT ENGLISH LEARNERS # of Students                      % of Students	NUMBER OF STUDENTS GRADES 6-8 4,733
DISTRICT DISADVANTAGED STUDENTS # of Students                      % of Students	NUMBER OF STUDENTS, GRADES 9-12 3,895

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS  Balanced Literacy Targeted Literacy Instruction Imagine Learning	CURRENT LITERACY ASSESSMENTS  Fountas and Pinnell Benchmark Assessment System NWEA Measure of Academic Progress
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DISTRICT 483 TOWN OR CITY Kismet-Plains  
 SUPERINTENDENT Elton Argo  
 SUPERINTENDENT SIGNATURE Elton Argo DATE 6-28-17  
 DISTRICT STUDENT POPULATION as of June 2017 711

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK - 5
# of Students	% of Students	
552	77.6	355
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students	% of Students	
476	66.9	157
DISTRICT DISADVANTAGED STUDENTS		NUMBER OF STUDENTS, GRADES 9-12
# of Students	% of Students	
574	80.7	199

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS	CURRENT LITERACY ASSESSMENTS
BURST Reading Reading Eggs Study Island LETR Program	DIBELS STAR Reading

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DISTRICT USD 298 Lincoln TOWN OR CITY Lincoln

SUPERINTENDENT Kathy Robertson

SUPERINTENDENT SIGNATURE \_\_\_\_\_ DATE 6/12/17

DISTRICT STUDENT POPULATION as of June 2017 364

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK – 5
# of Students	% of Students	<b>364</b>
<b>199</b>	<b>55%</b>	
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students	% of Students	<b>78</b>
<b>2</b>	<b>7%</b>	
DISTRICT DISADVANTAGED STUDENTS		NUMBER OF STUDENTS, GRADES 9-12
# of Students	% of Students	<b>93</b>
<b>218</b>	<b>60%</b>	

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS	CURRENT LITERACY ASSESSMENTS
<b>Reading Recovery / MTSS</b>	<b>MAP / AIMS Web</b>

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DISTRICT USD 383 TOWN OR CITY Manhattan - Ogden

SUPERINTENDENT Dr. Marvin Wade

SUPERINTENDENT SIGNATURE Marvin Wade DATE 6/23/17

DISTRICT STUDENT POPULATION as of June 2017 6,345

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK - 5
# of Students <u>2,604</u>	% of Students <u>40.9%</u>	<u>3,343</u>
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students <u>484</u>	% of Students <u>7.6%</u>	<u>1,317</u>
DISTRICT DISADVANTAGED STUDENTS		NUMBER OF STUDENTS, GRADES 9-12
# of Students	% of Students	<u>1,675</u>

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS <u>High Scope, Zoo Phonics, Hand-writing your Tears, PAVED, StoryTown, Holt curricula</u>	CURRENT LITERACY ASSESSMENTS <u>FAST Bridge, WPS, my FADS/ PELI, WIS State Assessments, WACS</u>
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Students with disabilities  
1,177 students 17.7%

Number that fall into at least one category (ESOL, disability, + F/R lunch) is  
3,163 students at 49.5% of the district population.

\*  
Per  
Susy  
Clawson  
on  
attach.  
email  
→

**LACEE SELL**

---

**From:** Suzanne E. Myers <semyers@ksde.org>  
**Sent:** Monday, June 19, 2017 9:56 AM  
**To:** LACEE SELL  
**Subject:** RE: ? re: 9-12 definition / Kansas Striving Readers Comprehensive Literacy Program

Hi, Lacey.

The grant specifies three groups to collectively from disadvantaged students:

English learners, students with disabilities, and economically disadvantaged. It looks like the form has a mistake. It should ask for your percentages and numbers of students in all three of those groups.

Sorry for the confusion.

Suzy

---

**From:** LACEE SELL [mailto:LACEES@usd383.org]  
**Sent:** Tuesday, June 13, 2017 10:33 AM  
**To:** Suzanne E. Myers <semyers@ksde.org>  
**Subject:** ? re: 9-12 definition / Kansas Striving Readers Comprehensive Literacy Program  
**Importance:** High

Good morning. Can you define/share what counts as a **district disadvantaged student** beyond free and reduced lunch? We will have the form completed once I know what that includes. Thank you – Lacey.

DISTRICT DISADVANTAGED STUDENTS		NUMBER OF STUDENTS, GRADES 9-12
# of Students	% of Students	

Mrs. Lacey B. Sell  
Executive Director of Teaching & Learning



*From infant to adult, where each student learns!*

**MANHATTAN-OGDEN USD 383**



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DISTRICT 256 TOWN OR CITY Marmaton Valley

SUPERINTENDENT Kenneth McWhirter

SUPERINTENDENT SIGNATURE *Kenneth McWhirter* DATE 6-21-2017

DISTRICT STUDENT POPULATION as of June 2017 \_\_\_\_\_

**Please Complete.**

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK – 5
# of Students	% of Students	
75	59	126
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students	% of Students	
39	55	70
DISTRICT DISADVANTAGED STUDENTS		NUMBER OF STUDENTS, GRADES 9-12
# of Students	% of Students	
48	51	94

**Please list.**

CURRENT LITERACY INITIATIVES/PROGRAMS Reading Mastery – Direct Instruction (K-3 and Tier 2 and 3 for students needing additional help) Lexia – Grades Pk-5 ReadWorks - K-12	CURRENT LITERACY ASSESSMENTS STAR Reading ITBS KS ELA Assessment Mastery Reading Inventory
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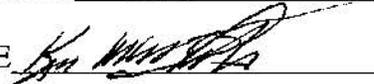
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DISTRICT 256 TOWN OR CITY Moran

SUPERINTENDENT Ken McWhirter

SUPERINTENDENT SIGNATURE  DATE 6-15-2017

DISTRICT STUDENT POPULATION as of June 2017 275

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK – 5
# of Students	% of Students	126
75	59	
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students	% of Students	70
39	55	
DISTRICT DISADVANTAGED STUDENTS		NUMBER OF STUDENTS, GRADES 9-12
# of Students	% of Students	94
48	51	

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS Reading Mastery – Direct Instruction (K-3 and Tiered 2 students) Novels (4-12 address standards)	CURRENT LITERACY ASSESSMENTS STAR Reading ITBS KS Reading Assessments Mastery Reading Inventory
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DISTRICT: 373

TOWN OR CITY: Newton

SUPERINTENDENT: Dr. Deborah J. Hamm

SUPERINTENDENT SIGNATURE *Deborah J. Hamm*

DATE: June 20, 2017

DISTRICT STUDENT POPULATION as of June 2017 = 3,421

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students                      % of Students 2,059                                      60.1	NUMBER OF STUDENTS GRADES PK – 5 1699
DISTRICT ENGLISH LEARNERS # of Students                      % of Students 222    6.4	NUMBER OF STUDENTS GRADES 6-8 704
DISTRICT DISADVANTAGED STUDENTS # of Students                      % of Students 2,059                                      60.1	NUMBER OF STUDENTS, GRADES 9-12 1018

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS <ul style="list-style-type: none"> <li>• Wonders (K-6)</li> <li>• Animated Literacy</li> <li>• Boost and Blast</li> <li>• Read Live</li> </ul>	CURRENT LITERACY ASSESSMENTS <ul style="list-style-type: none"> <li>• AIMSweb K-9</li> <li>• State Assessments</li> <li>• SRI (9-12)</li> <li>• Diagnostic Decoding Survey (Really Great Reading)</li> <li>• DRA</li> <li>• Lexia</li> </ul>
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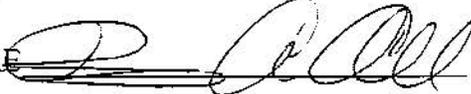


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DISTRICT: Olathe Public Schools – USD 233

TOWN OR CITY: Olathe

SUPERINTENDENT: Dr. Pat All

SUPERINTENDENT SIGNATURE  DATE 6/20/17

DISTRICT STUDENT POPULATION as of June 2017 30,039

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK – 5
# of Students	% of Students	13,900
8,288	27.98%	
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students	% of Students	6,796
3,467	11.7%	
DISTRICT DISADVANTAGED STUDENTS		NUMBER OF STUDENTS, GRADES 9-12
# of Students	% of Students	8,684
3,679	12.3%	

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS	CURRENT LITERACY ASSESSMENTS
<ul style="list-style-type: none"> <li>• Effective Tier 1 instruction</li> <li>• Balanced literacy focus</li> <li>• MTSS targeted interventions (Tier 2 &amp; 3)</li> <li>• Read 180</li> <li>• Small group reading (based on Reading Recovery model)</li> <li>• SOAR to Success (Reciprocal Teaching)</li> <li>• Journeys (HMH program)</li> <li>• Soliday System (targeted students)</li> </ul>	<ul style="list-style-type: none"> <li>• QRI (Qualitative Reading Inventory)</li> <li>• Rigby benchmark assessments</li> <li>• Journeys Cold Reads and various assessments</li> <li>• MAP</li> <li>• District Assessments</li> <li>• Kansas State Assessment</li> </ul>

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DISTRICT #504 TOWN OR CITY Oswego

SUPERINTENDENT Doug Beisel

SUPERINTENDENT SIGNATURE  DATE 6/30/2017

DISTRICT STUDENT POPULATION as of June 2017 498

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK – 5
# of Students	% of Students	275
339	67%	
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students	% of Students	110
0	0%	
DISTRICT DISADVANTAGED STUDENTS		NUMBER OF STUDENTS, GRADES 9-12
# of Students	% of Students	113
396	76%	

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS	CURRENT LITERACY ASSESSMENTS
Kansas Reading Roadmaps	Aimsweb Plus STAR Study Island

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DISTRICT 399 Paradise TOWN OR CITY Natoma

SUPERINTENDENT Aaron Homburg

SUPERINTENDENT SIGNATURE Aaron Homburg DATE 6/20/17

DISTRICT STUDENT POPULATION as of June 2017 118

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students                      % of Students <u>61</u> <u>52</u>	NUMBER OF STUDENTS GRADES PK - 5 <u>62</u>
DISTRICT ENGLISH LEARNERS # of Students                      % of Students <u>1</u> <u>1%</u>	NUMBER OF STUDENTS GRADES 6-8 <u>20</u>
DISTRICT DISADVANTAGED STUDENTS # of Students                      % of Students <u>21</u> <u>18%</u>	NUMBER OF STUDENTS, GRADES 9-12 <u>30</u>

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS <u>Accelerated Reader</u> <u>Volunteer after school tutoring opportunities</u> <u>previously used Lexia Learning</u>	CURRENT LITERACY ASSESSMENTS <u>STAR</u> <u>Aimsweb Plus</u>
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DISTRICT 503 TOWN OR \_\_\_\_\_  
 CITY Parsons

SUPERINTENDENT Linda Proehl

SUPERINTENDENT SIGNATURE *Linda Proehl* DATE 6/27/2017

DISTRICT STUDENT POPULATION as of June 2017 1321

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK – 5
# of Students	% of Students	
945	71.9%	704
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students	% of Students	
10	1.3%	272
DISTRICT DISADVANTAGED STUDENTS		NUMBER OF STUDENTS, GRADES 9-12
# of Students	% of Students	
762	57%	338

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS	CURRENT LITERACY ASSESSMENTS
Kansas Reading Roadmap	DIBELS MAP

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DISTRICT 426 Pike Valley TOWN OR CITY Scandia/Courtland  
 SUPERINTENDENT Sue King  
 SUPERINTENDENT SIGNATURE Sue King DATE 07.05.2017  
 DISTRICT STUDENT POPULATION as of June 2017 212

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students <u>128</u> % of Students <u>60</u>	NUMBER OF STUDENTS GRADES PK - 5 <u>133</u>
DISTRICT ENGLISH LEARNERS # of Students <u>1</u> % of Students <u>.005</u>	NUMBER OF STUDENTS GRADES 6-8 <u>49</u>
DISTRICT DISADVANTAGED STUDENTS # of Students <u>62</u> % of Students <u>29</u>	NUMBER OF STUDENTS, GRADES 9-12 <u>68</u>

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS <u>95% Treasures</u> <u>Florida Model</u> <u>District Created Models</u>	CURRENT LITERACY ASSESSMENTS <u>AIMS WEB Accelerated Readers</u> <u>MAP</u> <u>State Assessments</u>
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DISTRICT USD # 250 – Pittsburg TOWN OR CITY Pittsburg

SUPERINTENDENT Destry Brown

SUPERINTENDENT SIGNATURE \_\_\_\_\_ DATE 6/20/2017

DISTRICT STUDENT POPULATION as of June 2017 3,164

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK – 5
# of Students	% of Students	
2,041	65%	1,583
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students	% of Students	
293	9%	674
DISTRICT DISADVANTAGED STUDENTS		NUMBER OF STUDENTS, GRADES 9-12
# of Students	% of Students	
2,247	71%	907

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS	CURRENT LITERACY ASSESSMENTS
We utilize Wonders in the elementary schools. We also have a robust MTSS program K-8. We use the KCCRS framework along with novels to teach grades 6-12 reading and language arts.	AIMSweb MAP

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DISTRICT REMININGTON TOWN OR CITY WHITEWATER

SUPERINTENDENT JAMES E. BELIER

SUPERINTENDENT SIGNATURE [Signature] DATE 6-20-17

DISTRICT STUDENT POPULATION as of June 2017 505

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK - 5
# of Students <u>210</u>	% of Students <u>41.6%</u>	<u>224</u>
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students <u>38</u>	% of Students <u>7.5%</u>	<u>110</u>
DISTRICT DISADVANTAGED STUDENTS		NUMBER OF STUDENTS, GRADES 9-12
# of Students <u>71</u>	% of Students <u>14%</u>	<u>171</u>

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS	CURRENT LITERACY ASSESSMENTS
<u>SUCCESS FOR ALL</u>	<u>AIMS</u> <u>ROOTS FORMAL</u> <u>STAR</u>

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DISTRICT USD 217 TOWN OR CITY Rolle  
 SUPERINTENDENT Kim Mank  
 SUPERINTENDENT SIGNATURE (Signature) DATE 6-29-17  
 DISTRICT STUDENT POPULATION as of June 2017 135

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students <u>68</u> % of Students <u>50%</u>	NUMBER OF STUDENTS GRADES PK - 5 <u>56</u>
DISTRICT ENGLISH LEARNERS # of Students <u>38</u> % of Students <u>28%</u>	NUMBER OF STUDENTS GRADES 6-8 <u>37</u>
DISTRICT STUDENTS WITH DISABILITIES # of Students <u>30</u> % of Students <u>22%</u>	NUMBER OF STUDENTS, GRADES 9-12 <u>42</u>

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS <u>Engage NY K-5</u> <u>Accelerated Reader - STAR</u> <u>Lexia</u>	CURRENT LITERACY ASSESSMENTS <u>Amsweb</u> <u>NWEA Maps</u>
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i-Station Read Naturally  
Pathways  
 We will be transitioning to i-Ready for the 2017-2018 school year for literacy assessments.  
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DISTRICT USD 394 TOWN OR CITY Rose Hill

SUPERINTENDENT Randal Chickaloon

SUPERINTENDENT SIGNATURE Randal Chickaloon DATE 6-14-17

DISTRICT STUDENT POPULATION as of June 2017 1643

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK - 5
# of Students <u>494</u>	% of Students <u>30</u>	<u>719</u>
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students <u>30</u>	% of Students <u>1.8</u>	<u>358</u>
DISTRICT DISADVANTAGED STUDENTS		NUMBER OF STUDENTS, GRADES 9-12
# of Students <u>350</u>	% of Students <u>21.3</u>	<u>566</u>

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS	CURRENT LITERACY ASSESSMENTS
Lexia Read Naturally Leveled Readers LTRS Training MTSS Tiered Reading	Journey Book Series Accelerated Reader
	AZMS WEB Journey Assessments AR Assessments

Please return this completed PDF to [scmyers@ksde.org](mailto:scmyers@ksde.org) by June 30, 2017.



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DISTRICT 450 Shawnee Heights TOWN OR CITY Tecumseh

SUPERINTENDENT Martin Stessman

SUPERINTENDENT SIGNATURE \_\_\_\_\_ DATE 6-13-17

DISTRICT STUDENT POPULATION as of June 2017 3388.4

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK – 5
# of Students	% of Students	1553
984	37	
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students	% of Students	856
111	3.28	
DISTRICT DISADVANTAGED STUDENTS		NUMBER OF STUDENTS, GRADES 9-12
# of Students	% of Students	1129
849	25	

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS Continuous capacity building on the Shawnee Heights Balanced Literacy Model for K-6.	CURRENT LITERACY ASSESSMENTS MAP State Assessments Running Record Benchmarks Calkin’s Writing Rubric and Prompts
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DISTRICT USD 393 Solomon TOWN OR CITY Solomon

SUPERINTENDENT Justin Coup

SUPERINTENDENT SIGNATURE  DATE 6/12/2017

DISTRICT STUDENT POPULATION as of June 2017 342

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students <b>90</b> % of Students <b>57%</b>	NUMBER OF STUDENTS GRADES PK – 5 <b>157</b>
DISTRICT ENGLISH LEARNERS # of Students <b>32</b> % of Students <b>53%</b>	NUMBER OF STUDENTS GRADES 6-8 <b>60</b>
DISTRICT DISADVANTAGED STUDENTS # of Students <b>61</b> % of Students <b>53%</b>	NUMBER OF STUDENTS, GRADES 9-12 <b>115</b>

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS <b>iStation, Wonders, Moby Max, Dibels Next</b>	CURRENT LITERACY ASSESSMENTS <b>Dibels, ACT Aspire, KS Interims</b>
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DISTRICT South Brown County TOWN OR CITY Horton  
 # 430

SUPERINTENDENT Dr. Steven Davies

SUPERINTENDENT SIGNATURE Steven J. Davies DATE 6.14.17

DISTRICT STUDENT POPULATION as of June 2017 607

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students <u>368</u> % of Students <u>64%</u>	NUMBER OF STUDENTS GRADES PK - 5 <u>282</u>
DISTRICT ENGLISH LEARNERS # of Students <u>30</u> % of Students <u>5%</u>	NUMBER OF STUDENTS GRADES 6-8 <u>125</u>
DISTRICT DISADVANTAGED STUDENTS # of Students <u>134</u> % of Students <u>23%</u>	NUMBER OF STUDENTS, GRADES 9-12 <u>165</u>

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS <u>LEAD 21 Reading Series K-4th</u> <u>Guided Reading</u> <u>FAME</u> <u>Pro-Reading</u> <u>i-station</u>	CURRENT LITERACY ASSESSMENTS <u>LEAD 21 Benchmarks</u> <u>MAP Assessments</u> <u>Bader Reading Diagnostics</u> <u>STAR Reading</u> <u>CBM Probes</u>
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DISTRICT Spring Hill USD 230 TOWN OR CITY Spring Hill

SUPERINTENDENT Dr. Wayne Burke

SUPERINTENDENT SIGNATURE Wayne Burke DATE 6/19/17

DISTRICT STUDENT POPULATION as of June 2017 2842

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK – 5
# of Students <u>551</u>	% of Students <u>19</u>	<u>1521</u>
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students <u>30</u>	% of Students <u>1</u>	<u>654</u>
DISTRICT DISADVANTAGED STUDENTS		NUMBER OF STUDENTS, GRADES 9-12
# of Students <u>792</u>	% of Students <u>27</u>	<u>667</u>

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS <u>Wonders</u>	CURRENT LITERACY ASSESSMENTS <u>DIBELS</u> <u>MAP</u> <u>PAST</u> <u>Wonders</u>
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DISTRICT USD #374 – Sublette Schools TOWN OR CITY Sublette

SUPERINTENDENT Rex Bruce

SUPERINTENDENT SIGNATURE  DATE June 14, 2017

DISTRICT STUDENT POPULATION as of June 2017 460

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students 283                      % of Students 62%	NUMBER OF STUDENTS GRADES PK – 5 239
DISTRICT ENGLISH LEARNERS # of Students 153                      % of Students 33%	NUMBER OF STUDENTS GRADES 6-8 97
DISTRICT DISADVANTAGED STUDENTS # of Students 283                      % of Students 62%	NUMBER OF STUDENTS, GRADES 9-12 124

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS Basal Leveled Readers Six Minute Solution REAL Checklist Intervention for Reading Success Build Up Spiral Up When Readers Struggle Fast Track Lexia Anita Archer On Our Way to English Ed City Reading Eggs	CURRENT LITERACY ASSESSMENTS Aimsweb Lexia STAR Fountas & Pinnell Benchmark System PAST QPS KELI-4
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DISTRICT\_Tonganoxie USD 464\_\_\_\_\_ TOWN OR CITY\_\_Tonganoxie\_\_\_\_\_

SUPERINTENDENT\_\_Tonya D. Phillips\_\_\_\_\_

SUPERINTENDENT SIGNATURE\_\_\_\_\_ DATE\_\_\_\_\_

DISTRICT STUDENT POPULATION as of June 2017 \_\_1886\_\_\_\_\_

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students 570                      % of Students 30%	NUMBER OF STUDENTS GRADES PK – 5 828
DISTRICT ENGLISH LEARNERS # of Students 25                      % of Students 1.3%	NUMBER OF STUDENTS GRADES 6-8 470
DISTRICT DISADVANTAGED STUDENTS # of Students 570                      % of Students 30%	NUMBER OF STUDENTS, GRADES 9-12 588

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS Balanced Literacy iStation HMH Journeys Reading Recovery Title I Reading Read Naturally LIPS (Lindamood Bell) Afterschool Intensive Reading Instruct (1st Grade) MTSS Reading	CURRENT LITERACY ASSESSMENTS Kansas State Reading Assessment Observation Survey Fountas and Pinnell Reading Assessment iStation Reading Assessments ACT Aspire (former)/MAP Assessment (new) PAST (Kdg) Oral Fluency Assessments (Read Naturally)
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DISTRICT-USD501-Topeka Public Schools

TOWN OR CITY-Topeka

SUPERINTENDENT-Dr. Tiffany Anderson

SUPERINTENDENT SIGNATURE \_\_\_\_\_

DATE-06-13-2017

DISTRICT STUDENT POPULATION as of June 2017 -14,159

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students 10,336                      % of Students 73%	NUMBER OF STUDENTS GRADES PK – 5 7452
DISTRICT ENGLISH LEARNERS # of Students 1557                      % of Students 11%	NUMBER OF STUDENTS GRADES 6-8 2929
DISTRICT DISADVANTAGED STUDENTS # of Students 10,336                      % of Students 73%	NUMBER OF STUDENTS, GRADES 9-12 3778

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS Literacy Interventionists & Instructional coach at every building, Guided Reading, literacy work-stations, writing workshop, 100% digital literacy resources, standards based report card, an elementary trained comprehensive literacy building, integrated curriculum, and Lucy Calkins Units of Study.	CURRENT LITERACY ASSESSMENTS Scantron Performance, Reading Foundations, running record, Ks. Assessments, Local-Spring Writing Assess., Fountas & Pinnell Benchmark Assessments (F/W/S)
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DISTRICT **Valley Center USD 262** TOWN OR CITY **Valley Center**

SUPERINTENDENT **Dr. Cory Gibson**

SUPERINTENDENT SIGNATURE *Cory L. Gibson* DATE 6/21/2017

DISTRICT STUDENT POPULATION as of June 2017 **2,857**

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK – 5
# of Students	% of Students	
<b>1141</b>	<b>39.9%</b>	<b>1318</b>
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students	% of Students	
<b>71</b>	<b>2.4%</b>	<b>684</b>
DISTRICT STUDENTS WITH DISABILITIES		NUMBER OF STUDENTS, GRADES 9-12
# of Students	% of Students	
<b>423</b>	<b>14.8%</b>	<b>855</b>

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS	CURRENT LITERACY ASSESSMENTS
<ul style="list-style-type: none"> <li>• Pathways to Reading – K-2</li> <li>• Science/Social Studies Integrated ELA Units K-5</li> <li>• Reach for Reading (Cengage) 3-5</li> <li>• Collections – (HMH) 6-12</li> </ul>	<ul style="list-style-type: none"> <li>• AIMSweb Plus benchmark &amp; progress monitoring PreK-8 (All students)</li> <li>• K-2 – ongoing Pathways to Reading assessments</li> <li>• Diagnostic Reading Assessments as indicated by screener including: PAST, Diagnostic Decoding Survey, DRA, Word Learning Diagnostic</li> </ul>

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DISTRICT Vermillion USD 380 TOWN OR CITY Centralla, Frankfort and Vermillion

SUPERINTENDENT Mischel D Miller

SUPERINTENDENT SIGNATURE *Mischel D Miller* DATE 6-9-17

DISTRICT STUDENT POPULATION as of June 2017 632

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK – 5
# of Students 196	% of Students 31%	389
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students	% of Students	105
DISTRICT DISADVANTAGED STUDENTS		NUMBER OF STUDENTS, GRADES 9-12
# of Students 133	% of Students 21%	138

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS Journey's Book Series to support guided reading MTSS for struggling students	CURRENT LITERACY ASSESSMENTS Aim's Web
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Please return this completed PDF to [semyers@ksde.org](mailto:semyers@ksde.org) by June 30, 2017.



This document expresses our district’s interest in applying for the Kansas Striving Readers Comprehensive Literacy Program, should Kansas be awarded in the 2017 U.S. Department of Education competition. If the Federal grant is awarded and our district application is funded, we agree to actively engage administrators, teachers, parents, and community leaders to support our students’ literacy development. We understand that we will need to invest time and collaborative energy to learn and refine our efforts, and we agree to collect and share aggregate data (only that data which is appropriate for our particular funded application), as well as lessons learned with the Striving Readers Program and learning community.

DISTRICT 272 TOWN OR CITY Cawker City

SUPERINTENDENT Troy Damman

SUPERINTENDENT SIGNATURE *Troy Damman* DATE 6/28/17

DISTRICT STUDENT POPULATION as of June 2017 312

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK – 5
# of Students	% of Students	151
167	54	
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students	% of Students	80
0	0	
DISTRICT STUDENTS WITH DISABILITIES		NUMBER OF STUDENTS, GRADES 9-12
# of Students	% of Students	81
65	21	

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS Journeys Reading Curriculum, Renaissance, Lexia Core 5, IStation	CURRENT LITERACY ASSESSMENTS Star, Progress Monitoring, Aimsweb
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DISTRICT 320 TOWN OR CITY Wamego

SUPERINTENDENT Tim Winter

SUPERINTENDENT SIGNATURE Tim Winter DATE 6-20-17

DISTRICT STUDENT POPULATION as of June 2017 1548

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK – 5
# of Students <u>448</u>	% of Students <u>28.94%</u>	<u>137</u>
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students <u>18</u>	% of Students <u>1.16%</u>	<u>356</u>
DISTRICT DISADVANTAGED STUDENTS		NUMBER OF STUDENTS, GRADES 9-12
# of Students <u>310</u>	% of Students <u>20.03%</u>	<u>455</u>

Please list. - See Attached/Page 2

CURRENT LITERACY INITIATIVES/PROGRAMS	CURRENT LITERACY ASSESSMENTS

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Kansas Striving Readers Comprehensive Literacy Initiative

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS	CURRENT LITERACY ASSESSMENTS
Guided Reading Groups Shared Reading, Grades 3-5 Literacy Centers, Grades 3-5 Phonics for Reading Rewards, Grade 4 Corrective Reading Decoding & Comprehension, Grades 3-5 Fluency Focus Skill Group, Grade 5 Total Reading, Grades 3-5 Reading Mastery Guided Reading Plus Animated Alphabet	MAP Assessments Fall and Spring AIMS Web Plus Fall, Winter, Spring Next Step in Guided Reading Assessment Quarterly Kansas English/Language Arts Assessments Running Records Jerry Johns IRI for Fluency and Accuracy, qtrly Local Phonics assessments



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DISTRICT 242 TOWN OR CITY Weskan

SUPERINTENDENT Dave Hale

SUPERINTENDENT SIGNATURE *[Signature]* DATE 6/28/2017

DISTRICT STUDENT POPULATION as of June 2017 103

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT # of Students 31                      % of Students 31	NUMBER OF STUDENTS GRADES PK – 5 12
DISTRICT ENGLISH LEARNERS # of Students 4                      % of Students 4	NUMBER OF STUDENTS GRADES 6-8 1
DISTRICT STUDENTS WITH DISABILITIES # of Students 1                      % of Students 1	NUMBER OF STUDENTS, GRADES 9-12 1

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS  Book-It, Quarterly Reading Parties, Reading Lock-in, William Allen White, Family Literacy Night	CURRENT LITERACY ASSESSMENTS Accelerated Reader, STAR, iStation, Literacy Small Groups
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DISTRICT USD 287 TOWN OR CITY Pomona

SUPERINTENDENT Jerry Turner

SUPERINTENDENT SIGNATURE Jerry Turner DATE 6-26-17

DISTRICT STUDENT POPULATION as of June 2017 600

Please Complete.

DISTRICT FREE AND REDUCED LUNCH COUNT		NUMBER OF STUDENTS GRADES PK - 5
# of Students <u>314</u>	% of Students <u>52%</u>	<u>300</u>
DISTRICT ENGLISH LEARNERS		NUMBER OF STUDENTS GRADES 6-8
# of Students <u>0</u>	% of Students <u>0</u>	<u>138</u>
DISTRICT DISADVANTAGED STUDENTS		NUMBER OF STUDENTS, GRADES 9-12
# of Students <u>317</u>	% of Students <u>52%</u>	<u>156</u>

Please list.

CURRENT LITERACY INITIATIVES/PROGRAMS	CURRENT LITERACY ASSESSMENTS
<u>None</u>	<u>Aims Web Plus</u>

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Year	County Number	County Name	District Number	District Name	Status	Street	City	State	ZIP Code	ZIP Code_4	Latitude Code	Longitude Code	NCS ID	LOCALE	Number of Students Enrolled	Number of WD Students	Number of NonWD Students	Number of Students in Free/reduced Lunch Program	Number of Students in Paid Lunch Program	Number of ELL Students	Number of NonELL Students	Percent of Free/reduced Lunch Students	Percent of WD Students	Percent of ELL Students
2016	067	NEOSHO	CCD0101	Erie-Galesburg	A	205 S MAIN	ERIE	KS	66733	0137	37.56722	-95.24346	2006000	Rural, Remote	592	93	499	371	221	<10*		62.67	15.71	<10*
2016	035	GRAY COUN	DD0102	Cimarron-Ensign	A	314 N. FIRST	CIMARRON	KS	67835	0489	37.80902	-100.3466	2004800	Rural, Remote	703	82	621	320	283	159	544	45.52	11.66	22.62
2016	012	CHEYENNE	DD0103	Cheylin	A	605 BIRD AVE.	BIRD CITY	KS	67731	0028	39.7472	-101.5323	2004790	Rural, Remote	148	19	129	84	64	43	105	56.76	12.84	29.05
2016	077	RAWLINS	CD0105	Rawlins County	A	205 NORTH 4TH STREET SUITE 1	HOLYROOD	KS	67730	1708	39.80899	-101.0426	2000203	Rural, Remote	359	62	297	190	160	39	320	52.92	17.27	10.86
2016	068	NESS COUN	DD0106	Western Plains	A	100 SCHOOL ST.	RANSOM	KS	67572		38.64094	-99.93233	2000200	Rural, Remote	109	21	88	77	32	33	76	70.64	19.27	30.28
2016	045	JEWELL	COLD0107	Rock Hills	A	109 E MAIN STREET	MANKATO	KS	66956		39.78549	-98.20945	2000209	Rural, Remote	283	48	235	156	127	283	55.12	16.96		
2016	101	WASHINGTON	CD0108	Washington Co. A	A	101 WEST COLLEGE	WASHINGTON	KS	66968	0275	39.82028	-97.05135	2000208	Rural, Remote	374	87	287	199	175	10	364	53.21	23.26	2.67
2016	079	REPUBLIC	C D0109	Republic County	A	1205 19TH STREET	BELLEVILLE	KS	66935	0469	39.82226	-97.6319	2000030	Rural, Remote	531	104	427	282	249		531	53.11	19.59	
2016	074	SMITH	COU DD0110	Thunder Ridge	SA	128 S KANSAS	KENSINGTON	KS	66951	0188	39.766	-99.0289	2000346	Rural, Remote	238	58	180	159	79	<10*	<10*	66.81	24.37	<10*
2016	022	DONIPHAN	DD0111	Doniphan West	SA	202 W. ILLINOIS	HIGHLAND	KS	66035	0308	39.8606	-95.2665	2000348	Rural, Distant	406	44	362	201	205		406	49.51	10.84	
2016	027	ELLSWORTH	DD0112	Central Plains	A	600 S. MAIN	HOLYROOD	KS	67450	0168	38.58386	-98.41086	2000349	Rural, Remote	554	87	467	258	296		554	46.57	15.70	
2016	066	NEMAHA	CD0113	Prairie Hills	A	1619 S. OLD HWY 75	SABETHA	KS	66534	2898	39.88897	-95.78835	2000350	Rural, Remote	1250	212	1038	474	776	<10*	<10*	37.92	16.96	<10*
2016	022	DONIPHAN	DD0114	Riverside	A	1409 VERMONT	ELWOOD	KS	66024		39.7564	-94.8881	2000351	Suburb, Small	798	171	627	458	340		798	57.39	21.43	
2016	036	GREELEY	CCD0200	Greeley County	SA	400 W LAWRENCE	TRIBUNE	KS	67879	0580	38.47223	-101.7576	2006690	Rural, Remote	269	38	231	164	105	69	200	60.97	14.13	25.65
2016	105	WYANDOTT	DD0202	Turner-Kansas	CA	800 SOUTH 55TH STREET	KANSAS CITY	KS	66106	1566	39.0836	-94.7053	2012360	City, Midsize	4619	508	4111	3427	1192	1066	3553	74.19	11.00	23.08
2016	105	WYANDOTT	DD0204	Bonner Springs	A	2200 S 138TH STREET	BONNER SPRINGS	KS	66012	0435	39.0613	-94.9006	2004050	Suburb, Large	2925	410	2515	1612	1313	160	2765	55.11	14.02	5.47
2016	008	BUTLER	COLD0205	Bluestem	A	625 S. MILL ROAD	LEON	KS	67074	0008	37.68454	-96.78654	2008550	Rural, Distant	566	136	430	304	262	<10*	<10*	53.71	24.03	<10*
2016	008	BUTLER	COLD0206	Remington-Whit	A	110 S MAIN	WHITEWATER	KS	67154	0243	37.9634	-97.1494	2006240	Rural, Distant	588	89	499	218	370	42	546	37.07	15.14	7.14
2016	098	TREGO	COU D0208	Wakeeney	A	527 RUSSELL AVENUE	WAKEENEY	KS	67672	2108	39.02548	-99.88351	2012630	Rural, Remote	418	108	310	141	277		418	33.73	25.84	
2016	095	STEVENS	CCD0209	Moscow Public	SA	301 HIGH ROAD	MOSCOW	KS	67952	0158	37.3215	-101.2043	2009720	Rural, Remote	217	13	204	122	95	86	131	56.22	5.99	39.63
2016	095	STEVENS	CCD0210	Hugoton Public	SA	205 E 6TH STREET	HUGOTON	KS	67951	2696	37.17694	-101.3459	2007560	Town, Remote	1204	83	1121	725	479	435	769	60.22	6.89	36.13
2016	069	NORTON	CCD0211	Norton Commun	A	105 E WAVERLY	NORTON	KS	67654	1899	39.8327	-99.8887	2010020	Town, Remote	727	116	611	319	408	<10*	<10*	43.88	15.96	<10*
2016	069	NORTON	CCD0212	Northern Valley	A	512 W BRYANT	ALMENA	KS	67622		39.8933	-99.711	2003270	Rural, Distant	172	32	140	91	81		172	52.91	18.60	
2016	034	GRANT	COU DD0214	Ulysses	A	111 S. BAUGHMAN	ULYSSES	KS	67880	2402	37.58061	-101.3594	2012420	Town, Remote	1990	153	1837	1204	786	659	1331	60.50	7.69	33.12
2016	047	KEARNY	CO D0215	Lakin	A	1003 WEST KINGMAN	LAKIN	KS	67860		37.9414	-101.2643	2008280	Rural, Remote	738	78	660	395	343	174	564	53.52	10.57	23.58
2016	047	KEARNY	CO D0216	Deerfield	A	801 BEECH STREET	DEERFIELD	KS	67838	0274	37.98105	-101.1367	2005400	Rural, Remote	217	35	182	156	61	84	133	71.89	16.13	38.71
2016	065	MORTON	CD0217	Rolla	A	204 VAN BUREN	ROLLA	KS	67954	0167	37.12108	-101.6303	2011190	Rural, Remote	189	17	172	117	72	61	128	61.90	8.99	32.28
2016	065	MORTON	CD0218	Elkhart	A	542 MORTON ST.	ELKHART	KS	67950		37.00186	-101.8972	2005790	Rural, Remote	1162	84	1078	592	570	106	1056	50.95	7.23	9.12
2016	013	CLARK	COU DD0219	Minneola	A	111 LOCUST	MINNEOLA	KS	67865	0157	37.4388	-100.0129	2009600	Rural, Remote	268	48	220	158	110	<10*	<10*	58.96	17.91	<10*
2016	013	CLARK	COU DD0220	Ashland	A	311 J.E. HUMPHREYS ST.	ASHLAND	KS	67831	0187	37.19425	-99.77545	2003510	Rural, Remote	217	33	184	100	117	25	192	46.08	15.21	11.52
2016	101	WASHINGTON	CD0223	Barnes	A	212 N. TRIP	BARNES	KS	66933	0188	39.71519	-96.87518	2000012	Rural, Remote	366	60	306	142	224	44	322	38.80	16.39	12.02
2016	101	CLOUD	COU DD0224	Clifton-Clyde	A	616 N. HIGH, SUITE 2	CLYDE	KS	66938	9637	39.59675	-100.40731	2004950	Rural, Remote	330	52	278	133	197		330	40.30		
2016	060	MEADE	COLD0225	Fowler	A	100 E 8TH AVE	FOWLER	KS	67844	0170	37.38535	-100.1949	2006210	Rural, Remote	160	24	136	93	67	<10*	<10*	58.13	15.00	<10*
2016	060	MEADE	COLD0226	Meade	A	409 SCHOOL ADDITION	MEADE	KS	67864	0400	37.2776	-100.3295	2009420	Rural, Remote	407	55	352	193	214	22	385	47.42	13.51	5.41
2016	042	HODGEMAN	DD0227	Hodgeman Coun	A	401 DOUGLAS	JETMORE	KS	67854	0398	38.0857	-99.90355	2007800	Rural, Remote	315	45	270	129	186	23	292	40.95	14.29	7.30
2016	046	JOHNSON	CD D0230	Spring Hill	A	101 E SOUTH STREET	SPRING HILL	KS	66083		38.73866	-94.8254	2011850	Rural, Fringe	4179	699	3480	1401	2778	29	4150	33.52	16.73	0.69
2016	046	JOHNSON	CD D0231	Gardner Edgerto	A	231 EAST MADISON STREET	GARDNER	KS	66030		38.8165	-94.9236	2006420	Suburb, Large	6251	978	5273	2082	4169	124	6127	33.31	15.65	1.98
2016	046	JOHNSON	CD D0233	Olathe	A	14160 BLACK BOB ROAD	OLATHE	KS	66063	2000	38.78918	-94.7602	2010140	Suburb, Large	31145	3947	27198	8146	22999	3127	28018	26.16	12.67	10.04
2016	006	BOURBON	CD0234	Fort Scott	A	424 S MAIN	FORT SCOTT	KS	66701	2097	37.8737	-94.7062	2006180	Town, Remote	1857	219	1638	1078	779	15	1842	58.05	11.79	0.81
2016	006	BOURBON	CD0235	Uniontown	A	601 FIFTH STREET	UNIONTOWN	KS	66779		37.84936	-94.9721	2012450	Rural, Remote	470	58	412	305	165		470	64.39	12.34	
2016	092	SMITH	COU DD0237	Smith Center	A	216 S. JEFFERSON	SMITH CENTER	KS	66967	0329	39.78038	-98.77411	2000007	Rural, Remote	422	74	348	206	216		422	48.82	17.54	
2016	072	OTTAWA	CCD0239	North Ottawa Co	A	716 E 7TH ST	MINNEAPOLIS	KS	67467	0257	39.12779	-97.69881	2009570	Rural, Remote	685	121	564	306	379		685	44.67	17.66	
2016	100	WALLACE	CD0242	Weskan	A	219 COYOTE BOULEVARD	WESKAN	KS	67762	4004	38.8654	-101.9643	2012900	Rural, Remote	97	23	74	46	51		97	47.42	23.71	
2016	016	COFFEY	COLD0243	Lebo-Waverly	A	411 PEARSON	WAVERLY	KS	66871	0457	38.3935	-95.6003	2012810	Rural, Remote	471	84	387	203	268	<10*	<10*	43.10	17.83	<10*
2016	016	COFFEY	COLD0244	Burlington	A	200 SOUTH 6TH	BURLINGTON	KS	66839	1700	38.1933	-95.7417	2004290	Town, Remote	892	183	709	333	559	<10*	<10*	37.33	20.52	<10*
2016	016	COFFEY	COLD0245	LeRoy-Gridley	A	605 MAIN	LEROY	KS	66857		38.0868	-95.6337	2008670	Rural, Distant	252	39	213	131	121		252	51.98	15.48	
2016	019	CRAWFORD	DD0246	Northeast	A	1001 E SOUTH STREET	ARMA	KS	66712	0669	37.54314	-94.69182	2003480	Rural, Distant	576	110	466	413	163		576	71.70	19.10	
2016	019	CRAWFORD	DD0247	Cherokee	A	506 SOUTH SMELTER	CHEROKEE	KS	66724	5015	37.3408	-94.8322	2004710	Rural, Distant	588	95	493	350	238					

