

**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 # S371C170009**

**Grants.gov Tracking#: GRANT12453097**

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.).

**Application for Federal Assistance SF-424**

\* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

\* 2. Type of Application:

- New
- Continuation
- Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

07/17/2017

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

**State Use Only:**

6. Date Received by State:

7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

Maryland State Department of Education

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

52-6002033

\* c. Organizational DUNS:

1830714710000

**d. Address:**

\* Street1:

200 W Baltimore Street

Street2:

\* City:

Baltimore

County/Parish:

\* State:

MD: Maryland

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

21201-2959

**e. Organizational Unit:**

Department Name:

Division Name:

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

Prefix:

Mrs.

\* First Name:

Cecilia

Middle Name:

\* Last Name:

Roe

Suffix:

Title:

Director

Organizational Affiliation:

\* Telephone Number:

4107-67-0574

Fax Number:

410-333-2369

\* Email:

cecilia.roe@maryland.gov

**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:

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

Add Attachment

Delete Attachment

View Attachment

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

Striving Readers Comprehensive Literacy Grant

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="45,000,000.00"/>
* 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="45,000,000.00"/>

**\* 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

Maryland State 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	100,000.00	200,000.00	200,000.00			500,000.00
2. Fringe Benefits	12,700.00	25,400.00	25,400.00			63,500.00
3. Travel	7,200.00	14,400.00	14,400.00			36,000.00
4. Equipment	10,008.00					10,008.00
5. Supplies	11,200.00	11,308.00	11,308.00			33,816.00
6. Contractual	462,000.00	362,000.00	362,000.00			1,186,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	10,992.00	10,992.00	10,992.00			32,976.00
9. Total Direct Costs (lines 1-8)	614,100.00	624,100.00	624,100.00			1,862,300.00
10. Indirect Costs*	46,200.00	36,200.00	36,200.00			118,600.00
11. Training Stipends	89,700.00	89,700.00	89,700.00			269,100.00
12. Total Costs (lines 9-11)	750,000.00	750,000.00	750,000.00			2,250,000.00

**\*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:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

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

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

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

PR/Award # S371C170009

Name of Institution/Organization Maryland State 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	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	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="Michelle R Szczepaniak"/>	<b>TITLE</b> <input type="text" value="State Superintendent of Schools"/>
<b>APPLICANT ORGANIZATION</b> <input type="text" value="Maryland State Department of Education"/>	<b>DATE SUBMITTED</b> <input type="text" value="07/17/2017"/>

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="Department of Education"/>	<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"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**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:

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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**NOTICE TO ALL APPLICANTS**

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

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

**To Whom Does This Provision Apply?**

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

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

**What Does This Provision Require?**

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

**Estimated Burden Statement for GEPA Requirements**

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

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

GEPA-Striving Readers (1).pdf	Add Attachment	Delete Attachment	View Attachment
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General Education Provisions Act (GEPA)

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, disability, or sexual orientation in matters affecting employment or providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Additionally, Educational materials and online resources created with grant funds to support mathematics achievement for students with and without disabilities will be readily accessible using Accessible Educational Materials (AEM), print and technology-based educational materials designed to be usable across the widest range of individual variability. As appropriate and as related to individual and collective need, accessible technology that can be used by people with a wide range of abilities and disabilities will be incorporated into the principles of universal design. Online repositories will be 508 compliant and parent information will be provided in Native Languages, as appropriate.

## 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

Maryland State Department of Education

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

Prefix: Dr. \* First Name: Karen Middle Name: B.