2016	068	NESS COUN D0303	Ness City	A	414 E CHESTNUT ST	NESS CITY	KS	67560	1695	38.455	-99.90061	2009930	Rural, Remote	313	59	254	148	165	36	277	47.28	18.85	11.50	
2016	085	SAUNIE COU0305	Salina	A	1511 GYPSUM	SAUNIE	KS	67402	0797	38.838	-97.5892	2011370	Town, Remote	7802	1277	6525	4911	2891	871	6931	62.95	16.37	11.16	
2016	078	RENO COUN D0308	Hutchinson Public	A	1520 NORTH PLUM	HUTCHINSON	KS	67501	1908	38.07005	-97.92202	2007620	Town, Distant	5215	871	4344	3527	1688	293	4922	67.63	16.70	5.62	
2016	078	RENO COUN D0309	Nickerson	A	4501 WEST FOURTH	HUTCHINSON	KS	67501	9131	38.0571	-98.0031	2009990	Rural, Distant	1201	175	1026	696	50	1171	57.95	14.57	2.50		
2016	078	RENO COUN D0310	Fairfield	A	16115 S LANGOON ROAD	LANGDON	KS	67583	9052	37.86955	-98.32274	2008310	Rural, Remote	352	53	299	248	104	16	336	70.45	15.06	4.55	
2016	097	THOMAS CD0314	Brewster	A	127 KANSAS AVENUE	BREWSTER	KS	67732	0220	39.36506	-101.3764	2004080	Rural, Remote	137	31	106	56	81		137	40.88	22.63		
2016	097	SHERIDAN CD0316	Golden Plains	A	210 W. 6TH STREET	SELDEN	KS	67757	0199	39.53802	-100.5695	2011040	Rural, Remote	219	51	168	130	89	49	170	59.36	23.29	22.37	
2016	075	POTTAWAT D0321	Kaw Valley	A	411 WEST LASLEY	ST. MARYS	KS	67556	1715	39.1914	-96.07	2007970	Town, Distant	1281	243	1038	481	800		1281	37.55	18.97		
2016	075	POTTAWAT D0322	Onaga-Havensville	A	500 HIGH	ONAGA	KS	66521		39.4921	-96.1667	2010170	Rural, Remote	345	73	272	163	182		345	47.25	21.56		
2016	074	PHILLIPS CD0325	Phillipsburg	A	240 S 7TH	PHILLIPSBURG	KS	67661	2798	39.74755	-99.31877	2010650	Town, Remote	664	123	541	292	372	<10*	<10*	43.98	18.52	<10*	
2016	099	WABUNSEE D0330	Mission Valley	A	511 EAST 2ND AVENUE	ESKRIDGE	KS	66423	0158	38.85688	-96.10373	2006060	Rural, Distant	486	102	384	182	304		486	37.45	20.99		
2016	048	KINGMAN CD0331	Kingman - Norw	A	115 NORTH MAIN STREET	KINGMAN	KS	67068	0416	37.64241	-98.11363	2008070	Rural, Fringe	1124	203	921	536	588	<10*	<10*	47.69	18.06	<10*	
2016	015	CLOUD COU0333	Concordia	A	217 W 7TH	CONCORDIA	KS	66901	2803	39.5705	-97.6619	2005100	Town, Remote	1065	163	902	563	502	21	1044	52.86	15.31	1.97	
2016	015	CLOUD COU0334	Southern Cloud	A	619 TOOTLE AVENUE	MILTONVALE	KS	67466	0334	39.35226	-97.45654	2006510	Rural, Remote	242	40	202	158	84		242	65.29	16.53		
2016	043	JACKSON CD0335	North Jackson	A	12692 266TH ROAD	HOLTON	KS	66436	1794	39.5268	-95.7417	2004830	Rural, Distant	435	94	341	176	259		435	40.46	21.61		
2016	043	JACKSON CD0337	Royal Valley	A	101 W MAIN	MAYETTA	KS	66509	0219	39.3381	-95.7246	2009320	Rural, Distant	884	150	734	426	458		884	48.19	16.97		
2016	044	JEFFERSON D0338	Valley Falls	A	700 OAK STREET	VALLEY FALLS	KS	66088	1263	39.34351	-95.46072	2012540	Rural, Distant	437	85	352	187	250		437	42.79	19.45		
2016	044	JEFFERSON D0339	Jefferson County	A	310 5TH STREET	WINCHESTER	KS	66097	4902	39.32321	-95.26946	2013020	Rural, Distant	478	75	403	153	325		478	32.01	15.69		
2016	044	JEFFERSON D0340	Jefferson West	A	601 E WYANDOTTE	MERIDEN	KS	66512	0267	39.1872	-95.5611	2009510	Rural, Fringe	884	142	742	267	617		884	30.20	16.06		
2016	044	JEFFERSON D0341	Oskaloosa Public	A	404 PARK STREET	OSKALOOSA	KS	66066	5022	39.22138	-95.31357	2010320	Rural, Distant	647	140	507	370	277		647	57.19	21.64		
2016	044	JEFFERSON D0342	McLouth	A	217 SUMMIT	MCLOUTH	KS	66054	0040	39.1952	-95.21128	2009360	Rural, Distant	527	97	430	231	296		527	43.83	18.41		
2016	044	JEFFERSON D0343	Perry Public Schc	A	205 W BRIDGE ST	PERRY	KS	66073	0729	39.07627	-95.39757	2010620	Rural, Distant	815	143	672	316	499	<10*		38.77	17.55	<10*	
2016	054	LINN COUN D0344	Pleasanton	A	309 W .13TH	PLEASANTON	KS	66075		38.1728	-94.7175	2010770	Rural, Remote	366	56	310	236	130		366	64.48	15.30		
2016	089	SHAWNEE CD0345	Seaman	A	901 NW LYMAN RD	TOPEKA	KS	66608	1900	39.0876	-95.6735	2011490	Suburb, Midsize	4061	651	3410	1482	2579	35	4026	36.49	16.03	0.86	
2016	054	LINN COUN D0346	Jayhawk	A	414 SOUTH 5TH STREET	MOUND CITY	KS	66056	0278	38.1384	-94.8131	2007750	Rural, Remote	631	88	543	374	257	13	618	59.27	13.95	2.06	
2016	024	EDWARDS CD0347	Kinsley-Offler	A	120 W 8TH ST	KINSLEY	KS	67547	1168	37.92085	-99.41293	2008100	Rural, Remote	381	67	314	210	171	69	312	55.12	17.59	18.11	
2016	023	DOUGLAS CD0348	Baldwin City	A	715 CHAPEL STREET	BALDWIN CITY	KS	66006	0667	38.77985	-95.18824	2003720	Town, Fringe	1485	256	1229	497	988	<10*	<10*	33.47	17.24	<10*	
2016	093	STAFFORD CD0349	Stafford	A	418 E BROADWAY	STAFFORD	KS	67578	0400	37.96242	-98.5954	2011970	Rural, Remote	321	44	277	189	132	25	296	58.88	13.71	7.79	
2016	093	STAFFORD CD0350	St John-Hudson	A	505 NORTH BROADWAY	ST. JOHN	KS	67576	1836	38.00415	-98.75926	2011910	Rural, Remote	391	65	326	205	186	59	332	52.43	16.62	15.09	
2016	093	STAFFORD CD0351	Macksville	A	433 N. GILMORE	MACKSVILLE	KS	67557	0487	37.96054	-98.96586	2009060	Rural, Remote	317	39	278	191	126	103	214	60.25	12.30	32.49	
2016	091	SHERMAN CD0352	Goodland	A	1312 MAIN	GOODLAND	KS	67535	0509	39.34567	-101.7118	2006580	Town, Remote	975	118	857	509	466	103	872	52.21	12.10	10.56	
2016	096	SUMNER CD0353	Wellington	A	221 SOUTH WASHINGTON	WELLINGTON	KS	67152	0648	37.2644	-97.3979	2012840	Town, Distant	1621	362	1259	880	741	22	1599	54.29	22.33	1.36	
2016	005	BARTON CD0355	Ellinwood Public	A	300 N. SCHILLER	ELLINWOOD	KS	67526		38.35675	-98.57765	2005820	Rural, Distant	491	67	424	260	231		491	52.95	13.65		
2016	096	SUMNER CD0357	Belle Plaine	A	719 N MAIN	BELLE PLAINE	KS	67013	0760	37.39628	-97.27983	2003900	Rural, Distant	713	128	585	249	464		713	34.92	17.95		
2016	096	SUMNER CD0359	Argonia Public Sc	A	202 E. ALLEN	ARGONIA	KS	67004	9741	37.26912	-97.76353	2003430	Rural, Remote	193	39	154	83	110		193	43.01	20.21		
2016	096	SUMNER CD0360	Caldwell	A	22 N. WEBB ST	CALDWELL	KS	67022	1458	37.03269	-97.61119	2004280	Rural, Remote	293	42	251	152	141		293	51.88	14.33		
2016	039	HARPER CD D0361	Chaparral School	A	124 N JENNINGS	ANTHONY	KS	67003	0486	37.15253	-98.03019	2003390	Rural, Remote	950	178	772	599	351	63	887	63.05	18.74	6.63	
2016	054	LINN COUN D0362	Prairie View	A	13799 KANSAS HWY 152	LACYNGE	KS	66040		38.3453	-94.8503	2008250	Rural, Remote	993	162	831	501	492	<10*	<10*	50.45	16.31	<10*	
2016	028	FINNEY COL D0363	Holcomb	A	305 WILEY	HOLCOMB	KS	67851	0088	37.988	-100.9872	2007350	Rural, Distant	1127	81	1046	601	526	176	951	53.33	7.19	15.62	
2016	058	MARSHALL D0364	Marysville	A	211 S 10TH ST	MARYSVILLE	KS	66508	1911	39.83997	-96.64598	2000016	Town, Remote	789	146	643	361	428	<10*	<10*	45.75	18.50	<10*	
2016	002	ANDERSON D0365	Garnett	A	305 N. OAK	GARNETT	KS	66032	0328	38.28614	-95.24216	2006450	Rural, Fringe	1079	170	909	553	526		1079	51.25	15.76		
2016	104	WOODSON D0366	Woodson	A	101 W BUTLER	YATES CENTER	KS	66783	0160	37.8823	-95.7325	2013110	Rural, Remote	524	99	425	326	198		524	62.21	18.89		
2016	061	MIAMI COU0367	Osawatimie	A	1200 TROJAN DR	OSAWATOMIE	KS	66064	1696	38.4994	-94.96293	2010260	Town, Distant	1323	289	1034	858	465		1323	64.85	21.84		
2016	040	HARVEY CO D0369	Burrton	A	105 EAST LINCOLN	BURRTON	KS	67020	0369	38.0196	-97.67152	2004350	Rural, Distant	269	51	218	89	180	<10*	<10*	33.09	18.96	<10*	
2016	035	GRAY COUN D0371	Montezuma	A	103 W. SUNNYSIDE	MONTEZUMA	KS	67867	0355	37.59554	-100.4459	2009630	Rural, Remote	279	22	257	137	142	65	214	49.10	7.89	23.30	
2016	040	HARVEY CO D0373	Newton	A	308 EAST FIRST	NEWTON	KS	67114	3846	38.0428	-97.3406	2009960	Town, Distant	308	675	3033	2033	1675	208	3500	54.83	20.80	5.61	
2016	041	HASKELL CD0374	Sublette	A	105 W FERN	SUBLETTE	KS	67877	0670	37.47904	-100.8465	2012090	Rural, Remote	541	42	499	328	213	176	365	60.63	7.76	32.53	
2016	003	ATCHISON CD0377	Atchison Co Com	A	306 MAIN STREET	EFINGHAM	KS	66023	0289	39.52185	-95.39747	2005700	Rural, Remote	568	93	475	291	277	<10*	<10*	51.23	16.37	<10*	
2016	081	RILEY COUN D0378	Riley County	A	204 W. KANSAS AVE.	RILEY	KS	66531	0326	39.29885	-96.82659	2011100	Rural, Distant	745	123	622	224	521	<10*	<10*	30.07	16.51	<10*	
2016	014	CLAY COUN D0379	Clay Center	A	807 DEXTER	CLAY CENTER	KS	67383	0040	39.3783	-97.1206	2004890	Town, Distant	1483	303	1180	615	868	<10*	<10*	41.47	20.43	<10*	
2016	076	PRATT COU D0382	Pratt	A	401 S. HAMILTON	PRATT	KS	67124	1606	37.64283	-98.74354	2010890	Town, Remote	1487	190	1297	674	813	119	1368	45.33	12.78	8.00	
2016	081	RILEY COUN D0383	Manhattan-Ogde	A	2031 POYNTE	MANHATTAN	KS	66502		39.1796	-96.5894	2009180	City, Small	7271	1083	6188	<10*	<10*	450	6821	<10*	14.89	6.19	
2016	081	RILEY COUN D0384	Blue Valley	A	3 RAM WAY	RANDOLPH	KS	66554		39.43368	-96.76016	2010980	Rural, Distant	228	44	184	65	163		228	28.51	19.30		
2016	037	GREENWOOD D0386	Madison-Virgil	A	100 N. 3RD ST.	MADISON	KS	66860	0398	38.1377	-96.136	2009090	Rural, Remote	253	58	195	135	118		253	53.36	22.92		
2016	103	WILSON CD D0387	Altoona-Midway	A	20584 US 75 HWY	BUFFALO	KS	66717	9502	37.66826	-95.65142	2004170	Rural, Distant	230	43	187	161	69		230	70.00	18.70		
2016	037	GREENWOOD D0389	Eureka	A	216 N MAIN STREET	EUREKA	KS	67045		37.8209	-96.2941	2006120	Rural, Fringe	709	95	614	428	281	<10*	<10*	60.37	13.40		

2016	063	MONTGOM D0436	Caney Valley	A	700 E. BULLPUP BLVD.	CANEY	67333	2542	37.0177	-95.9262	2004410	Rural, Remote	821	71	750	417	404	11	810	50.79	8.65	1.34
2016	029	FORD COUN D0443	Dodge City	A	1000 SECOND AVE	DODGE CITY	67801	0460	37.73504	-100.0191	2005580	Town, Remote	7599	900	6699	6082	1517	4103	3496	80.04	11.84	53.99
2016	080	RICE COUN D0444	Little River	A	455 PRAIRIE	LITTLE RIVER	67457	0218	38.39656	-98.00833	2008880	Rural, Distant	349	70	279	107	242		349	30.66	20.06	
2016	063	MONTGOM D0445	Coffeyville	A	615 ELLIS	COFFEYVILLE	67337	3427	37.03812	-95.63601	2004980	Town, Remote	1973	218	1755	1475	498	181	1792	74.76	11.05	9.17
2016	063	MONTGOM D0446	Independence	A	517 NORTH TENTH	INDEPENDENCE	67301	0487	37.2279	-95.7108	2007650	Town, Remote	2151	303	1848	1429	722	59	2092	66.43	14.09	2.74
2016	094	STANTON C D0452	Stanton County	A	300 W WEAVER STREET	JOHNSON	67855		37.57445	-101.7536	2007860	Rural, Remote	487	35	452	295	192	177	310	60.57	7.19	36.34
2016	052	LEAVENWOD D0453	Leavenworth	A	200 N 4TH	LEAVENWORTH	66048		39.3202	-94.9142	2008430	Town, Fringe	4133	711	3422	2585	1548	94	4039	62.55	17.20	2.27
2016	070	OSAGE COUN D0454	Burlingame Publ A	A	100 BIODOMQUIST DRIVE, SUITE A	BURLINGAME	66413		38.7584	-95.8348	2004260	Rural, Distant	331	85	246	164	167	<10*	<10*	49.55	25.68	<10*
2016	070	OSAGE COUN D0456	Marais Des Cyns	A	105 SW MAIN	MELVERN	66510		38.5069	-95.638	2009480	Rural, Remote	264	81	183	175	89		264	66.29	30.68	
2016	028	FINNEY COL D0457	Garden City	A	1205 FLEMING STREET	GARDEN CITY	67846	4751	37.9764	-100.8728	2006390	Town, Remote	8441	1003	7438	5947	2494	3818	4623	70.45	11.88	45.23
2016	029	FORD COUN D0459	Bucklin	A	422 S MAIN	BUCKLIN	67834	0008	37.54588	-99.63854	2004140	Rural, Remote	223	39	184	116	107	<10*	<10*	52.02	17.49	<10*
2016	103	WILSON CO D0461	Neodesha	A	522 WISCONSIN	NEODESHA	66757	0088	37.4165	-95.6806	2009900	Town, Remote	810	95	715	467	343	<10*	<10*	57.65	11.73	<10*
2016	018	COWLEY CO D0462	Central	A	700 N MAIN	BURDEN	67019		37.31392	-96.75341	2004230	Rural, Remote	349	82	267	226	123	<10*	<10*	64.76	23.50	<10*
2016	018	COWLEY CO D0463	Udall	A	303 SOUTH SEYMOUR	UDALL	67146		37.3855	-97.1211	2012390	Rural, Distant	394	71	323	185	209		394	46.95	18.02	
2016	018	COWLEY CO D0465	Winfield	A	1407 WHEAT RD.	WINFIELD	67156	3691	37.2354	-96.9711	2013050	Town, Distant	2445	504	1941	1492	953	105	2340	61.02	20.61	4.29
2016	086	SCOTT COUN D0466	Scott County	A	704 S. COLLEGE	SCOTT CITY	67871		38.48031	-100.9042	2000017	Town, Remote	1052	119	933	533	519	260	792	50.67	11.31	24.71
2016	102	WICHITA CC D0467	Leoti	A	106 S INDIAN RD	LEOTI	67861	0967	38.49255	-101.3676	2008610	Rural, Remote	445	47	398	264	181	159	286	59.33	10.56	35.73
2016	051	LANE COUN D0468	Healy Public Sch A	A	5006 NORTH DODGE RD	HEALY	67850	5022	38.59987	-100.617	2007080	Rural, Remote	93	14	79	47	46	13	80	50.54	15.05	13.98
2016	052	LEAVENWOD D0469	Lansing	A	401 S. SECOND STREET	LANSING	66043		39.24504	-94.89703	2008340	Town, Fringe	2756	432	2324	777	1979	64	2692	59.23	15.67	2.32
2016	018	COWLEY CO D0470	Arkansas City	A	2545 GREENWAY	ARKANSAS CITY	67005	1028	37.0893	-97.0385	2003450	Town, Distant	3175	717	2458	2275	900	524	2651	71.65	22.58	16.50
2016	018	COWLEY CO D0471	Dexter	A	311 N MAIN	DEXTER	67038	0097	37.18164	-96.7158	2005520	Rural, Remote	160	34	126	80	80		160	50.00	21.25	
2016	049	KIOWA COL D0474	Haviland	A	400 N. TOPEKA	HAVILAND	67059	0243	37.61862	-99.11074	2006990	Rural, Remote	72	12	60	37	35		72	51.39	16.67	
2016	031	GEARY COUN D0475	Geary County Sch A	A	123 N. EISENHOWER	JUNCTION CITY	66441	0370	39.024	-96.8493	2007890	Town, Fringe	9251	1433	7818	5387	3864	799	8452	58.23	15.49	8.64
2016	035	GRAY COUN D0476	Copeland	A	105 THATCHER	COPELAND	67837		37.53551	-100.4234	2005190	Rural, Remote	124	<10*	<10*	65	59	55	69	52.40	<10*	44.35
2016	035	GRAY COUN D0477	Ingalls	A	100 BULLDOG DRIVE	INGALLS	67853	0099	37.8283	-100.6505	2007680	Rural, Remote	256	<10*	<10*	107	149	38	218	41.80	<10*	14.84
2016	088	SEWARD CC D0480	Liberal	A	401 N. KANSAS	LIBERAL	67901	0949	37.04184	-100.9223	2008730	Town, Remote	5011	492	4519	3902	1109	3180	1831	77.87	9.82	63.46
2016	021	MORRIS CO D0481	Rural Vista	A	414 E GOODNOW	WHITE CITY	66872	0098	38.79711	-96.73194	2007440	Rural, Distant	348	62	286	177	171		348	50.86	17.82	
2016	051	LANE COUN D0482	Dighton	A	544 E PEARL	DIGHTON	67839	0878	38.4811	-100.4612	2005550	Rural, Remote	259	47	212	125	134	<10*	<10*	48.26	18.15	<10*
2016	088	SEWARD CC D0483	Kismet-Plains	A	17222 MUSTANG DRIVE	KISMET	67859	9712	37.23088	-100.6442	2008190	Rural, Remote	722	84	638	545	177	482	240	75.48	11.63	66.76
2016	103	WILSON CO D0484	Fredonia	A	300 N. 6TH	FREDONIA	66736	0539	37.53263	-95.82796	2006270	Rural, Distant	720	83	637	397	323		720	55.14	11.53	
2016	021	DICKINSON D0487	Herrington	A	19 NORTH BROADWAY	HERINGTON	67449	2430	38.6713	-96.9437	2007110	Rural, Remote	593		593	366	227		593	61.72		
2016	026	ELLIS COUN D0489	Hays	A	323 W. 12TH ST	HAYS	67601	3893	38.8744	-96.3339	2007020	Town, Remote	3171	410	2761	1289	1882	227	2944	40.65	12.93	7.16
2016	008	BUTLER COUN D0490	El Dorado	A	124 WEST CENTRAL AVENUE	EL DORADO	67042	2138	37.8174	-96.8508	2005730	Town, Distant	2194	466	1728	1296	898	36	2158	59.07	21.24	1.64
2016	023	DOUGLAS C D0491	Eudora	A	1310 WINCHESTER ROAD	EUDORA	66025	0500	38.93709	-95.11042	2006090	Town, Fringe	1825	309	1516	641	1184	19	1806	35.12	16.93	1.04
2016	008	BUTLER COUN D0492	Flinthills	A	806 SE ROSALIA	ROSALIA	67132	0188	37.8124	-96.612	2011220	Rural, Distant	264	43	221	114	150	<10*	<10*	43.18	16.29	<10*
2016	011	CHEROKEE (D0493)	Columbus	A	802 SOUTH HIGH SCHOOL AVENUE	COLUMBUS	66725	0021	37.1622	-94.8488	2005070	Town, Distant	1067	193	874	583	484		1067	54.64	18.09	
2016	038	HAMILTON D0494	Syracuse	A	103 WEST AVENUE F	SYRACUSE	67878	1187	37.98551	-101.7513	2012150	Rural, Remote	579	50	529	360	219	227	352	62.18	8.64	39.21
2016	073	PAWNEE CC D0495	Ft Larned	A	130 EAST 6TH	LARNED	67550		38.1796	-99.0974	2008370	Town, Remote	998	232	766	580	418	22	976	58.12	23.25	2.20
2016	023	DOUGLAS C D0497	Lawrence	A	110 MCDONALD DRIVE	LAWRENCE	66044	1063	38.9807	-95.2584	2008400	City, Small	12960	1741	11219	5045	7915	1034	11926	38.93	13.43	7.98
2016	058	MARSHALL D0498	Valley Heights	A	121 E COMMERCIAL	WATERVILLE	66548		39.6922	-96.7484	2012780	Rural, Remote	462	76	386	243	219	<10*	<10*	52.60	16.45	<10*
2016	011	CHEROKEE (D0499)	Galena	A	702 E. 7TH STREET	GALENA	66739		37.07487	-94.63273	2006360	Town, Fringe	938	163	775	651	287	<10*	<10*	69.40	17.38	<10*
2016	105	WYANDOTT D0500	Kansas City	A	2010 N. 59TH STREET	KANSAS CITY	66104	2805	39.12877	-94.71526	2007950	City, Midsize	25656	3652	22004	20401	5255	9598	16058	79.52	14.23	37.41
2016	089	SHAWNEE CD D0501	Topeka Public Sch A	A	624 SW 24TH	TOPEKA	66611	1294	39.02609	-95.68531	2012260	City, Midsize	16150	3071	13079	10753	5397	2114	14036	66.58	19.02	13.09
2016	024	EDWARDS CD D0502	Lewis	A	401 SUNNYSIDE DRIVE	LEWIS	67552	0097	37.9364	-99.2601	2008700	Rural, Remote	78	19	59	47	31	28	50	60.26	24.36	35.90
2016	050	LABETTE CD D0503	Parsons	A	2900 SOUTHERN	PARSONS	67357	1056	37.3256	-95.2813	2010350	Town, Remote	1557	282	1275	1162	395	25	1532	74.63	18.11	1.61
2016	050	LABETTE CD D0504	Oswego	A	719 FOURTH STREET	OSWEGO	67356	0129	37.16745	-95.10832	2010360	Rural, Remote	514	108	406	326	188		514	63.42	21.01	
2016	050	LABETTE CD D0505	Chetopa-St. Paul A	A	430 ELM STREET	CHETOPA	67336	8852	37.03875	-95.08901	2004770	Rural, Remote	512	71	441	335	177		512	65.43	13.87	
2016	050	LABETTE CD D0506	Labette County	A	401 S. HIGH SCHOOL	ALTIMONT	67330	0189	37.19285	-95.29054	2003300	Rural, Distant	1723	251	1472	999	724		1723	57.98	14.57	
2016	041	HASKELL CD D0507	Satanta	A	100 CADDO	SATANTA	67870	0279	37.43947	-100.9817	2011400	Rural, Remote	331	28	303	213	118	160	171	64.35	8.46	48.34
2016	011	CHEROKEE (D0508)	Baxter Springs	A	1108 MILITARY AVE	BAXTER SPRINGS	66713	1899	37.0244	-94.7353	2003810	Town, Fringe	1133	165	968	713	420	46	1087	62.93	14.56	4.06
2016	096	SUMNER CC D0509	South Haven	A	229 KICKAPOO AVENUE	SOUTH HAVEN	67140	0229	37.04818	-97.39788	2011790	Rural, Remote	237	52	185	111	126		237	46.84	21.94	
2016	039	HARPER CO D0511	Attica	A	718 N MAIN	ATTICA	67009	0415	37.24668	-98.22814	2003570	Rural, Remote	193	22	171	96	97		193	49.74	11.40	
2016	046	JOHNSON C D0512	Shawnee Missior A	A	7235 ANTIPOCH	SHAWNEE MISSION	66204	1798	38.9973	-94.6854	2011640	Suburb, Large	29277	2285	26992	10901	18376	3433	25844	37.23	7.80	11.73

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## Resumes/Curriculum Vitae

- Suzanne Smith
- James Basham
- Barbara Bradley
- Irma Brasseur-Hock
- Mary Beth Calhoon
- Judith Carta
- Jana Craig-Hare
- Michael Hock
- Jayne James
- Jim Knight
- Diane Nielsen
- Deborah Reed
- Amber Rowland
- Sean Smith
- Dale Walker
- Laurie Winter

# Dr. Suzanne E. Myers

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## EDUCATION

<b>University of Kansas</b> Ed.D. Curriculum and Instruction	2017
<b>Kansas State University</b> M.S. Curriculum and Instruction	2010
<b>Washburn University</b> B.A. English Education	2005
<b>University of Kansas</b> B.S. Journalism-Advertising	2001

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## CERTIFICATIONS

<b>National Board for Professional Teaching Standards</b> Accomplished License-Adolescent/Young Adult English Language Arts	2010-2020
<b>Kansas State Department of Education</b> Secondary Language Arts 7-12	2005-2010

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## EXPERIENCE

**Kansas State Department of Education** 2013-Present

**Education Program Consultant – Language Arts and Literacy/Writing**

- § ELA Standards Development – Lead
- § Council of Chief State School Officers State Professional – Development Team
- § Council of Chief State School Officers State Standards – Implementation Team
- § Striving Readers Grant – Project Director
- § ELA Virtual Communities of Practice Model – Creator and Lead
- § Career, Standards, and Assessment Team – Communication Lead

- § ELA Training-of-Trainers – Lead
- § ELA State Summative Assessment – Lead

### **Additional Responsibilities**

- § Kansas Professional Learning Team – Co-Lead
- § Visiting International Teacher Program – Responsible Officer
- § Kansas Focus and Priority Schools – Team Member
- § Division of Learning Services Visioning Committee
- § Deputy Commissioner’s Strategic Planning Committee
- § Professional Development Council
- § National Endowment for the Arts Poetry Out Loud – Project Director
- § Career and Technical Education A/V Communications Pathway – Lead
- § KASCD Executive Board

### **Baker University**

2014-Present

#### **Adjunct Instructor**

MAEd Program - On-Ground, Hybrid, and Online Courses

Courses Taught:

- § Learning Theories and Instruction
- § Focus on Comprehension
- § Enhancing Communication and Embracing Understanding

### **Atchison County USD 377**

2010-2013

#### **District Curriculum Director K-12**

- § Professional Learning Communities Initiative – Lead
- § Advisory and Intervention Planning - Lead
- § Curriculum Map Review and Revision – Lead
- § K-12 Administrator and Teacher Collaboration
- § Materials Adoption – Lead

#### **English Teacher**

Courses Taught:

- § English 10
- § Honors English 10
- § Yearbook
- § Senior Language for Life
- § Strategic Reading

**Additional Responsibilities**

- § Professional Development Council - Record Keeper
- § Site Council - Record Keeper
- § Junior Class - Prom Sponsor

**Auburn-Washburn USD 437**

2005-2010

**English Teacher**

District Language Arts Curriculum Committee

- § Resource evaluation team – Grade level representative
- § Curriculum map review

Courses Taught:

- § English 10
- § English 10 CSS
- § Honors English 10
- § English 11
- § English 11 CSS

**Additional Roles Responsibilities**

- § Literary Magazine – Co-Sponsor
- § Creative Writing Club – Co-Sponsor
- § Sophomore PLC Team – Lead
- § National Honor Society – Co-Sponsor
- § Site Council – Record Keeper

**LEADERSHIP**

**Collaboration and Teams**

Co-led Striving Readers Grant Writing Team	2016
Co-Created Orientation Week for Visiting International Teachers	2016-2017
Co-led State Text Complexity Workgroup	2014
Co-planned The Writing Conference Annual Literacy Conference	2013-Present
Presented to U.S. Dept. of Education on Monitoring Visit	2013

## Supervision

Presented to State Board of Education Re: Standards Review and Adoption	2016-2017
Supervised practicum student through Washburn University	2009
Supervised student teacher through Washburn University	2008
Supervised practicum student through Washburn University	2007
Mentored teachers new to profession as part of district mentor program	2007-2009

## Instructional Leadership

Developed and Led Kansas Writing Workshops: 6 sites, approx. 500 teachers	2015
Observed and coached Visiting International Teachers	2016
Completed Learning Forward Executive Leadership Program	2015-2016
Trained in Teacher Expectations and Student Achievement (TESA)	2006

## Innovation & Development

Developed pilot for English language arts virtual communities of practice	2015-2016
Led data review for virtual communities of practice pilot	2016
Led revision of virtual communities of practice program and implementation	2016-2017
Led Pilot of A/V Communication Peer Pathway Review, Wichita, KS	2015
Led Writing and Review of Summative Assessment Performance Task Rubric	2014-2015
Led ELA Training-of-Trainers Events	2013-Present
Co-authored & implemented pilot program for Literature Circles to address areas of need as indicated by district data	2008-2010

## MEMBERSHIPS

Kansas Reading Association	2017-Present
State Coordinators of English Language Arts	2016-Present
Council of Chief State School Officers-ICCS Team	2013-Present
Kansas Association of School Curriculum Developers	2013-Present
Executive Board	2013-Present

Executive Board for Kansas Association for Teachers of English

2006-Present

Senior Past President (2015-2016)

Immediate Past President (2014-2015)

President (2013-2014)

Vice President/2013 Conference Chairperson (2012-2013)

Second Vice President (2011-2012)

Editor, *KATE Update* (2009-2011)

National Council of Teachers of English

2005-Present

Kansas Association for Teachers of English

2005-Present

## HONORS and AWARDS

Friend of the Writing Conference Award, The Writing Conference LLC 2013

Civic Voices Fellowship, Birmingham, AL 2011

National Endowment for the Humanities Fellowship, University of Kansas 2010

Outstanding Educational Leader Award, The Writing Conference LLC 2009

Outstanding Writing Teacher Award, The Writing Conference LLC 2009

Glenn Teacher of Excellence Nominee, University of Kansas Literature Festival 2008

Six-time Educator of Excellence Nominee, Washburn Rural High School

(Spring 2008, Spring 2007, Fall 2007, Spring 2006, Fall 2006, Fall 2005)

Flint Hills Writing Project Fellowship, Kansas State University 2006

Outstanding Secondary Student Teacher Award, Washburn University 2005

## SERVICE

Kansas Masonic Literacy Center – Board of Directors 2017-Present

*Kansas English* – Editorial Review Board 2017-Present

Kansas Masonic Literacy Center – Search Committee 2016-2017

Fort Riley Middle School, KS – External Assistance Team

(2014, 2015, 2016)

Kansas National Board Breakfast – Invited Speaker/Panelist	2016
Poetry Out Loud State Contest - Judge	2015
Dynamic Learning Maps Assessment – Reviewer	2014
Heartland Committee to Promote Lifelong Reading – Reader-Contributor	2012-Present
Writing Conference, Inc. Writing Contest – Secondary Level Judge	2011-2013
Literature Festival – Student Discussion Facilitator	2010-Present
Kansas Association of Teacher of English <i>KATE Update</i> – Editor	2010-2014
Assembly on Adolescent Literature – Book Reviewer	2006

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## PUBLICATIONS

- Myers, S. (2017). *Virtual communities of practice: A study of capacity-building professional learning for teachers* (Doctoral dissertation).
- Myers, S. & Vest, J. (2016). From Lenin to Lennon: Using music to revive the classics. In L. Johnson & C. Goering (Eds.) *Recontextualized: A framework for teaching English with music* (pp. 113-128). Rotterdam: Sense Publishers.
- Oertel, S., Seeger, V., & Shaw, K. (2014) Kansas ELA College and Career Ready Standards: Best Practices and Misconceptions, *Kansas Journal of Reading*, 30.
- Oertel, S. (2011, Fall). First Years. *Kansas English*, 93:2.
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## PRESENTATIONS

- Myers, S. (2016, November). *Revision Focused Assessment*. Presented at Big Cat Conference, Goddard, KS.
- Myers, S., Adams, L. (2016, October). *Balanced Assessment Systems for English Language Arts*. Presented at Kansas State Department of Education Annual Conference, Wichita, KS.
- Myers, S. (2016, September). *ELA Curriculum Planning with a Vision*. Presented at Shawnee Mission Public Schools, Shawnee Mission, KS.
- Myers, S. (2016, February). *Kansas Assessment Program Data*. Presented at meeting of implementation coaches for Kansas focus and priority schools, Hutchinson, KS.
- Myers, S., Gifford, D. (2016, February). *Writing with Evidence*. Presented at Kansas Exemplary Educators Network Annual Conference, Topeka, KS.
- Myers, S., Gifford, D. (2016, February). *Writing from sources*. Presented at USD 501 Professional development day.
- Myers, S. (2016, January). *Literacy for our kids*. Follow-up presentation to PreK-12 educators at Holton Public Schools, Holton, KS.
- Eyre, R, Myers, S. (2015, December). *From the Inside Out: How Kansas improved internal communications to support standards implementation*. Presented at Council of Chief State School Officer’s Communications Topical Meeting, Miami, FL.
- Gifford, D., Myers, S. (2015, November). *Writing within the Social Studies curriculum*. Invited opening presenter at Kansas State Social Studies Conference, Topeka, KS.
- Jones, J., Myers, S. (2015, October). *Stronger Than Fiction: The Power of the Stories We Tell Ourselves*. Presented at Kansas Association of Teachers of English Annual Conference, Wichita, KS.

- Myers, S. Schapaugh, D. (2015, October). *Measuring student learning in English Language Arts*. Presented at Kansas State Department of Education Annual Conference, Wichita, KS.
- Myers, S. (2015, October). *Writing for the Kansas College and Career Ready Standards*. Presented to preservice educators at Washburn University, Topeka, KS.
- Myers, S., Gifford, D. (2015, August). *Literacy for our kids*. Presented to PreK-12 educators at Holton Public Schools, Holton, KS.
- Oertel, S. (2015, October). *Learning resource sets: a model for building integrated instruction for improved student learning*. Presented at Kansas Association of Teachers of English Annual Conference, Wichita, KS.
- Oertel, S., Gifford, D. (2015, October). *Writing within the curriculum*. Presented to K-12 paraprofessionals at USD 501, Topeka, KS.
- Oertel, S. (2015, February). *Multidisciplinary Performance Task*. Presented half-day session at USD 501, Topeka, KS.
- Oertel, S. (2015, February). *Multidisciplinary Performance Task*. Presented session at Learning Forward KS Conference, Wichita, KS.
- Oertel, S. (2015, January). *Multidisciplinary Performance Task*. Presented session at Logan Elementary School, Topeka, KS.
- Krehbiel, M., Oertel, S. (2015, January). *Writing in Science*. Co-presented session at USD 437 for 9-12 Science Teachers.
- Oertel, S. (2014, October). *Kansas Assessment Program changes*. Presented session at Kansas Association of Teachers of English Annual Conference, Wichita, KS.
- Oertel, S. (2014, October). *Kansas Assessment Program changes*. Presented session at Kansas Reading Association Annual Conference, Emporia, KS.
- Oertel, S., Lakin, J. (2014, October). *Learning resource sets: a model for building integrated instruction for improved student learning*. Presented webinar hosted by Metametrics, Raleigh, NC.
- Oertel, S. (2014, August). *Writing within the curriculum*. Presented one-day workshop to K-12 teachers, Central Heights Schools, KS.
- Shaw, K., Oertel, S. (2014, June). *Learning resource sets: a model for building integrated instruction for improved student learning*. Presented at Summer Institute for School Librarians, Emporia, KS.
- Oertel, S., Jones, J. (2014, April). *So you say I have to teach writing?* Presented at Literacy Conference, Emporia, KS.
- Oertel, S. Gifford, D. (2014, March). *Paving the path to student success*. Presented at evening meeting for parents of students attending USD 500 schools, Kansas City, KS.
- Oertel, S. (2014, February). *Multidisciplinary Performance Task*. Presented at Kansas Learning Forward Annual Conference, Wichita, KS.
- Oertel, S. (2013, November). *Using Music to Teach English, From A to Jay-Z*. Presented at Annual Convention of the National Council of Teachers of English (NCTE), Boston, MA.
- Copeland, M., Oertel, S. (2013, October). *Revision-Focused Assessment: Using Student-Generated Rubrics to Fuel Writing and Revision*. Presented workshop at the Jones Institute for Educational Excellence, Emporia, KS.
- Oertel, S. (2013, October). *Heartland Books for Young Adults*. Presented at Annual Kansas Association of Teachers of English (KATE) Conference, Wichita, KS.
- Oertel, S., Morris, S. (2013, October). *Kansas College and Career Ready Standards: Osage City Curriculum Mapping*. Presented a one-day workshop to USD 420, Osage City, KS.
- Oertel, S. (2013, October). *Kansas College and Career Ready Standards: Training Availability*. Presented session at Quarterly State Curriculum Leaders Meeting, October, 2013.
- Oertel, S., Boyd, C. (2013, September). *Text Complexity and Close Reading*. Presented one-day workshop to USD 501, Topeka KS.
- Oertel, S. (2013, September). *Kansas College and Career Ready Standards in the ELA Classroom*. Presented a one-day workshop to USD 501 Secondary English Language Arts teachers, Topeka, KS.
- Oertel, S. (2012, Fall). *Assessing Before Grading: Fueling Student Writing and Revision*. Presented at Annual Kansas Association of Teachers of English (KATE) Conference, Wichita, KS.
- Oertel, S., Jones, J. (2011, Fall). *Creative Common Core-Aligned Lessons, Projects, and Strategies for the Secondary Language Arts Classroom*. Presented at Annual Kansas Association of Teachers of English (KATE) Conference, Wichita, KS.

- Goering, C., Sitomer, A., Oertel, S. (2009, November). *Making the Classroom Pop: Teaching Literature and Literacy Skills through Music*. Presented at the meeting of the Annual Convention of the National Council of Teachers of English (NCTE), Philadelphia, PA.
- Oertel, S. (2009, October). *On Their Terms*. Invited Luncheon Speaker at Kansas Association of Teachers of English Annual Conference (KATE). Wichita, KS.
- Oertel, S. (2009, September). *Revision Focused Assessment*. Presented in-service to Haysville USD 261 Secondary English teachers, Haysville, KS.
- Oertel, S. (September 2009). *Student 2009: Creatively Connecting Yesterday's Content to Today's Students*. Presented at the meeting of the National Teachers Hall of Fame Conference, Overland Park, KS.
- Copeland, M., Oertel, S. (2009, January). *Assessing before grading: fueling student writing and revision*. Presented workshop at the Jones Institute for Educational Excellence, Emporia, KS.
- Goering, C., Oertel, S., & Erickson, K. (2008, November) *Using popular music, text messaging, and social networking to teacher literature in the 21<sup>st</sup> Century*. Presented at the meeting of the Annual Convention of the National Council of Teachers of English, San Antonio, TX.
- Copeland, M., Oertel, S. (2008, October). *Assessing before grading: fueling student writing and revision*. Presented at the meeting of the Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.
- Goering, C., & Oertel, S. (2008, October). *Finding common ground: Strategies for reaching and teaching 21<sup>st</sup> Century Kids*. Presented workshop at the meeting of the Jones Institute for Educational Excellence, Emporia, KS.
- Goering, C., & Oertel, S. (2008, July). *Tunes, texts, and social networks as engaging literacy practices in the teaching of literature*. Presented at the meeting of the Whole Language Conference, Tucson, AZ.
- Goering, C., Caswell, R. & Oertel, S. (2007, November). *Connecting in their context: Practical methods of using adolescent's literacies to teach English today*. Presented at the meeting of the Annual Convention of the National Council of Teachers of English (NCTE), New York, NY.
- Oertel, S. (2007, October). *First Years*. Invited Luncheon Speaker at Kansas Association of Teachers of English Annual Conference (KATE). Wichita, KS.
- Oertel, S. (2007, October). *Radio show podcasting project*. Presented at the meeting of the Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.
- Oertel, S. (2006, October). *At play in the secondary classroom: A lighthearted approach to teaching heavy content*. Presented at the meeting of the Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.
- Goering, C., Armstrong, E., Brady, J, Hill, E, & Oertel, S., (2006, October). *Discovering the courage within: Surviving and thriving as an early career teacher*. Presented at the meeting of the Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.

## BIOGRAPHICAL SKETCH

**James D. Basham, Ph.D.**

### **a. PROFESSIONAL PREPARATION**

Eastern Illinois University	Special Education	B.A., 1994
Eastern Illinois University	Special Education	M.S., 1996
University of Illinois Urbana-Champaign		Educational
Psychology	Ph.D., 2005	

### **b. APPOINTMENTS**

2013-Current Associate Professor, University of Kansas, Dept. of Special Education  
2011-2013 Assistant Professor, University of Kansas, Dept. of Special Education  
2006-2011 Assistant Professor, University of Cincinnati, Dept. of Special Education  
2005-2006 Assistant Professor, Eastern Illinois University; College of Education & Professional Studies  
2000-2005 Graduate Researcher, University of Illinois – Urbana-Champaign

### **c. PUBLICATIONS**

#### **(i) Five Directly Related to Project**

1. Basham, J.D., Smith, S.J., & Satter, A.L. (2016). Universal design for learning: Scanning for alignment in K-12 blended and fully online learning materials. *Journal of Special Education Technology*, 31(3), 147-155.
2. Marino, M.T., Gotch, C.M., Israel, M., Vasquez, E., Basham, J.D., & Becht, K. (2014). UDL in the middle school science classroom: Can video games and alternative text heighten engagement and learning for students with learning disabilities? *Learning Disabilities Quarterly*, 37, 87-99.
3. Basham, J.D., & Marino, M. (2013). Understanding STEM education and supporting students with universal design for learning. *Teaching Exceptional Children*, 45(4), 8-15.
4. Marino, M.T., Tsuruski, B.K., & Basham, J.D. (2011). Selecting science software for students with learning disabilities and other special needs. *The Science Teacher*. 78(3), 70-72.
5. Marino, M.T., Basham, J.D., & Beecher, C.C. (2011). Using video games as an alternative science assessment for students with disabilities and at-risk learners. *Science Scope*. 34(5) 36-41.

#### **(ii) Five other significant publications**

6. Smith, S.J., & Basham, J. (2014). Designing online learning opportunities for students with disabilities. *Teaching Exceptional Children*, 46(5), 127-137.
7. Basham, J.D., Smith, S.J., Greer, D.L., & Marino, M.T. (2013). The scaled arrival of K-12 online education: Emerging realities and implications for the future of education. *Journal of Education*, 193(2), 51-59.
8. Marino, M.T., Israel, M., Beecher, C.C., & Basham, J.D. (2013). Students' and teachers' perceptions of using videogames to enhance science instruction. *Journal of Science Education and Technology*, 22(5), 667-680.

9. Basham, J.D., Meyer, H., & Ernest, P. (2010). The design and application of the digital backpack. *Journal of Research on Technology in Education*, 42(4), 339-359.
10. Basham, J.D., Israel, M., Graden, J., Poth, R. & Winston, M. (2010). A comprehensive approach to RTI: Embedding universal design for learning and technology. *Learning Disability Quarterly*. 33(4), 243-255.

**d. Synergistic Activities**

Center on Online Learning and Students with Disabilities (COLSD) (Co-PI) 2011-Current.  
Universal Design for Learning Implementation and Research Network (UDL-IRN)  
(Founder and Executive Director) 2011-Current

*Journal of Special Education Technology: K-12 Online Learning Topical Issue (Guest Editor) 2015-2016.*

*Journal of Special Education Leadership: K-12 Online Education Topical Issue (Guest Editor) 2015-2016.*

*Journal of Special Education Technology: Science Technology Engineering & Mathematics Topical Issue (Guest Editor) 2009-2010*

*Journal of Special Education Technology* Editorial Board (Reviewer) 2006-Current

**CONDENSED VITA**

**BARBARA A. BRADLEY**

**barbarab@ku.edu**

**EDUCATIONAL EXPERIENCE:**

- 2004 Ph.D., The University of Georgia, Athens. Major: Reading Education  
1988 M.A.: Adelphi University, Garden City, New York. Major: Physical Education  
1985 B.S.: State University of New York, Stony Brook. Major: Biology/Psychology

**PROFESSIONAL EXPERIENCE (including relevant research experience):**

- 2017-Present Professor, University of Kansas Department of Curriculum and Teaching  
2013-Present Courtesy Associate Professor, University of Kansas Center for Research on Learning  
2010-2017 Associate Professor, University of Kansas Department of Curriculum and Teaching  
2009-2011 Principal Investigator, *Integrating Information Books into Early Childhood Classrooms*. Funded by the University of Kansas General Research Fund  
2009-2010 Methodological Specialist, *Improving Instruction through implementation of the Partnership Instructional Coaching Model*. Funded by the U.S. Department of Education Institute of Education Sciences  
2006-2008 Principal Investigator *A Formative Experiment Investigating Expository Text Read Alouds in Early Childhood Classrooms*. Funded by the University of Kansas New Faculty General Research Fund  
2006-2007 Co-Principal Investigator, *Program for Partnerships in Early Learning* project. Funded by the Administration of Children, Youth and Families  
2004-2007 Co-Principal Investigator, *Second Grade Reading Fluency*. Subcontract with the University of Georgia, funded by the National Institutes of Health and the National Science Foundation  
2004-2010 Assistant Professor, University of Kansas Department of Curriculum and Teaching  
1999-2004 Graduate Research Assistant/Graduate Teaching Assistant, University of Georgia Department of Reading Education  
1995-1999 Preschool Special Education Teacher, Widefield School District #3, Widefield, CO  
1992-1995 Preschool Special Education Teacher, Fairfax County Public Schools, Reston, VA  
1988-1992 Adapted Physical Education Teacher, Kennedy Child Study Center, Bronx, NY  
1986-1988 Adapted Physical Education Assistant, St. Agnes Hospital Child Development Center, White Plains, NY  
1985-1986 Preschool Special Education Assistant, Long Island Jewish Hospital Child Development Center, New Hyde Park, NY

**SELECTED PUBLICATIONS:**

- Bradley, B.A. (2017). Around and around the water cycle. *Science and Children*, 54(6), 42-49.

- Bradley, B.A., & Emerson, A.M. (2017). Learning about culture and teaching during an immersion study abroad program. In H. An (Ed.), *Efficacy and implementation of study abroad programs for P-12 teachers* (pp. 174-191). Hershey, PA: IGI Global Publications.
- Bradley, B.A., Hock, M., Brasseur-Hock, I., & Ruggles, M. (2017.) So you want to flip your class? 9 guidelines to read first. *New Teacher Advocate*, 24(3), 16-17.
- Bradley, B.A., Colwell, J., & Spearman, M. (2016). Developing a faculty-led study abroad. In J.A. Rhodes & T.M. Milby (Eds.), *Advancing teacher education and curriculum development through study abroad programs* (pp. 1-21). Hershey, PA: IGI Global Publications.
- Colwell, J., Nielsen, D.C., Bradley, B.A., & Spearman, M. (2016). Pre-service teacher reflections about a short-term summer study abroad experience. In J. A. Rhodes & T.M. Milby (Eds.), *Advancing teacher education and curriculum development through study abroad programs* (pp. 90 – 110). Hershey, PA: IGI Global Publications.
- Price, L.H., Bradley, B.A., (2016). *Revitalizing read alouds: Interactive talk about books with young children, PreK-12*. New York, NY: Teachers College Press.
- McKenny, S., & Bradley, B. (2016). Assessing teacher beliefs about early literacy curriculum implementation. *Early Child Development and Care*, 186(9), 1415-1428. doi: 10.1080/03004430.2015.1096784
- Bradley, B.A. (2016). Integrating the curriculum to engage and challenge children. *Young Children*, 71(3), 8-16.
- Belo, N., McKenny, S., Vogt, J., & Bradley, B. (2016). Teacher knowledge for using technology to foster early literacy: A literature review. *Computers in Human Behavior*, 60, 372-383.
- Knight, J., Elford, M.D., Hock, M.F., Dunekack, D., Bradley, B., Deshler, D.D., & Knight, D. (2015). The instructional coaching cycle: Essential skills for instructional coaches. *Journal of Staff Development*, 36(1), 10-18.
- Bradley, B.A. (2013). A formative experiment to enhance teacher-child interactions in a preschool classroom. In T. Plomp & N. Nieveen (Eds). *Educational design research: Introduction and illustrative cases*. Enschede, The Netherlands: SLO, Netherlands Institute for Curriculum Development.
- Bradley, B.A., Harvery, S., Knight, J., Hock, M., Skrtic, T., Deshler, D., Knight, D., & Brasseur-Hock, I. (2013). Employing design research to improve instructional coaching practices in middle schools. In T. Plomp & N. Nieveen (Eds). *Educational design research: Introduction and illustrative cases*. Enschede, The Netherlands: SLO, Netherlands Institute for Curriculum Development.
- Bradley, B.A., Colwell, J., Hall, L.A., Fisher, D., Frey, N., Baumann, J.F., & Reinking, D. (2012). Clarifying formative experiments in literacy research. In P.J. Dunston, S.K. Fullerton, C. C. Bates, K. Headley, P. M. Stecker (Eds.), *61st literacy research association yearbook*. Oak Creek, WI: Literacy Research Association.
- Price, L.H., Bradley, B. A., Rhea, J. (2012). A comparison of preschool teachers' talk during storybooks and information book read alouds. *Early Childhood Research Quarterly*.
- Knight, J., Bradley, B., Hock, M. Skrtic, T., Knight, D., Brasseur-Hock, I., Deshler, D., Ruggles, M., & Hatton, C. (2012), You can learn a lot by watching: How video can be used to accelerate professional learning. *The Journal of Staff Development*, 33(2), 18-23.
- Bradley, B.A., & Reinking, D. (2011) A formative experiment to enhance language interactions in a preschool classroom. *Journal of Early Childhood Literacy*, 11(3), 362-401.

- Bradley, B.A., & Reinking, D. (2011). Enhancing research and practice in early childhood through formative and design experiments. *Early Child Development and Care*, 81(3), 305-319.
- Bradley, B.A., & Reinking, D. (2011). Revisiting the connection between research and practice using design research and formative experiments In N. Duke & M. Mallette (Eds.), *Literacy research methods* (pp. 188-212). New York, NY: Guilford Press.
- Meisinger, E.B., Bradley, B.A., Schwanenflugel, P.J., & Kuhn, M.R. (2010). Teachers' perception of word callers and related literacy concepts. *School Psychology Review*, 39(1), 54-68.
- Meisinger, E.B., Bradley, B.A., Schwanenflugel, P.J., & Kuhn, M.R. (2009) Myth and reality of the word caller: The relationship between teacher nominations and prevalence among elementary school children. *School Psychology Quarterly*, 24(3).
- Reinking, D., & Bradley, B.A. (2008). *On formative and design experiments: Approaches to language and literacy research*. New York, NY: Teachers College Press.
- Meisinger, E.B., & Bradley, B.A. (2008). Classroom practices for supporting fluency development. In M.R. Kuhn & P.J. Schwanenflugel (Eds.), *Fluency in the classroom* (pp. 37-54). New York, NY: Guilford Press.

**SELECTED CONFERENCE PRESENTATIONS:**

- Bradley, B.A., & Price, L.H. (2016, November). *Engaging Preschool to Grade 2 Students in Responsive-Interactive Reading Alouds Using a Variety of Genres*. Paper presented at the annual conference of the National Association for the Education of Young Children, Los Angeles, CA
- Price, L.H., & Bradley, B. (2016, November). *Using Interactive Talk About Books to Achieve Language Treatment Goals*. Paper presented at the annual convention of the American Speech Language-Hearing Association, Philadelphia, PA
- Rowland, A., Hare, J., Ault, M., Bradley, B.A., & Ellis, J. (2015, June). *Social Media for Learning: Platform Preferences, Digital Citizenship and Authenticity*. Paper presented at the annual conference of the International Society for Technology in Education, Philadelphia, PA.
- Bradley, B.A., Hock, M., Brasseur-Hock, I., Deshler, D., Arthur, M., & Ruggles, M. (2015, April). *Exploring Flipped Learning: Its Benefits and Challenges*. Roundtable presented at the annual conference of the American Educational Research Association, Chicago, IL.
- Bradley, B.A., Hock, M., Brasseur-Hock, I., Deshler, D., Arthur, M., & Ruggles, M. (2014, December). *Exploring Flipped Learning in Middle and High Schools*. Paper presented at the annual conference of the Literacy Research Association, Marco Island, FL.
- Bradley, B.A. (2013, December). *Conducting a Design Experiment: Core Principles*. In M. McKenna & S. Walpole (Chairs), *Combining Evidence-Based Practices and Common Core Requirements: A Design Experiment*. Symposium presented at the annual conference of the Literacy Research Association, Dallas, TX.
- Bradley, B.A., & Price, L.H. (2013, April), *Read-Alouds in Early Childhood Classrooms: Rethinking Genre and Teacher Talk to Scaffold Children's Language and Learning*. In L.B. Gambrell & S.B. Neuman (co-chairs) of the Reading Research Institute: Next Steps in the Implementation of Common Standards. Paper presented at the annual International Reading Association. San Antonio, TX.

- Bradley, B.A., & Price, L.H. (2012, April). *Preschool Teachers' Repeated Readings of Thematically Related Books to Children*. Poster presented at the annual conference of the American Educational Research Association, Vancouver, Canada.
- Knight, D.S., Hock, M.F., Knight, J., Skrtic, T.M., & Bradley, B.A. (2012). *Measuring the impact of instructional coaching: Evidence from classroom observations*. Round table presented at the annual conference of the American Educational Research Association, Vancouver, Canada.
- Bradley, B.A., Reinking, et al. (2011, December). *Using formative experiments to widen the circle of methods, Participation, and achievable goals in literacy research and practice*. Alternative session presented at the Literacy Research Association, Jacksonville, FL.
- Bradley, B. A., & Brasseur-Hock, I. (2011, October) *Lessons Learned from the Study of Instructional Coaching*. In J. Knight (Chair), *Understanding Instructional Coaching: Mixed Methods Analysis of a Promising Professional Development Practice*. Paper presented at the Sixth Annual Coaching Conference, Lawrence, KS.
- Knight, J., Bradley, B.A., Knight, D., Brasseur-Hock, I., Deshler, D., Hare, J., Hock, M., & Skrtic, T. (2011, April). *Employing design research to improve instructional coaching practices*. Roundtable presentation at the American Educational Research Association, New Orleans, LA.
- Bradley, B.A., Reinking, D., Fisher, D., Frey, N., Ivey, G., & Taboada, A. (2010, December), *Using formative experiments to bridge the gap between research and practice*. A study group conducted at the Literacy Research Association (formerly the National Reading Conference).
- Bradley, B.A. (2010, November) *Design research to enhance coaching* (2010, November). In B.A. Bradley (Chair), *Achieving Pedagogical Goals in Dynamic Classrooms through Design Research and Formative Experiments*. A symposium presented at the National Council of Teachers of English, Orlando, FL.

### **SELECTED AWARDS:**

- 2009 Andrew Heiskill Award for Innovation in International Education-Study Abroad, Institute of International Education
- 2006 Distinguished Finalist, Outstanding Dissertation of the Year, International Reading Association
- 2005 Dissertation Award, Special Interest Group: Early Education/Child Development, American Educational Research Association

### **PROFESSIONAL ORGANIZATIONS:**

Literacy Research Association (formerly the National Reading Conference)  
International Literacy Association (formerly the International Reading Association)  
Kansas Reads to Preschoolers Advisory Committee for the Kansas Center for the Books at the State Library of Kansas

**CONDENSED VITA**

**IRMA BRASSEUR-HOCK**

**ibrasser@ku.edu**

**EDUCATIONAL EXPERIENCE:**

- 2005 Ph.D., University of Kansas, Special Education
- 1990 M.A., Eastern Michigan University, Special Education
- 1984 B.S., Central Michigan University, Special Education

**PROFESSIONAL EXPERIENCE** (including relevant research experience):

- 2012- Assistant Research Professor, University of Kansas Center for Research on Learning
- 2009- Courtesy Assistant Professor, University of Kansas Department of Special Education
- 2010- Co-Principal Investigator, *Development and Validation of an Online Adaptive Measure of Adolescent Reading Motivation* funded by the U.S. Department of Education
- 2009-2012 Co-Principal Investigator, *Striving Readers Effectiveness Study: Fusion Reading in Michigan* subcontract with the Michigan Department of Education funded by the U.S. Department of Education
- 2007-2012 Co-Principal Investigator, *Improving Instruction through Implementation of the Partnership Instructional Coaching Model* funded by the U.S. Department of Education
- 2007-2008 Principal Investigator, *Efficacy of Fusion Reading* funded by the state of Florida Just Read! Program
- 2004-2008 Co-Principal Investigator, *Improving Adolescent Reading Comprehension: A Multi-Strategy Reading Intervention*, funded by the U.S. Department of Education
- 2009- Professional Developer, Fusion Reading Program, Dubuque Public School District, Dubuque, Iowa
- 2007-2010 Professional Developer, *Evaluation of the strategic instruction model's content literacy continuum improving adolescent literacy across the curriculum in secondary schools*
- 2004-2008 Project Coordinator, *Improving adolescent reading comprehension*, University of Kansas, funded by the U.S. Department of Education
- 2003-2006 Strategic Instruction Program Coordinator, *GEARUP Project, University of Kansas, Lawrence* funded by the U.S. Department of Education
- 2002-2003 Researcher, *OSEP-Student Initiated Grant*, OSEP
- 2000-2003 Project Coordinator, *Enabling access to instruction to higher education and reading strategies online*, University of Kansas, Lawrence funded by the U.S. Department of Education
- 1999-2002 Project Coordinator, *Open door: Enabling access to instruction to higher education* funded by the U.S. Department of Education
- 1998-2004 Instructional Coordinator, *Gaining early awareness and readiness for undergraduate program: Pathways to success* funded by the U.S. Department of Education

1994-1998 Special Education Teacher, Central High School/AEA #7, Waterloo, IA

**SELECTED PUBLICATIONS:**

**Articles**

- Brasseur-Hock, I. F., & Scheuermann, A. (in progress). The investigation of blended/flipped learning environments and instructional implications. *Journal of Special Education Technology*.
- Hock, M., Bulgren, J., & Brasseur-Hock, I. (in press). The strategic instruction model: Effective instruction for high school with learning disabilities. *Learning Disabilities Research and Practice*.
- Hock, M. F., Brasseur-Hock, I. F., Hock, A. J., & Duvel, B. (2016). The effects of a comprehensive reading program on reading outcomes for middle school students with disabilities. *The Journal of Learning Disabilities*, 49(2), 9-18.
- Hock, M. F., Brasseur-Hock, I.F., & Deshler, D. D. (2014). Responding to the reading comprehension needs of adolescents with severe reading disabilities. *New England Reading Association Journal*. 49(2), 9-17.
- Knight, J. M., Bradley, B. A., Hock, M. F., Skrtic, T. M., Knight, D., Brasseur-Hock, I. F., ... Hatton, C. (2012). Record, replay, reflect: Videotaped lessons accelerate learning for teachers and coaches. *Journal of Staff Development*, 33(2), 18-23.
- Brasseur-Hock, I. F., Hock, M. F., Biancarosa, G., Kiefer, M., & Deshler, D. D. (2011). Adolescent struggling readers in urban schools: Results of a latent class analysis. *Journal of Psychology and Education: Learning and Individual Differences*, 21, 438-452.
- Hock, M. F., Brasseur, I. F., Deshler, D. D., Catts, H. W., Marquis, J., Mark, C. A., & Wu Stribling, J. (2009). What is the reading component skill profile of adolescent struggling readers in urban schools. *Learning Disability Quarterly*, 32(1), 21-38.
- Brasseur, I., Gildroy, P., Schumaker, J., Deshler, D., Begun, W., & Passman, B. (2004). Profiling the quality of educational programs for adolescents with disabilities. *Teaching Exceptional Children*, 37(2), 62-65.

**Book Chapters**

- Hock, M. F., Brasseur-Hock, I. F., Deshler, D.D. (2015). Comprehension instruction for at-risk students. In S. R. Parris, & K. Headley (Eds.), *Comprehension instruction* (2<sup>nd</sup> ed.), New York, NY: Guilford Press.
- Brasseur-Hock, I.F., Hock, M. F. & Deshler, D. D. (2015). Reading comprehension instruction for middle and high school students in English language arts: Research and evidence-based practices. In K. Santi & D. Reed, (Eds.), *Improving Comprehension for Middle and High School Students*. New York, NY: Springer.
- Hock, M. F., & Brasseur-Hock, I. F., & Deshler, D. D. (in press). Possible selves. In S. J. Lopez, (Ed.), *The Encyclopedia of Positive Psychology, Second Edition*. Hoboken, NJ: John Wiley & Sons.
- Hock, M. F., & Brasseur-Hock, I. F. (2009). Literacy interventions for adolescent struggling readers. In S.R. Paris, D. Fisher, & K. Headley (Eds.) *Adolescent literacy, Field tested: Effective solutions for every classroom*. (pp. 129-142). Newark, DE: The International Reading Association.

- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2008). Nurturing motivation through possible selves. In S. Lopez & A. Beauchamp (Eds.), *The encyclopedia of positive psychology*. Oxford, England: Blackwell Publishing.
- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2008). Comprehension instruction in action: The at-risk student. In C. C. Block & S. R. Parris (Eds.), *Comprehension instruction: Research-based best practices* (2<sup>nd</sup> ed., pp. 271-293). New York, NY: Guilford Press.

**Books:**

- Hock, M. F., Brasseur-Hock, I. F., & Deshler, D. D. (2012). *Possible selves for readers*. Columbus, OH: McGraw-Hill.
- Brasseur, I. F., Hock, M. F., & Deshler, D. D. (2012). *Fusion reading: Establish the course*. Columbus, OH: McGraw-Hill.
- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2012). *Fusion strategy integration*. Columbus, OH: McGraw-Hill.
- Brasseur, I. F., Hock, M. F., & Deshler, D. D. (2012). *The bridging strategy*. Columbus, OH: McGraw-Hill.
- Hock, M. F., Brasseur, I. F. & Deshler, D.D. (2012). *The prediction strategy*. Columbus, OH: McGraw-Hill.
- Brasseur, I. F., Hock, M.F., & Deshler, D. D. (2012). *The summarization strategy*. Columbus, OH: McGraw-Hill.
- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2012). *The vocabulary program*. Columbus, OH: McGraw-Hill.

**Multimedia Products:**

- Brasseur-Hock, I. F., Deshler, D. D., Bradley, B. A., Clark, K., & Ruggles, M. (2015). *Blended instructional design: An online course to enhance learning for ALL students*. Lawrence: University of Kansas Center for Research on Learning.
- Brasseur-Hock, I. F., & Hock, M. F. (2011). *Online professional development modules to support implementation of fusion reading: Establish the course year one*. New York, NY: McGraw Hill Education Group.
- Brasseur-Hock, I. F., & Hock, M. F. (2011). *Online professional modules to support implementation of fusion reading: The prediction strategy*: New York, NY: McGraw Hill Education Group.
- Brasseur-Hock, I. F., & Hock, M. F. (2011). *Online professional development modules to support implementation of fusion reading: The bridging strategy*. New York, NY: McGraw Hill Education Group.
- Brasseur-Hock, I. F., & Hock, M. F. (2011). *Online professional development modules to support implementation of reading fusion reading: Strategy integration*. New York, NY: McGraw Hill Education Group.
- Brasseur-Hock, I. F., & Hock, M. F. (2011). *Online professional development modules to support implementation of fusion reading: Possible selves for readers*. New York, NY: McGraw Hill Education Group.
- Brasseur-Hock, I. F., & Hock, M. F. (2011). *Online professional development modules to support implementation of fusion reading: The summarization strategy*. New York, NY: McGraw Hill Education Group.

- Brasseur-Hock, I. F., & Hock, M. F. (2011). *Online professional development modules to support implementation of fusion reading: The PASS strategy*. New York, NY: McGraw Hill Education Group.
- Brasseur-Hock, I. F., & Hock, M. F. (2011). *Online professional development modules to support implementation of fusion reading: Fusion reading assessment system*. New York, NY: McGraw Hill Education Group.
- Brasseur-Hock, I. F., & Hock, M. F. (2011). *Online professional development modules to support implementation of fusion reading: Establish the course year two*. New York, NY: McGraw Hill Education Group.
- Brasseur, I. F. (2006). *The word identification strategy CD-ROM*. Lawrence: University of Kansas Center for Research on Learning.
- Brasseur, I. F., Schumaker, J. B., & Ehren, B. J. (2004). *The self-questioning CD-ROM*. Lawrence: University of Kansas Center for Research on Learning.
- Ehren, B., Schumaker, J., & Brasseur, I. (2004). *The paraphrasing strategy CD-ROM*. Lawrence: University of Kansas Center for Research on Learning.
- Schumaker, J., Brasseur, I., & Ehren, B. (2004). *The visual imagery strategy CD-ROM*. Lawrence: University of Kansas Center for Research on Learning.

**Assessment Instruments:**

- Brasseur-Hock, I. F., & Hock, M. F. (2008). *The bridging strategy word recognition and decoding informal assessment for adolescent readers*. Lawrence: University of Kansas Center for Research on Learning.
- Hock, M. F., & Brasseur, I. F. (2007). *The summarization strategy reading comprehension measure for adolescent readers*. Lawrence: University of Kansas Center for Research on Learning.
- Hock, M. F., & Brasseur, I. F. (2006). *The prediction strategy reading comprehension measure for adolescent readers-revised*. Lawrence: University of Kansas Center for Research on Learning.

**BIOGRAPHICAL SKETCH**

NAME Mary Beth Calhoon	POSITION TITLE Associate Professor
eRA COMMONS USER NAME M.Calhoon	

EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
University of Oklahoma	BA	1984	Theatre
Oral Roberts University	MA	1991	Special Education
Peabody College, Vanderbilt University	PhD	1999	Special Education

**A. Personal Statement**

I received my Ph.D. in Special Education from the Peabody College, Vanderbilt University in 1999. I am currently an Associate Professor in the School of Education at the University of Miami. My primary research focuses on literacy and peer-tutoring instruction for adolescents at-risk for and with reading disabilities. I have been Principal Investigator, Co-Investigator, or Investigator on several federally funded research grants conducted with adolescents with and at-risk for reading disabilities. During my career, I have been awarded 19 national, state, and university grants, and funded for a total of \$19,873,008. Currently, I am in the fourth year of a Goal 3 IES efficacy study demonstrating my expertise in conducting randomized controlled trials in schools. I have disseminated 5 articles from a previous NIH grant and presented multiple times on the results from the NIH studies at international, national and state conferences.

I have numerous published articles and chapters on literacy for high, middle and elementary school students with learning disabilities, peer- tutoring, response to intervention, and effective instruction for diverse learners. My work has been published in highly reputed journals including, *Reading and Writing an Interdisciplinary Journal, Learning Disabilities Quarterly, Journal of Learning Disabilities, Reading and Writing Quarterly: Overcoming Learning Difficulties, Assessment for Effective Interventions, Remedial and Special Education, Learning Disabilities Research & Practice, Elementary School Journal, Annals of Dyslexia, IDA Perspectives, Intervention School and Clinic, and Journal of Direct Instruction*. I have been an editor on three special issues highlighting the needs of struggling adolescent readers; *Reading and Writing Quarterly: Overcoming Learning Difficulties, Learning Disabilities Research and Practice, and Learning Disability Quarterly*.

I am a member of multiple organizations serving students with disabilities and am currently President for the Council of Learning Disabilities. I have served on grant review panels for the Institute for Education Sciences, and the Israel Educational Research Institute. I have presented at 35 international, national, state, and local, conferences on instruction and assessment in reading and mathematics. I am also the developer of the RAMP-IT-UP program to be evaluated in this project.

**B. Positions and Honors.**

**Positions and Employment**

- 2014-present Associate Professor, University of Miami, Department of Teaching and Learning
- 2010-2014 Associate Professor, Lehigh University, Department of Education and Human Services
- 2009-2010 Associate Professor, Georgia State University, Department of Educational Psychology and Special Education, Georgia State University
- 2003-2009 Assistant Professor, Georgia State University, Department of Educational Psychology and Special Education, Georgia State University
- 2000-03 Assistant Professor, New Mexico State University, Department of Special Education and Communications Disorder

**Honors**

- 2002 French Award for Improvement of Secondary Teaching, College of Education, New Mexico State University.
- 2002 Dean’s Excellence Award for Research, Nomination, Department of Special Education, New Mexico State University.

**Other Experience and Professional Membership**

- 2016-Present President, Council for Learning Disabilities
- 2015-2016 President –Elect Council for Learning Disabilities
- 2014-2015 Vice President Council for Learning Disabilities
- 2012-2014 Chair – Membership Committee: Council for Learning Disabilities
- 2012-Present Board of Trustee Member: Council for Learning Disabilities
- 2005-2008 Committee Member: Ethics and Standards Committee, Division of Learning Disabilities, Council for Exceptional Children
- 2001-present Society for Scientific Study of Reading
- 2001-present International Dyslexia Association
- 1999-present Council for Exceptional Children

**Grant Reviewer**

- 2009-2010 Institute of Educational Science, Special Education panel
- 2009-2010 Israel Educational Research Institute

**C. Selected Peer-reviewed Publications**

Most relevant to the current application (In chronological order)

1. Shaprio, E. S., Gebhardst, S., Flatley, K., Guard, K. B., Fu, Q., Leichman, E. S., **Calhoon, M. B.**, & Hojnoski, R. (*in press*). Development and validity of the rating scales of academic skills for reading comprehension. *School Psychology Quarterly*.
2. Dennis, M. S., Bryant, B. R., & **Calhoon, M. B.**, (2016). Oral reading miscues and their relation to silent reading comprehension in children with and without learning disabilities. *International Journal for Research in Learning Disabilities*, 3(1), 47-60.
3. Helman, A., **Calhoon, M. B.**, & Kern, L. (2015). Improving science vocabulary of high school English language learners with reading disabilities. *Learning Disabilities Quarterly*.(38), 40-52. doi: 10.1177/0731948714539769
4. **Calhoon, M. B.**, Scarborough, H. S., & Miller, B. (2013). Interventions for struggling adolescent and adult

readers: instructional, learner, and situational differences. *Reading and Writing: An Interdisciplinary Journal*, 26(4), 489-494.

5. **Calhoon, M. B.**, & Petscher, Y. (2013). Individual and group sensitivity to remedial reading program design: Examining reading gains across three middle school investigations. *Reading and Writing: An Interdisciplinary Journal*, 26(4), 565-592.
6. **Calhoon, M. B.**, & Sharp, E. (2012). What is the best choice for scheduling remedial reading classes at the middle school level? *IDA Perspectives. Spring Publication of the International Dyslexia Association*. 38, 30-35.
7. **Calhoon, M. B.**, & Masterson, J. J. (2011). Lexical analysis of words on commonly used standardized spelling assessments. *Assessment for Effective Intervention*, 36(2), 80-93.
8. **Calhoon, M. B.**, Al Otaiba, S., & Greenberg, D., (2010) Spelling Knowledge: Implications for instruction and intervention, *Learning Disabilities Quarterly*, 33, 145-147.
9. **Calhoon, M. B.**, Greenberg, D., & Hunter, C. V., (2010). A Comparison of Standardized Spelling Assessments: Do They Measure Similar Orthographic Qualities? *Learning Disabilities Quarterly*, 33, 159-170
10. **Calhoon, M. B.**, Sandow, A., & Hunter, V. (2010). Re-organizing the instructional reading components: Could there be a better way to design remedial reading programs to maximize middle school students with reading disabilities' response to treatment? *Annals of Dyslexia*. 60, 57-85.
11. **Calhoon, M. B.** (2009). Reading Achievement Multi-Modular Program (RAMP-UP): The Promise of Classwide Peer Tutoring as an Instructional Delivery Model for Remedial Reading Programs. *IDA Perspectives. Fall Publication of the International Dyslexia Association*, 35(4), 29-33.
12. Greenberg, D., Pae, H., Morris, R., **Calhoon, M.B.**, Nanda, A. (2009). Measuring Adult Literacy Students' Reading Skills Using the Gray Oral Reading Test. *Annals of Dyslexia*, 59. 133-149. DOI 10.1007/s11881-009-0027-8. PubMed # 1962970
13. Tobin, K. G., & **Calhoon, M. B.** (2009). An Evaluation of Two Reading Programs for Teaching Reading in First Grade. *Journal of Direct Instruction*, 9(1), 35-46.
14. **Calhoon, M. B.** (2006). Rethinking adolescent literacy instruction. *IDA Perspectives. Summer Publication of the International Dyslexia Association*, 32(3), 31-35. Reprinted in: Moats, L. C., Dakin, K. E., and Joshi, R. M. (Eds. 2011) Expert Perspectives on Intervention with Reading Disabilities: A Collection of Best Practices Articles from the International Dyslexia Association. International Dyslexia Association: Baltimore: MD.
15. Shippen, M. E., Houchins, D. E., **Calhoon, M. B.**, Furlow, C., & Sartor, D. L., (2006). The effect of comprehensive school reform models in reading for urban middle school students with disabilities. *Remedial and Special Education*, 27(6), 322-328.
16. **Calhoon, M. B.** (2005). Effects of a peer-mediated phonological skill and reading comprehension program on reading skill acquisition of middle school students with reading disabilities. *Journal of Learning Disabilities*, 38(5), 424-433.

Additional Publications (In chronological order)

17. Shih, M., **Calhoon, M. B.**, Olson, C., & Williams, C. (2015). Using computation curriculum based measurement probes for error pattern analysis. *Intervention School and Clinic*.
18. **Calhoon, M. B.** (2008). Curriculum-Based Measurement for Mathematics at the secondary level: What we know, what we need to know. *Assessment for Effective Intervention*, 33(4), 234-239.
19. Haager, D., **Calhoon, M.B.**, & Linan-Thompson, S., (2007). Focus on use of Response to Intervention model with ELL/LD students: Early reading intervention with ELLs. *Learning Disability Quarterly*, 30 (3), 151-152.
20. **Calhoon, M. B.**, Al Otaiba, S., Cihak, D., King, A., & Avalos, A., (2007). Effects of a peer-mediated program on reading skill acquisition for two-way bilingual first grade classrooms. *Learning Disability Quarterly*, 30 (3), 169-184.
21. Heller, K.W., Rupert, J., Coleman-Martin, M.B., Mezei, P., & **Calhoon, M. B.** (2007). Fluency instruction with students with physical disabilities. *Physical Disabilities: Education and Related Service*, 25, 13-32

22. **Calhoon, M. B.**, Wall, R. S., Flores, M., & Houchins, D. (2007). Computational fluency profile of high school students with mathematics disabilities. *Remedial and Special Education, 28*(5), 322-328.
23. **Calhoon, M. B.**, Al Otaiba, S., Greenberg, D., King, A., & Avalos, A. (2006). Improving reading skills in predominately Hispanic title 1 first grade classrooms: The promise of peer-assisted learning strategies. *Learning Disabilities Research & Practice, 21*(4), 261-272.
24. **Calhoon, M. B.**, & Fuchs, L. S. (2003). The effects of peer-assisted learning strategies on the mathematics performance of secondary students with disabilities. *Remedial and Special Education, 24*, 235-245.
25. **Calhoon, M. B.**, Fuchs, L. S., & Hamlett, C. L. (2000). Effect of computer-based test accommodations on mathematics performance assessment scores for secondary students with learning disabilities. *Learning Disability Quarterly, 23*, 271-282.
26. Fuchs, L. S., Fuchs, D., Kazdan, S., Karns, K., **Calhoon, M. B.**, Hamlett, C. L., & Hewlett, S., (1999). The effects of workgroup structure and size on student productivity during collaborative work on complex tasks. *Elementary School Journal, 100*(3), 183-212.

### Editor of Special Issues

27. **Calhoon, M. B.**, Miller, B., & Scarborough, H. (2013). Examining individual variables that attribute to gains with struggling adolescent and adult readers. Special Issue. *Reading and Writing: An Interdisciplinary Journal*.
28. **Calhoon, M. B.**, Al Otaiba, S., & Greenberg, D., (2010). Spelling Knowledge: Implications for Reading Instruction. Special Issue. *Learning Disability Quarterly*.
29. Haager, D. Linan-Thompson, S., & **Calhoon, M.B.** (2007). English Language Learners and RTI. Special Issue. *Learning Disability Quarterly*.

### D. Research Support

#### Current Research Support

2012-2016 Reading Achievement Multi-Component Program (RAMP-UP). Grant R324A120123: Institute of Education Sciences (\$3,481,752.00; **Calhoon**, Principal Investigator; 35% effort)

#### Completed Research Support

2010-2013 Training school psychologists as facilitators of Response-to-intervention models across diverse settings. U.S. Department of Education, Office of Special Education Programs, Grant # H325K070326. (\$1,238,800; **Calhoon**, Co-Principal Investigator).

2009-2010 NET-Q; Teacher Quality Grant. U.S. Department of Education, Office of Special Education Programs, (\$13,000,000; **Calhoon**, Director of Special Education).

2006-2010 Multiple-Component Remediation for Struggling Middle School Readers, Institute of Educational Sciences (\$2,878,000; Robin Morris, Principal Investigator, **Calhoon**, Co-Investigator)

2004-2006 Adolescent Remedial Reading Project, National Institute of Child Health and Development RO3; (\$162,000; **Calhoon**, Principal Investigator)

2002-2003 Research Based Reading Program, New Mexico State Department of Special Education, (\$76,154; **Calhoon**, Principal Investigator).