\* Last Name: Salmon Suffix: Ph.D

\* Title: State Superintendent of Schools

\* SIGNATURE: Michelle R Szczepaniak

\* DATE: 07/17/2017

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:

## Abstract

**Project objectives and activities:** (1) Use evidence-based practices for designing and implementing effective professional learning and local comprehensive literacy plans aligned to the state CLP that positively impacts student outcomes. (2) Utilize data to develop and implement practices designed to increase the numbers of disadvantaged children served by high-quality programs and practices and improve program and student outcomes. (3) Strengthen alignment of state and local language and literacy standards across a continuum from birth through grade five, and develop a state and local system of professional learning and technical assistance to streamline implementation. **Absolute priority:** Maryland uses a standardized peer review process which considers member orientation, independent scoring, debriefing and approval. The process prioritizes local plans that propose a high quality comprehensive literacy instruction program that is supported by strong or moderate evidence, is based on a local needs assessment, and is aligned to Maryland's Keys for Comprehensive Literacy Plan. **Competitive Preference Priority 1:** Part of the state evaluation process is to prioritize LEA plans with specific strategies for serving the greatest percentage of disadvantaged children including children living in poverty, English learners, children with disabilities, and/or children at risk of academic failure. **Competitive Preference Priority 2:** The early childhood governance structure in Maryland positions the state to advance aligned literacy standards Infant-PreK literacy curriculum, the R4K assessment system, shared Birth-8 professional development, and local Early Childhood Advisory Councils to address readiness gaps. **Project outcome:** Increased literacy achievement for disadvantaged students from birth-12th grade in order to provide educational equity and academic success for all Maryland children.

## Project Narrative File(s)

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

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## *Part A: State Level Activities*

Maryland has a strong record of educational success; however, through federally mandated testing and state testing graduation requirements, the state department of education has recognized the need to address literacy concerns among all children, especially those who represent disadvantaged youth including children living in poverty, English learners, children with disabilities, and others at risk for academic failure. Maryland State Department of Education (MSDE) strives to ensure children are college and career ready. The State recognizes that students do not begin the process of learning to read upon entering school, but the learning process starts well before they enter the school house. Standards alignment from birth to secondary school is essential for providing students the coherence and support they need to develop effective literacy skills. Research on foundational reading skills and brain research demonstrate the need for a birth to 12 literacy continuum of evidence-based practices.<sup>1</sup> Kindergarten Readiness Assessment (KRA) data indicates that Maryland is seeing an increase in its at-risk population. As a result, MSDE is requesting, for the first time, funding from the SRCL Grant in order to help all children from birth to grade twelve to succeed.

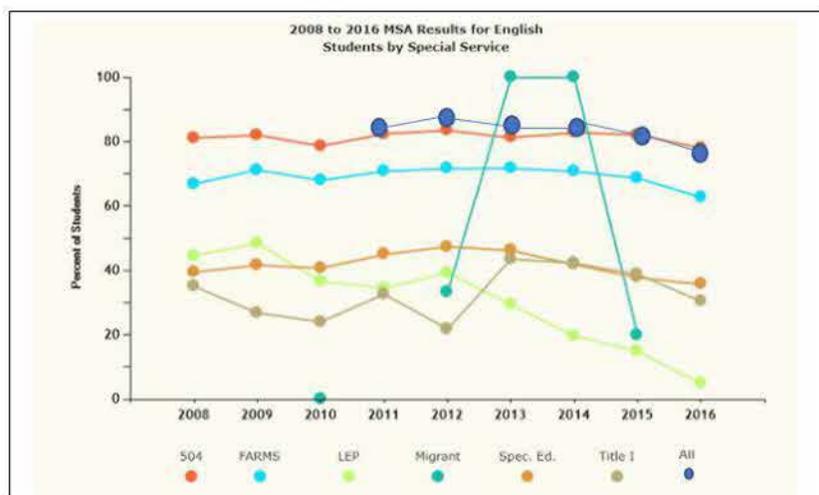
### **State Assessment Data for Maryland's Diverse Populations Indicate Concern**

When Maryland adopted the Common Core State Standards (CCRS) in June 2010, it became evident that the former state assessment for grades 3rd through 8th, known as the *Maryland State Assessment* (MSA), would not hold up to the rigors and deeper analysis required by the key shifts in English/Language Arts or the Maryland College-and Career-Ready standards (MCCR). Consequently, Maryland replaced its assessment system with the *Partnership for Assessment of Readiness for College and Careers* (PARCC) with its benchmark administration during SY 2013-14. It was designed to determine students' ability to read deeply, analyze, and

produce written arguments using a variety of fiction, non-fiction, visuals and video in response to a multi-standard prompt, which are skills essential for the challenges in today’s college and workplace.