2001-2002 Project LEAP – Linguistics Education with Assistance from Peers, High Plains Regional Educational Cooperative (\$45,000; **Calhoon**, Principal Investigator)

2001-2002 Research Based Reading Program, New Mexico State Department of Special Education, (\$75,000; **Calhoon**, Principal Investigator)

## Condensed vita

Judith J. Carta

carta@ku.edu

### Education and Training:

University of Kansas, Lawrence, Ph.D., 1983, Special Education  
Purdue University, West Lafayette, IN, M.S., 1974, Human Development  
Bradley University, Peoria, IL, B.A., 1972, Psychology

### Position and Honors:

2014-2016 Director, Bridging the Word Gap National Research Network  
2003-present Professor, Department of Special Education, University of Kansas  
1996-present Senior Scientist, Institute for Life-Span Studies, University of Kansas  
1996-present Courtesy assistant professor, Department of Human Development & Family Life, University of Kansas  
1990-1996 Associate Scientist, Institute for Life-Span Studies, University of Kansas  
1984-1990 Research Associate, Bureau of Child Research, University of Kansas

### Other Experiences and Awards:

2015 Bradley University Centurion Award for distinguished alumnae  
2012-2014 Commissioner, *Division of Early Childhood Commission on Recommended Practices*  
2011-2014 Member of the federal Head Start Research Advisory Committee (appointed by Kathleen Sebelius, Secretary of DHHS)  
1998-2014 Co-Founder and Coordinator, *Conference on Research Innovation in Early Intervention (CRIEI)*  
2007 Division of Early Childhood, Council for Exceptional Children, *Mary McEvoy Service to the Field Award*  
2007 Kansas Division of Early Childhood, Award of Excellence  
1996-2007 Editor, *Topics in Early Childhood Special Education*  
1990-1995 Associate Editor, *Exceptional Children*

### Selected Peer-Reviewed Publications:

#### Articles

Carta, J.J., Greenwood, C.R., Atwater, J., McConnell, S.R., Goldstein, H., & Kaminski, R. (2014). Identifying preschool children for higher tiers of language and early literacy instruction within a Response to Intervention framework. *Journal of Early Intervention, 36*(4), 281-291.

Greenwood, C.R., Carta, J.J., Goldstein, H., Kaminski, R., McConnell, S.R., & Atwater, J. (2014). The Center on Response to Intervention in Early Childhood (CRTIEC): Developing evidence-based tools for a multi-tier approach to preschool language and early literacy instruction. *Journal of Early Intervention, 36*(4), 246-262.

Greenwood, C.R., Carta, J.J., Spencer, E., Guerrero, G., Kong, N.Y., Atwater, J., & Goldstein, H. (2014). The effects of a tier 2 vocabulary and comprehension storybook intervention on preschool children's early learning: A replication. *Elementary School Journal*.

- Bigelow, K., Lefever, J., Carta, J., & Borkowski, J. (2013). Enhancing parent engagement and program completion in a home visiting parenting intervention through the use of cellular phones. *NHSA Dialogue: A Research-to-Practice Journal for the Early Childhood Field*, 16(1), 172-179.
- Carta, J., Lefever, J., Bigelow, K., Borkowski, J., & Warren, S. (2013). Randomized trial of a cellular-phone enhanced home visitation parenting intervention. *Pediatrics*, 132, 167-173.
- Kong, N., & Carta, J. (2013). Research synthesis of studies on responsive interaction intervention for children with or at risk for developmental delays. *Topics in Early Childhood Special Education*, 33, 4-17.
- Lefever, J., Bigelow, K., Carta, J., & Borkowski, J. (2013). Prediction of early engagement and completion of a home visitation parenting intervention for preventing child maltreatment. *NHSA Dialogue: A Research-to-Practice Journal for the Early Childhood Field*, 16, 1-19.
- Greenwood, C.R., Carta, J.J., Atwater, J., Goldstein, H., Kaminski, R., & McConnell, S.R. (2012). Is a response to intervention (RTI) approach to preschool language and early literacy instruction needed? *Topics in Early Childhood Special Education*, 33(1), 48-64.
- Greenwood, C., Carta, J., & McConnell, S. (2011). Advances in measurement for universal screening and progress monitoring of young children. *Journal of Early Intervention*, 33, 254-267.
- Bigelow, K., Carta, J., & Lefever, J.B. (2008). Txt u ltr: Using cellular phone technology to enhance a parenting intervention for families at risk for neglect. *Child Maltreatment*, 13, 362-367.
- Carta, J.J., Greenwood, C.R., Walker, D., Kaminski, R., Good, R., McConnell, S.R., & McEvoy, M. (2005). Individual growth and development indicators (IGDIs): Assessment that guides intervention for young children. *Young Exceptional Children*, 4, 15-27.
- Peterson, P., Carta, J.J., & Greenwood, C.R. (2005). The effects of teaching enhanced milieu language teaching skills to parents in multiple risk families. *Journal of Early Intervention*, 27, 94-109.
- Carta, J.J., Atwater, J. B., Greenwood, C. R., McConnell, S. R., McEvoy, M., & Williams, R. (2001). Effects of cumulative prenatal substance exposure and environmental risks on children's developmental trajectories. *Journal of Clinical Child Psychology*, 30, 327-337.
- Schwartz, I.S., Carta, J.J., & Grant, S. (1996) Examining the use of recommended language intervention practices in early childhood special education classrooms. *Topics in Early Childhood Special Education*, 16(2), 251-272.
- Williams, R.C., & Carta, J.J. (1996). Behavioral outcomes of young children with prenatal exposure to alcohol: Review and analysis of experimental literature. *Infants and Young Children*, 8(4), 16-28.
- Hanson, M. J., & Carta, J.J. (1995). Addressing the challenges of families with multiple risks. *Exceptional Children*, 62, 201-212.
- Carta, J.J., Sideridis, G., Rinkel, P., Guimaraes, S., Greenwood, C., Baggett, K., ... Atwater, J. (1994). Behavioral outcomes of infants and young children prenatally exposed to illicit drugs: A review and analysis of the experimental literature. *Topics in Early Childhood Special Education*, 14, 184-216.
- Greenwood, C.R., Carta, J.J., Kamps, D., Terry, B., & Delquadri, J. (1994). Development and validation of standard classroom observation systems for school practitioners: Ecobehavioral Assessment Systems Software (EBASS). *Exceptional Children*, 61, 197-210.
- Walker, D., Greenwood, C.R., Hart, B., & Carta, J.J. (1994). Improving the prediction of early school academic outcomes using socioeconomic status early language production. *Child Development*, 65, 606-621.

- Carta, J.J. (1991). Education for young children in inner-city classrooms. *American Behavioral Scientist*, 34, 440-453.
- Carta, J.J., Schwartz, I.S., Atwater, J.B., & McConnell, S.R. (1991). Developmentally appropriate practice: Appraising its usefulness for young children with disabilities. *Topics in Early Childhood Special Education*, 11, 1-20.
- Carta, J.J., Atwater, J.B., Schwartz, I.S., & Miller, P.A. (1990). Applications of ecobehavioral analysis to the study of transitions across early education settings. *Education and Treatment of Children*, 13, 298-315.
- Carta, J.J., & Greenwood, C.R. (1989). Establishing the integrity of the independent variable in early intervention programs. *Early Education and Development*, 1, 125-140.
- Carta, J.J., & Greenwood, C.R. (1988). Reducing academic risks in inner-city classrooms. *Youth Policy*, 10(7), 16-18.

#### Chapters/Books

- Carta, J.J., Greenwood, C. R., Goldstein, H., McConnell, S., Kaminski, R., Bradfield, T., ...Atwater, J. (2016). Advances in multi-tiered systems of support for prekindergarten children: Lessons learned from 5 years of research and development from the Center for Response to Intervention in Early Childhood. In M.K. Jimerson, A.M. Burns & A.M. VanDerHeyden (Eds.), *The handbook of response to intervention: The science and practice of multi-tiered systems of support* (2<sup>nd</sup> ed., pp. 587-606.). New York, NY: Springer.
- Carta, J., Greenwood, C., Baggett, K., Buzhardt, J., & Walker, D. (2012). Research-based approaches for individualizing caregiving and educational interventions for infants and toddlers in poverty. In S. Odom, E. Pungello, & N. Gardner-Neblett (Eds.), *Re-visioning the beginning: The implications of developmental and health science for infant/toddler care and poverty* (pp. 333-349). New York, NY: Guilford Press.
- Neuman, S., & Carta J. (2011). Advancing the measurement of quality for early childhood programs that support early language and literacy outcomes. In M. Zaslow, T. Halle, & I. Martinez-Beck (Eds.), *Measuring quality in early childhood settings* (pp. 51-76). Baltimore, MD: Paul H. Brookes.
- Carta, J.J., Greenwood, C.R., Walker, D., & Buzhardt, J. (2010). *Using IGDIs: Monitoring progress and improving intervention results for infants and young children*. Baltimore, MD: Brookes.

**CURRICULUM VITA**  
**JANA CRAIG-HARE, Ph.D.**

**UNIVERSITY ADDRESS**

University of Kansas  
 Center for Research on Learning  
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 Lawrence, KS 66045-3101  
 (785) 864-0555

**EDUCATION**

<b>DEGREE</b>	<b>SCHOOL</b>	<b>YEAR</b>
Ph.D.	University of Kansas, Curriculum & Instruction Minor in Program Evaluation	2011
M.S.Ed.	University of Kansas, Curriculum & Instruction	2002
B.S.E.	Emporia State University, Secondary Education: Business Education and Computer Studies	1990

**CURRENT APPOINTMENT**

Assistant Research Professor, Center for Research on Learning, University of Kansas

**TEACHING**

**Courses Taught: University of Kansas**

Summer 2017	C&T 740, Foundations of Reading: Process, Theory & Instruction (online)
Spring 2017	C&T 709, Foundations of Curriculum & Instruction (online-B)
Spring 2017	C&T 709, Foundations of Curriculum & Instruction (online-A)
Fall 2016	C&T 740, Foundations of Reading: Process, Theory & Instruction (online)
Fall 2016	C&T 448, Reading & Writing Across the Curriculum
Summer 2016	C&T 801, Planning for School Improvement (online)
Spring 2016	ELPS 811, Constructivist Learning Technologies (online)

**RESEARCH**

**Book Chapters**

- Craig-Hare, J.**, Rowland, A., Ault, M. & Ellis, J. D. (2017). Learning Science with Social Media. In D. Tsybulsky & I. Levin (Eds.), *Digital Tools and Solutions for Inquiry-Based STEM Learning*. Hershey, PA: Information Science Reference (IGI Global).
- Ault, M., **Craig-Hare, J.**, Ellis, J. D., Bulgren, J., Kretschmer, I., & Frey, B. B. (2016). Using Reason Racer to Support Scientific Argumentation in Middle School Science Instruction. In M. Urban & D. Falvo (Eds.), *Improving K-12 STEM Education Outcomes through Technological Integration* (pp. 399-431). Hershey, PA: Information Science Reference (IGI Global).

National Academies Keck Future Initiative. (2013). Develop methods to efficiently design and measure the efficacy of Internet teaching technologies. In *The informed brain in a digital world: Interdisciplinary team summaries*. Washington, DC: The National Academies Press.

### Journal Articles

- Rowland, A., **Craig-Hare, J.**, Ault, M., Ellis, J., & Bulgren, J. (in review). Social media: How the next generation can practice argumentation. *Educational Media International*.
- Craig-Hare, J.**, Ault, M., & Rowland, A. (in press). The effect of socioscientific topics on discourse within an online game designed to engage middle school students in scientific argumentation. *International Journal of Education in Mathematics, Science and Technology*.
- Ault, M., **Craig-Hare, J.**, & Frey, B. (2016). The impact of a racing feature on middle school science students' performance in an educational game: The effect of content-free game-actions. *International Journal of Game-Based Learning*, 6(3), 18-33.
- Ault, M., **Craig-Hare, J.**, Frey, B., Ellis, J. D., & Bulgren, J. (2015). The Effectiveness of Reason Racer, a Game Designed to Engage Middle School Students in Scientific Argumentation. *Journal of Research on Technology in Education*, 47(1), 21–40.
- Frey, B. B., Ellis, J. D., Bulgren, J. A., **Craig-Hare, J.**, & Ault, M. (2015). Development of a test of scientific argumentation. *Electronic Journal of Science Education*.

### Doctoral Dissertation

**Craig-Hare, J.** (2011). *Student grouping strategies in technology rich learning environments at the intermediate grade level*. Doctoral Dissertation, University of Kansas. Available from ProQuest Dissertations and Theses Database. (UMI No. 874961808).

### Instructional Materials

- Craig-Hare, J.**, Rowland, A., Ellis, J., Bulgren, J., Ault, M., & Bradley, B. (2016). *Argumentation essay scoring rubric*. Lawrence, KS: University of Kansas.  
Rubric used for demonstrating acquired scientific argumentation concepts.
- Ellis, J., Bulgren, J., Rowland, A., **Craig-Hare, J.**, Ault, M., & Bradley, B. (2015). *Argumentation and evaluation writing assignment scoring rubric*. Lawrence, KS: University of Kansas.  
Rubric used for demonstrating acquired scientific argumentation concepts.
- Frey, B., Bulgren, J., Ellis, J., **Craig-Hare, J.**, & Ault, M. (2013). *Test of scientific argumentation*. Lawrence, KS: University of Kansas.  
Test for measuring acquired scientific argumentation concepts.
- Kroge, J., Tran, P., Scherrer, D., Ault, M., **Craig-Hare, J.**, Adams, D., Kretschmer, I., Bulgren, J., & Ellis, J. (2013). *Reason Racer* (www.reasonracer.org). Lawrence, KS: University of Kansas.  
Online multi-player game for teaching and demonstrating acquired scientific argumentation concepts
- Adams, D., **Craig-Hare, J.**, Ault, M., Bacon, M. (2013). *Reason Racer teacher resources*. Lawrence, KS: University of Kansas. <http://reasonracer.wikispaces.com>  
Educator support for the online game, Reason Racer

### Selected Presentations

**Craig-Hare, J.**, & Rowland, A. (2017, June). *Coaching at the CORE*. Presentation at the annual meeting of the International Society for Technology in Education (ISTE), San Antonio, TX.

- Rowland, A., Smith, S., & **Craig-Hare, J.** (2017, June). *State standards require argumentation: Gaming, social media and virtual reality can help!* Research Paper presentation at the annual meeting of the International Society for Technology in Education (ISTE), San Antonio, TX.
- Rowland, A., & **Craig-Hare, J.** (2017, April). *Increasing Rigor...Blooms, Depth of Knowledge, and SAMR: Learning Connections through Effective Questioning.* Presentation at Tonganoxie High School Inservice Day, Tonganoxie, KS.
- Craig-Hare, J.**, & Rowland, A. (2016, October). *LEAP into Learning in your 1:1 Classroom.* Presentation at the Greenbush Technology Conference, Eudora, KS.
- Rowland, A., & **Craig-Hare, J.** (2016, October). *Write On! Facilitating Thought Articulation in All Subject Areas.* Presentation at the Greenbush Technology Conference, Eudora, KS.
- Craig-Hare, J.**, & Rowland, A. (2016, August). *The Talk: Classroom Communication Edition--Resources, Models and Technology Tools for Classroom Discourse.* Presentation at the Baldwin City USD 348 High School Inservice, Baldwin City, KS.
- Craig-Hare, J.**, & Rowland, A. (2016, July). *LEAP into Learning in your 1:1 iPad Classroom.* Presentation at the Lawrence Public Schools Learning Forward, Future Ready Summer Workshop, Lawrence, KS.
- Rowland, A., & **Craig-Hare, J.** (2016, July). *Write On! Facilitating Thought Articulation in All Subject Areas.* Presentation at the Lawrence Public Schools Learning Forward, Future Ready Summer Workshop, Lawrence, KS.
- Craig-Hare, J.**, & Ellis, J. (2016, June). *Supporting Argumentation Skills for College & Career Readiness: Resources, Models and Technology Tools for Classroom Discourse.* Presentation at the University of Kansas School of Education Strategies Conference, Lawrence, KS.
- Craig-Hare, J.**, & Rowland, A. (2016, June). *LEAP into Learning in your 1:1 iPad Classroom.* Presentation at the Lawrence Public Schools Learning Forward, Future Ready Summer Workshop, Lawrence, KS.
- Rowland, A., & **Craig-Hare, J.** (2016, June). *Write On! Facilitating Thought Articulation in All Subject Areas.* Presentation at the Lawrence Public Schools Learning Forward, Future Ready Summer Workshop, Lawrence, KS.
- Ellis, J., & **Craig-Hare, J.** (2016, June). *Transforming Curriculum and Teaching to Reach Kansas College and Career Ready Standards in Science.* Presentation at the University of Kansas School of Education Strategies Conference, Lawrence, KS.
- Rowland, A., & **Craig-Hare, J.** (2016, June). *Coaching LeaderSHIP: Strategies, Higher-Order Thinking, Instructional Technology and Partnerships.* Presentation at the annual meeting of the International Society for Technology in Education (ISTE) in the Ed Tech Coaches PLN Playground, Denver, CO.
- Rowland, A., & **Craig-Hare, J.** (2016, June). *How the Next Generation Can Practice Argumentation: Social Media and Gaming.* Research Paper presentation at the annual meeting of the International Society for Technology in Education (ISTE), Denver, CO.
- Smith, S. J., Rowland, A., & **Craig-Hare, J.** (2016, June). *How personalized is personalized learning?* Presentation at the annual meeting of the International Society for Technology in Education (ISTE), Denver, CO.
- Craig-Hare, J.**, & Rowland, A. (2016, May). *Argumentation & Reasoning: Resources to Support Engaging Students in Meaningful Discourse.* Presentation at the Olathe Public Schools Summer Conference, Olathe, KS.
- Craig-Hare, J.**, & Rowland, A. (2016, March). *Techno-Tidying: Tips for Getting and Staying Digitally Organized.* Presentation at the MidAmerica Association for Computers in Education (MACE) annual conference, Manhattan, KS.

- Craig-Hare, J.,** & Rowland, A. (2016, March). *The Wild West of One-to-One*. Presentation at the MidAmerica Association for Computers in Education (MACE) annual conference, Manhattan, KS.
- Rowland, A., & **Craig-Hare, J.** (2016, March). *Effective Reasoning: Helping Students Identify, Evaluate and Support Claims*. Presentation at the MidAmerica Association for Computers in Education (MACE) annual conference, Manhattan, KS.

## GRANTS

- Craig-Hare, J.** (Principal), & Mispagel, K. (Co-Principal). *Project READ: Reading & Writing Across All Disciplines*. Fort Leavenworth School District USD 207 via Department of Defense Education Activity \$1,500,000, Submitted May 2017 (September 1, 2017 - May 31, 2022). (In Review)
- Rowland, A. (Principal), **Craig-Hare, J.** (Co-Principal), Ellis, J. (Co-Principal), & Smith, S. (Co-Principal). *Increasing Access to NGSS with Virtual Reality: Teacher Professional Learning to Support Student Social Competence Development*. National Science Foundation (Discovery Research PreK-12) \$1,499,981, Submitted December 2016 (August 1, 2017 - July 31, 2020). (In Review)
- Craig-Hare, J.** (Principal), Thiele, J. (Co-Principal), & Bogdon, O. (Co-Principal). *Kansans Can Excel in Math and Science*. Kansas State Department of Education: Math & Science Partnership Grants (MSP) \$585,253, Submitted December 2016 (March 1, 2017 - September 30, 2018).
- Ault, M. (Principal), **Craig-Hare, J.** (Co-Principal), & Rowland, A. (Co-Principal). *USA CAC Omnibus solicitation*. Trideum and US Army Combined Arms Center \$505,133, Submitted November 2, 2016 (January 1, 2017 - December 31, 2021).
- Craig-Hare, J.** (Principal), Ault, M. (Co-Principal), Rowland, A. (Co-Principal), & Smith, S. (Co-Principal). *Evaluation of Learning Forward, Future Ready Middle School Initiative*. USD 497, Lawrence \$25,060, Submitted September 16, 2016 (September 1, 2016 - July 31, 2017).
- Craig-Hare, J.** (Principal), Ault, M. (Co-Principal), Rowland, A. (Co-Principal), & Smith, S. (Co-Principal). *Evaluation of Learning Forward, Future Ready High School Pilot Project*. USD 497, Lawrence \$9,682, Submitted September 16, 2016 (September 13, 2016 - January 31, 2017).
- Craig-Hare, J.** (Principal), & Mispagel, K. (Co-Principal). *Project LEADSS: Leadership, Education and Development of Social Skills*. Fort Leavenworth School District USD 207 via Department of Defense Education Activity \$1,500,000, Submitted May 2016 (September 1, 2016 - May 31, 2021).
- Craig-Hare, J.** (Principal), & Mispagel, K. *Project PRIME: Personalizing RtI in Mathematics Education*. Fort Leavenworth School District USD 207 via Department of Defense Education Activity \$1,500,000, Submitted May 2015 (September 1, 2015 - May 31, 2020).

## SERVICE

### Professional Service

- 2016-19 Editorial Board Member, *Journal of Research on Technology in Education*
- 2016-17 International Society for Technology in Education (ISTE) *Special Interest Group - Teacher Educators*, Professional Development Chair

- 2016 Guest Reviewer, *International Journal of Education in Mathematics, Science and Technology*
- 2011-16 Proposal Reviewer, International Society for Technology in Education (ISTE) Conference Research Papers and Leadership Awards
- 2017 Kansas Education Systems Accreditation (KESA) Outside Visitation Team Member

**Public Service**

- 2017-20 Board of Trustees Member, (Appointed), Baldwin City Library
- 2012-19 Board of Trustees Member, (Appointed), Baldwin Education Foundation
- 2014-15 Treasurer, (Elected), Baldwin City Friends of the Library
- 2013-14 Secretary/Treasurer, (Elected), Baldwin City Friends of the Library
- 2012-13 Secretary, (Elected), Baldwin City Friends of the Library

**Professional Memberships**

- American Evaluation Association (AEA)
- International Society for Technology in Education (ISTE)
- MidAmerica Association for Computers in Education (MACE)
- Society for Information Technology and Teacher Education (SITE)

**Honors & Awards**

- 2016-17 University of Kansas Women of Distinction Award, KU Emily Taylor Center for Women & Gender Equity
- 2016 Making IT Happen Award, International Society for Technology in Education (ISTE)
- 2013 USD 207 Fort Leavenworth Certificate of Appreciation/Recognition
- 2011-12 Kansas State Department of Education Technology Rich Classroom Leadership Award
- 2012 Selected Conference Participant to the National Academies Keck Futures Initiative (NAKFI) The Informed Brain in a Digital World Conference
- 2007 “20 Leaders to Watch” Award, National School Boards Association (NSBA)
- 2003 In the Arena Award, Center for Digital Education

## CONDENSED VITA

**MICHAEL F. HOCK**  
University of Kansas

(785) 331-8297  
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### EDUCATIONAL EXPERIENCE

- Ph.D. University of Kansas, Lawrence. Major: Special education emphasis in learning disabilities; Minor: Educational policy & leadership, 1998
- M.A. University of South Dakota, Vermillion. Major: Special education with an emphasis in learning disabilities, 1978
- B.S. Mankato State University, Mankato, Minnesota. Major: History; Minor: Russian language, secondary level teaching certification, 1972

### PROFESSIONAL EXPERIENCE

- 2016-present Senior Research Scientist, Center for Research on Learning in the Life Span Institute at the University of Kansas
- 2015-present Director, Center for Research on Learning in the Life Span Institute at the University of Kansas
- 2014-2015 Interim Director, Center for Research on Learning in the Life Span Institute at the University of Kansas
- 2008-present Director, The Institute for Research on Adolescent Learning at the University of Kansas
- 2008-2016 Associate Research Scientist, Center for Research on Learning at The University of Kansas
- 2004-present Adjunct Associate Professor, Special Education Department at the University of Kansas
- 2002-2014 Associate Director, Center for Research on Learning at the University of Kansas
- 1990-2002 Research Associate, Center for Research on Learning at the University of Kansas
- 1990-2002 Associate Director of Student Support Services, Kansas University Athletic Corporation
- 1989-1990 District K-12 at-risk facilitator, K-12 science coordinator, driver education coordinator, district staff development trainer for Kansas University's (KU-CRL) Strategies Intervention Model, co-chair of the at-risk team, district curriculum supervisor, Dubuque, IA, Community School District
- 1988-1990 Instructor, University of Dubuque and Clarke College. Courses taught included At-Risk Programming and Learning Strategy Instruction for Students with Disabilities
- 1985-present Certified Member, The International Training Network (ITN) for the KU-CRL Strategies Intervention Model
- 1977-1989 Learning Disabilities teacher for grades 9-12, chairperson of special education department, district trainer for KU-CRL Strategies Intervention Model, assistant advisor for Model United Nations Club, Hempstead Senior High School, Dubuque, IA

**SELECTED ARTICLES:**

- Knight, D., Knight, M. J., Hock, M. F., & Skrtic, T. (in press). Cost-Effectiveness of instructional coaching: Implementing a design-based, continuous improvement model to advance teacher professional development in middle schools. *Educational Forum*.
- Knight, D., Knight, M. J., & Hock, M. F. (in press). Evaluation of video-based instructional coaching for middle school teachers: Evidence from a multiple baseline study. *Educational Forum*.
- Hock, M. F., Bulgren, J. A., & Brasseur-Hock, I. F. (in press). The strategic instruction model: The less addressed aspects of effective instruction for high school students with learning disabilities. *Learning Disabilities Research and Practice*.
- Hock, M. F., Brasseur-Hock, I. F., Hock, A. J., & Duval, B. (2017). The Effects of a comprehensive reading program on reading outcomes for middle school students with disabilities. *Journal of Learning Disabilities*, 50(2), 195-212.
- Knight, J., Elford, M., Hock, M. F., Dunekack, D., Bradley, B., Deshler, D. D., & Knight, D. (2015). 3 steps to great coaching: A simple but powerful instructional coaching cycle nets results. *JSD The Learning Forward Journal*, 36(1), 10-20.
- Hock, M. F., Brasseur-Hock, I. B., & Deshler, D. D. (2014). Responding to the needs of adolescents with severe reading disabilities. *New England Reading Association Journal*, 49(2), 9-18.
- Knight, J. M., Bradley, B. A., Hock, M. F., Skrtic, T. M., Knight, D., Brasseur-Hock, I. F., Clark, J., Ruggles, M., & Hatton, C. (2012). Record, replay, reflect: Videotaped lessons accelerate learning for teachers and coaches. *Journal of Staff Development*, 33(2), 18-23.
- Hock, M. F. (2012). Effective instruction for adults with specific learning disabilities. *Journal of Learning Disabilities*. Special Issue. Adults with specific learning disabilities: The adult education perspective. Spring 2012.
- Hock, M. F., & Mellard, D. (2011). Efficacy of learning strategies instruction in adult education. *Journal of Research on Educational Effectiveness*, 4(1), 1-20.
- Brasseur-Hock, I. F., Hock, M. F., Biancarosa, G., Kiefer, M., & Deshler, D. D. (2011). Adolescent Struggling Readers in Urban Schools: Results of a Latent Class Analysis. *Journal of Psychology and Education: Learning and Individual Differences*.
- Hock, M. F., Brasseur, I. F., Deshler, D. D., Catts, H. W., Marques, J., Mark, C. A., & Wu Stribling, J. (2009). What is the reading component skill profile of adolescent struggling readers in urban schools? *Learning Disability Quarterly*, 32(1), 21-38.
- Deshler, D. D., Hock, M. F., & Catts, H. W. (2006). Enhancing outcomes for struggling adolescent readers. *Perspectives, The International Dyslexia Association*, 32(3), 21-25.
- Schumaker, J. B., Deshler, D. D., Woodruff, S. K., Hock, M. F., Bulgren, J. A., & Lenz, B. K. (2006). Reading strategy interventions: Can literacy outcomes be enhanced for at-risk adolescents? *Teaching Exceptional Children*, 38(3), 64-68.
- Hock, M. F., & Mellard, D. (2005). Reading comprehension strategies for adult literacy outcomes. *Journal of Adolescent and Adult Literacy*, 49(3), 192-200.
- Hock, M. F., & Deshler, D. D. (2003a). Don't forget the adolescents. *Principal Leadership*, 4(3), 51-56.

- Hock, M. F., & Deshler, D. D. (2003b). "No child" leaves behind teen reading proficiency. *Education Digest*, 69(4), 27-36.
- Hock, M. F., Deshler, D. D., & Faggella-Luby, M. F. (2003). *Evidence-based secondary school reform models*. New York, NY: Carnegie Corporation of New York.
- Hock, M. F., Schumaker, J. B., & Deshler, D. D. (2001). The case for strategic tutoring. *Educational Leadership*, 58(7), 50-52.
- Hock, M. F., Pulvers, K. A., Deshler, D. D., & Schumaker, J. B. (2001). The effects of an after school tutoring program on the academic performance of at-risk and students with learning disabilities. *Remedial and Special Education*, 22(3), 16-23.
- Deshler, D. D., Schumaker, J. B., Lenz, B. K., Bulgren, J. A., Hock, M. F., Knight, J., & Ehren, B. J. (2001). Ensuring content-area learning by secondary students with learning disabilities. *Learning Disabilities Research and Practice*, 16(2), 96-108.
- Hock, M. F., Deshler, D. D., & Schumaker, J. B. (1999). Tutoring programs for academically underprepared college students: A review of the literature. *Journal of College Reading and Learning*, 29(2), 101-122.
- Hock, M. F., Schumaker, J. B., & Deshler, D. D. (1995). Training strategic tutors to enhance learner independence. *Journal of Developmental Education*, 19(1), 18-26.
- Bulgren, J. A., Hock, M. F., Schumaker, J. B., & Deshler, D. D. (1994). The effects of instruction in a paired associates strategy on the information mastery performance of students with learning disabilities. *Learning Disabilities Research and Practice*, 10(1), 22-37.
- Hock, M. F., Deshler, D. D., & Schumaker, J. B. (1993, Fall). Learning strategies instruction for at-risk and learning disabled adults: The development of strategic learners through apprenticeship. *Preventing School Failure*, 38(1), 43-49.

#### **SELECTED BOOK CHAPTERS:**

- Knight, D. S., Hock, M. F. & Knight, J. (2017). Designing instructional coaching. In C. M. Reigeluth, B. J. Beatty, & R. D. Myers (Eds.) *Instructional-design theories and models, The learner-centered paradigm of education* (Vol. IV). New York, NY: Routledge.
- Hock, M.F., & Brasseur-Hock, I. F. (2015). Comprehension instruction for at-risk students. In S.R. Paris, D. Fisher, & K. Headley (Eds.) *Adolescent literacy, Field tested: Effective solutions for every classroom* (2<sup>nd</sup> Ed.). New York, NY: The International Reading Association.
- Brasseur-Hock, I. F., Deshler, D. D., & Hock, M. F. (2015). Reading comprehension instruction for middle and high school students in English language arts: Research and evidence-based practices. K.L. Santi, & D.K. Reed (Eds.), *Improving Reading Comprehension of Middle and High School Students*, Literacy Studies 2<sup>nd</sup> Ed., 10, DOI 10.1007/978-3-319-14735-2\_5
- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2015). Possible selves and learners. In S. Lopez & A. Beauchamp, (Eds.), *The encyclopedia of positive psychology* (2<sup>nd</sup> Ed.). Oxford, England: Blackwell Publishing.
- Bradley, B., Knight, J., Harvey, S., Hock, M., Knight, D., Skrtic, T., Brasseur-Hock, I., & Deshler, D. (2013). Improving instructional coaching to support middle school teachers in the United States. In T. Plomp, & N. Nieveen (Eds.), *Educational design research-Part B- Illustrative cases* (pp. 299-318). Enschede, The Netherlands: SLO.

- Brasseur-Hock, I. F., Deshler, D. D., & Hock, M. F. (2012). Reading comprehension instruction for middle and high school students in English language arts: Research and evidence-based practices. In K. Santi & D. Reed (Eds.). *Improving comprehension instruction for middle and high school students*.
- Knight, J. M., & Hock, M. F. (2012). Instructional Coaching: Establishing partnerships for effective teacher professional learning. In B. Beatty (Ed.) *Volume IV of instructional design theories and models*.
- Deshler, D. D., Hock, M. F., Ihle, F. M., & Mark, C. A. (2011). Designing and conducting literacy intervention research. In M. Kamil, P. D. Pearson, E. Birr-Mojr, & P. Afflerbach (Eds.), *Handbook of reading research* (Vol. IV, pp. 66-83). New York, NY: Routledge.
- Hock, M. F. (2009). Teaching methods: Instructional methods and arrangements effective for adults with learning disabilities. Bridges to practice (B2P) literature review. The National Institute for Literacy.
- Hock, M.F., & Brasseur-Hock, I. F. (2009). Literacy interventions for adolescent struggling readers. In S.R. Paris, D. Fisher, & K. Headley (Eds.) *Adolescent literacy, Field tested: Effective solutions for every classroom*. (pp. 129-142). Newark, DE: The International Reading Association.
- Hock, M. F., Deshler, D. D., & Brasseur, I. F. (2008). Comprehension instruction for at-risk students. In C. Block, S. Parris, & P. Afferbach (Eds.), *Comprehension Instruction* (2<sup>nd</sup> ed., pp. 271-293). New York, NY: Guilford Press.
- Deshler, D. D., & Hock, M. F. (2007). Adolescent literacy: Where we are - Where we need to go. In M. Pressley, A. Billman, K. Perry, K. Reffitt, & J. Moorhead Reynolds (Eds.), *Shaping literacy achievement: Research we have, research we need* (pp. 98-129). New York, NY: Guilford.
- Deshler, D. D., & Hock, M. F. (2008). Designing and evaluating programmatic adolescent literacy interventions. In M. Kamil, D. Pearson, E. Moje, & P. Afflerbach (Eds.), *Handbook of reading research* (Vol. IV). Mahwah, NJ: Lawrence Erlbaum Associates.
- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2008). Nurturing motivation through possible selves. In S. Lopez & A. Beauchamp, (Eds.), *The encyclopedia of positive psychology*. Oxford, England: Blackwell Publishing.
- Hock, M. F., Deshler, D. D., & Schumaker, J. B. (2006). Enhancing student motivation through the pursuit of possible selves. In C. Dunkel & J. Kerpelman, (Eds.). *Possible selves: Theory, research, and applications* (pp. 205-221). New York, NY: Nova Science Publishers.
- Hock, M. F. (2005). Working with students with learning disabilities and ADHD. In E. Getzel & P. Wehman (Eds.), *Going to college: Expanding opportunities for people with disabilities* (pp. 233-252). Baltimore, MD: Brookes Publishing.
- Hock, M. F., Schumaker, J. B., & Deshler, D. D. (1998). Closing the gap to success in secondary schools: A model for cognitive apprenticeship. In M. Pressley, K. Harris, & S. Graham (Series Eds.), *Advances in teaching and learning*, K. Harris, S. Graham, D. Deshler, & M. Pressley (Vol. Eds.), *Teaching every child every day: Learning in diverse schools and classrooms* (pp. 1-52). Cambridge, MA: Brookline Books.

**JAYNE W. JAMES**

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EDUCATION

DOCTORAL DEGREE  
1995 -2000

ED.D. KANSAS STATE UNIVERSITY, EDUCATION LEADERSHIP & ADMINISTRATION  
MANHATTAN, KANSAS  
Technology Leadership, Online Professional Development

MBA PROGRAM  
1991 -1992

PEPPERDINE UNIVERSITY, EXECUTIVE MBA PROGRAM, IRVINE, CALIFORNIA  
Moved to KS with Husband's position after 1 year in the program

MASTER'S DEGREE  
1983 -1985

M.ED. UNIVERSITY OF CENTRAL OKLAHOMA, MARKETING EDUCATION,  
EDMOND, OKLAHOMA  
MBA Marketing Core, Bus and Career Ed, DECA Leader Program

SUPERVISION CREDENTIAL  
1989 -1991

CAL POLYTECHNIC UNIVERSITY, SUPERVISION CREDENTIAL,  
POMONA, CALIFORNIA  
Credential to supervise vocational programs in California

COMPUTER CERTIFICATION  
1985 -1987

CAL STATE UNIVERSITY, COMPUTER CREDENTIAL, SAN BERNARDINO, CALIFORNIA  
Certification in instructional educational technology

BACHELOR'S DEGREE  
1978 -1981

B.A. STEPHENS COLLEGE, COMMUNICATIONS & POLITICAL SCIENCE,  
COLUMBIA, MISSOURI  
Minor Concentration, Foreign Language-French

HONORS, PRESENTATIONS  
AND MEMBERSHIPS

PARTIAL LIST:

- HP Global Summits: Brazil, India, Singapore, and United States
- Design, Development and Presentations: MACWORLD, National Staff Development Conference, NECC-ISTE Best of the Best Award – top 20 workshops, ASBO, CoSN & multiple states
- George Lucas Educational Foundation Faculty Associate
- Apple Distinguished Educator
- Intel Teach Regional Coordinator
- Pat Wolfe Institute for Brain Research- Certification
- Harvard/EDC Institute - Leadership and New Technologies
- ISTE NETS Writing Team member & ISTE Leadership Academy
- Member of ASCD, ISTE, CoSN, and SETDA Member Emeritus

PUBLISHING

PARTIAL LIST:

- Digital Equity Chapter of book in print 2017; Krueger & James
- Digital Equity Blog for NAESP 2017; Krueger & James
- RTT-D Technology Inventory & White Paper 2017; Goins, Brady and James
- ISTE White Paper 2011; Technology, Coaching and Community; Beglau, Craig-Hare, Foltos, Gann, James, Jobe, Knight & Smith,
- Book – Online Professional Development – A Customized Approach for Tech Leaders; Jayne W. James & Gerald D. Bailey, ISTE Publications, Eugene, OR 2002

COURSE DEVELOPMENT  
AND INSTRUCTIONAL  
DESIGN

PARTIAL LIST:

- Eight Schools Association, Online Learning Design Cohort; Six Module Course Development  
SubContract-Abbott Advisor Group
- Digital Equity Student Video Challenge and Digital Equity Action Agenda Leadership Showcase; CoSN
- San Francisco Unified School District Early Literacy 10 Module Course; iBook Series and Professional Development  
*Development in English, Spanish and Chinese*  
Digital Literacy iPad Program  
*SubContract-Wexford, Inc.*
- Los Angeles Alliance and College Ready Public Schools – i3 Student Leadership Dissemination video, online mini course, and pilot phone App
- RTT-D Sustainability Rubric
- eLearn Ohio, online course development and facilitation of pilot for trainers
- West Ed Laboratories – Portfolio assessment development

LEADERSHIP IN  
EDUCATION

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ONLINE AND ONSITE  
AUGUST 2013 – PRESENT

PRESIDENT & CEO:

PROFESSIONAL DEVELOPMENT, ONLINE LEARNING, INSTRUCTIONAL DESIGN, PROFESSIONAL LEARNING COMMUNITIES, AND TECHNICAL ASSISTANCE  
Technology Consulting & Leadership Firm: Working collaboratively to enhance learning for students and those responsible for helping them reach their potential. Partial Client List: Wexford, Inc., AEM – RTT-D (USDOE Race to the Top Initiative) Support Team, CoSN – Direct the Digital Equity Action Agenda, PRO Unlimited – Apple Professional Learning, *ISTE-HP*, Online Academy, LA Alliance College Ready Public Schools, and University of Kansas.

UNIVERSITY OF KANSAS  
CENTER FOR RESEARCH ON  
LEARNING  
WASHINGTON, DC  
2016 – PRESENT AND  
2011 - 2013

CENTER FOR RESEARCH ON LEARNING

2016 - Present: Part Time Position Partnership Development, Marketing and Dissemination, Professional Learning PK-12 State Initiatives, and Grant Writing

DIRECTOR, JOB CORPS PROFESSIONAL DEVELOPMENT CONSORTIUM

2011-2013: Led 25-member team. Contract with U.S. Department of Labor. Developed an online professional development system to provide a technology-enhanced approach for learning to support over 16,000 Job Corps teachers.

ISTE  
INTERNATIONAL SOCIETY FOR  
TECHNOLOGY IN EDUCATION  
AUGUST 2009 – 2011

SENIOR DIRECTOR, EDUCATION LEADERSHIP, EUGENE, OREGON

Division Lead: Online and Onsite Professional Development, Book Publishing and Research and Evaluation. Worked collaboratively with 18 staff, multiple consultants, and partners to move the mission of ISTE forward; to improve teaching and learning in advancing the effective use of technology in learning.

CORPORATION FOR PUBLIC  
BROADCASTING  
WASHINGTON, D.C.  
2006 - 2009

EXECUTIVE DIRECTOR, READY TO LEARN, WASHINGTON, D.C.  
Led the Ready To Learn (RTL) effort funded by the U.S. Department of Education. Project goals included utilizing the power of public broadcasting media to raise the reading skills of low-income children ages 2-8. Facilitated collaboration of more than 100+ national and local partners, teams of researchers, producers, and local broadcasting stations. Effectively managed a 72 million dollar budget, managed 30+ contracts and development of online professional development and online websites and games for students. Provided executive briefings,

U.S. DEPARTMENT OF  
EDUCATION  
WASHINGTON, D.C.  
2005-2006

TEAM LEADER, OESE, U.S. DEPARTMENT OF EDUCATION, WASHINGTON, D.C.  
In charge of the EETT, Enhancing Education Through Technology Program, Title II, Part D of the No Child Left Behind Act, 2001. Responsible for leading team efforts in technical assistance and monitoring of programs awarded to 57 State Education Agencies and outlying territories. Funded at 495 million in FY 05.

UNIVERSITY OF KANSAS  
LAWRENCE, KANSAS  
1999 - 2005

ASSOCIATE DIRECTOR, ALTEC, UNIVERSITY OF KANSAS, LAWRENCE, KANSAS  
Managed federal grants and contracts awarded to ALTEC, an education technology division of The KU Center for Research on Learning. Worked with Executive Team to lead staff, manage budgets of over 12 million dollars and guide strategic planning and growth of ALTEC as a developer and provider of free, Web resources for students and teachers which were visited by over 4 million users monthly. Also in charge of partnerships, alliances, INTEL Teach.

KANSAS STATE DEPARTMENT OF  
EDUCATION  
TOPEKA, KANSAS  
1997 -1999

STATE EDUCATION TECHNOLOGY DIRECTOR, KSDE, TOPEKA, KANSAS  
In charge of education technology efforts for the State of Kansas initiated, developed and implemented statewide team-based projects: Technology Planning Certification Process, E-Rate training, Student and Teacher Empowerment Process (Professional development model utilizing newly developed tech integration benchmarks, and scaling student leadership program, "Gen Y". Also responsible for Kansas Tech Plan and Federal IID Grants.

ESSDACK  
HUTCHINSON, KANSAS  
1994 -1997

TECHNOLOGY SPECIALIST, ESSDACK EDUCATIONAL SERVICE CENTER,  
HUTCHINSON, KANSAS  
Responsible for developing and conducting professional development services to integrate technology in PreK-12 schools for 26 participating school districts.

**ADJUNCT INSTRUCTOR**  
CALIFORNIA AND KANSAS  
1989 – 2005

**UNIVERSITY AND COMMUNITY COLLEGE ADJUNCT INSTRUCTOR, CALIFORNIA AND KANSAS**

- Mid America Nazarene Univ., Olathe, KS – Tech Leadership Graduate Course
- Kansas State University, Manhattan, KS – School of Education Tech Course
- Hutchinson Community College, Hutchinson, KS – Marketing, Retail Management
- San Jacinto Community College, Menifee, CA – Marketing, Desktop Publishing

**TEACHING AND MENTORING**  
CALIFORNIA AND KANSAS  
1989 – 2005

**ED TECH, MARKETING, COMPUTERS, AND FRENCH**

- Mentor Teacher - Riverside County Office of Education
- California Business Leadership Team - California Department of Education
- California DECA Assistant State Advisor - Los Angeles Region
- Temescal Canyon HS, CA - new computer lab and marketing program
- Temecula Valley HS, CA - initiated marketing program, work experience, student store, award winning DECA program, also taught computers, french.
- Ft. Irwin K-8 School, CA - Electives and computer lab instructor

**EARLY CAREER**

**PARTIAL LIST:**

- Oklahoma City, OK - Personnel Director, Dillard Department Stores
- Washington, D.C. - Editorial Assistant, WNBC-TV
- Washington, D.C. - The Honorable Howard Wolpe, 3<sup>rd</sup> District, Michigan

**INFORMAL LEARNING**

**PARTIAL LIST:**

- Ireland - Assisted with B&B's in Co. Meath (husband on sabbatical at DkIT)
- French
- Video Editing and Media Production
- Zumba

## CONDENSED VITA

M. JAMES KNIGHT

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### EDUCATIONAL EXPERIENCE:

1998 Ph.D., University of Kansas. Major: Education. Minor: Organizational Studies

1984 M.A., University of Ottawa. English Language and Literature

1983 B.A., University of Ottawa. English Language and Literature (with honors)

### PROFESSIONAL EXPERIENCE (including relevant research experience):

- 2012 Created 17 short videos on talking about teaching for the Teaching Channel
- 2007-2012 Principal Investigator, *Improving Instruction through Implementation of the Partnership Instructional Coaching Model* funded by the U.S. Department of Education
- 2005-2012 Principal Investigator, *GEAR-UP: Topeka 2005- 2011* funded by the U.S. Department of Education
- 2000-2006 Co-Principal Investigator, *GEAR-UP II: Jardine 2000-2006* funded by the U.S. Department of Education
- 2000-2005 Co-Principal Investigator, *Gaining Early Awareness and Readiness for Undergraduate Program: Pathways to Success for 2002-2005* funded by the U.S. Department of Education
- 1996- Research Associate, Center for Research on Learning, University of Kansas.
- 1995-1996 Research Consultant, Centre for Research on Lifelong Learning, Ryerson Polytechnic University, Toronto
- 1995-1996 Founding Director, Centre for Research on Lifelong Learning, Ryerson Polytechnic University, Toronto
- 1988-1996 Instructor, Eaton School of Retailing & Business and Technical Communications, Ryerson Polytechnic University, Toronto, Ontario
- 1992-1995 Research Fellow, University of Kansas Center for Research on Learning, Lawrence, Kansas
- 1986-1992 Professor, Learning Strategies and Communications, Humber College, Toronto, Ontario

### SELECTED PUBLICATIONS:

- Knight, J. (2017). *The impact cycle*. Thousand Oaks, CA: Corwin.
- Knight, M. J. (2015). *Better conversations: Coaching ourselves and each other to be more credible, caring, and connecting*. Thousand Oaks, CA: Corwin.
- Knight, J., Elford, M., Hock, M. F., Dunekack, D., Bradley, B., Deshler, D., & Knight, D. (2015). 3 steps to great coaching: A simple but powerful instructional coaching cycle nets results. *Journal of Staff Development*, 36(1), 10-18.
- Knight, J. (2014). *Focus on teaching: Using video for high-impact instruction*. Thousand Oaks, CA: Corwin.
- Knight, J. (2013). *High-impact instruction: A framework for great teaching*. Thousand Oaks, CA: Corwin.

- Knight, J. Bradley, B.A., Hock, M., Skrtic, T.A., Knight, D., Brasseur-Hock, I., ... Hatton, C. (2012). Record, replay, reflect: Video taped lessons accelerate learning for teachers and coaches. *Journal of Staff Development*, 33(2), 18-23.
- Knight, J. (2011). *Unmistakable impact: A partnership approach for dramatically improving instruction*. Thousand Oaks, CA: Corwin.
- Knight, J. (2011). What good coaches do. *Educational Leadership*, 69(2), 18-22.
- Knight, J. (2009). Coaching: The key to translating research into practice. *Journal of Staff Development*, 30(1).
- Knight, J. (Ed.). (2009). *Coaching: Approaches and perspectives*. Thousand Oaks, CA: Corwin.
- Knight, J. (2008). Coaches as leaders of change. In Corwin Press (Ed.), *Mentoring, coaching, and collaboration* (pp. 253-276). Thousand Oaks, CA: Corwin.
- Knight, J. (2008). Instructional coaching. In Corwin Press (Ed.), *Mentoring, coaching, and collaboration* (pp. 137-162). Thousand Oaks, CA: Corwin.
- Knight, J. (2008). Partnership communication. In Corwin Press (Ed.), *Mentoring, coaching, and collaboration* (pp. 213-237). Thousand Oaks, CA: Corwin.
- Knight, J. (2007). Conversations can kick off the coaching. *Teachers Teaching Teachers*, 2(6), 1-4.
- Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks: Corwin.
- Knight, J. (2007) Five keys to building a coaching program. *Journal of Staff Development*, 28(1), 26-31.
- Sprick, R., Knight, J. Reinke, W., McKale, T. (2006). *Coaching classroom management*. Eugene, OR: Pacific Northwest.
- Knight, J. (2006). Seven success factors for instructional coaches. *The School Administrator*, 63(4), 36-40.
- Knight, J. (2005). Crossing boundaries: What constructivists can teach intensive-explicit instructors and vice versa. In T. M. Skrtic, K. R. Harris, & J. G. Shriener (Eds.), *Special education policy and practice: Accountability, instruction, and social challenges* (pp. 242-266). Denver, CO: Love.
- Knight, J. (2004) Instructional coaches make progress through partnership: Intensive support can improve teaching. *Journal of Staff Development*. 25(2), 32-37.
- Deshler, D. D., Schumaker, J. B., Lenz, B. K., Bulgren, J. A., Hock, M. F., Knight, J., & Ehren, B. (2001). Ensuring content-area learning by secondary students with learning disabilities. *Learning Disabilities Research and Practice*, 16(2), 96-108.  
doi:10.1111/0938-8982.00011
- Knight, J. (2001). Partnership learning: Bringing conversation into the heart of the classroom. In D. Bucciarelli & S. Pirtle (Eds.), *Partnership education in action*.
- Knight, J. (1998, May). Do schools have learning disabilities? *Focus on Exceptional Children*, 30(9), 1-14.
- Knight, J., & Froelich, S. (1997). *Getting the most out of learning: A qualitative evaluation of the Eaton School of Retailing*. Toronto: Ryerson Polytechnic University Centre for Research on Learning.
- Fisher, J., & Knight, J. (1996). Content enhancement: Meeting the needs of academically diverse groups. *The Learning Consultant Journal*, 53, 14-21.

**ACADEMIC AWARDS AND SCHOLARSHIPS:**

2006	SIM Leadership Award, University of Kansas Center for Research on Learning
1995	Ryerson GREET Teacher of the Year Award. Nominated and selected by University Faculty and Administrators
1994-1995	Social Sciences and Humanities Research Council Doctoral Fellowship
1992-1995	University of Kansas Doctoral Fellowship
1992	Teaching Excellence Award, Continuing Education Student Association of Ryerson, Ryerson Polytechnic University
1987	College Innovator of the Year, Humber College
1983-1985	Ontario Graduate Scholarship
1983-1984	University of Ottawa Research Fellowship

**Diane Corcoran Nielsen, Professor**  
**Department of Curriculum and Teaching, University of Kansas**

**Academic Degrees**

Ph.D.	University of Minnesota	1990	Curriculum & Instruction: Literacy
M.S.	St. Cloud State University	1983	Curriculum & Instruction: Reading
B.A.	University of Iowa	1972	Elementary & Special Education

**Awards and Recognition for Teaching**

*Del Shenkel Teaching Excellence Award Finalist*, University of Kansas (May, 2011)

*Honoring a Progressive Educator Award (HOPE) Finalist*. Members of the senior class of the University of Kansas elect finalists. (October, 2010)

*Geiger Gould Teaching Award*. Selected by Teacher Education graduating seniors, School of Education, University of Kansas (May, 2010)

*School of Education Faculty Award for Teaching*, University of Kansas (May, 2010)

*Honoring a Progressive Educator Award (HOPE) Finalist*. Members of the senior class of the University of Kansas elect finalists (October, 2009)

*Del Shenkel Teaching Excellence Award Finalist* – University of Kansas (April, 2008)

*Gene A. Budig Teaching Professor, 1999-2000* - Presented for outstanding teaching in the School of Education at the University of Kansas (May, 1999)

*Kemper Teaching Fellowship Award* - Presented for outstanding classroom teaching at the University of Kansas (September, 1998)

*Silver Anniversary Teaching Award* - Presented by the Chancellor of the University of Kansas for outstanding classroom teaching of an untenured professor (May, 1994)

*Distinguished Teaching Award* - Granted on behalf of the student body of St. Cloud State University through the Faculty/Student Relations Program (May, 1988 - adjunct instructor)

*Faculty Award for Outstanding Achievement* - St. Cloud State University (May, 1987 - adjunct instructor)

**Awards and Recognition for Scholarship**

*University of Kansas School of Education Award for Scholarship* – 2016

*Kansas Reading Association Research Award* - April 1994, April 2001 & October 2012

*Journal of Reading Education* Outstanding article award - May, 2000.

*National Conference on Research in English* - Invited to join in August, 1993.  
Membership in this organization is by invitation only and based on one's research contributions to the field.

*Outstanding Dissertation of the Year Award of the International Reading Association - Award Finalist* - International Reading Association, May, 1991.

*Phi Delta Kappa Outstanding Doctoral Dissertation Award 1989-91 Region IV.* March, 1991.

*Graduate School Fellowship* - Awarded by the Department of Curriculum and Instruction, College of Education, University of Minnesota, 1989.

*Graduate School Scholarship* - Awarded by the Graduate School of the University of Minnesota, 1989.

### **Awards and Recognition for Service**

*Faculty Award for Service* - School of Education University of Kansas - May 2007

### **Professional Experience**

**University of Kansas - Assistant (1990-1997)/Associate Professor (fall, 1997-present)**

#### **Courses Taught (1990-present)**

Evaluation of Research in Reading (graduate - doctoral students)  
Seminar in Writing and Spelling Research (graduate - doctoral students)  
Integrating Reading and Writing Instruction (graduate)  
Language and Literature in the Reading Program (graduate)  
Emergent Literacy and Beginning Reading (graduate)  
Early Intervention in Reading Practicum (graduate)  
Current Trends in Reading (graduate)  
Writing Assessment Focusing on the Six-Trait Analytical Model (graduate)  
Literacy Instruction in the Primary Grades (K-3) (undergraduate)  
Literacy Practicum in the Primary Grades (K-3) (undergraduate)  
Teaching Reading in Elementary and Middle Schools (undergraduate)  
Practicum in Teaching Reading (undergraduate )  
Children's Literature in the Elementary and Middle School (undergraduate)  
Supervisor of action research projects – Interns

#### **Co-Director Study Abroad Program for Education majors (2009-2015)**

Preservice teachers and faculty live with host families and preservice teachers work in Prek-middle schools in a city of 65,000 in northern Italy for the month of May each year.

**Advising**

Major advisor for preservice teacher-education program students

Major advisor (chairperson) for master's degree students (6-10 graduates/year)

Major advisor (chairperson) for doctoral students, 7 completed, 1 in-progress

Jan Brewer Miller, (1999). *The effects of training in phonemic awareness: A meta-analysis*. Note: Jan Miller's dissertation was an International Reading Association Outstanding Dissertation of the Year Award finalist.

Mary Abbott (2000) *Effects of traditional versus extended word study spelling instruction on student achievement and transfer of orthographic knowledge*.

Pam Trefz Staab, Ph.D. (2003) *Teacher change in a climate of instructional reform*

Ann Brickey Addison, Ph.D. (2007) *Analysis of the impact of a professional development series on new teacher effectiveness*

Lisa Dinner, Ph.D. (2009) *Analysis of the metacognitive and affective components of learning on reading achievement of striving readers with and without a learning disability*

Melissa Dale Reed, Ph.D. (2009) *Who's coaching the Coach?: The perceived impact of professional development on the literacy coach's self-efficacy and ability to meet the needs of the teachers they support*.

Clarissa Renee Jackson, Ph.D. (2012). *Interactive reading experiences of African American fathers and social fathers and their 4- and 5-year-old children*.

Committee member - master's thesis and doctoral programs and dissertations

**Visiting Professor - University of Minnesota, Minneapolis, Minnesota**

**Courses Taught (July, 1995)**

Children's Literature in Social Studies Education

Literature Discussion Groups in the Elementary School

**Adjunct College Instructor - St. Cloud State University, St. Cloud, Minnesota**

**Courses Taught (Spring, 1986 through Spring, 1988)**

Developmental Reading I and II (7 credit block including practicum), 5 sections

Children's Literature, 6 sections

Writing As a Basic Skill, graduate workshop, 4 sections

Children's Literature Across the Curriculum, graduate workshop

**Classroom Teacher and Literacy Consultant**

1990-present	School districts in Kansas	Consultant on reading/language arts
1983-89	St. Cloud, Minnesota	Reading tutor and consultant
1981-83	St. Cloud, Minnesota	5th/6th grade reading/language arts
1976-1981	Butte, Montana	Jr. & Sr. high: Reading
1975-1976	Livonia, Michigan	Alternative high school: Reading
Jan-May, 1975	Jennings, Missouri	Reading Specialist
1973-1974	St. Louis, Missouri	2nd grade teacher
1972-1973	Chicago, Illinois	Special education teacher

**Scholarship**

**Peer-reviewed Articles – In press**

Language and Reading Research Consortium (LARRC)\*. (in-press). Use of the Curriculum Research Framework (CRF) for developing a reading-comprehension curricular supplement for the primary grades. *The Elementary School Journal*.

Language and Reading Research Consortium (LARRC)\*. (in press). Let's Know! Proximal impacts on prekindergarten through grade 3 students' comprehension-related skills. *The Elementary School Journal*.

\*LARRC papers are “corporately” published. I included only those for which I was one of the task force authors. I contributed to many more since I was one of the Co-Investigators on the project, but not as one of the small task force of authors.

**Peer-reviewed Articles – Published**

Catts, H. W., McIlraith, A., Bridges, M. S., & Nielsen, D. C. (2016). Viewing a phonological deficit within a multifactorial model of dyslexia. *Reading and Writing: An Interdisciplinary Journal*, 3(30), 613-629. doi: 10.1007/s11145-016-9692-2

Catts, H. W., Nielsen, D. C., Bridges, M. S., & Liu, Y. S. (2016). Early identification of reading comprehension difficulties. *Journal of Learning Disabilities*, 49(5), 451-465. doi:10.1177/0022219414556121

Nielsen, D. C., Luetke, B., McLean, M., & Stryker, D. (2016). The English language and reading achievement of a cohort of deaf students speaking and signing Standard English: A preliminary study. *American Annals of the Deaf*, 161(3), 342-368.

Barry, A., & Nielsen, D. (2015). The life of a creative writer: A model for novice writers. *National Teacher Education Journal*, 8(3), 5-16.

- Catts, H.W., Herrera, S., Nielsen, D. C., Bridges, M. D. (2015). Early Prediction of Reading Comprehension Within the Simple View Framework. *Reading and Writing: An Interdisciplinary Journal*, 28(9), 1407-1425. DOI: 10.1007/s11145-015-9576-x
- Catts, H.W., Nielsen, D., Bridges, M., & Liu, Y., & Bontempo, D. (2015). Early identification of reading disabilities within an RTI framework. *Journal of Learning Disabilities*, 48(3), 281-297. doi: 10.1177/0022219413498115
- Stryker, D., Nielsen, D. C., & Luetke, B. (2015). Signing Exact English: Providing a complete model of English for literacy growth. *Northeastern Educational Research Association (NERA) Annual Conference Proceedings*. <http://digitalcommons.uconn.edu/nera-2015/2/>
- McLean, M., Nielsen, D. C., Stryker, D., & Luetke, B. (2014). Characteristics of students who read on grade level: What can teachers influence? *The Canadian Journal of Education of the Deaf*, 5, 18-25, 36-37.
- Nielsen, D. C., & Friesen, L. D. (2012). A study of the effectiveness of a small-group intervention on the vocabulary and narrative development of at-risk kindergarten children. *Reading Psychology*, 33(3), 269-299. <http://dx.doi.org/10.1080/02702711.2010.508671>
- Nielsen, D. C., & Friesen, L. D., & Fink, J. (2012). The effectiveness of a model of language-focused classroom instruction on the vocabulary and narrative development of kindergarten children. *Journal of Education*, 192(2/3), 63-77.
- Shaw, D. M., Boyd, J., & Nielsen, D. C. (2012). Perspectives of two ethnically different pre-service teacher populations as they learn about folk literature. *Journal of Educational Research and Innovation*, 1(1), 1-19.
- Nielsen, D. C., Luetke, B., & Stryker, D. S. (2011). The advantage of signing morphemes when learning to read. *Journal of Deaf Studies and Deaf Education*, 16(3), 275-288. doi: 10.1093/deafed/enq063
- Nielsen, D.C., & Barry, A. L., & Staab, P.T. (2008). Teacher reflections of professional change during a literacy-reform initiative. *Teaching and Teacher Education*, 24, 1288-1303.
- Nielsen, D. C., Winter, L. L., Keetle, S., & Jackson, C. (2007). More than a reading intervention: Teachers working together to improve the reading achievement of students from culturally and linguistically diverse backgrounds. *Multiple Voices*, 10, 125-146.

- McNerney, S., Nielsen, D.C., & Clay, P. (2006). Supporting literacy in preschool: Using a teacher-observation tool to guide professional development. *Journal of Early Childhood Teacher Education*, 27, 19-34.
- Nielsen, D. C., Barry, A. L., & Addison, A. B. (2006). A model of a new-teacher induction program and teacher perceptions of beneficial components. *Action in Teacher Education*, 28(4), 14-24. doi:10.1080/01626620.2007.10463425
- Luetke-Stahlman, B., & Nielsen, D. C. (2003). The contribution of phonological awareness, and receptive and expressive English to the reading ability of deaf students exposed to grammatically accurate English. *Journal of Deaf Studies and Deaf Education*, 8 (4), 464-484.
- Nielsen, D.C., & Luetke-Stahlman, B. (2002). Phonological awareness: One key to the reading proficiency of deaf children. *American Annals of the Deaf*, 147 (3), 11-19.
- Nielsen, D.C., & Luetke-Stahlman, B. (2002). The benefit of assessment-based language and reading instruction. *Journal of Deaf Studies and Deaf Education*, 7 (2), 149-186.
- Nielsen, D.C., & Luetke-Stahlman, B. (2001). The impact of research-based reading instruction on the beginning reading development of a deaf child: Perspectives from a case-study. In J. Hoffman, D. Schallert, C. Fairbanks, J. Worthy & B. Maloch (Eds.), *Fiftieth Yearbook of the National Reading Conference* (pp. 471-482). Chicago: National Reading Conference.
- Nielsen, D.C. (1999). A study of cooperative learning experiences in a reading methods course and practicum. *Journal of Reading Education*, 24, 11-20
- Nielsen, D. C. (1999). Kansas Accelerated Literacy Learning: More than a reading intervention. *Kansas Journal of Reading*, 15, 8-17.
- Barry, A.L., Nielsen, D. C., Glasnapp, D. R., Poggio, J., & Sundbye, N. (1997). Large-scale performance assessment in writing: Effects of student and teacher choice variables. *Contemporary Education*, 69, 20-26.
- Barry, A.L., & Nielsen, D.C. (1996). Student choice of writing topic in a state writing assessment. *Reading Improvement*, 33, 19-30.
- Luetke-Stahlman, B., Hayes, L., & Nielsen, D.C. (1996). Essential practices as adults read to meet the needs of deaf or hard of hearing students. *American Annals of the Deaf*, 141(4), 309-320.

- Nielsen, D.C., & Monson, D.L. (1996). The effects of the classroom literacy environment on the literacy development of young kindergarten children. *Journal of Educational Research*, 89, 259-271.
- Gay, A.S., & Nielsen, D.C. (1995). Math - write about it. *Writing Teacher*, 8 (4), pp. 18-20.
- Nielsen, D. C. (1994). Cooperative learning in graduate and undergraduate reading courses. *Journal of Reading Education*, 20 (1), 11-27.
- Nielsen, D.C. (1993). The effects of four models of group interaction with storybooks on the literacy growth of low achieving kindergarten children. In D. J. Leu, & C.K. Kinzer (Eds.) *Examining Central Issues in Literacy Research, Theory, and Practice* pp. 279-287. Forty-Second Yearbook of the National Reading Conference. Chicago: National Reading Conference.
- Nielsen, D.C. (1991). The effects of four approaches to group storybook reading in kindergarten on story comprehension, story structure knowledge, and concepts of print. *Phi Delta Kappa 1991 Outstanding Doctoral Dissertations Awards*, pp. 19-24. Bloomington, IN: Center for Evaluation, Development and Research.
- Nielsen, D. C., Luetke, B., McLean, M., & Stryker, D. (under review). The English language an reading achievement of a cohort of deaf students speaking and signing Standard English: A preliminary study. *American Annals of the Deaf*.

### **Book**

- Luetke-Stahlman, B., & Nielsen, D.C. (2004). Deaf students can be great readers! : Articles on reading and deafness and an annotated bibliography of related research. Los Alamito, CA: Modern Signs Press.

### **Book Chapters**

- Colwell, J., Nielsen, D., Bradley, B.A., & Spearman, M. (2015). Lessons learned by living with an Italian family and working in an Italian school. In J. Rhodes & T. Milby (Eds.), *Advancing Teacher Education and Curriculum Development through Study Abroad Programs* (pp. 90-110). Hershey, PA: Information Science Reference.
- Luetke-Stahlman, B & Nielsen, D.C. (1999). Reading to students. In B. Luetke-Stahlman, *Language across the curriculum when students are deaf or hard of hearing*. (p.187-238). Hillsboro, OR: Butte.
- Luetke-Stahlman, B & Nielsen, D.C. (1999). Students reading to adults and reading independently In B. Luetke-Stahlman, *Language across the curriculum when students are deaf or hard of hearing*. (p.251-292). Hillsboro, OR: Butte.

Nielsen, D. C. (1991). Language experience revived. In R. A. Thompson (Ed.), *Classroom reading instruction*, (2nd. Edition). Dubuque, Iowa: Kendall -Hunt Publishing.

### **Book Reviews**

Teachers Choices for 2005: A project of the International Reading Association. *The Reading Teacher*, 59, 271-278. As National Chair of the Teachers Choices Project, coordinated, revised and edited book reviews for the thirty Teachers' Choices winners for 2005. Article published in *The Reading Teacher* and IRA off print.

Teachers Choices for 2004: A project of the International Reading Association. *The Reading Teacher*, 58, 285-292. As National Chair of the Teachers Choices Project, coordinated, revised and edited book reviews for the thirty Teachers' Choices winners for 2004. Article published in *The Reading Teacher* and IRA off print.

Teachers' choices for 2001: A project of the International Reading Association. *The Reading Teacher*, 55, 243-250. Contributed four book reviews to this review of the Teachers' Choices winners for 2001. Article published in *The Reading Teacher* and IRA off print

Nielsen, D. C., & Goodell, K. (2001). From the review corner: Teachers' choices: A project of the International Reading Association. *Kansas Journal of Reading*, 17, 61-68.

Nielsen, D. C., & Goodell, K. (2000). From the review corner: Teachers' choices: A project of the International Reading Association. *Kansas Journal of Reading*, 16, 74-80.

Teachers' choices for 2000: A project of the International Reading Association. *The Reading Teacher*, 54, 269-276. Contributed four book reviews to this review of the Teachers' Choices winners for 2000. Article published in *The Reading Teacher* and IRA off print

Nielsen, D.C. (1991). From the Review Corner. *Kansas Journal of Reading*, 7. Note: Reviews of 22 children's books.

Nielsen, D.C. (1991). Reviews of 35 children's books published in 1990. In D. Monson & N. Odland (Eds.), *New Books for Young Readers*. Minneapolis, MN: University of Minnesota College of Education.

## Monograph

Nielsen, D. C. (2000). *Books and reading: How access and interaction make a difference*. Monograph published by the School of Education and Office of Student Affairs. Speech given as the Gene A. Budig Teaching Professor 2000/2001. University of Kansas.

## State Assessment Forms

Nielsen, D. C., Barry, A. L, Poggio, J., & Glasnapp, D. (2005). *Kansas Reading Assessment* Grades 5, 8 and 11. Four multiple-choice tests at each grade level (one each type: narrative, expository, persuasive, and technical). Examiner's manual for all grades and all test forms, general and modified. Testing options for students: online or pencil-and-paper. Topeka, KS: Kansas State Department of Education.

Nielsen, D. C., Barry, A. L, Poggio, J., & Glasnapp, D. (2005). *Performance Assessments for Kansas School Improvement Evaluation*. Grades 5, 8 and 11. Three different tests per grade level (narrative, expository, and technical). Administration, scoring guidelines and rubrics (2 manuals). Topeka, KS: Kansas State Department of Education.

Nielsen, D. C., Barry, A. L, Poggio, J., & Glasnapp, D. (2000-2004). *Kansas Reading Assessment: Grades 5, 8 and 11*. Multiple choice, 48 forms, 16 per grade level, one of each text type: narrative, expository, persuasive, and technical. Examiner's manual for all grades and all test forms, general and modified. Topeka, KS: Kansas State Department of Education.

Nielsen, D. C., Barry, A. L, Poggio, J., & Glasnapp, D. (2000, 2002, 2004). *Kansas Writing Assessments: Middle grades and senior high* (3 forms per year). Topeka, KS: Kansas State Department of Education.

Nielsen, D. C., Barry, A. L, Poggio, J., & Glasnapp, D. (2000-2004). *Performance Assessments for Kansas School Improvement Evaluation: Grades 5, 8 and 11*. Four tests at each grade level, one of each text type: narrative, expository, persuasive, and technical (grades 8 and 11 only). Administration, scoring guidelines and rubrics. Topeka, KS: Kansas State Department of Education.

Nielsen, D. C., Sundbye, N., Barry, A. L, Poggio, J., & Glasnapp, D. (1994-1999). *Kansas Reading Assessments, Grades 3, 7 and 10*. Narrative and expository, six forms and manuals. Topeka, KS: Kansas State Department of Education.

Nielsen, D. C., Sundbye, N., Barry, A. L, Poggio, J., & Glasnapp, D. (1994, 1996, 1998). *Kansas Writing Assessment Tests, Middle Grades and Senior High* (2 forms per year per grade and manuals). Topeka, KS: Kansas State Department of Education.

Nielsen, D. C., Sundbye, N., Barry, A. L., Poggio, J., & Glasnapp, D. (1993). *Kansas Reading Assessments and Attitude Surveys: Grades 3, 7 and 10*. Narrative and expository, three new forms and manuals. Topeka, KS: Kansas State Department of Education.

Nielsen, D. C., Sundbye, N., Barry, A. L., Poggio, J., & Glasnapp, D. (1993). *Kansas Writing Assessments and Attitude Surveys: Elementary and Secondary*. Two forms and manuals. KS: Kansas State Department of Education.

Nielsen, D. C., Sundbye, N., Poggio, J., & Glasnapp, D. (1992) *Kansas Reading Assessment Tests: Grades 3, 7, and 10*. Narrative and expository, twelve forms and manuals. Topeka, KS: Kansas State Department of Education.

Nielsen, D. C., Sundbye, N., Poggio, J., & Glasnapp, D. (1992). *Kansas Writing Assessment Tests: Grades 3, 7, and 10*. Six forms and manuals. Topeka, KS: Kansas State Department of Education.

### **Professional Development Curricular Materials: Traditional and Online**

Nielsen, D. C., Coffman, G.A., & Winter, L. L., O'Neal, K. (2006, 2007 and 2008 revisions). *Kansas Reading Academy Curriculum for Special Education Teachers*. Kansas State Department of Education.

Nielsen, D. C., Coffman, G.A., & Winter, L. L., Herman, M., & Reed, M. (2005, 2006-2010 revised annually). *Kansas Reading Academy Curriculum for Second and Third Grades* (language development, word recognition, fluency, vocabulary, narrative and expository comprehension). Kansas State Department of Education.

Nielsen, D. C., Coffman, G., Winter, L., Herman, M., Reed, M. (2005, 2006-2010 revised annually). *Kansas Reading Academy Curriculum for Title I Teachers* (language development, phonological awareness, word recognition, fluency, vocabulary, narrative and expository comprehension). Kansas State Department of Education.

Nielsen, D. C., Herman, M., Winter, L. L., Coffman, G. (2005, revised 2008). *Kansas Reading Academy Curriculum Online Academy*. Kansas State Department of Education. <http://www2.kuce.org/kra/>

Nielsen, D. C., Griffiths, M., & Shephard, M. (2005). *Language Development and Read Aloud!* Two internet-accessed interactive literacy-related professional development modules for preschool teachers. <http://training.altec.org>

Nielsen, D. C., Coffman, G.A., & Winter, L. L. (2004, 2005-2010 revised annually). *Kansas Reading Academy Curriculum for Kindergarten and First Grade* (language development, phonological awareness, word recognition, fluency, vocabulary and comprehension). Topeka, KS: Kansas State Department of Education.

Nielsen, D. C., Griffith, M. & Shephard, M. (2004). Planning the Preschool Literacy Environment. Internet-accessed interactive professional development module <http://training.altec.org>

## **Grants**

### **Federally Funded**

Catts, H.W., & Nielsen, D.C. (2010-2015). *Language Bases of Reading Comprehension*. Institute of Education Sciences. Multi-university project with professors from Ohio State, University of Nebraska, Arizona State, and Lancaster University, United Kingdom. \$19,999,999. KU 5 year subcontract: \$3,918,586.

Catts, H.W., & Nielsen, D. C. (2008-2013). *Early Identification of Children with Reading Disabilities Within an RTI Framework*. United States Department of Education Institute of Education Sciences. \$1,290,897.

Bradley, B., & Nielsen, D. C. (2004/2005). *The Development of Fluent and Automatic Reading: Precursor to Learning from Text*. Funded by the National Institutes of Health with a one-year subcontract from the University of Georgia: \$138,500.

Shackelford, J., & Nielsen, D. C. (2002-2005). *PreK Team Literacy*. United States Department of Education Early Childhood Professional Development 2 year grant awarded to the Kansas City Kansas schools for \$1.7 million. Partnership between the University of Kansas and the Kansas City Kansas Public Schools. Only school districts could apply for the grant. KU subcontract: \$453, 978.

Nelson, C., Thompson, B., Horn, E., & Nielsen, D. C. (2001). *The Literacy Experiences of Young Children with Disabilities in Preschool Settings*. United States Department of Education Office of Special Education. Student initiated grant for \$13,000.

### **Foundation Funded**

Nielsen, D. (2014). *Marilyn Hollingsworth Visiting Scholars Fund*. Kerlan Collection, University of Minnesota. (\$1500).

### **State Funded**

Bailey, J., & Nielsen, D. C. (2008/2009). *Professional Development for Literacy Grades 4-6*. Kansas State Department of Education. \$150,000.

Bailey, J., & Nielsen, D. C. (2007-2010). *Kansas Reading First: Title I Professional Development*. Kansas State Department of Education. Total award across three years: \$375,000.

Bailey, J., & Nielsen, D. C. (2006-2010). *Kansas Reading First Web-based Professional Development*. Kansas State Department of Education. Total award across three years: &1,050,000.

Bailey, J., & Nielsen, D. C. (2006-2008). *Preparation of Special Education Teachers in Scientifically-based Reading Research*. Funded by the Kansas State Department of Education. Total award across 2.5 years: \$419,809.

Bailey, J., & Nielsen, D.C. (2005-2007). *Title One Academies - Kansas Reading First*. Kansas State Department of Education. Total award across 2 years: \$150,000.

Bailey, J., & Nielsen, D. C. (2005/2006). *Kansas Reading First Web Services and Reading Coach Development*. Funded for one year by the Kansas State Department of Education. \$123,000.

Thompson, B., Nielsen, D. C., & Horn, E. (2004/2005). *Early Childhood Higher Education Options (ECHO)*. Project designed to support development of an Early Childhood Unified program (Birth-age 8) teacher education program at the University of Kansas and allow the KU team to participate in the statewide ECHO consortium.

Bailey, J., & Nielsen, D. C. (2003-2010). *Project Kansas: Reading First*. Funded in phases across seven years by the Kansas State Department of Education. Total across seven years: \$2,636,244.

Shackelford, J., & Nielsen, D. C. (2003-2006). *Goal Oriented Literacy Development (Project GOLD)*. Funded in three phases by the Kansas State Department of Education. Total across three years: \$1,914,503. Partnership between the University of Kansas and the Kansas City Kansas Public Schools. Only school districts could directly apply for the grant. KU subcontract: \$86,439.

Shackelford, J., & Nielsen, D. C. (1999-2002). *Total Literacy Connection*. Reading Excellence Act (USDE) funds awarded by the Kansas State Department of Education to the Kansas City Kansas Schools for \$3.25 million over 2.5 years. Only school districts could apply for the grant. KU subcontract: \$85,910.

Nielsen, D. C., & Luetke-Stahlman, B. (1995). *Project Partnership*. Funded by the Kansas State Department of Education to support new collaboration efforts of KU faculty. \$1300.

### **University of Kansas Funded Grants**

Nielsen, D. C., (2013/2014). *Assessment of Narrative Comprehension in the Primary Grades*. University of Kansas School of Education research award for \$8,342.

Nielsen, D. C., (2007/2008). *A Study of the Effectiveness of a Small-Group Intervention on the Language Development of At-Risk Kindergarten Children*. University of Kansas General Research Fund research award for \$8,466.

Nielsen, D. C. (2007). *A study of language development in the kindergarten curriculum*. University of Kansas Undergraduate Research Assistantship Fund for \$1217.

Nielsen, D. C. (2001/2002). *Teacher Perceptions of the Impact of an Intense Staff Development Program on Their Own Teaching*. University of Kansas General Research Fund research award for \$4,999.84.

Nielsen, D. C. (1999). *Integration of Multimedia Cases into Reading Methods Courses*. University of Kansas, Center For Teaching Excellence Small Grants Program award for \$250.

Nielsen, D. C. (1998/1999). *A Study of Language Development and the Kindergarten Curriculum*. University of Kansas General Research Fund research award for \$4,400.

Nielsen, D. C. (1995/1996). *The Emergent Reader Model: Intervention for the Lowest Achieving At-Risk First Grade Students*. University of Kansas General Research Fund research award for \$6,200.

Nielsen, D. C. (1994/1995). *The Effect of a Small Group Model of Intervention the Reading Achievement of At-Risk first Grade Students*. University of Kansas General Research Fund research award for \$7,000.

Nielsen, D. C. (1993/1994). *An Investigation of the Effects of a Focused Storybook and Writing Interaction Program on the Literacy Achievement of Low SES Kindergarten Children*. University of Kansas New faculty research award for \$5,000.

### **Grants Awarded Prior to Doctoral Studies**

Nielsen, D. C. (1988). *An American Sampler*. Minnesota Reading Association Grants Program. \$1810.

Nielsen, D. C. (1987/1988). *Children's Literature Materials for Cooperative Learning and Multicultural Education*. St. Cloud State University. \$1000.

Nielsen, D. C. (1980/1981). *Individualized Language Arts*. National Diffusion Network funding. \$5,000.

### **Grant Proposals "Accepted but not Funded"**

The following grants were "accepted but not funded" (i.e. reviewed favorably, or accepted due to quality, but not funded due to lack of funding in the U.S. Department of Education (USDE)).

Shackelford, J., & Nielsen, D. C. (2002, July). *Early Reading First*. Proposal submitted to United States Department of Education for \$1.5 million (3-year project).

Nielsen, D. C. , & Luetke-Stahlman, B. (1994, November). *Partnerships in Certification and Service*. Proposal submitted to the Office of Special Education and Rehabilitation of the United States Department of Education for \$241,741 (3-year project).

Nielsen, D. C., & Luetke-Stahlman, B. (1994, September). *Read Aloud Intervention to Promote the Literacy Development of Students Who Are Deaf*. Proposal submitted to the United States Department of Education for \$598,818 (3-year project).

### **Grant Proposals Submitted but Rejected**

Gallahger, P., Nielsen, D. C., & Turnbull, W. (1997, March). *Project Learn (PROLEARN): A Community-based Literacy Program for Young Children and Their Families*. Submitted to the United States Office of Education for \$559,000 (4 year project).

Nielsen, D. C. (1996, December). *Integration of Multi-media Cases in Reading Instruction into Reading Courses*. “Quest for the Best” competition. University of Kansas.

Nielsen, D. C. (1992, January) Grant proposal to *The New Advocate* for an Innovative Literature Program Grant for funds to purchase books and start a read aloud and book discussion program at a local community center serving low-income individuals of diverse backgrounds.

Monson, D., & Nielsen, D. C. (1989, February). *Literacy Development in Two Contrasting Kindergarten Environments*. National Council of Teachers of English Teacher/Researcher Collaboration Proposal.

Nielsen, D. C. and others. (1977). *Reading Program for Adults*. United States Department of Education, incentive grant. Authored of this grant proposal with staff of the Butte Public Schools, Butte, Montana..

### **Presentations (invited or competitively accepted)**

#### **Invited Addresses**

Nielsen, D. C. (2007, May). *The language and reading connection: Research and application in reading methods classes*. Invited to present to the keynote address at the annual meeting of the Organization of Teacher Educators in Reading, International Reading Association Conference. Toronto, Canada.

Nielsen, D. C. (2006, June). *Oral language development: Implications for classroom practice*. Invited to present at the annual Minnesota Reading First conference. St. Paul, Minnesota.