Prior to full implementation of PARCC as the high school assessment, students were assessed using the English 10 MSA where scores (*Figure 1*) steadied at 80% Proficient and Advanced for All Students from 2008-2016; however, gaps existed between all students and subgroups of students receiving special services during this same time.

*Figure 1: English 10 MSA Results for Students by Special Service*



Generally, students who did not perform well on the English/Language Arts MSA, a much less rigorous assessment both in reading and writing demands, demonstrate an even greater struggle in meeting the new reading and writing MCCRS as assessed on PARCC. For example, gaps in performance of All Students compared to subgroups of disadvantaged students, such as Economic Disadvantages or EL, show a gap of over 35% on the 2015-16 ELA/L English 10 PARCC assessment. As concerning, is that less than 10% of English Learners in 5<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grades did not meet the MCCRS assessed on either the 2014-15 nor 2015-16 administration of

PARCC. (Table 1)

Table 1: A Comparison of All Students to Disadvantaged Subgroups PARCC Scores by Percentage and Average

Assessment Year	Grade Level/Assessment Overall English Languages/Literacy	Scores Represent Percent Met and Average Score			
		All Students ≥ Lvl 4 *	Economic Disadvantages ≥ Lvl 4 *	EL/LEP ≥ Lvl 4 *	SWD ≥ Lvl 4 *
2014-15	5th grade ELA/L PARCC	40% 740	21% 725	2% 700	5% 706
2015-16	5th grade ELA/L PARCC	39% 739	21% 725	5% 703	13% 713
2014-15	8th grade ELA/L PARCC	40% 738	21% 721	1% 690	5% 695
2015-16	8th grade ELA/L PARCC	39% 737	21% 721	2% 693	12% 707
2014-15	High School ELA/L PARCC (10th grade)	40% 738	23% 720	5% 693	7% 694
2015-16	High School ELA/L PARCC (10th grade)	44% 741	25% 721	5% 692	17% 708

Table 1: PARCC Administration Trend Data between 2014-201

\* ≥ Level 4-5= "Met/Exceeded" score 750-850

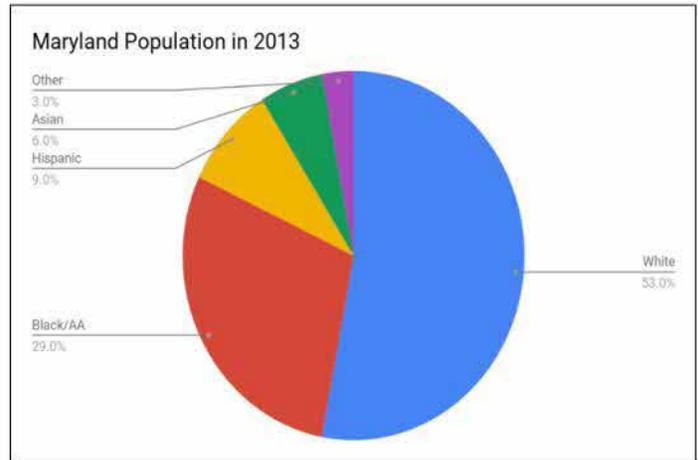
While Maryland uses PARCC to determine students' knowledge in reading, writing and mathematics in grades three through eight, kindergarten students are now assessed annually in four domains: literacy, mathematics, social foundations, and physical well-being with a composite score indication readiness for kindergarten. Because this assessment is administered early in the school year, it allows several key actions taken by teachers, administrators and central office staff including the adjustment of instructional planning; designing professional development and possible modifications to curricula. Similar to PARCC results, KRA data has shown the same correlation of those students characterized as disadvantaged as receiving lower

than average scores in the literacy domain, compared to the All Students subgroup as shown in *Table 2*.