Nielsen, D. C. (2002, October). *Infusing Language Development into the Existing Kindergarten Curriculum: Why, When and How*. Invited to present as a featured speaker at the Plains Regional Conference of the International Reading Association. Topeka, Kansas.

Nielsen, D. C. (2001, October). *What are the obstacles to student learning and what are strategies for overcoming these obstacles?* Invited to represent at a Kansas State Board of Education study session.

Nielsen, D. C. (2001, July). *Literacy Development and the Special Needs Child: Considerations for Instruction*. Invited to speak at the Inclusive Network of Kansas annual summer institute. Overland Park, Kansas.

Nielsen, D. C. (1999, September). *Preventing Reading Difficulties: Research to Practice*. Invited to be one of two keynote speakers for the Kansas Reading Summit.

Nielsen, D. C. (1999, May). *What Does the Research Suggest About Preventing Reading Difficulties?* Invited to address the State Board of Education. Topeka, Kansas.

Nielsen, D. C. (1998, November). *What Does the Research Suggest About Preventing Reading Difficulties?* Invited to address the Council of Superintendents (school superintendents of the state of Kansas). Topeka, Kansas.

Nielsen, D. C. (1998, November). *Preventing Reading Difficulties: What Does the National Report Recommend?* Invited by the International Reading Association to be a featured speaker and panel discussion participant at the International Reading Association Forum entitled, *Straight Talk About Beginning Reading Instruction*. Topeka, Kansas.

Nielsen, D. C. (1998, November). *Kansas Accelerated Literacy Learning: More Than a Reading Intervention*. Invited to present a break-out session at the International Reading Association Regional Forum entitled, *Straight Talk About Beginning Reading Instruction*. Topeka, Kansas.

Nielsen, D. C. (1996, July). *Early Language Factors Related to Literacy Development: Implications for Classroom Practice*. Invited to be the one of two featured speakers at the Ronald J. Johnson Remedial Reading Institute at the University of Wisconsin - River Falls. River Falls, Wisconsin.

Nielsen, D. C. (1993, October). *The Role of Storybook Interaction in Language and Literacy Development*. Invited to address students and faculty attending the Language Pro Seminar of the Child Language Program at the University of Kansas. Lawrence, Kansas.

Nielsen, D. C. (1991, May). *The Effects of Four Approaches to Group Storybook Reading in Kindergarten on Story Comprehension, Story Structure Knowledge and Concepts of Print*. Invited to present as a finalist for outstanding dissertation at the International Reading Association annual conference. Las Vegas, Nevada.

**International (Competitively Accepted)**

Catts, H.W., Nielsen, D. C., Bridges, M. S., & Liu, Y.S. (2013, July). *Predicting Reading Comprehension in Early School Grades*. Society for the Scientific Study of Reading. Hong Kong, China.

Catts, H., Nielsen, D., Bridges, M., Liu, M., & Bontempo, D. (2013, May). *Early identification of reading disabilities within a RTI framework*. Poster presented at the International Workshop on Reading and Developmental Dyslexia. San Sebastian, Spain.

Bridges, M.S, Catts, H. W., & Nielsen, D. C. (2010, July). *The Use of a Dynamic Screening of Phonological Awareness to Predict Reading Risk for Children for Kindergarten Students*. Society for the Scientific Studies of Reading. Berlin, Germany.

Nielsen, D. C. (2008, July). *The Effect of a Language-Focused Intervention on the Vocabulary and Narrative Development of High-Poverty, Language Delayed Kindergarten Children*. World Congress of Reading. San Jose, Costa Rica.

Nielsen, D. C., & Clay, P. (2006, August). *The Effect of a Professional Development Project on the Language Development of Preschool Children in a Linguistically and Ethnically Diverse High-Poverty Urban Setting*. World Congress of Reading. Budapest, Hungary.

Nielsen, D. C. (2002, July). *The Impact of a Language Rich Kindergarten Curriculum on Language and Literacy Achievement in Kindergarten and Grade One*. World Congress of Reading. Edinburgh, Scotland.

**National (competitively accepted)**

Nielsen, D. C., Luetke, B., & Stryker, D. (2014, December). *Morphemic awareness and reading comprehension when students are deaf*. Literacy Research Association. San Marco Island, Florida.

Bridges, M., Nielsen, D. C., Catts, H. W. (2014, November). *Language-Based Tier 2 Intervention With Kindergarten Students*. American Speech and Hearing Association. Orlando, Florida.

Catts, H., Nielsen, D.C., Bridges, M.S., Kershaw, S. (2014, February). *Predicting*

*reading comprehension in the early school grades.* Pacific Coast Research Conference (national conference on reading disabilities). San Diego, California.

Stryker, D., Nielsen, D., Luetke, B., & McLean, M. (2014, January). *Morphemic awareness and reading comprehension: A descriptive study.* Association of College Educators - Deaf/Hard of Hearing. Washington, DC.

Nielsen, D. C., Catts, H.W., Bridges, M. S., & Liu, Y.S. (2013, December). *Response to Narrative Instruction in Tier 2.* Literacy Research Association. Dallas, Texas.

Catts, H.W., Nielsen, D.C., & Bridges, M.S. (2013, March). *Early identification of dyslexia within a RTI framework.* Poster presented at the annual conference of the Institute of Education Sciences. Washington DC.

Bridges, M., Catts, H., & Nielsen, D. C. (2013, February). *Response to a Tier 2 Narrative Intervention.* Pacific Coast Research Conference (national conference on reading disabilities). San Diego, California.

Bridges, M.S., Catts, H.W., & Nielsen, D. C. (2012, November). *Response to Narrative Instruction in Tier 2.* American Speech Language Hearing Association. Atlanta, Georgia.

Catts, H.W., Bontempo, D., Nielsen, D. C., Bridges, M. S., & Liu, Y. &. (2012, July). *Multi-step approach to screening for reading disabilities.* Society for the Scientific Study of Reading. Montreal, Canada.

Nielsen, D. C. (2012, May). *Coaching of Reading Specialist Tutors.* International Reading Association Conference. Chicago, Illinois.

Catts, H.W., Nielsen, D. C., Bridges, M. S., & Chan, Y. (2012, February). *Early Identification of Reading Disabilities (RD) Within a RTI Framework.* Pacific Coast Research Conference. San Diego, California.

Nielsen, D. C., Catts, H. W., Bridges, M. S., & Chan, Y. (2011, December). *Vocabulary Instruction in an RTI framework.* Literacy Research Association. Jacksonville, Florida.

Stryker, D., Luetke, B., & Nielsen, D. C. (2011, November). *Developing Morphemic Awareness in Deaf and Hard of Hearing Students Learning to Read Proficiently.* American Speech and Hearing Association. San Diego, California.

Nielsen, D. C., & Coffman, G. (2011, May). *Narrative Text: A Review of the Research and Practical Applications.* International Reading Association. Orlando, Florida.

Catts, H.W., Nielsen, D. C., Bridges, M. S., & Chan, Y. (2011, February). *Response to Vocabulary Instruction in Tier 2.* Pacific Coast Research Conference. San Diego, California.

Nielsen, D. C., & Friesen, L. D. (2010, December). *The effect of focused instruction delivered by the classroom teacher on the vocabulary and narrative development of kindergarten children*. Literacy Research Association. Fort Worth, Texas.

Catts, H.W., Nielsen, D. C., & Bridges, M.S. (2010, June). *Screening for Early Reading Difficulties in Kindergarten Children*. Institute of Education Sciences Research Conference. Washington D. C.

Nielsen, D. C. (2010, May). *Pulling It All Together: Preservice Teachers Using Student Data to Plan a Literacy Program*. International Reading Association. Chicago, Illinois.

Nielsen, D. C., & Dinner, L. (2008, December). *A Study of the Effectiveness of a Small-Group Intervention Delivered Whole Group by the Classroom Teacher on the Vocabulary and Narrative Development of At-Risk Kindergarten Children*. National Reading Conference. Orlando, Florida.

Nielsen, D. C., & Coffman, G. (2008, May). *A Study of the Implementation of Action Plans Following the Delivery of a Statewide Professional Development Curriculum Planned Collaboratively by Two Universities*. International Reading Association Conference. Atlanta, Georgia.

Nielsen, D. C., Clay, P., & Jorgensen, K. (2008, March). *Professional Development and the Language Development of Preschool Children: An Evaluation of the PreKTL Program*. American Educational Research Association Conference. New York, New York.

Nielsen, D. C., & Dinner, L. (2007, November). *A Study of the Effectiveness of a Small-Group Intervention on the Vocabulary and Narrative Development of At Risk Kindergarten Children*. National Reading Conference. Austin, Texas.

Nielsen, D. C., Winter, L., & Jackson, C. (2006, November). *An Urban District's Reform and Effects on Student Achievement: A Six-Year Study*. National Reading Conference. Los Angeles, California.

Bradley, B., Nielsen, D.C., Dinner, L., & O'Brien, B. (2006, November). *Second-Grade Students' Awareness of Oral Reading Fluency*. National Reading Conference. Los Angeles, California.

Nielsen, D. C., Coffman, G., & Sanders, K. (2006, May). *A Framework for Evaluating the Inclusion of Scientifically-Based Reading Research in Preservice Reading Courses*. International Reading Association. Toronto, Canada.

Nielsen, D. C. (2006, May). *Teachers' Choices: Great Books Brought Alive by Great Teachers*. Initiated, organized, and chair of a daylong preconference institute which included six featured author/illustrators and other national presenters. International Reading Association. Chicago, Illinois.

Nielsen, D. C., & Clay, P. (2005, December). *The Effect of a Professional Development Program on the Language Development of Preschool Children*. National Reading Conference. Scottsdale, Arizona.

Nielsen, D. C., & McNerney, S. (2005, December). *Teachers' Perceptions of the PreKTL Professional Development Program*. National Reading Conference. Scottsdale, Arizona.

Nielsen, D. C. (2005, May). *Teachers' Choices: Celebrating Trade Books Across the Curriculum*. Initiated, organized, chaired and presented at this day long preconference institute which included five featured author/illustrators and other national presenters. International Reading Association. San Antonio, Texas.

Nielsen, D. C., Coffman, G., & Sanders, K. (2005, May). *Advocacy for Reading Initiatives Through a State-Level Organization of Reading Educators*. International Reading Association Conference. San Antonio, Texas.

Nielsen, D. C., & Winter, L. L. (2004, December). *Bringing the Knowledge of the Intervention Teacher to the Classroom Teacher: Effect on Student Achievement in an Urban District*. National Reading Conference. San Antonio, Texas.

Nielsen, D. C., & McNerney, S. (2004, December). *The Role of a Teacher Observation Tool in Guiding the Professional Development*. National Reading Conference. San Antonio, Texas.

Nielsen, D. C. (2004, May). *Celebrating Children and Adolescents in Today's Books*. International Reading Association Conference. Reno, Nevada.

Nielsen, D. C., Coffman, G., & Sanders, K. (2004, May). *Graduate Reading Specialist Internship: A Statewide Initiative for Performance Assessment*. International Reading Association Conference. Reno, Nevada.

Nielsen, D. C. (2003, May). *Professional Development from the Teachers' Perspective*. International Reading Association Conference. Orlando, Florida.

Nielsen, D. C. (2003, May). *Strategies for Using Nonfiction Picture Books to Support Literacy Development (K-4)*. International Reading Association Conference. Orlando, Florida.

Nielsen, D. C., & Leiker, L. (2002, December). *Multifaceted Professional Development in an Urban School District: Effect on the Literacy Achievement of Kindergarten-Grade Three Students*. National Reading Conference. Miami, Florida.

Nielsen, D. C. (2002, May). *Professional Development in Reading: What Makes a Difference?* International Reading Association Conference. San Francisco, California.

Nielsen, D. C. (2002, May). *Helping Children See Themselves in Literature: Books with Multiethnic Perspectives*. International Reading Association Conference. San Francisco, California.

Nielsen, D. C., & Hightower, J. (2001, December). *A Language-Rich Kindergarten Curriculum: Impact on Language Development*. National Reading Conference. San Antonio, Texas.

Nielsen, D. C. (2001, May). *The Best of the Rest: Teachers' Choices for 2001*. International Reading Association Conference. New Orleans, Louisiana.

Nielsen, D. C. (2001, April). *Exploring the Connection Between Oral and Written Language: Perspectives from a Case Study*. American Educational Research Association. San Francisco, California.

Nielsen, D. C. (2001, May). *The Best of the Rest: Teacher's Choices 1999 and 2000*. International Reading Association Conference. New Orleans, Louisiana.

Nielsen, D. C. (2001, April). *A deaf child's receptive and expressive English: Perspectives from a case study*. American Educational Research Association Meeting. Seattle, Washington.

Nielsen, D. C., & Luetke-Stahlman, B. (2000, December). *A deaf child learns to read: Implications for language challenged children*. National Reading Conference. Scottsdale, Arizona.

Nielsen, D. C. (2000, May). *Strategies to Engage Learners in Historical Studies via Literature*. International Reading Association Conference. New Orleans, Louisiana.

Nielsen, D. C. (1999, May). *Teachers' Choices: Role of Read Alouds for Early Primary and Primary Students*. International Reading Association Conference. San Diego, California.

Nielsen, D. C., & Glasnapp, D. (1999, April). *The Effect of a Small Group Model of Reading Intervention on the Reading Achievement of 'At-risk' First Graders*. American Educational Research Association. Montreal, Canada.

Nielsen, D. C. (1998, December). *From Early Intervention to Quality Instruction for All Beginning Readers: Models that Support Preservice and Inservice Teacher Education*. Symposium initiator, organizer and speaker. National Reading Conference. Austin, Texas.

Nielsen, D. C., Brickey, A., & Leiker, L. (1998, December). *Transferring the Intervention to the Classroom: The Mentor, the Tutor, and the Team*. National Reading Conference. Austin, Texas.

Nielsen, D. C. (1998, May). *So Many Children Qualify for Help!: A Model for Providing Reading Intervention to Large Numbers of 'At-Risk' First and Second Graders*. International Reading Association Conference. Orlando, Florida.

Nielsen, D. C. (1997, December). *How Can We Serve All the Children? An Investigation of Models of Reading Intervention on the Reading Achievement of 'At-Risk' First Grade Students*. National Reading Conference. Scottsdale, Arizona.

Nielsen, D. C. (1996, December). *Extended Discourse with Young Children and Their Literacy Development*. Invited to be the Discussant on a 4 paper symposium presented on a Longitudinal Study, Home and School Language and Literacy Development, conducted at Harvard University. National Reading Conference. Charleston, South Carolina.

Nielsen, D. C. (1996, May). *Essential practices as adults work to meet the needs of deaf or hard of hearing students learning to read*. International Reading Association Annual Conference. New Orleans, Louisiana.

Nielsen, D. C. (1995, December). *The Effects of a Small Group Model of Reading Intervention on the Reading Achievement of 'At-Risk' First Graders*. National Reading Conference. New Orleans, Louisiana.

Nielsen, D. C. (1995, May). *Families in a Global Society*. International Reading Association. Anaheim, California

Nielsen, D. C. (1995, April). *A Factor Analysis of Prior Knowledge, Attitude, and Comprehension in a State Reading Assessment at Three Grade Levels*. American Educational Research Association. San Francisco, California.

Nielsen, D. C. (1993, December). *First Graders' Use of Instructional Scaffolding During Paired Reading Sessions*. National Reading Conference. Charleston, South Carolina.

Nielsen, D. C. (1993, April). *Effects of the Classroom Literacy Environment on the Literacy Development of Young Kindergarten Children*. American Educational Research Association. Atlanta, Georgia.

Nielsen, D. C. (1993, April). *Preservice and Inservice Teachers' Perceptions of Cooperative Learning Following College Level Cooperative Experiences*. Organization of Teacher Educators in Reading Annual Meeting at the International Reading Association conference. San Antonio, Texas.

Nielsen, D. C. (1992, December). *The Effects of Four Models of Group Interaction with Storybooks on the Literacy Growth of Low Achieving Kindergarten Children*. National Reading Conference. San Antonio, Texas.

Nielsen, D. C. (1991, May). Initiated and co-chaired a day long preconference institute entitled, *Multiculturalism, Literacy and Learning: Empowering Those Who Teach For Those Who Learn*. International Reading Association conference. Las Vegas, Nevada.

Nielsen, D. C. (1991, May). *Welcoming and Understanding the Newest Americans Through Children's Books*. International Reading Association conference. Las Vegas, Nevada.

**Regional (competitively accepted)**

Nielsen, D. C. (2000, October). *Teachers' Choices: The Why, How, and Winners*. 28th Plains Regional Conference of the International Reading Association. St. Louis, Missouri.

Nielsen, D. C. (1990, October). *Cooperative Learning Groups: A Valuable Teaching and Learning Tool in College Reading Classes*. 18th Plains Regional Conference of the International Reading Association. Wichita, Kansas.

Nielsen, D. C. (1988, September). *Early Literacy: Fostering Reading and Writing Development*. 16th Plains Regional Conference of the International Reading Association. Fargo, North Dakota.

Nielsen, D. C. (1986, August). *Writing: The Thinking, Learning, Communication Tool..* 14th Plains Regional Conference of the International Reading Association. Rapid City, South Dakota.

**State (competitively accepted unless noted as invited)**

Nielsen, D. C., Friesen, L. D., & Fink, J. (2012, October). *Language-enriched Instruction in the Kindergarten Classroom: Ways to Support Vocabulary and Narrative Development*. Kansas Reading Association Conference. Lawrence, Kansas.

Nielsen, D. C., & Coffman, G. (2005, February). *Scientifically-based Reading Research*. Invited by Kansas State Department of Education to co-lead a day-long workshop on Scientifically-based reading research and what it means in teaching college courses. Topeka, Kansas.

Nielsen, D. C. (2004, September). *Language and Literacy in Kindergarten Through Grade Three*. Invited to present a day-long workshop to Kansas Elementary School Principals. Emporia, Kansas.

Nielsen, D. C. (2003, September). *Scientifically-based Reading Research: What Does That Mean?* Invited to present to Kansas Reading First principals and coaches. Overland Park, Kansas.

- Nielsen, D. C., Coffman, G., & Sanders, K. (2003, September). *Reading Specialist Internship*. Kansas Reading Association Conference. Lindsborg, Kansas.
- Nielsen, D. C. (2002, February). *Teachers' Choices: An International Reading Association Project*. Kansas Reading Association Conference. Wichita, Kansas.
- Nielsen, D. C. (2001, April). *Reading Development: Connections to Instructional Decisions*. Kansas Reading Association Conference. Emporia, Kansas.
- Nielsen, D. C. (2000, March). *Teachers' Choices: An International Reading Association Project*. Kansas Reading Association Conference. Topeka, Kansas.
- Nielsen, D. C. (1999, February). *Kansas Accelerated Literacy Learning, Beginning Reading and the Classroom Teacher*. Kansas Reading Association Conference. Hays, Kansas.
- Nielsen, D. C., & Kear, D. (1998, September). *The President's Summit on Reading and Implications for Kansas*. Kansas Reading Professionals in Higher Education. Elmdale, Kansas.
- Nielsen, D. C. (1998, April). *Biographies and Autobiographies of Children's Authors: What Can We Learn From Them to Promote Instruction?* Kansas Reading Association Conference.
- Nielsen, D. C. (1997, October). *Kansas Accelerated Literacy Learning: An Update*. Kansas Reading Professionals in Higher Education Annual Meeting. Cottonwood Falls, Kansas.
- Nielsen, D. C. (1995, March). *Kansas Accelerated Literacy Learning: Alternatives for First Grade Reading Intervention*. Kansas Reading Association Conference. Wichita, Kansas.
- Nielsen, D. C. (1992, March). *An Overview of the Kansas Communications Skills Assessment*. Kansas Reading Association State Conference. Topeka, Kansas.
- Nielsen, D. C. (1992, February). *The Effects of Four Measures of Group Storybook Reading on Measures of Literacy Development*. Kansas Reading Professionals in Higher Education Annual Retreat. Lindsborg, Kansas.
- Nielsen, D. C. (1991, March). *Writing in the Developmental Kindergarten and First Grade*. Kansas Reading Association State Conference. Emporia, Kansas.
- Nielsen, D. C. (1987, October). *Functional Writing Preschool Through Grade One*. Minnesota Reading Association State Conference. St. Cloud, Minnesota.

Nielsen, D. C. (1984, November). *Teaching Writing in the Title I Classroom*. Southwestern Minnesota Title I Conference. Willmar, Minnesota.

**Local**

Nielsen, D. C., Luetke, B., & Stryker, D. (2015, January). Morphemic awareness and reading comprehension when students are deaf or have hearing impairments. School of Education Faculty Research Conference, University of Kansas. Lawrence, Kansas.

Nielsen, D. C. (2014, October). Research: Dissertation and beyond. Invited to be one of the faculty speakers in Dr. Joseph O'Brien's Introduction to the EdD class on the topic of research.

Nielsen, D. C. (2006, February). *Reading Strategies That Support Beginning Readers*. Brookwood Elementary School Parents. Shawnee Mission Public Schools. Overland Park, Kansas.

Nielsen, D. C. (2006, January). *Language Development to Support Later Reading*. Brookwood Elementary School Parents. Shawnee Mission Public Schools. Overland Park, Kansas.

Nielsen, D. C. (2001, August). *Providing Leadership for Reading in Elementary Schools*. Olathe Public Schools Elementary Principals. Olathe, Kansas.

Nielsen, D.C. (2000, November). *Keys to Successful Reading Intervention for Primary Graders*. Lawrence Elementary School Principals. Lawrence, Kansas.

Nielsen, D. C. (2000, June). *Beginning Reading Instruction: What the Research Suggests*. Lawrence School Board Meeting. Lawrence, Kansas.

Nielsen, D. C. (2000, January). *Cooperative Learning in the College Classroom*. Self Program Fellows, University of Kansas. Lawrence, Kansas.

Nielsen, D. C. (2000, January). *Cooperative Learning in the College Classroom*. Center for Teaching Excellence, University of Kansas. Lawrence, Kansas.

Nielsen, D. C. (1999, November). *Talking with your Child May Just Make Her a Better Reader!* Lawrence Breakfast Optimists. Lawrence, Kansas.

Nielsen, D. C. (1997, November). *The Development of Readers: Instructional Implications*. Lawrence Public School Administrators. Lawrence, Kansas.

Nielsen, D. C. (1997, October). *The Challenge of Literacy*. Invited to address the White Bear Lake, Minnesota, primary grade teachers, administrators and paraprofessionals. White Bear Lake, Minnesota.

Nielsen, D. C. (1997, September). *Kansas Accelerated Literacy Learning*. Invited to address the School of Education Alumni Board on my early intervention project. Lawrence, Kansas.

Nielsen, D. C. (1997, July). *Vocabulary Development and Instruction: What Do We Know?* Franklin County Reading Council. Ottawa, Kansas.

Nielsen, D. C. (1997, March). *America Reads Challenge: What You Can Do to Support School Initiatives in Reading*. Breakfast Optimist Club. Lawrence, Kansas.

Nielsen, D. C. (1994, December). *Supporting the Emergent Reader*. Lawrence Council of the Kansas Reading Association. Lawrence, Kansas.

Nielsen, D. C. (1994, July). *The Construction of the Expository Section of the 1992, 1993, and 1994 Editions of the Kansas Reading Assessment*. Kansas Reading Advisory Council. Salina, Kansas.

Nielsen, D. C. (1994, June). *Kansas Accelerated Literacy Learning*. Kansas Alliance of Professional Development Schools Summer Institute. Lawrence, Kansas.

Nielsen, D. C. (1993, August). *Kindergarten and First Grade Literacy Issues*. Kansas Alliance of Professional Development Schools Summer Institute. Lawrence, Kansas.

Nielsen, D. C. (1992, May). *Oral Extensions of Children's Books*. Lawrence Reading Council. Lawrence, Kansas.

Nielsen, D. C. (1991, November). *Drama and Children's Books: Activities and Implications*. Topeka Reading Council. Topeka, Kansas.

Nielsen, D. C. (1991, June). *The Reader, the Text and the Environment in Early Literacy Learning*. University of Minnesota. Minneapolis, Minnesota.

Nielsen, D. C. (1991, April). *Folk Stories: A Reflection and Celebration of Cultural Identity*. Celebration of Cultures Corporation Annual Forum. Lawrence, Kansas.

Nielsen, D. C. (1990, July). *Integrating Reading and Writing in the Primary Grades*. University of Minnesota. Minneapolis, Minnesota.

Nielsen, D. C. (1990, March). *A Guided Tour of the Kerlan Collection's American Sampler Exhibit*. St. Croix Valley Reading Council. River Fall, Wisconsin.

Nielsen, D. C. (1989, July). *Exhibiting the Kerlan Collection*. Summer Forum, Kerlan Collection of Children's Literature. University of Minnesota. Minneapolis, Minnesota.

Nielsen, D. C. (1985, November). *Writing: A Developmental Process*. Sioux Valley Reading Council. Sioux Falls, South Dakota.

Nielsen, D. C. (1985, April). *Learning to Write and Writing to Learn*. Keynote for spring meeting, Central Minnesota Reading Council. Royalton, Minnesota.

Nielsen, D. C. (1987, February). *Parents' Role in the Writing Process and Program*. Roosevelt PTA. St. Cloud, Minnesota.

Nielsen, D. C. (1986, November). *A New Approach to Teaching Writing*. Home and School Association. Sauk Rapids, Minnesota.

Nielsen, D. C. (1984, November). *Children's Books and Writing*. St. Benedict's College. St. Joseph, Minnesota.

### **Professional Development and Consulting**

2014, November. *Language Rich Classrooms* School of Education PDS Executive Council. DeSoto, KS.

2013, May. *Teaching English Language Learners in the United States*. Invited to present to the preschool and kindergarten teachers in Carpi Italy. With Barbara Bradley

2012, June. *Narrative and Vocabulary Instruction in Kindergarten*. Lawrence Public Schools. Lawrence, Kansas.

2011, June. *Reading Instruction in Kindergarten*. Kindergarten Teachers. Lawrence Public Schools. Lawrence, Kansas.

2011, January. *Providing Reading Intervention To Kindergarten Students With a Focus on Response to Intervention*. Reading Support Staff. Lawrence Public Schools. Lawrence, Kansas.

2010, November. *Narrative and Vocabulary Intervention Lessons*. Lawrence Public School Title I and Reading Support Teachers. Lawrence, Kansas.

2009, February. *Language Basis for Reading Expository Text*. Title I teachers and other teachers. Lawrence Public Schools. Lawrence, Kansas.

2008, January. *The Language/Reading Connection and Implications for Instruction*. Title I Reading Teachers and First-Grade teachers. Lawrence Public Schools. Lawrence, Kansas.

2006, February. *Taking Stock and Moving Forward: Teaching Word Recognition in the Primary Grades*. Nottingham Elementary School. Eudora, Kansas.

2005, January. *Key Components for Supporting the Developing Reader*. Lawrence Public Schools. Lawrence, Kansas.

2004, October. *A Focus on Readers at Levels 1-5*. Title I teachers and paraprofessionals. Lawrence Public Schools. Lawrence, Kansas.

2004, June. *Phonological Awareness and Word Recognition: Development and Instruction*. Reading First Schools. Lawrence, Kansas.

2004, February. *Word Recognition Development and Instructional Decisions*. Title I teachers. Lawrence Public Schools. Lawrence, Kansas.

2002, January. *Fluency: Research to Practice*. Kansas Accelerated Literacy Learning Network meeting (8 school districts).

2001, September. Consultant (with Arlene Barry) to the CTB McGraw/Hill Company. Analyzed (alignment study) the revised grades 2-12 Terra Nova Reading and Language Arts Assessments in relation to the Kansas Standards.

2001, August. *Infusing Language into the Kindergarten Curriculum*. Kindergarten Teachers. Kansas City, Kansas.

2000, December. *Language Development and Development of the Emergent Reader*. Kansas Accelerated Literacy Learning Network meeting (6 school districts).

2000, September. *Comprehension in a Guided Reading Lesson for Challenged 3-5 Readers*. Kansas City Kansas Grades 3-5 Literacy Leaders. Kansas City, Kansas.

2000, September. *Comprehension in a Guided Reading Lesson for Challenged 3-5 Readers*. Kansas City Kansas Grades 3-5 Literacy Leaders. Kansas City, Kansas.

2000, July. *Read Aloud Choices: Impact on Language and Literacy Development*. Total Literacy Connection Project Teachers. Kansas City Kansas.

2000, January. *Modifying Guided Reading for the Transitional Reader with a Focus on Expository Comprehension*. Second Grade Teachers. Lawrence Public Schools. Lawrence, Kansas.

1999, April. Presented to the Lawrence School Board on the research behind their Reading Initiative.

1998, April. *Kansas Accelerated Literacy Learning*. Jones Institute for Educational Excellence. Emporia, KS.

1997/98 and 1998/99 school years. Consultant to administration on their "Reading Initiative" and inservice provider to the kindergarten and first grade teachers on literacy instruction. Lawrence Public Schools. Lawrence, Kansas.

1997/98 and 1998/99 school years. Consultant to the administration and provider of inservice and guidance to teachers and teacher leaders. Kansas City Kansas and Council Grove Public Schools.

1997, Fall. Consultant to the curriculum and reading leaders in the Lawrence Schools, Lawrence, Kansas, for a long range plan to improve reading in the district. Lawrence, Kansas.

1997, October. Consultant to the leaders and teachers in White Bear Lake, Minnesota, on their K,1, and 2 literacy curriculum. White Bear Lake, Minnesota.

1997, June. Consultant to Council Grove primary and special education teachers on rethinking reading instruction in the primary grades. Council Grove, Kansas.

1997, June. Consultant for standards writing in KCK (literacy K-12). Kansas City, Kansas.

1997, April. Consultant on appropriate language and literacy practices in kindergarten-grade 2. Paola Kindergarten, First and Second Grade staff. Paola, Kansas.

1997, April. *Children's as Developing Readers: Instructional Implications*. Elementary teachers Ottawa Public Schools. Ottawa, Kansas.

1997, March. Consultant to Kennedy School teachers K-6 on the development of readers and instructional implications for the elementary school curriculum. Lawrence, Kansas.

1995, December. *Language Factors that Affect Literacy Development*. Primary Cadre (Study Group) of the Lawrence Public Schools. Lawrence, Kansas.

1995, November. Inservices to address specific grade level (Kindergarten and grade 2) needs in the area of literacy development and curricular practice. Liberty, Missouri.

1995, November. *The Development of Emergent and Beginning Readers: Instructional Implications*. Transitional First Study Group. Lawrence Public Schools. Lawrence, Kansas.

1995, October. *The Development of Readers: Instructional Implications for the Elementary School Curriculum*. Elementary School Faculty of the Liberty Public Schools. Liberty, Missouri.

1995, September and November. School and Intervention Team Structures and Strategies for Beginning Readers. Kennedy School BLISS Group. Lawrence, Kansas.

1995, June. Consultant on best practice in beginning reading. Woodlawn School. Lawrence, Kansas.

1994, August. A Small Group Model for Providing Reading Intervention to 'At-Risk' First Grade Students. Topeka, Kansas.

1993, August. Consultant on developmentally appropriate assessment in kindergarten. Olathe, Kansas.

1993, August. Consultant on identifying the first grade child 'at-risk' of failure in a traditional first grade reading program. Topeka, Kansas.

1993, February. *The 1993 Kansas Writing Assessment*. Olathe Inservice Day. Olathe, Kansas.

1992, November. *Reflecting on Writing: Where are You as a Teacher and User?* Inservice presentation for two teachers' groups, The Writing Connection and Teachers Applying Whole Language. Lawrence, Kansas.

1992, October. *Writing Across the Curriculum*. Kaw Valley Inservice Day. Lawrence, Kansas.

1992, April. *Writing as a Thinking Tool*. Workshop for members of the River Valley Alliance of English Teachers. Kansas City, Kansas.

1992, February and March. *Teaching Writing in the Elementary Grades*. Two inservice sessions for teachers at Mission Trail Elementary School. Leawood, Kansas.

1991, October. *Writing in the Developmental Kindergarten and First Grade*. Kaw Valley Regional Inservice. Lawrence, Kansas.

1990, June. *Reading and Writing in a Developmental Kindergarten*. Osseo, Minnesota.

1990, February. *Preparing Children to Visit the Kerlan Collection's American Sampler Exhibit*. St. Croix Valley Reading Council. Hudson, Wisconsin.

1988, August. *Reading Comprehension* (2 sessions: primary and intermediate). Mobridge, South Dakota.

1988, August. *Written Extensions of Children's Books*. Mobridge, South Dakota.

1988, February. *Evaluation of Writing and the Writing Program*. Buffalo, Minnesota.

1985, February. *Writing Across the Curriculum*. Kimball Junior High teachers. Kimball, Minnesota.

1984, June. *Evaluating Writing*. Little Falls District Writing Committee. Little Falls, Minnesota.

1983, January and February. *Getting the Most Out of Children's Books*. Team taught workshop, St. Cloud State University. St. Cloud, Minnesota.

1982, October-December. *Individualized Language Arts*. Campus Lab School staff, St. Cloud State University. St. Cloud, Minnesota.

1980, August. *Comprehensive Reading/Language Arts Assessment*. Butte, Montana.

1980, August. *Children's Books Integrated Across the Curriculum*. Butte, Montana.

*Writing: The Thinking, Learning, Communication Tool*. This writing process workshop series for elementary teachers, which included 10-25 hours of professional development, was conducted over a period of months at these schools.

1991-92 Mayetta/Hoyt Public Schools, Mayetta, Kansas

1989-90 Alexandria Public Schools, Alexandria, Minnesota.

1989-90 McKinley Elementary School. St. Cloud, Minnesota.

1988-89 Kennedy Elementary School. St. Cloud, Minnesota.

1987-88 Special Education Teachers. St. Cloud, Minnesota.

1987-88 Lincoln & Jefferson Schools. St. Cloud, Minnesota.

1987-88 Albany & Avon Elementary Schools. Albany, Minnesota.

1986-87 Milaca Elementary School. Milaca, Minnesota.

1986-87 Roosevelt Elementary School. St. Cloud, Minnesota.

1986-87 Madison Elementary School. St. Cloud, Minnesota.

1986-87 Sacred Heart School. Sauk Rapids, Minnesota.

1986-87 St. Augustine's School. St. Cloud, Minnesota.

1986 Central Minnesota Educational Cooperative Service. St. Cloud, Minnesota.

1985-86 St. Joseph Laboratory School. St. Joseph Minnesota.

1984-86 Sts. Peter and Paul Primary and Middle Schools, St. Cloud, Minnesota.

1983-85 Buffalo Lake School. Buffalo Lake, Minnesota.

### Other Scholarly Activity

2006-2008. Consultant to University of Kansas Speech-Language-Hearing Professors D. F. Loeb and D. Daniels on a grant titled *Development of a Culturally-Based Language and Vocabulary Intervention for Elementary School Children with Language Impairments and Children who are at High Risk for Developing Learning Disabilities* funded by the Department of Education and the Institute of Education Sciences.

2004-2008. Member of a research and development team of University of Kansas scholars charged with developing and studying a computer-adapted test (CAT) of reading comprehension. Funding source: Carnegie Corporation.

1993 - present Reading Intervention Program Director. Initiated and developed a reading intervention program for children "at-risk" of failure in reading. This project, entitled *Kansas Accelerated Literacy Learning (KALL)*, was piloted in January, 1993, with two Chapter I Reading Directors and 4 teachers in Lawrence and Topeka, Kansas.

The model of intervention instruction delivery expanded (1994/95) from a one-to-one tutoring model to include the “Emergent Reader Model” (focused on instruction more common in kindergarten - phonemic awareness and letter identification) and the “Small Group Model,” a model of intense instruction for groups of 2-3 first grade students. Due to the need for classroom teachers to have the same level of knowledge and skill at instruction as intervention teachers, I created the “Classroom Teacher Model” (1995/96). In this model, classroom teachers participate in the same yearlong professional development, tutor two students outside the school day, and are taught to transfer their knowledge to small-group classroom instruction. Ten former KALL teachers became “KALL trainers” and have provided the same professional development in their own districts and other districts in Kansas to present day.

June, 1993, 1994, and 1996. Co-director of the Kansas Writing Assessment Scoring Sessions, under the auspices of the Center Educational Testing and Evaluation (CETE) of the University of Kansas. Hired 4 teacher-trainers to assist the other director and myself in training approximately 300 teachers each year to score 45,000 student papers using the six-trait analytic model adopted by the state.

June, 1992. Under the auspices of the CETE took leadership for arranging the training of 150 teachers in the six-trait model for analytic scoring of writing and the scoring of 20,000 Kansas Writing Assessment papers (grades 3, 7 and 10).

### **Service**

#### **Current Professional and Academic Association Memberships**

##### **National and International**

Literacy Research Association (LRA)  
International Reading Association (IRA)  
Society for the Scientific Study of Reading (SSSR)  
American Educational Research Association (AERA)  
National Conference on Research in Language and Literacy (NCRL)  
United States Board on Books for Children (USBBY)  
American Library Association (ALA)  
Organization of Teacher Educators in Reading

##### **State and Local**

Kansas Reading Association  
Kansas Reading Professionals in Higher Education  
Lawrence Reading Association

#### **Editorial/Review Service**

##### **National publications and conferences**

Reviewer for the international journal: *Teaching and Teacher Education* (2007- present)  
Reviewer for *Educational Assessment* (2014-present)

Member of the editorial board: *The Reading Teacher* (1992-2003).

Member of the editorial board of the Center for the Study of Early Reading Achievement (CIERA) research and publications (1998-2002)

Reviewer for the Literacy Research Association (National Reading Association) annual conferences (1993-present)

Member of the editorial board: *Journal of Reading Education* (1991-1999).

Reviewer for the annual meeting of the International Reading Association's Organization of Teacher Educators in Reading. (1990-present).

Invited member of the Editorial Review Board for the National Reading Conference yearbook, *Inquiries in Literacy Theory and Practice* (Leu, D. Hinchman, K, & Kinzer, C, Eds.). (1997)

1990-1997. Reviewed proposals and book manuscripts for West Publishing, Macmillan, Harper/Collins and Longman.

### **State Reading Journal (Co-editor)**

Sundbye, N., Nielsen, D.C., & Barry, A.L. (Eds.). (1995). *Kansas Journal of Reading*, 11.

Sundbye, N., & Nielsen, D.C. (Eds.). (1994). *Kansas Journal of Reading*, 10.

Sundbye, N., & Nielsen, D.C. (Eds.). (1993). *Kansas Journal of Reading*, 9.

Sundbye, N., & Nielsen, D.C. (Eds.). (1992). *Kansas Journal of Reading*, 8.

## **Internal Service**

### **University of Kansas**

#### University

2010-2016 Faculty support for recruitment for the Honors Program.

2012-2015 Faculty Representative, Disciplinary Action Hearing Board for University Support Staff

2010-2015 Member, University Awards Committee, one of two faculty representatives.

2014 Judge, Graduate Research Competition

2004-2005 Member, search committee for a School of Education Dean.

1990-present Initiator and Developer, Children's Book Collection. I initiated the creation of a collection of children's books to be housed in the School of Education. Books were added to the collection at no cost to KU via my involvement in the Teachers' Choices Project (1998-2001 and 2003-2006), Theodore Seuss Geisel Award Committee (2011-2013) as well as through my contacts and understandings with the children's publishing houses. One of my goals was to secure endowment funds to purchase additional books

and cover the cost of an annual lecture by a children's author or illustrator. Working through the KU Endowment Association \$50,000 was donated to start this endowment (fall, 1999).

- 1999-2002 Member, Committee based at the KU Med Center to evaluate a project the Dept. of Pediatrics has in place that teaches pediatricians and pediatric residents to promote literacy.
- 1997-1999 Member, Committee to create and maintain a tutoring program to meet the requirements of the President's "America Reads Challenge"
- 1996-1997 Member, Committee for the creation of an Adult Literacy Program at the University of Kansas.
- 1995-1997 Member, Work Group on Young Children. A committee of professors across disciplines (College, School of Education and Medical Center) who work on issues related to programs for children and their families, birth to age eight.
- 1993-1995 Mentor, McNair Scholars Program. Mentor for a Native American student and worked with her on a research project on the representation of Native Americans in picture books.
- 1991 Co-organizer of a daylong symposium, "Children's Books: The Literary and Artistic Processes" - Guest speakers included an author, illustrator, art director and editor from Alfred A. Knopf Publishers, New York.

School of Education

- 2015-2016 Chair, Committee on Academic Programs and Curriculum (CAPC)
- 2013-2015 Member, Committee on Academic Programs and Curriculum (CAPC)
- 2013-2015 Member, Learning Resource Center Advisory Committee
- 2005-2013 Member, Teacher Education Council (TEC)
- 2009-2012 Member, Teacher Education Redesign Committee
- 2008-2009 Member, Ad hoc Committee on Teacher Education Program Review
- 2009-2010 Member, Service Award Committee
- 2007-2010 Member, Institute for Research and Public Service Advisory Committee
- 2004-2005 Member, Search Committee to hire a School of Education Dean
- 2000-2006 Member, Early Childhood Program Development Committee
- 2001-2006 Member, Undergraduate Studies Committee
- 2002-2006 Member, Teacher Education Advisory Council
- 2002-2003 Member, School of Education Faculty Awards Committee
- 2001-2002 Chair, School of Education Faculty Awards Committee.
- 1999-2002 Member, School of Education Personnel Committee.
- 2000-2001 Co-Chair, Teacher Education Division Director Search.
- 2000-2001 Member, Curriculum Committee, Teacher Education Division
- 2000-2001 Member, Learning Resource Center Committee

## Kansas Striving Readers Comprehensive Literacy Initiative

1997-2001	Member, School of Education Clinics for JRP Committee.
1997-1998	Member, School of Education Curriculum Committee.
1997-1998	Member, School of Education Code Committee
1996-1997	Member, School of Education Resources Committee.
1993-1997	Member, Kansas Early Childhood Personnel Preparation Grant, the Gateway Project: Project Management Team and Curriculum Committee.
1992-1995	Mentor for 3 students and Committee Member for the Council for Recruitment and Retention of Ethnic Minority Students.
1993-1994	Co-chair, Teacher Education Council.
1991-1993	Member, Teacher Education Council.
1992-1993.	Member, Professional Development School Advisory Council.
1992-1993	Member, Personnel Committee to hire a librarian for the LRC.
1992	Member, Personnel Committee Upward Bound reading specialist.
1990	Initiator of a separate collection of children's books in the Watson Library of the University of Kansas.

### Department

2015-present	Member, Curriculum Committee
2011-2013	Member, Graduate Admissions Committee
2011-2012	Chair, Personnel Committee
2009-2010	Member, Personnel Committee
2004-2005	Chair, Search committee to hire an assistant professor in Reading
2003-2004	Chair, Search committee to hire two assistant professors in Reading
2002	Member, Search committee to hire an assistant professor in Reading
1998	Chair, Search committee to hire an assistant professor in Reading
1997-1998	Member, Retreat Planning Committee.
1994-1997	Chair, Operations Committee.
1993-1994	Member, Personnel Committee to hire a reading/social studies professor.
1990-1992	Member, Personnel Committee to hire a reading professor.
1990-1991	Member, Undergraduate Program Committee.

### **St. Cloud State University Committees (as an adjunct faculty member)**

#### College of Education Committee

1988. Appointed to Dean's Professional Experiences Committee.

#### Department of Teacher Development Committees

1986-1988	Member, Undergraduate Program Review Committee.
1987-1988	Member, Partnerships Committee.
1986-1987	Member, Faculty Evaluation Committee.
1986-1987	Chair, Election Committee.

### **External Professional Service**

National/International

- 2011-2013 Member, Theodor Seuss Geisel Award Committee. American Library Association.
- 2012 Member. Elva Knight Research Award Review Committee, International Reading Association.
- 2008-2011 Chair, Albert J. Kingston Award Committee. National Reading Conference.
- 2006-2007 Member, Albert J. Kingston Award Committee. National Reading Conference.
- 2003-2006. Chair, International Reading Association (IRA) Teachers' Choices Project Committee.
- 2004-2007 Member, Ethics Committee of the National Reading Conference.
- 1998-2003 Member, International Reading Association (IRA) Teachers' Choices Committee and Regional Representative for the Plains Region of the US.
- 1995-2000 Member, Field Council of the National Reading Conference.
- 1996-1997 President, (President-elect 1995-96), Organization of Teacher Educators in Reading (a national organization consisting of approximately 500+ professors worldwide, International Reading Association Special Interest Group)
- 1994-1998 Member, Children's Book Council/ International Reading Association Liaison Committee of the International Reading Association.
- 1993-1995 Board of Directors, Organization of Teacher Educators in Reading. Special Interest Group of the International Reading Association.
- 1991-1994 Board of Directors. Children's Literature and Reading. International Reading Association Special Interest Group
- 1990-1991 Member, Registration Committee for the 1991 Plains Regional Reading Conference of the International Reading Association, Minneapolis, MN.
- 1990-1991 Vice-president, Organization of Teacher Educators in Reading, International Reading Association Special Interest Group.
- 1990-1991 Institute initiator and Co-Chair. International Reading Association Preconference institute entitled "Multiculturalism, Literacy and Learning," Las Vegas, Nevada, May, 1991.

Kansas Striving Readers Comprehensive Literacy Initiative

- 1989-1990 Board of Directors, Organization of Teacher Educators in Reading,  
International Reading Association Special Interest Group.
- 1987 Member, Program committee, Organization of Teachers of Educators in  
Reading program for the 1988 International Reading Association  
Conference, Toronto, Canada.
-

State

- 2013-2015 Member, Reading Specialist Standards Revision Committee, Kansas State Department of Education.
- 2011-2012 Co-author (with Dr. Gerry Coffman) of the *Kansas Guide to Literacy Learning K-5* for Kansas schools to use to guide them as they plan for and provide instruction that meets the Common Core State Standards in Reading, Writing, Listening and Speaking.
- 2008-2010 Member, Bill Martin Picture Book Award Committee. Kansas Reading Association.
- 2003-2004 Co-author, with Professors Geraldine Coffman of Emporia State University and Kathleen Sanders of Fort Hays State University of the guidelines for completing the state-required internship for Reading Specialist license.
- 2003 Consultant, at the request of the Commissioner of Education for the state of Kansas, responded to the United States Department of Education questions about the state's Reading First grant application and agreed to serve as the state's Reading First expert. My vita (pp. 56-78 of the grant proposal) and other documentation from my teaching and research work was submitted with the state's proposal to meet the requirement of the United States Department of Education that the state have a reading expert for kindergarten-grade 3 reading. The state was awarded \$41.4 million over 6 years. US Department of Education (2003). Paige announces award of \$6.4 million in Reading First grant for Kansas children (\$41.4 million over 6 years). <http://www.ed.gov/news/pressreleases/2003/04/04112003b.html>  
Actual grant proposal available at KSDE website:  
<http://www.ksde.org/sfp/rdgfirst/rdg1stfinalversion2.25.03.pdf>
- 2003 Member, state of Kansas team, United States Department of Education Early Childhood Educator Academy.
- 2002 Representative for the state of Kansas at the Reading First meeting, Denver, Colorado.
- 2000-2002 President, Kansas Reading Professionals in Higher Education.
- 2000 Judge, Kansas State Spelling Bee.
- 1999 Consultant to the Kansas City Kansas Public Schools application for a Reading Excellence grant. I wrote the research section and created the proposed student and staff development curriculum. KCK was awarded a 3.8 million dollar grant.
- 1998-2000 President-elect, Kansas Reading Professionals in Higher Education.

- 1999 Consultant to the state as they wrote the state application for the Reading Excellence Act grant competition to improve literacy kindergarten-grade 3. I advised the state department of education and wrote much of the reading research aspects of the grant and responded to questions addressed to the state by federal officials. Kansas was awarded one of 17 grants (48 of the 50 states applied). Kansas was awarded \$8 million.
- 1999 Member, Committee to plan a Kansas Reading Summit.
- 1998-2005 Member, Studies and Research Committee, Kansas Reading Association.
- 1998 Representative for Higher Education from Kansas at the President's Summit on Reading. Washington, DC
- 1998-1999 Member, State of Kansas Second Grade Diagnostic Reading Test Committee.
- 1998 Reviewer of grant proposal for a state competition for literacy funds. Topeka, KS.
- 1996-1997 Member, selection panel for Association of Teacher Educators of Kansas Distinguished Dissertation Award.
- 1994-1995 Member, Kansas Reading Advisory Council.
- 1991-1995 Co-chair, Kansas Reading Association Journal Committee of the Kansas Reading Association.
- 1988 Founder of W.R.I.T.E. (Writing Resources Information Teacher Exchange) a network of over 75 classroom teachers from 16 central Minnesota schools who exchange ideas and visit other's classrooms in promotion of process writing.
- 1985-1989 Board of Directors, Central Minnesota Reading Council.
- 1986-1987 Member, Steering Committee for the 1987 Minnesota Reading Association Annual Conference.
- Local
- 2001-2004 Member, Adventures in Imagination Committee. Lied Center of KU, Lawrence Public Schools and the Lawrence Business Partnerships.
- 1999-2000 Consultant to the "Success by Six" effort of the Lawrence Partnership for Children and Youth and the United Way of Douglas County.
- 1989-1990 Co-founder and program Co-Chair, Central Minnesota Young Writers' Fair.

**BIOGRAPHICAL SKETCH**

Provide the following information for the Senior/key personnel and other significant contributors.  
 Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Deborah K. Reed

eRA COMMONS USER NAME (credential, e.g., agency login): REEDDK

POSITION TITLE: Associate Professor

EDUCATION/TRAINING (*Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.*)

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
Claremont McKenna College	B.A.	01/93	Government
The University of Texas at San Antonio	M.A.	05/99	Curr. & Instruction, Reading Specialist
The University of Texas at Austin	Ph.D.	05/2010	Special Education

**A. Personal Statement**

Prior to becoming a researcher, I was a teacher and technical assistance provider in numerous schools with high proportions of upper elementary, middle, and high school students experiencing reading difficulties. My research interests stemming from those experiences include better understanding what factors contribute to students' reading abilities, appropriate ways to assess reading skills, and effective means of improving reading performance. I have served on three state- and federally-funded projects developing reading assessments (decoding, fluency, and comprehension) for students in the middle grades and on numerous funded and unfunded reading intervention studies. Currently, I direct a statewide agency for prek-12 reading research with a \$1 million annual appropriation from the Iowa Legislature, which requires adherence to strict timelines for implementing statewide initiatives written into code. I also secured \$1.4 million in private funds to conduct a cluster randomized design study of intensive summer reading programs in 44 school districts across the state. Not only have I developed skills for coordinating across multiple research sites, but I have collaborated with colleagues in other colleges (e.g., Communication Science Disorders) and in other states. I have maintained my scholarly productivity while initially teaching a 3-3 load, changing universities two times, and assuming responsibilities as director of a research center. Finally, I have experience researching a range of ages and a variety of settings as demonstrated by the publications below.

- a. Reed, D. K., Rimel, H., & Hallett, A. (2016). Note taking interventions for college students: A synthesis and meta-analysis of the literature. *Journal of Research on Educational Effectiveness*, 9, 307-333. doi: 10.1080/19345747.2015.1105894
- b. Ciullo, S., Lo, Y.S., Wanzek, J., & Reed, D.K. (2016). A synthesis of research on informational text reading interventions for elementary students with learning disabilities. *Journal of Learning Disabilities*, 49, 257-271. doi: 0022219414539566
- c. Lenfest, A., & Reed, D.K. (2015). Enhancing basal vocabulary instruction in kindergarten. *Learning Disabilities Research & Practice*, 30, 43-50. doi: 10.1111/ldrp.12050
- d. Reed, D.K. (2015). A synthesis of the effects of correctional education on the academic outcomes of incarcerated adults. *Educational Psychology Review*, 27, 537-558. doi: 10.1007/s10648-014-9289-8

**B. Positions and Honors**

Positions and Employment

1994-2003 Teacher and Reading Specialist in California and Texas

2003-2006	Program Associate, Southwest Educational Development Laboratory, Austin, TX
2006-2010	Research Associate, Meadows Center for Preventing Educational Risk, Austin, TX
2010-2012	Assistant Professor, University of Texas at El Paso, El Paso, TX
2012-2015	Assistant Professor, Florida State University and Florida Center for Reading Research, Tallahassee, FL
2015-present	Associate Professor and Director, University of Iowa and Iowa Reading Research Center, Iowa City, IA

### Other Experience

2011-2017	Contributor: George W. Bush Presidential Center <i>Middle school matters initiative</i> . Dallas, TX: Southern Methodist University
2011	NICHD Summer Institute on Applied Research in Child and Adolescent Development
2012	Product developer: IRIS Module on Adolescent literacy instruction in general education classrooms. Nashville, TN: Vanderbilt University
2012-present	Editorial Board, <i>Learning Disability Quarterly</i>
2012-2015	Research Committee Chair, Council for Learning Disabilities
2014-2017	Editorial Board, <i>Elementary School Journal</i>
2014-present	Editorial Board, <i>Learning Disabilities Research &amp; Practice</i>
2015-2016	Vice President, Council for Learning Disabilities
2016	IES Cost-Benefit Evaluation Methods Training Course
2016-2017	President-elect, Council for Learning Disabilities
2017-present	President, Council for Learning Disabilities

### Honors & Awards

2000	Harvard Book Prize for Excellence in Teaching
2003	H.E.B. Excellence in Teaching Award: Rising Star Regional Award
2008	CEC Division for Research's Doctoral Student Scholars in Special Education Research
2010	Council for Learning Disabilities Outstanding Researcher of the Year
2014	Volunteer of the Year Award, Boys and Girls Club of the Big Bend
2014	Transformation Through Teaching Award, Florida State University
2016	Partner in Education, Council Bluffs Community School District
2016	Educator of the Year, Learning Disabilities Association of Iowa
2017	Friend of Education, Sioux City Community School District

### **C. Contribution to Science**

1. One focus of my research has been on how teachers and researchers are using reading assessments, particularly curriculum-based measures. These measures are the most common means of screening students for reading difficulties and monitoring their progress in intervention. However, my colleagues and I have found that some features of the measures, such as retell, are inconsistently applied and others, such as oral reading fluency, are prone to high rates of examiner error that can contribute to 16% of the variance in students' scores. Yet our research has shown that CBM is still highly predictive of students' overall reading ability, and there is little evidence of difference in predictive validity by socio-economic or special education status.

- a. Stevenson, N., Reed, D.K., & Tighe, E. (2016). Examining potential bias in screening measures for middle school students by special education and low socio-economic status. *Psychology in the Schools*, 53, 533-547. doi: 10.1002/pits.21919
- b. Cummings, K., Biancarosa, G., Schaper, A., & Reed, D. K. (2014). Examiner error in curriculum-based measurement of oral reading. *Journal of School Psychology*, 52, 361-375. doi: 10.1016/j.jsp.2014.05.007
- c. Reed, D. K., Cummings, K. D., \*Schaper, A., & Biancarosa, G. (2014). Assessment fidelity in reading intervention research: A synthesis of the literature. *Review of Educational Research*, 84, 275-321. doi: 10.3102/0034654314522131
- d. Reed, D. K., & Vaughn, S. (2012). Retell as an indicator of reading comprehension. *Scientific Studies of Reading*, 16, 187-271. doi: 10.1080/10888438.2010.538780

2. Certain student populations, such as English learners, are particularly vulnerable to reading difficulties. My research has identified that, despite sharing over 86% Spanish-English cognates, biology terminology in textbooks and standards are extremely rare (89-91%) in both languages. Relatedly, vocabulary is still the primary contributor to the reading comprehension of students who are and are not English learners, but spelling serves as a mediator of the impact of vocabulary knowledge across grades 6-10. Even when Spanish-English bilingual students have marginal reading skills, quality instruction that includes pre-teaching key vocabulary can support students in reading and learning from text independently.

- a. Reed, D. K., Petscher, Y., & Foorman, B. R. (2016). The contribution of vocabulary knowledge and spelling to the reading comprehension of adolescents who are and are not English language learners. *Reading and Writing: An Interdisciplinary Journal*, 29, 633-657. doi: 10.1007/s11145-015-9619-3
- b. Reed, D. K., Swanson, E. A., Petscher, Y., & Vaughn, S. (2014). The relative effects of teacher read-alouds and student silent reading on predominantly bilingual high school seniors' learning and retention of social studies content. *Reading and Writing: An Interdisciplinary Journal*, 27, 1119-1140. doi 10.1007/s11145-013-9478-8
- c. Reed, D. K., \*Medina, L. A., \*Martinez, N. A., & \*Veleta, L.G. (2013). The accessibility of academic vocabulary to Spanish-speaking high school biology students. *The High School Journal*, 97, 80-91. doi: 10.1353/hsj.2013.0025
- d. Reed, D. K. (2013). The effects of explicit instruction on the reading performance of adolescent English language learners with intellectual disability. *TESOL Quarterly*, 47, 743-761. doi: 10.1002/tesq.94

3. The ultimate goal of reading instruction is to foster comprehension, but this is also the most complex and difficult reading skill—particularly with authentic (as opposed to controlled) text. In manipulating quantitative aspects of readability and cohesion, I found that students with marginal reading skills demonstrated better comprehension with text at a lower readability level (i.e., easier vocabulary and sentence structure). However, the only significant difference in student performance was found in comparing performance on texts of low readability-high cohesion and high readability-low cohesion. That is likely due to the increased pressure the latter, more complex text type places on students' inference ability. Results of my research indicate that students with disabilities and those with a history of delinquency can be taught to make inferences and apply comprehension skills to understand informational text. Recently, I have been exploring the application of reading skills in science through a correlation study and ongoing experimental studies.

- a. Wexler, J., Reed, D.K., \*Barton, E.E, \*Mitchell, M., & \*Clancy, E. (in press). The effects of a supplemental peer-mediated reading intervention on the informational text comprehension of incarcerated adolescents. *Behavioral Disorders*. doi: 10.1177/0198742917703359
- b. Reed, D.K., Petscher, Y., & Truckenmiller, A.J. (2017). The contribution of general reading ability to science achievement. *Reading Research Quarterly*, 52, 253-266. doi: 10.1002/rrq.158
- c. Reed, D.K., Whalon, K., \*Lynn, D., \*Miller, N., & \*Smith, K.C. (2017). A comparison of general and content-specific literacy strategies on learning science content. *Exceptionality*, 25, 77-96. doi: 10.1080/09362835.2016.1196441
- d. Reed, D. K., & \*Lynn, D. (2016). The effects of an inference making strategy taught with and without goal setting. *Learning Disability Quarterly*, 39, 133-145. doi:10.1177/0731948715615557
- e. Reed, D.K., & Kershaw-Herrera, S. (2015). An examination of text complexity as characterized by readability and cohesion. *Journal of Experimental Education*, 84, 75-97. doi: 10.1080/00220973.2014.963214

Complete List of Published Work: <http://www2.education.uiowa.edu/directories/person?id=dereed>

## D. Research Support

### Ongoing Research Support

American Educational Research Association      Reed (PI)      09/01/2017 – present  
 PIAAC Prison Data Analysis

The purpose of this study is to examine the variables that contribute to adult prison inmates' performance on the Programme for the International Assessment of Adult Competencies (PIAAC).

Role: PI

University of Iowa, Office of the Provost      Reed (PI)      01/01/2017 – present

*Practitioners and Researchers Overcoming Problems of Literacy (PROPeL)*

This researcher-practitioner partnership aims to teach instructional leaders a data-driven process for improving students' literacy outcomes. The initial cohort consisted of juvenile detention centers, youth shelters, and alternative schools.

Role: PI

**Completed Research Support**

Jacobson Foundation & Anonymous Donor      Reed (PI)      02/01/2016 – 12/31/16

*Intensive Summer Reading Program (ISRP)*

The purpose of this project is to investigate the effectiveness of intensive summer reading programs on the outcomes of students from 47 school districts identified with reading difficulties at the end of Grade 3.

Role: PI

ED-IES 15-R-008      Brown (PI)      07/01/15 – 04/30/17

*Iowa Assessment of Skills and Knowledge (iASK), Phase II*

Phase II builds the complete iASK diagnostic, assesses its reliability and validity, examines its feasibility for middle school classrooms, and determines the utility of its data and reporting in supporting instructional decision making.

Role: co-I

ED-IES 14-C-0042      Brown (PI)      07/01/14 – 12/31/14

*Iowa Assessment of Skills and Knowledge (iASK), Phase I*

This project began development of a new assessment of students' knowledge of sound-to-spelling regularities, *Iowa Assessment of Skills and Knowledge (iASK)*, to offer a multi-dimensional picture of students' reading difficulties that may target intervention more precisely to achieve automatic word recognition.

Role: co-I

Council on Research and Creativity, FSU      Reed (PI)      05/01/2014 – 08/31/2014

*Regarding Examiner Error in Curriculum-Based Measurement (RE: CBM)*

Given the continued importance of CBM to data-based decision making, this study developed a taxonomy of examiner error types to identify potential avenues for improving the use and interpretation of measures.

Role: PI

Meadows Foundation      Vaughn (PI)      08/01/2011 – 06/30/2012

*Read aloud*

The goal of this study is to compare the effects of teacher read aloud and student independent silent reading on students' social studies content learning immediately and at 1-week and 1-month delay.

Role: co-PI

Texas Education Agency, 2356-27235      Reed (PI)      09/01/2009 – 08/31/2010

*Texas Middle School Fluency Assessment*

This project designed, validated, and disseminated a retell component of a state-mandated diagnostic and progress monitoring instrument for students in grades 6-8.

Role: PI

Texas Education Agency, 1832, PO 25059      Reed (PI)      09/01/2007 – 08/31/2009

*Texas Adolescent Literacy Academies*

This project designed, tested, and disseminated effective instructional practices for teaching adolescents with reading difficulties in Tier 1 content area classes and intervention tiers.

Role: PI

## CURRICULUM VITA

**Amber Rowland, Ph.D.**

**amber.rowland@ku.edu**

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### UNIVERSITY ADDRESS

University of Kansas  
Department of Special Education  
1122 West Campus Road  
JRP room 746  
Lawrence, KS 66045  
Cell (615) 545 5634

### EDUCATION

Ph.D.	Curriculum and Instruction,	University of Kansas,	2012
M.S.	Curriculum and Instruction,	University of Kansas,	2003
B.S.	Elementary Education,	University of Kansas,	2001

### PROFESSIONAL POSITIONS

2015-present	Professional Learning Director, ALTEC, Advanced Learning Technologies, Center for Research on Learning, The University of Kansas
2014-present	Lead Instructional Coach/Project Director, Office of Special Education and Policy, Stepping Up Grant in Olathe Unified School District
2013-present	Assistant Research Professor, ALTEC, Advanced Learning Technologies, Center for Research on Learning, The University of Kansas
2002-2013	Senior Project Lead, ALTEC, Advanced Learning Technologies, Center for Research on Learning, The University of Kansas.
2006-2012	Technology Rich Classroom (TRC) Project Coordinator, ALTEC Kansas State Department of Education Title IID Initiative.
2008	C&T 302: Integrating Technology into Middle-Secondary Education, Instructor, School of Education at The University of Kansas.
2006-2009	Enrichment Program Teacher, ALTEC and Southeast Kansas Education Service Center Greenbush Interactive Distance Learning Program Offerings.
2006-2007	Technology Rich Classroom Facilitator, ALTEC and Southeast Kansas Education Service Center, Independent Program Initiative at Greenbush.
2002-2003	Graduate Teaching Assistant, University of Kansas, Lawrence, KS

## PUBLICATIONS

- Rowland, A. (in press). Treatment Integrity. In B. Frey (Ed.), *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*.
- Craig-Hare, J., Ault, M., & Rowland, A. (in review). The effect of socioscientific topics on discourse within an online game designed to engage middle school students in scientific argumentation. *International Journal of Education in Mathematics, Science and Technology*.
- Rowland, A., Craig Hare, J., Ellis, J., Ault, M., and Bulgren, J. (in review). Social Media: How the next generation can practice argumentation. *Educational Media International*.
- Rowland, A., Ellis, J., Ball, L., Mohn, J., Schwarting, J., Ault, M., Bradley, B., Bulgren, J., & Craig-Hare, J. (in-progress). *Understanding Genetics through Argumentation curriculum unit*. Lawrence, KS: University of Kansas. Unit development part of three-year grant funded by the National Science Foundation, DRL - Discovery Research K-12, (NSF Award ID# - 1316799).
- Craig-Hare, J., Rowland, A., Ault, M., & Ellis, J. D. (2017). Practicing Scientific Argumentation Through Social Media. In I. Levin & D. Tsybulsky (Eds.), *Digital Tools and Solutions for Inquiry-Based STEM Learning* (pp. 82–111). Hershey, PA: IGI Global.
- Smith, S. J. & Rowland, A. (2016). Improving Technology Applications Through Writing Instruction: Multi-tasking at its best. *Closing the Gap*. Oct/Nov 2016 35(4): 9-14.
- Rowland, A., & Craig-Hare, J. (2016). *How the Next Generation Can Practice Argumentation: Social Media and Gaming*. Research paper presented at the annual meeting of the International Society of Technology in Education (ISTE), Denver, CO
- Craig-Hare, J., Rowland, A., Ellis, J., Bulgren, J., Ault, M., & Bradley, B. (2016). *Argumentation essay scoring rubric*. Lawrence, KS: University of Kansas. Rubric used for demonstrating acquired scientific argumentation concepts
- Ellis, J., Rowland, A., Ault, M., Craig-Hare, J., Bulgren, J., & Bradley, B. (2016). *Annual Report for Enhancing Argumentation with Social Media: Supporting Teacher Professional Learning and Student Science Practice*. Funded by the National Science Foundation, DRL - Discovery Research K-12, (NSF Award ID# - 1316799).
- Ellis, J., Bulgren, J., Rowland, A., Craig-Hare, J., Ault, M., & Bradley, B. (2015). *Argumentation and evaluation writing assignment scoring rubric*. Lawrence, KS: University of Kansas. Rubric used for demonstrating acquired scientific argumentation concepts.
- Rowland, A., Ellis, J., Craig-Hare, J., Ault, M., Bradley, B., Bulgren, J. (2015). *Social Media for Learning: Platform Preferences, Digital Citizenship and Authenticity*. Paper presentation given at the annual meeting of the International Society for Technology in Education (ISTE). Philadelphia, PA.
- Ellis, J., Rowland, A., Ault, M., Craig-Hare, J., Bulgren, J., & Bradley, B. (2015). *Annual Report for Enhancing Argumentation with Social Media: Supporting Teacher Professional Learning*

*and Student Science Practice*. Funded by the National Science Foundation, DRL - Discovery Research K-12, (NSF Award ID# - 1316799).

- Rowland, A., Craig-Hare, J., Ault, M., Bradley, B. & Ellis, J. (2014). *Our Claim: Social Media Might Facilitate The Practice Of Scientific Argumentation*. Paper presentation given at the annual meeting of the International Society for Technology in Education (ISTE). Atlanta, GA.
- Greer, D. L., Rowland, A., & Smith, S. J. (2014). Critical considerations for teaching students with disabilities in online environments. *TEACHING Exceptional Children*. May/June 2014 46: 79-91.
- Ellis, J., Rowland, A., Ault, M., Craig-Hare, J., Bulgren, J., & Bradley, B. (2014). *Annual Report for Enhancing Argumentation with Social Media: Supporting Teacher Professional Learning and Student Science Practice*. Funded by the National Science Foundation, DRL - Discovery Research K-12, (NSF Award ID# - 1316799).
- Rowland, A., Smith, S. & Basham, J. (2013). Integrating Technology through Universally Designed Professional Learning. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013*. Chesapeake, VA: AACE.
- Rowland, A. (2012). Exploring How Conversations Meet Teacher Learning Needs (Doctoral dissertation). Available from ProQuest Dissertations & Theses database. (UMI No. 3504065)
- Rowland, A. (2012). Exploring How Conversations Meet Teacher Learning Needs. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012* (pp. 3043-3047). Chesapeake, VA: AACE.
- PRESENTATIONS**
- Rowland, A., & Craig-Hare, J. (2017, June). *State Standards Require Argumentation: Gaming, Social Media and Virtual Reality Can Help!* Presentation accepted for the annual meeting of the International Society for Technology in Education (ISTE).
- Rowland, A., Smith, S., & Stock, J. (2017, June). *Technology Paired with Learning Strategies: Better than Chocolate and Peanut Butter!* Presentation accepted for the annual meeting of the International Society for Technology in Education (ISTE).
- Craig-Hare, J. & Rowland, A. (2017, June). *Coaching at the CORE*. Presentation accepted for the annual meeting of the International Society for Technology in Education (ISTE).
- Smith, S. & Rowland, A. (2017, June). *Beyond Pokemon: Virtual and Augmentative Reality for STEM*. Presentation accepted for the annual meeting of the International Society for Technology in Education (ISTE).
- Rowland, A. (2017, March). *Learning Strategies and Technology...Chocolate and Peanut Butter...Perfect Pairings!* MidAmerica Association for Computers in Education (MACE), Manhattan, KS.

- Rowland, A. & Smith, S. (2017, January). *The Perfect Practical Pairing: Writing Strategies and Technology Solutions*. Presentation at the annual meeting of the Assistive Technology Industry Association (ATIA), Orlando, FL.
- Rowland, A., & Craig-Hare, J. (2016, June). *Coaching LeaderSHIP: Strategies, Higher-Order Thinking, Instructional Technology and Partnerships*. Presentation at the annual meeting of the International Society for Technology in Education (ISTE) in the Ed Tech Coaches PLN Playground, Denver, CO.
- Smith, S. J., Rowland, A., & Craig-Hare, J. (2016, June). *How personalized is personalized learning?* Presentation at the annual meeting of the International Society for Technology in Education (ISTE), Denver, CO.
- Rowland, A., Ellis, J., Craig-Hare, J., Ault, M. & Bradley, B. (2016, June). *Enhance Teaching and Learning with Social Media: Supporting Teacher Learning and Student Scientific Argumentation*. Poster session presented at the 2016 DR K-12 PI Meeting for the National Science Foundation: Washington, DC.
- Craig-Hare, J., & Rowland, A. (2016, May). *Argumentation & Reasoning: Resources to Support Engaging Students in Meaningful Discourse*. Presentation at the Olathe Public Schools Summer Conference, Olathe, KS.
- Rowland, A. (2016, March). *Technology Solutions to Enhance Student Engagement and Interactivity*. Professional Development Schools Seminar, Lawrence, KS.
- Craig-Hare, J., & Rowland, A. (2016, March). *Techno-Tidying: Tips for Getting and Staying Digitally Organized*. MidAmerica Association for Computers in Education (MACE), Manhattan, KS.
- Craig-Hare, J., & Rowland, A. (2016, March). *The Wild West of One-to-One*. MidAmerica Association for Computers in Education (MACE), Manhattan, KS.
- Rowland, A., & Craig-Hare, J. (2016, March). *Effective Reasoning: Helping Students Identify, Evaluate and Support Claims*. MidAmerica Association for Computers in Education (MACE), Manhattan, KS.
- Rowland, A. (2016, January) *iPad Launch*. Invited half-day workshop given at the University of Kansas, School of Music Faculty Retreat.
- Rowland, A., Ellis, J., Ault, M., Craig-Hare, J., Ball, L., Mohn, J., & Schwarting, J. (2015, December) *Practice Scientific Argumentation through Gaming and Social Media*. Presentation at the NSTA Regional KC conference. Kansas City, MO.
- Rowland, A., Stock, J., Buss, C., & Collins-Johnson, A. (2015, October). *Standards, Professional Learning & Technology*. Presentation at the annual Kansas Department of Education (KSDE) Conference. Wichita, KS.
- Rowland, A., Collins-Johnson, A., Stock, J., Buss, C. (2015, June). *Common Core, Professional Learning and Technology: Achieving the ISTE Standards for Teachers*. Presentation given at

the annual meeting of the International Society for Technology in Education (ISTE).  
Philadelphia, PA.

Smith, S., Harvey, S. & Rowland, A. (2015, April). *Common Core + Writing + Effective Technology Tools = Success!* Presented at the annual Council for Exceptional Children (CEC) Conference, San Diego, CA.

Ellis, J., Rowland, A., Ault, M., Bulgren, J., Bradley, B. & Craig-Hare, J. (2015, January). *Using social media to enhance the practice of scientific argumentation.* Presented at the annual meeting of the Association of Science Teacher Education.. Portland, OR.

## **PROFESSIONAL ASSOCIATIONS**

Society for Information Technology in Teacher Education (SITE)  
American Educational Research Association (AERA)  
Kansas Association for Interactive Distance Education (KAIDE) – Board Member, Former  
International Society for Technology in Education (ISTE)  
National Staff Development Council (NSDC)  
National Science Teachers Association (NSTA)  
Kansas National Educational Association  
Kansas Association of Teachers of Science  
Kansas Alumni Association

## **HONORS AND AWARDS**

University of Kansas, Woman of Distinction, 2016-2017  
Completed Dissertation with Honors, 2012  
University of Kansas, Outstanding Staff Award, 2011  
National School Board Association, 20 to Watch Recipient, 2008

**Curriculum Vitae**  
**SEAN J. SMITH, Ph.D.**

**UNIVERSITY ADDRESS**

University of Kansas  
Department of Special Education  
1122 West Campus Road  
JRP room 538  
Lawrence, KS 66045

(b)(6)

**EDUCATION**

<b>DEGREE</b>	<b>SCHOOL</b>	<b>YEAR</b>
Ph.D.	University of Virginia, Major: Special Education <i>Professional Certificate, Commonwealth of Virginia, Endorsement in Learning Disabilities and Emotional and Behavioral Disorders (K-12)</i>	1997
M.Ed	George Mason University, Major: Special Education Technology	1994
B.A.	Providence College, Major: History & Secondary Education	1988

**CURRENT APPOINTMENT**

Professor, Department of Special Education, University of Kansas

**PUBLICATIONS**

- Basham, J. B., Smith, S. J., & Satter, A. L. (2016). Universal Design for Learning: Scanning for alignment in K-12 blended and fully online learning. *Journal of Special Education Technology, 31*, 147-155.
- Smith, S. J., & Basham, J. B. (2016). K-12 online learning: Leadership considerations for the 21<sup>st</sup> century classroom. *Journal of Special Education Leadership, 31*, 67-69.
- Smith, S.J., & Basham, J. B. (2016). The emerging field of online special education. *Journal of Special Education Technology, 31*, 123-125.
- Smith, S. J., Basham, J. B., Rice, M., & Carter, R. (2016). Preparing special educators for the K-12 online learning environment: A survey of teacher educators. *Journal of Special Education Technology, 31*, 170-178.
- Smith, S. J., Burdette, P. J., Cheatham, G. A., & Harvey, S. P. (2016). Parental role and support for online learning for students with disabilities: A paradigm shift. *Journal of Special Education Leadership, 29*, 101-112.
- Smith, S. J., & Rowland, A. (2016) Improving technology application through writing instruction: Multi-tasking at its best. *Closing the Gap Solutions: Changing Lives with Assistive Technology, 11*(5), 8-15.
- Smith, S.J., & Stahl, W. M. (2016). Determining the accessibility of K-12 digital materials: Tools for educators. *Journal of Special Education Leadership, 29*, 70-79.

- Smith, S.J., (2016). *Invited In: Measuring UDL in Online Learning*. Lawrence, KS: The Center on Online Learning and Students with Disabilities, Print.
- Smith, S.J., (2016, February). When Choosing Apps to Help Your Child With Schoolwork, Keep This Tip in Mind. Retrieved from <https://www.understood.org/en/community-events/blogs/expert-corner/2016/01/07/when-choosing-apps-to-help-your-child-with-schoolwork-keep-this-tip-in-mind>.
- Smith, S.J. (2015) Checklist: Signs an Online School Might Be a Good Fit for Your Child.
- Smith, S.J., (2015, October). *Different Types of Online Classrooms*. Retrieved from <https://www.understood.org/en/school-learning/choosing-starting-school/home-schooling/different-types-of-online-classrooms>.
- Basham, J.D., Ortiz, K.R, Rice, M.F., Stahl, W., Smith, S.J., (2015). Equity Matters: Digital and Online Learning for Students with Disabilities, *The Center on Online Learning and Students with Disabilities*.
- Smith, S. J., & Harvey, E., E., (2015). K-12 online lesson alignment to the principles of Universal Design for Learning: the Khan Academy. *Open Learning: The Journal of Open, Distance and e-Learning*, 29, 222-242.
- Greer, D. L., Smith, S. J., & Basham, J. D. (2014). Practitioners' perceptions of their knowledge, skills and competence in online teaching of students with and without disabilities, *Journal of the American Academy of Special Education*, 150 – 165.
- Smith, S. J., & Kennedy, M. (2014). Technology and teacher education. In P.T. Sindelar, E.D. McCray, M.T. Brownell, & B. Lingnugaris/Kraft (Eds.). *Handbook of Research on Special Education Teacher Preparation*. New York: Routledge, Taylor, & Francis. 178-193.
- Greer, D. L., Rowland, A., & Smith, S. J. (2014). Critical considerations for teaching students with disabilities in online environments. *Teaching Exceptional Children*, 46, 77-91.
- Currie-Rubin, R. J., Smith, S., J. (2014). Understanding the roles of families in virtual learning. *Teaching Exceptional Children*. 46, 117-126.
- Smith, S. J., & Basham, J. (2014). Designing online learning opportunities for students with disabilities. *Teaching Exceptional Children*, 46, 127-137.
- Johnston, S., Greer, D., & Smith, S. J., (2014). Peer learning in K12 virtual schools. *Journal of Distance Education*, (28)1, 1-31.
- Israel, M., Ribuffo, C., & Smith, S. J. (2014) *Universal design for learning innovation configuration: Recommendations for preservice teacher preparation and inservice professional development*. Content Innovation Configuration, Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center, Gainesville, FL.
- Basham, J. D., Smith, S. J., Greer, D., & Marino, M. (2013). The scaled arrival of K-12 online education: Emerging realities and implications for the future of education. *Journal of Education*, 193, 51-59

Cheatham, G. A., Smith, S. J., Elliott, W., & Friedline, T. (2013). Family assets, postsecondary education, and students with disabilities: Building progress and overcoming challenges. *Children and Youth Services Review*, in press. 35 (7), 1078-1086, 9, 2013

Brownell, M., Smith, S., Crockett, J., & Griffin, C. (2012). *Inclusive instruction: Evidence-based practices for teaching students with disabilities*. Guilford Press: New York, NY.

Smith, S. J., Basham, J., & Diedrich, J., (2012). *Universal Design for Learning Measurement/Scan Tool* – Developed as part of a Center on Online Learning and Students with Disabilities project to examine K-12 online curriculum and content to determine alignment to the principles, guidelines, and checkpoints affiliated with the UDL framework.

### **Presentations**

Smith, S. J. (December, 2016). *Innovations that promote evidence-based practices for individuals with Down syndrome*. Paper presented at the Keys to Success Conference, Overland Park, KS.

Smith, S. J., & Basham, J. B. (2016, December). *The state of online learning for students with disabilities: What the research tells us*. Presentation for the Senate staffers for the Senate Committee on Health, Education, Labor, and Pensions, Washington, DC.

Smith, S. J. (2016, November). *Virtual and augmentative applications for struggling learners: Altering reality*. Paper presented at the Autism Around the World Conference, Dubai, United Arab Emirates.

Smith, S. J. (2016, November). *The ABCs of technology implementation: Literacy application*. Paper presented at the Autism Around the World Conference, Dubai, United Arab Emirates.

Smith, S. J. (2016, November). *How to make video modeling work for all children: Research and practice*. Paper presented at the Autism Around the World Conference, Dubai, United Arab Emirates.

Smith, S. J. (2016, November). *Framing instruction: Universal design for learning for the classroom*. Paper presented at the Autism Around the World Conference, Dubai, United Arab Emirates.

Smith, S. J. (2016, October). *Personalized learning for ALL: Considering ways to measure digital instructional materials*. Paper presented at the INACOL Blended and Online Learning Symposium, San Antonio, TX.

Smith, S. J. (2016, October). *Parents' role in online learning: A paradigm shift*. Paper presented at the INACOL Blended and Online Learning Symposium, San Antonio, TX.

Smith, S. J. (2016, October). *Invited In: Measuring UDL design in online learning*. Paper presented at the INACOL Blended and Online Learning Symposium, San Antonio, TX.

Smith, S. J. (2016, October). *Technology innovations across the continuum: What does research tell us*. Paper presented at the 16<sup>th</sup> Annual Kennedy-Krieger CARD Conference, Baltimore, MD.

Smith, S. J. (2016, October). *Virtual reality: The future is now*. Paper presented at the 16<sup>th</sup> Annual Kennedy-Krieger CARD Conference, Baltimore, MD.

Smith, S. J. (2016, September). *Measuring the accessibility of online learning: Data from the UDL framework*. Paper presented at the National Association of State Directors of Special

Education/CASE Conference, Milwaukee, WI.

Smith, S. J. Stahl, W. M., & Basham, J. B. (2016). *State of K-12 blended and fully online learning for students with disabilities*. Presentation at the US Department of Education's Office of Special Education Programs Annual Leadership Meeting, Washington, DC.