Percentage Indicates KRA Composite Score		
Subgroup	2014-15	2015-16
All Students	47%	45%
SWD	20%	19%
FARMS	36%	33%
EL	20%	21%

*Table 2: Kindergarten Readiness Assessment by Subgroup Performance*

*Figure 2: Maryland's Diversity as of 2013*



At nearly the same time as the introduction of higher order, complex standards, texts and assessments was a recognition of Maryland’s changing demographics, including ethnicity, language, and percent in poverty. Shifts in racial and ethnic composition, as shown in *Figure 2*, indicate Maryland as being a diverse state with minorities accounting for about 47% of the state’s population. African Americans are the state’s largest minority group followed by Hispanic and Asian residents.

As of 2013, Maryland ranked sixth with respect to percent of the population being comprised of minorities, interestingly greater than Florida and New York.

Changes in Language other than English spoken by five-year old and older rose from 12.6% to over 17% , and the percent of poverty, in Maryland, was at about the 10% mark in 2015 <sup>ii</sup>.

Given Maryland’s long history of supporting literacy, at all levels, the Maryland Literacy Team compiled demographic and trend academic data, as cited earlier, to evaluate whether existing state-level activities are meeting needs of all children. This led to the Literacy Team’s

plan to find out what Local Education Agencies (LEAs) and community-based programs have in place and what is needed to ensure equity in literacy is certain for all of Maryland’s children.

### **Responding to Gaps and Changes: Making Equity Central to Maryland’s Literacy Plan**

In making this guarantee a reality, two surveys were created and distributed to all local education agencies and community-based programs with the goal of gathering feedback regarding literacy needs as the first step in establishing a formal Comprehensive Literacy Plan. The Literacy Team used data from the Comprehensive Literacy Plan Needs Assessment surveys to update and revise Maryland’s Comprehensive Literacy Plan. The surveys collected nearly 850 respondents, across Maryland, including child care providers, parents, teachers, administrators, directors, coordinators, resource teachers, content coordinators, and grade level experts. Generally, results showed a strong sense of knowledge and use of the MCCRS and Early Learning Standards (Birth to age 3) across settings with most responses falling in the “agree” and “strongly agree”. One area in particular from both the K-12 survey and the Birth to Five survey indicated that roughly one-third of the parents, community, and other partners within the LEA are not included in the professional learning for literacy; that there is not enough time to plan for or attend literacy meetings and collaborative planning. Finally, when 137 narrative responses were disaggregated to find patterns and trends, the urgency for training and resources became apparent.

In summary, survey, demographic, and academic data sets will provide the foundation for ensuring equitable practices result from Maryland’s Striving Readers Comprehensive Literacy (SRCL) program.

### **Looking Back to Move Ahead**

Maryland has a history of developing literacy programs designed for increasing student achievement. A review of programs and data demonstrates the growth of student success during the last fifteen years shows a record of effective evidence-based activities, some of which began as grants, that endured after grant funds were no longer available, a goal MSDE often meets.

*Reading First*

In 2004, under NCLB, 43 schools with high-poverty and low reading scores on standardized reading tests, participated in a federal grant program, *Reading First* for students in Kindergarten through grade 3. The program provided evidence-based reading programs, professional learning, reading coaches and intervention teachers for these students. During this initiative (2004-2010), proficiency rates on program outcomes increased in all LEAs, in three grades, as shown in *Table 3*.