Smith, S. J. (2016, August). *Innovations to foster a successful academic year: What we should all know*. Presentation for the Kansas City Down syndrome Guild Educators Series, Shawnee Mission, KS.

Smith, S. J. (2016, July). *App smackdown: Making it three years in a row*. Presentation at the Annual Down syndrome Congress Convention, Orlando, FL.

Smith, S. J. (2016, July). *Tips, tricks and tools for transition: Supporting the journey to adulthood*. Presentation at the Annual Down syndrome Congress Convention, Orlando, FL.

Smith, S. J. (2016, July). *What do we know: Technology innovations to support learning*. Presentation at the Annual Down syndrome Congress Convention, Orlando, FL.

Smith, S. J. (2016, July). *Framing innovation to facilitate inclusion*. Presentation at the Annual Down syndrome Congress Convention, Orlando, FL.

Smith, S. J., & Rowland, A. (2016, June). *How personalized is personalized learning*. Paper presented at the International Society of Technology in Education (ISTE) Annual Convention, Denver, CO.

Smith, S. J., & Alzahrani, T. (2016, June). *Impact of visual supports on reading comprehension*. Paper presented at the International Society of Technology in Education (ISTE) Annual Convention, Denver, CO.

Smith, S. J. (2016, June). *Let's take a data walk: Determining the need for technology*. Presented at the Wyoming Down syndrome Association Annual Meeting, Casper, WY.

Smith, S. J. (2016, June). *Looking to the past for the future: Innovative solutions for ALL learners*. Keynote presented at the Wyoming Down syndrome Association Annual Meeting, Casper, WY.

Smith, S. J. (2016, June). *Inclusion through innovation: Making it work*. Presentation at the Wyoming Down syndrome Association Annual Meeting, Casper, WY.

Smith, S. J., Hall, T., Basham, J. B., & Stahl, W. M (2016, April). *STRAND K: Exploring elementary and secondary blended/online learning for students with disabilities*. Strand Leader for the Council for Exceptional Children's Annual Conference, St. Louis, MO.

Smith, S. J., & Marino, M. (2016, April). *Social engagement and networking in digital environments for individuals with disabilities*. Paper presented at the Council for Exceptional Children's Annual Conference, St. Louis, MO.

Smith, S. J. (2016, April). *What works in blended learning: Effective reading comprehension in virtual learning*. Paper presented at the Council for Exceptional Children's Annual Conference, St. Louis, MO.

Smith, S. J., Stahl, W. M., Hall, T., & Basham, J. B. (2016, April). *Making connections and emerging frontiers in the digital and blended environment*. Panel presentation at the Council for Exceptional

Children's Annual Conference, St. Louis, MO.

- Bell, S., & Smith, S. J. (2016, April). *Lessons From the Frontline in the Digital and Blended Environment*. Paper presentation at the Council for Exceptional Children's Annual Conference, St. Louis, MO.
- Smith, S. J., & Rowland, A. (2016, June). *Writing to the core: Technology innovation + writing strategies = success*. Paper presented at the International Society of Technology in Education (ISTE) Annual Convention, Denver, CO.
- Smith, S. J. (April, 2016). *Technology alters practice: Empowering parents to facilitate change*. Keynote at the Families Together Annual State Conference, Wichita, KS.
- Smith, S. J., & Lowrey, A. (2016, March). *Setting the research agenda for the UDL-IRN*, Paper presented at the UDL-IRN National Summit, Baltimore, MD.
- Smith, S. J. (2016, March). *Review of the research: What do we know on the impact of the UDL framework on student outcomes*. Paper presented at the UDL-IRN National Summit, Baltimore, MD.
- Smith, S. J., & Deshler, D., (2016, February). *Let's get personal: What we've learning about blended learning*. Keynote at the Learning Disabilities Association Annual Conference, Orlando, FL.
- Smith, S. J., & Alzahrani, T. (2016, January). *Beyond Accessible: Digital Books that address Reading Comprehension*. Paper presented at the Assistive Technology Industry Association, Orlando, FL.

### **Grants and/or other Funded Projects**

- Smith, S. (Co-Principal). *Validate Educational Research in Fundamental Innovation: Universal Design for Learning (VERIFI:UDL)*. US Dept of Education \$11,999,919, Submitted August 4, 2015 (January 1, 2016 - December 31, 2020). Pending.
- Rowland, A., Smith, S. J., Craig-Hare, J., & Ellis, J. (2016). *Talk Like a Scientist: Virtual Reality Fosters the Learning and Practice of Scientific Argumentation for All Students*. National Science Foundation, DRL- Discovery Research K-12 \$2,500,000, Submitted, December 5, 2016 (September 1, 2017 – August, 31, 2021). Pending.
- Smith, S. J., Deshler, D. D., Basham, J., & Greer, D. (2012-2017). Sustainable Implementation of Innovations for Student Achievement (SIISA), U.S., Department of Education (\$2,500,000). Refereed/competitive process.
- Deshler, D., Smith, S. J., Meyen, E., Basham, J., & Greer, D. (2011-2016). *Center on Online Learning for Students with Disabilities*, U.S., Department of Education (\$7,500,000). Refereed/competitive process.
- Smith, S. J., (2011-2014). Principal Investigator, *Steppingstones Phase II: Animated Visual Supports for Social Skills*, U.S. Department of Education (\$600,000). Refereed/competitive process.
- Smith, S. J., Griswold, D., & Hart, J., (2008-2013). *Special education preservice training improvement grants: The University of Kansas Department of Special Education Kansas High-Incidence Preparation (KIP) Project*. US Department of Education, Office of Special Education Programs. (\$500,000). Refereed/competitive process.

- Smith, S. J., Knowlton, E, Miller, J., & Myles, B. (2007-2011). Principal Investigator, *Steppingstones Phase I: Animated Visual Supports for Social Skills*, U.S. Department of Education (\$400,000). Refereed/competitive process.
- Smith, S. J. (2007-2012). Principal Investigator, *Personnel Presentation Grant: A Masters Training Program with an Emphasis in Assistive/Instructional Technology*, U.S., Department of Education (\$1,000,000). Refereed/competitive process.
- Meyen, E., Smith, S., Poggio, J., & Aust, R. (2004-2007). *Advanced technologies for using assessment data to improve student achievement*. Fund for the Improvement of Post-Secondary Education, US Department to Education Washington, D.C. (\$450,000. Refereed/competitive process.
- Smith, S. J., & Meyen, E. (2003-2008). *Leadership in Online Learning: Preparing Leaders for Innovative Solutions in Current and Future Personnel Preparation*. Office of Special Education Program's Leadership Competition, US Department of Education, \$800,000. Refereed/competitive process.
- Smith, S. J. & Meyen, E. L. (September, 2002-2005). *Steppingstones Phase II: Research of Standards-Based Modules for General and Special Education Teachers*, Steppingstones in Technology - Phase II, Office of Special Education Programs, US Department of Education, \$400,000. Refereed/competitive process.
- Wehmeyer, M. L., & Smith, S. J. (July 2001-2006). *Mental retardation and technology*. Disability Rehabilitation Research Project, U.S. Department of Education, Office of Special Education and Rehabilitation Services (OSERS) and National Institute on Disability Rehabilitation Research (NIDRR), Washington, D. C. \$1,500,000. Refereed/competitive process.

**BIOGRAPHICAL SKETCH**

NAME <b>Dale Walker, Ph.D.</b>		POSITION TITLE <b>Associate Research Professor and Scientist</b>	
<b>Education and Training</b>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
Scripps College, Claremont, CA	B.A.	1982	Psychology
University of Kansas, Lawrence, KS	M.A.	1985	Human Development
University of Kansas, Lawrence, KS	Ph.D.	1988	Developmental Child Psychology
University of Kansas, Lawrence, KS	Post Doc	1994	Special Education

**A. Personal Statement:** My research has focused on identifying the effects of early experience on language development and school readiness aimed at developing interventions. Projects address early childhood language development and evidence-based intervention with child care providers, teachers and parents; assessment practices with infants and preschoolers; fidelity of intervention implementation; and issues related to the impact of poverty on child outcomes and school readiness.

**B. Selected Positions and Experience**

- 1988-1991 Research Associate, Schiefelbusch Institute for Life Span Studies, University of Kansas
- 1991-2004 Assistant Research Professor, Schiefelbusch Institute for Life Span Studies, KU
- 1999-2001. Assistant Professor; Director Early Childhood Programs, Dept. of Human Dev. KU
- 2001-present Courtesy Faculty, Dept. of Applied Behavioral Science
- 2001-2013 Courtesy Faculty, Dept. of Special Educ. KU
- 2004-present Associate Research Professor, Schiefelbusch Inst. for Life Span Studies, Univ. of KS

**B. Service and Honors**

- 2003-present Kansas Division for Early Childhood President (2004-2008) Ex-Officio (2009-present)
- 2007-2010 Division for Early Childhood Research Committee Chairperson
- 2009- 2013 Governor Appointed: State of Kansas Interagency Coordinating Council Infant/Toddler
- 2011- 2015 Kansas School Readiness Data Task Force
- 2012 Leading Light Research Award, Outstanding Research Contribution Univ. of KS.
- 2016 - present Kansas Action for Children, Board of Directors

**Selected Editorial Activities**

- Consulting Editor: *Early Childhood Research Quarterly* (2004 – present))
- Consulting Editor: *Topics in Early Childhood Special Education* (2007-present)
- Associate Editor: *Journal of Early Intervention* (2007-present)

**C. Selected Peer-Reviewed Publications**

- Kamps, D., Walker, D., Dugan, E., Leonard, B.R., Thibadeau, S., Marshall, K., Grossnickle, L., & Boland, D. (1991). Small group teaching procedures: Programming for increasing opportunities to respond and student performance. *Focus on Autistic Behaviors*, 6, 1-18.
- Kamps, D., Walker, D., Maher, J., & Rotholz, D. (1992). Academic and environmental effects of small group arrangements in classrooms for students with autism and other developmental disabilities. *Journal of Autism and Developmental Disorders*, 22, 277-293.
- Greenwood, C. R., Carta, J. J., Hart, B., Kamps, D., Terry, B., Arreaga-Mayer, C., Atwater, J., Walker, D., Risley, T., & Delquadri, J. (1992). Out of the laboratory and into the community: 26 years of

- Applied Behavior Analysis at the Juniper Gardens Children's Project. *American Psychologist*, 47, 1464-1474.
- Walker, D., Greenwood, C., Hart, B., & Carta, J. (1994). Prediction of school outcomes based on early language production and socioeconomic factors. *Child Development*, 65, 606-621.
- Mortweet, S. L., Utley, C. A., Walker, D., Dawson, H.L., Delquadri, J., Reddy, S.S., Greenwood, C. R., Hamilton, S. (1999). Classwide peer tutoring: Teaching students with mild mental retardation in inclusive classrooms. *Exceptional Children*, 65, 524-536.
- Luze, J. L., Linebarger, D. L., Greenwood, C. R., Carta, J. J., & Walker, D., Leitschuh, C., & Atwater, J. (2001). Developing a general outcome measure of growth in expressive communication of infants and toddlers. *School Psychology Review*, 30 (3), 383-406.
- McEvoy, M. A., Priest, J. S., Kaminski, R., Carta, J. J., Greenwood, C. R., McConnell, S. R., Good, R. H., Walker, D., & Shinn, M. R. (2001). General growth outcomes: Wait! There's more! *Journal of Early Intervention*, 24(3), 191-192.
- Priest, J., McConnell, S., & Walker, D., Carta, J., Kaminski, R. A., McEvoy, M.A., Good, R.H., III, Greenwood, C. R., & Shinn, M. R. (2001). General growth outcomes for children: developing a foundation for continuous progress measurement. *Journal of Early Intervention*, 24, 163-180.
- Luze, J. L., Linebarger, D. L., Greenwood, C. R., Carta, J. J., & Walker, D., Leitschuh, C., & Atwater, J. (2001). Developing a general outcome measure of growth in expressive communication of infants and toddlers. *School Psychology Review*, 30 (3), 383-406.
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#### **D. Selected Books and Chapters**

- Greenwood, C. R., Walker, D., & Utley, C. A. (2002). Relationships between social-communicative skills and life achievements. In H. Goldstein, L. Kaczmarek, & K. English (Eds.) *Promoting social communication in children and youth with developmental disabilities* (pp. 345-370). Baltimore, MD: Brookes.

- Warren, S. F. & Walker, D. (2005). Fostering early communication and language development. In D. M. Teti (Ed.) *Handbook of research methods in developmental science* (pp. 249-270). Malden, MA: Blackwell.
- Walker, D., & Carta, J. J. (2010). The Communication IGDI: Early Communication Indicator. In J. J. Carta, C. R. Greenwood, D. Walker & J. Buzhardt (Eds.), *Using IGDIs: Monitoring progress and improving intervention results for infants and young children* (pp.39-56). Baltimore, MD: Brookes.
- Walker D., & Greenwood, C. (2010). The Cognitive Problem-Solving IGDI: Early Problem Solving Indicator. In J. J. Carta, C. R. Greenwood, D. Walker & J. Buzhardt (Eds.), *Using IGDIs: Monitoring progress and improving intervention results for infants and young children* (pp. 57-73). Baltimore, MD: Brookes.
- Walker, D., & Buzhardt, J. (2010). IGDI Administration: Coding, scoring, and graphing. In J. Carta, C. Greenwood, D. Walker & J. Buzhardt (Eds.), *Using IGDIs: Monitoring progress and improving intervention results for infants and young children* (pp. 23-35). Baltimore, MD: Brookes.
- Buzhardt, J., & Walker, D. (2010). Web-Based Support for Decision Making Using IGDIs. In J. Carta, C. Greenwood, D. Walker & J. Buzhardt (Eds.), *Using IGDIs: Monitoring progress and improving intervention results for infants and young children* (pp. 127-142). Baltimore, MD: Brookes.
- Buzhardt, J. & Walker, D. (2010). General Guidelines for IGDI Training and Certification. In J. Carta, C. Greenwood, D. Walker & J. Buzhardt (Eds.), *Using IGDIs: Monitoring progress and improving intervention results for infants and young children* (pp. 145-158). Baltimore, MD: Brookes.
- Greenwood, C. & Walker, D. (2010). Development and Validation of IGDIs. In J. J. Carta, C. R. Greenwood, D. Walker & J. Buzhardt (Eds.), *Using IGDIs: Monitoring progress and improving intervention results for infants and young children* (pp. 159-177). Baltimore, MD: Brookes.
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- Carta, J., Greenwood, C., Baggett, K., Buzhardt, J., & Walker, D. (2012). Research-based Approaches for Individual Caregiving and Educational Interventions for Infants and Toddlers in Poverty. In S.L. Odom, E. Pungello, & N. Gardner-Neblett (Eds.) *Re-visioning the Beginning: Implications of Developmental and Health Science for Infants and Toddler Care and Poverty*. NY: Guilford Press.
- Colombo, J., Kannass, K.N., Walker, D., & Brez, C. (2012) The Development of Attention in Infancy and Early Childhood: Implications for Early Childhood and Early Intervention. In S.L. Odom, E. Pungello, & N. Gardner-Neblett (Eds.) *Re-visioning the Beginning: The Implications of Developmental and Health Science for Infants and Toddler Care and Poverty*. New York: Guilford Press.

**E. Selected Representative Conference Presentations, Webinars, Workshops**

- Walker, D. (2017, April). *Building the capacity of early childhood educators to bridge the word gap*. Workshop at Teach for America One Day, All Children Summit. Kansas City, MO.
- Bigelow K., Walker, D., Turcotte, A., Jia, F., & Irvin, D.W. (2017, April). *Using text messaging to build parents' capacity to improve child language-learning opportunities*. Presented at the Bridging the Word Gap Pre-Conference Poster Symposium at the Biennial Conference of the Society for Research in Child Development. Austin, TX.
- Walker, D., Sepulveda, S., Hoff, E., Rowe, M., Schwartz, I., Dale, P. S., Peterson, C., Diamond, K., Bigelow, K., Raikes, H., Levine, S., & Wasik, B. H. (2017, April)., *A systematic review of interventions promoting children's language implemented in child care and early intervention*. Poster symposium presented at the Biennial Conference of the Society for Research in Child Development. Austin, TX.

## Laurie Leiker Winter

(b)(6)

### EDUCATION, LICENSES, AND HONORS:

M.S.E., Curriculum and Instruction, concentration in Reading, University of Kansas, 1995

B.S.E., Elementary Education, University of Kansas, 1988

Professional Licenses: Elementary (K-9), Reading Specialist (K-9) – Expiration: April, 2018  
State of Kansas

Unclassified Staff Achievement Award, University of Kansas, 2007

### EDUCATIONAL LEADERSHIP:

Literacy Consultant for Language & Literacy Consulting, Inc.

August 1999- present

#### State Level

- Facilitate special projects for the Kansas State Department of Education.

#### District & School Level

- Conduct needs assessments at the district and school level using administrator interviews and school walkthroughs, observations, and notes.
- Summarize strengths and areas of need for a district's reading curriculum and instruction that links to evidence-based research.
- Recommend instructional changes that will reinforce and strengthen the areas of need for a district and/or school.
- Provide professional development that will support district- and school-level change that positively impacts student achievement.
- Provide instructional coaching for administrators as they make decisions regarding reading curriculum and instruction at the district level.
- Provide ongoing coaching and support for administrators, literacy coaches, and teachers for the implementation of effective literacy instruction.

### Kansas Reading First Project Coordinator

August 2003 – 2010, University of Kansas, Institute for Educational Research and Public Service

- Spearheaded the creation and delivery of a statewide Reading professional development program for Kindergarten through third grade, ESL, Title I, and Special Education teachers in the State of Kansas titled the Kansas Reading Academy for more than 5,000 teachers.
- Developed and deliver follow-up professional development for teachers in the form of Interactive Distance Learning (IDL) sessions.
- Recruited, selected, prepared, and supported trainers to present the Kansas Reading Academy curriculum.
- Maintained and coordinated expenditures in excess of \$4.2 million.
- Developed video clips of effective literacy instruction.
- Developed an online version of the Kansas Reading Academy.

**LITERACY COACHING EXPERIENCE:**

**Elementary Literacy Resource Person**

August 1997 – 2003, Kansas City, Kansas Public Schools

**Literacy Instructional Resource Person, August 2001 – May 2003**

- Evaluated effective literacy instruction in elementary schools.
- Communicated and collaborated with school leadership to improve student achievement.
- Modeled effective literacy lessons for classroom teachers.
- Provided professional development to assist teachers and leadership in improving student achievement.
- Trained School Improvement Facilitators in literacy.
- Coordinated the implementation of balanced literacy in 30 elementary schools with an intense focus on guided reading.
- Trained 36 elementary teachers as literacy leaders who assisted in implementing Balanced Literacy at 30 elementary sites.
- Trained district administrators in literacy strategies.

**Reading Excellence Grant Coordinator, December 1999 – July 2001**

- Coordinated the implementation of \$3.2 million Reading Excellence grant for five elementary schools.
- Trained 9 literacy coaches to support teachers in the five elementary sites.

**Kansas Accelerated Literacy Learning (KALL) Trainer, August 1997-2003**

- Coordinated the growth of participating KALL schools from five to seventeen.
- Coordinated and trained 25 KALL teachers.

**TEACHING EXPERIENCE:**

August 2014 - Present

**MidAmerica Nazarene University**

- Reading Specialist Program Coordinator – Collaborate with admissions to establish cohorts of students, schedule course sequence, supervise course development and quality, as well as monitor compliance of state program requirements,
- Adjunct Instructor – Taught a variety of graduate and undergraduate reading methods and leadership courses.

**University of Kansas**

January 2016 – May 2017

- Adjunct Instructor – Taught a variety of undergraduate reading methods courses including a supervised practicum.

**Classroom Teacher, White Church Elementary School**

Kansas City, Kansas Public Schools

August 1990 – 1997, Fourth, fifth, first grade and Title I

**PROFESSIONAL CONTRIBUTIONS:**

Publications

- Nielsen, D.C., Winter, L.L., Keetle, S., & Jackson, C. (2007). More than a reading intervention: Teachers working together to improve the reading achievement of students from culturally and linguistically diverse backgrounds. *Multiple Voices 10* (1&2), 125-146.

Scholarly Presentations

- National Reading Conference, *An urban districts reform and effects in student achievement: A 6-year study*, December 2006.
- National Reading Conference, *Bringing the Knowledge of the Intervention Teacher to the Classroom Teacher: Effect on Student Achievement in an Urban District*, December 2004.
- National Reading Conference, *Multi-dimensional Professional Development K-3 in an Urban District and its Impact on Student Achievement*, December 2002.
- Kansas Reading Association, *Supporting Word Work Recognition Strategies with Word Work Activities*, February 2001.
- Kansas Reading Association, *Three Teacher In-service Models Which Move an Early Intervention Program into the Classroom*, February 1999.
- National Reading Conference, *Moving the Intervention into the Classroom*, December 1998.

REFERENCES: Available upon request

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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## Budget Justification

Kansas Department of Education																							
Budget Year One: 10-01-17 to 09-30-18																							
Personnel		Annual Salary	Cal. Mos.	% EFT	Salary	Fringe	Total	Annual Salary	Mos.	EFT	Salary	Fringe	Total	Annual Salary	Mos.	EFT	Salary	Fringe	Total	Grand Total			
<b>Personnel</b>																							
Myers, Suzy	PI/Education Program Consultant	57,520	3	25.00%	14,380	5,565	19,945	59,821	3	25.00%	14,955	6,879	21,834	62,214	3	25.00%	15,554	6,470	22,024	63,803			
TBA/Terri	Education Program Consultant	56,118	12	100.00%	56,118	21,942	78,060	58,363	12	100.00%	58,363	23,928	82,291	60,698	12	100.00%	60,698	25,493	86,191	246,542			
Wisner, Linda	Fiscal Officer	44,000	2.4	20.00%	8,800	3,238	12,038	45,320	2.4	20.00%	9,064	3,499	12,563	46,680	2.4	20.00%	9,336	3,697	13,033	37,634			
TBA	Administrative Assistant	25,688	12	100.00%	25,688	15,284	40,972	26,459	12	100.00%	26,459	16,457	42,916	27,253	12	100.00%	27,253	17,360	44,613	128,501			
					104,986	46,029	151,015				108,841	50,763	159,604				112,841	53,020	165,861	476,480			
<b>Equipment</b>							0						0						0	0			
<b>Travel</b>							33,400						28,400						18,400	80,200			
<b>Participant/Trainee Support Costs</b>																							
<b>Other Direct Costs</b>							5,056						1,000						1,000	7,056			
	1. Materials and Supplies						5,056						1,000						1,000	7,056			
	2. Publication Costs						0						0						0	0			
	3. Consultant Services-KSLT Kansas Literacy Team (5 days virtual, 1 day face to face,						120,749						120,749						120,749	362,247			
	4. ADP/Computer Services						0						0						0	0			
	5. Subawards/Consortium/Contractual Costs						8,676,872						8,669,066						8,671,650	26,017,588			
	6. Equipment or Facility Rental/User Fees						0						0						0	0			
	7. Alterations and Renovations						0						0						0	0			
	8. Tuition & Fees						0						0						0	0			
	9. Animal Care Expenses						0						0						0	0			
	10. All Other Direct Costs						3,480						3,480						3,480	10,440			
							8,806,157						8,794,295						8,796,879	26,397,331			
	<b>Direct Costs</b>						8,990,572						8,982,299						8,981,140	26,954,011			
	<b>Indirect Costs (13.7% MTDC-Restricted Rate)</b>						29,859						29,795						29,283	88,937			
	<b>Total Costs</b>						9,020,431						9,012,094						9,010,423	27,042,948			

**Target Ratios:** More than 96% of requested funds are requested to be subawarded to LEAs and LEA consortia to support birth through Grade 12 literacy efforts, especially for prioritized subgroups.

### **Personnel**

Suzy Myers, Principal Investigator and Education Program Consultant, will devote 25% FTE or 3.0 calendar months in each year to the project. Dr. Myers will offer state-level support in collaboration with the 100% FTE Education Program Consultant to advise LEA and LEA consortia subgrant recipients, assist with management of state-level activities, advise the 100% FTE Education Program Consultant regarding partnerships, meetings, site visits, internal fiscal work, internal contract work, and other duties as required for fidelity of grant implementation.

TBA, Education Program Consultant, will devote 100% FTE or 12.0 calendar months in each year to the project. The Education Program Consultant will be one of two state employees whose work is devoted entirely to project implementation. This Education Program Consultant will work in collaboration with Dr. Myers to offer state-level support by advising LEA and LEA consortia subgrant recipients, managing state-level activities, developing and maintaining strategic partnerships, and arranging and hosting meetings with Kansas State Literacy Team, service providers, and subgrantees for the purpose of advancing goals of the grant. This Education Program Consultant will also conduct site visits, work with the fiscal officer to maintain appropriate records and manage grant funds, write and monitor contracts, and will work in any capacity required in order to implement the grant with fidelity.

Linda Wisner, Fiscal Officer, will devote 20% FTE or 2.4 calendar months in each year to the project. This award includes management of 10 subawards. This volume and the tight timeline of the project mandate more extensive monitoring than the services routinely provided by the department. Effort of a fiscal officer is needed to oversee the subrecipients' activities, including working on performing risk assessment and subrecipient monitoring, ensuring timely delivery and review of invoices, acquiring progress reports and ensuring their review, resolving mid-project issues, monitoring compliance approvals, ensuring timely payments, and handling subaward modifications.

TBA, Administrative Assistant, will devote 100% FTE or 12.0 calendar months in each year to the project. An administrative assistant is necessary to coordinate communication between the Kansas State Department of Education, the LEAs and LEA consortia, help with meeting arrangements and contract submissions, provide general support for the staff, and perform typical clerical and organizational tasks.

### **Fringe Benefits**

Fringe benefits are calculated at a range of 38.7% - 63.7% over the three-year term. Variations in these calculations are due to changes in Kansas Public Employees Retirement System (KPERS) and Health Insurance increases.

## **Travel**

### Project Directors' Meeting

Funds (\$3,400 per year) are requested for out of state travel for the PI and TBA Education Program Consultant to attend the annual project directors' meeting. Costs are estimated at \$1,700 per trip for airfare, ground transportation, hotel, and per diem.

### Travel to Sites

Funds (\$33,400 in year 1, \$28,400 in year 2, and \$18,400 in year 3) are requested for the PI and TBA Education Program Consultant to travel between sites all over the state of Kansas. Mileage, hotel, and per diem will be reimbursed at approved state rates.

## **Equipment**

None

## **Supplies**

Funds (\$5,056 in year 1 only) are requested for two high powered laptop computers, along with peripherals (mouse, keyboard, dual monitors, and software).

Additional funds (\$1,000 per year) are requested for project specific supplies need to carry out project tasks. These may include paper, electronic storage devices, etc.

## **Contractual**

Funds (\$8,676,872 in year 1, \$8,669,066 in year 2, and \$8,671,650) are requested for eight subawards to LEAs/LEA consortia, and one subcontract to an educational entity (University of Kansas). Detailed budget and justification for the University of Kansas follows. Sample budget and justification for the TBA LEA/LEA Consortium subawards follow.

## **Construction**

None

## **Other**

Funds (\$120,749 in each year) are requested to reimburse members of the Kansas State Literacy Team (KSLT) for their time and travel. We estimate five virtual day-long meetings and one face to face meeting in each year. We will select members from the KSLT for inclusion on this project based upon their areas of expertise. We estimate that this ratio of expertise (birth through age five, K-5, middle school, and high school) will be representative of the targets percentages for each population requested in this proposal.

Funds (\$1,200 per year) are requested for project-specific communications needs including long-distance phone service, web conferencing, postage, and courier services. Costs are estimated at \$100 per month.

Funds (\$1,080 per year) are requested for two dedicated desktop phones for the project. Costs are estimated at \$45 per month per phone.

Funds (\$1,200 per year) are requested for photocopying, printing, and other dissemination needs for the project. Costs are estimated at \$100 per month.

**Indirect Costs**

Indirect costs are calculated at 13.7% of modified total direct costs based on the negotiated restricted rate.

Subcontract Budget Justification – University of Kansas Center for Research, Inc.

University of Kansas																				
Budget Year One: 10-01-17 to 09-30-18																				
Personnel								Year 2 - 18-19						Year 3 - 19-20						Grand Total
Name	Title	Annual Salary	Cal. Mos.	% EFT	Salary	Fringe	Total	Annual Salary	Mos.	% EFT	Salary	Fringe	Total	Annual Salary	Mos.	% EFT	Salary	Fringe	Total	Grand Total
<b>Personnel</b>																				
Hock, Michael	Site PI	147,098	0.6	5.00%	7,355	2,574	9,929	152,982	0.6	5.00%	7,649	2,677	10,326	159,101	0.6	5.00%	7,955	2,784	10,739	30,994
Brasseur, Irma	Site Co-I	73,466	2.4	20.00%	14,693	5,143	19,836	76,405	1.8	15.00%	11,461	4,011	15,472	79,461	1.8	15.00%	11,919	4,172	16,091	51,399
James, Jayne	Site Co-I	85,592	1.5	12.50%	10,699	3,745	14,444	89,016	1.5	12.50%	11,127	3,894	15,021	92,577	1.5	12.50%	11,572	4,050	15,622	45,087
Rowland, Amber	Site Co-I	67,683	3	25.00%	16,921	5,922	22,843	70,390	2.4	20.00%	14,078	4,927	19,005	73,206	2.4	20.00%	14,641	5,124	19,765	61,613
					49,668	17,384	67,052				44,315	15,509	59,824				46,087	16,130	62,217	189,093
<b>C. Equipment</b>																				
<b>D. Travel</b>																				
	Domestic Travel						1,926						1,926						1,926	5,778
<b>E. Participant/Trainee Support Costs</b>																				
<b>F. Other Direct Costs</b>																				
	1. Materials and Supplies						1,000						1,000						1,000	3,000
	2. Publication Costs						0						0						0	0
	3. Consultant Services						0						0						0	0
	4. ADP/Computer Services						0						0						0	0
	5. Subawards/Consortium/Contractual Costs						0						0						0	0
	6. Equipment or Facility Rental/User Fees						0						0						0	0
	7. Alterations and Renovations						0						0						0	0
	8. Tuition & Fees						0						0						0	0
	9. Animal Care Expenses						0						0						0	0
	10. All Other Direct Costs						1,200						1,200						1,200	3,600
							2,200						2,200						2,200	6,600
	<b>Direct Costs</b>						71,178						63,950						66,343	201,471
	<b>Indirect Costs (8% MTDC-Restricted Rate)</b>						5,694						5,116						5,307	16,117
	<b>Total Costs</b>						76,872						69,066						71,650	217,588

## **Personnel**

Michael Hock, KU Site Principal Investigator, will devote 5% FTE or 0.6 calendar months in each year to the project. Dr. Hock will serve as a liaison to KSDE in leading the support effort from staff at the Center for Research on Learning at the University of Kansas. He will advise the support provided for the LEA application process, annual LEA orientation, and coordination of the LEA professional development focused on video coaching, personalized/blended learning, and the planning and successful implementation of Striving Readers PLCs. Dr. Hock will also actively serve on the KSLT, Kansas State Literacy Team.

Irma Brasseur, Co-Investigator, will devote 20% FTE or 2.4 calendar months in year one to the project, and 15% in years two and three. Year one will require a greater amount of support from KU in order to get initial project work off the ground. Dr. Brasseur will provide guidance and support to LEA grantees during and after the application process, lending her expertise in the areas of personalized/blended learning and special needs populations. Dr. Brasseur will also actively serve on the KSLT, Kansas State Literacy Team.

Jayne James, Co-Investigator, will devote 12.5% FTE or 1.5 calendar months in each year to the project. Dr. James will collaborate with KSDE and University of Kansas staff to ensure the personalized/blended learning landscape and professional development efforts are being fully leveraged across the grantee community. She will coordinate strategic partnerships with grantee service providers, community partners and work with Kansas service centers to maximize professional development reach, community wrap around services and overall dissemination efforts. Dr. James will also actively serve on the KSLT, Kansas State Literacy Team.

Amber Rowland, Co-Investigator, will devote 25% FTE or 3.0 calendar months in year one to the project, and 20% in years two and three. Year one will require a greater amount of support from KU in order to get initial project work off the ground. Dr. Rowland will lead the Striving Readers professional development effort in the areas of video coaching and professional learning communities. She will coordinate with KSDE staff and LEA grantees to ensure a smooth rollout as well as ongoing logistics for programming and facilitation. She will collaborate with LEA grantees to engage them in both learning and leadership opportunities as she builds capacity for sustainability in the Striving Reader professional development agenda. Dr. Rowland will also actively serve on the KSLT, Kansas State Literacy Team.

## **Fringe Benefits**

Fringe benefits are calculated at 35% of salaries based upon standard university rates to cover retirement, unemployment insurance, health insurance, etc.

## **Travel**

### Travel to Sites

Funds (\$1,926 in each year) are requested for project staff to travel approximately 300 miles per month to visit project sites or collaborate with PI and Education Program Consultant. Mileage will be reimbursed at \$0.535 per mile based upon university approved rates.

**Equipment**

None

**Supplies**

Funds (\$1,000 per year) are requested for project specific supplies need to carry out project tasks. These may include paper, electronic storage devices, etc.

**Contractual**

None

**Construction**

None

**Other**

Funds (\$1,200 per year) are requested for project specific communications and photocopying needs including long-distance, web conferencing, postage, printing, dissemination and courier services. Costs are estimated at \$100 per month.

**Indirect Costs**

Indirect costs are calculated at 8% of modified total direct costs. The University of Kansas Center for Research, Inc. does not have a negotiated restricted rate, thus we have elected to apply the 8%.

Subcontract Budget Justification – LEA/LEA Consortium

LEA/LEA Consortium Sample Budget

Budget Year One: 10-01-17 to 09-30-18																
<b>Personnel</b>																
Name	Title	Annual Salary	Cal. Mos.	% EFT	Salary	Fringe	Total	Year 2 - 18-19				Year 3 - 19-20				Grand Total
								% EFT	Salary	Fringe	Total	% EFT	Salary	Fringe	Total	
<b>Personnel</b>																
TBA	Site PI-Service Center	75,000	6	50.00%	37,500	13,125	50,625	50.00%	37,500	13,125	50,625	50.00%	37,500	13,125	50,625	151,875
TBA	Coordinator-Service Ce	60,000	12	100.00%	60,000	21,000	81,000	100.00%	60,000	21,000	81,000	100.00%	60,000	21,000	81,000	243,000
TBA	Project Personnel	50,000	1.8	15.00%	7,500	2,625	10,125	15.00%	7,500	2,625	10,125	15.00%	7,500	2,625	10,125	30,375
TBA	Project Personnel	50,000	1.8	15.00%	7,500	2,625	10,125	15.00%	7,500	2,625	10,125	15.00%	7,500	2,625	10,125	30,375
TBA	Project Personnel	50,000	1.8	15.00%	7,500	2,625	10,125	15.00%	7,500	2,625	10,125	15.00%	7,500	2,625	10,125	30,375
TBA	Project Personnel	50,000	1.8	15.00%	7,500	2,625	10,125	15.00%	7,500	2,625	10,125	15.00%	7,500	2,625	10,125	30,375
TBA	Project Personnel	50,000	1.8	15.00%	7,500	2,625	10,125	15.00%	7,500	2,625	10,125	15.00%	7,500	2,625	10,125	30,375
TBA	Project Personnel	50,000	1.8	15.00%	7,500	2,625	10,125	15.00%	7,500	2,625	10,125	15.00%	7,500	2,625	10,125	30,375
TBA	Project Personnel	50,000	1.8	15.00%	7,500	2,625	10,125	15.00%	7,500	2,625	10,125	15.00%	7,500	2,625	10,125	30,375
TBA	Project Personnel	50,000	1.8	15.00%	7,500	2,625	10,125	15.00%	7,500	2,625	10,125	15.00%	7,500	2,625	10,125	30,375
TBA	Project Personnel	50,000	1.8	15.00%	7,500	2,625	10,125	15.00%	7,500	2,625	10,125	15.00%	7,500	2,625	10,125	30,375
					172,500	60,375	232,875		172,500	60,375	232,875		172,500	60,375	232,875	698,625
<b>C. Equipment</b>																
<b>D. Travel</b>																
	Domestic Travel						5,100				5,100				5,100	15,300
<b>E. Participant/Trainee Support Costs</b>																
<b>F. Other Direct Costs:</b>																
	1. Materials and Supplies						2,282				2,282				2,282	6,846
	5. Subawards/Consultants						678,113				678,113				678,113	2,034,339
	TBA External Evaluator			23,113												
	Partnerships			250,000												
	Professional Learning/PD/Coaching			405,000												
				0												
	6. Equipment or Facility Rental/User Fees						0				0				0	0
	7. Alterations and Renovations						0				0				0	0
	8. Tuition & Fees						0				0				0	0
	9. Teacher Stipends or Substitute Reimbursement (\$100/day/10 schools/25 sta						75,000				75,000				75,000	225,000
	10. All Other Direct Costs						2,000				2,000				2,000	6,000
							757,395				757,395				757,395	2,272,185
	<b>Direct Costs</b>						995,370				995,370				995,370	2,986,110
	<b>Indirect Costs (8% MTDC-Restricted Rate)</b>						79,630				79,630				79,630	238,890
	<b>Total Costs</b>						1,075,000				1,075,000				1,075,000	3,225,000

**This is a sample budget intended to assist LEAs and LEA Consortia with building their local project budgets. Sub-grantees are not obligated to follow this budget and may adjust amounts based upon local needs and staffing patterns.**

**Target Ratios:** For each subaward 16.34% of their requested funds will be devoted to birth through age five, 41.77% will be devoted to children in kindergarten through Grade 5, 20.94% will be devoted to middle school students, and 20.94% will be devoted to high school students. Combined, these sub-grantees account for more than 96% of the total request (additional funds from the KSLT also count towards these targets).

### **Personnel**

TBA, Site PI/Service Center, will devote 50% FTE or 6.0 calendar months in each year to the project. The Site PI will manage subgrant implementation at the LEA or LEA consortium level, a role that may include: managing and advising implementation and analysis of a needs assessment; advising the alignment of literacy supports with an approved literacy plan; assisting with establishing and maintaining relationships with strategic partners and vendors; managing local budgets and contracts; helping to ensure fidelity to implementation plan; assisting and advising with the facilitation of data collection and other activities required as part of external evaluation; and other duties as required for successful grant implementation. For LEAs awarded subgrants to be implemented within a single LEA, the Site PI will be an employee of the LEA. For those awarded subgrants through an LEA consortium, the Site PI may be an employee of an Educational Service Center.

TBA, Site Coordinator/Service Center, will devote 100% FTE or 12.0 calendar months in each year to the project. The Site Coordinator/Service Center will manage subgrant implementation at the LEA or LEA consortium level, a role that may include: implementation and analysis of a needs assessment; aligning literacy supports with an approved literacy plan; establishing and maintaining relationships with strategic partners and vendors; managing local budgets and contracts; ensuring fidelity to implementation plan; facilitating data collection and other activities required as part of external evaluation; and other duties as required for successful grant implementation. For LEAs awarded subgrants to be implemented within a single LEA, the Site Coordinator will be an employee of the LEA. For those awarded subgrants through an LEA consortium, the Site Coordinator may be an employee of an Educational Service Center.

10 TBA, Site Project Personnel, will devote 15% FTE or 1.8 calendar months each in every year to the project. The Project Personnel will be responsible for implementing grant-funded activities, including instruction, interventions, supports, meetings with partners, data gathering and analysis, and other duties as required for successful implementation of the grant and local literacy plan.

### **Fringe Benefits**

Fringe benefits are estimated at 35% of salaries to cover retirement, unemployment insurance, health insurance, etc.

**Travel**

Funds (\$5,100 per year) are requested for project personnel to attend required project meetings throughout the year.

**Equipment**

None

**Supplies**

Funds (\$2,282 per year) are requested for project specific supplies need to carry out project tasks. These may include paper, electronic storage devices, etc.

**Contractual**

Funds (\$678,113 per year) are requested for a TBA External Evaluator (\$23,113 per year), partnerships (\$250,000 per year) and professional learning/PD/Coaching (\$405,000 per year).

**Construction**

None

**Other**

Funds (\$75,000 per year) are requested for teacher stipends or substitute reimbursements. We estimate \$100 days in 10 schools for 25 staff members for three days per year.

Additional funds (\$2,000 per year) are requested for project specific communications and photocopying needs including long-distance, web conferencing, postage, printing, dissemination and courier services. Costs are estimated at \$167 per month.

**Indirect Costs**

Indirect costs are calculated at 8% of modified total direct costs. We are tentatively budgeting at the 8% since we do not know if each entity has a negotiated restricted rate.