*Table 3: Overall Pass Rate in Reading First Schools in Maryland*

	Percentage of students scoring at proficient levels in reading				
	Year 1 (2004-2005)	Year 2 (2005-2006)	Year 3 (2006-2007)	Year 4 (2007-2008)	Year 5 (2008-2009)
<b>Overall</b>	<b>50%</b>	<b>53%</b>	<b>56%</b>	<b>59%</b>	<b>59%</b>
Grade 1	52%	56%	57%	59%	58%
Grade 2	49%	51%	55%	57%	57%
Grade 3	50%	55%	56%	62%	61%

*Race to the Top*

By 2010, the adoption of Common Core State Standards had begun to change English/Language Arts curricula often difficult to navigate for Maryland’s educators due to the challenge of increased text complexity, lack of expertise in reaching disadvantaged student groups, and translating dense standards into high-quality instruction. Fortunately, Maryland

received *Race to the Top* grant funds to focus on literacy through state-developed activities which were integrated into LEA best practices.

During the Race to the Top initiative, Maryland added PreK standards to the Common Core State Standards to form the Maryland College and Career Ready Standards. MSDE provided five years of face-to-face and virtual professional learning to administrators, teachers and teacher leaders for every school in the state, and to non-public and institutes of higher learning.

The state also developed curriculum frameworks; produced and published model lessons in videos aligned to the instructional shifts and MCCRS; created model units, lessons, and lesson seeds along with enrichment and intervention modules to give teachers discrete skills and behaviors to meet the standards.

In June 2011, Maryland also received a Race to the Top- Early Learning Challenge grant which allowed the Division of Early Childhood to improve its early learning and development programs in five key areas of reform. A number of literacy projects were developed through these funds, including publishing and disseminating *Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy Birth to 8*, expanding VIOLETS (Vocabulary Improvement and Oral Language Through Stories) language and literacy curriculum for English Language Learners, launching the development of PETALS (Promoting Enrichment to Advance Language Skills), and oral language and vocabulary development program for children age 3, developing R4K: *Maryland's Early Childhood Comprehensive Assessment System* which includes a Kindergarten Readiness Assessment(KRA) and an Early Learning Assessment(ELA) both of which cover the literacy domain as well as six others, implementing *Reach and Out and*

*Read* in doctors' offices across the state and Raising a Reader in Prekindergarten classrooms across the state, and supporting Learning Parties as a family engagement strategy in literacy.

In 2015 and 2017, Maryland was awarded two Kellogg Foundation Grants that supported local Early Childhood Advisory Councils across the state in training for Results Based Accountability in order to analyze their literacy data and use the results to develop strategies to improve children's achievement.

Additionally, Maryland continues to partner with Ready At Five, a statewide organization, to offer the School Readiness Symposia series covering a wide range of topics to support high-quality early learning programs and showcase cutting-edge and innovative research on early care and education to inform program content and enhance state and local policy development to support our youngest learners. Over 250 early childhood practitioners, state and local policy makers, and community leaders from Maryland's 24 jurisdictions attend the Symposia, including infant, toddler, preschool, and early elementary school teachers from diverse settings – schools, child care Head Start, and faith-based settings.

An upcoming Symposium, *Equity in Literacy Must Start Early*, features Dr. Nell Duke, professor in literacy, language, and culture and in the education and psychology program at the University of Michigan. Dr. Duke will speak on the critical need to provide rich language and literacy experiences for children, beginning with infants and toddlers and extending through the early years, to ensure equitable opportunities later in school and in life. Of particular importance is addressing the specific needs of our most vulnerable children, including English learners, children with disabilities and children from low-income families. Through large-group discussions and in-depth breakout sessions, the Symposium will focus on methods to cultivate early language and literacy skills proven to lead to later school achievement; provide

developmentally, culturally, and linguistically appropriate practices to support children from birth to age five; and develop strategies to strengthen home, school, and community partnerships.

Statewide efforts are supported by additional local initiatives, including a *Language, Literacy, and Family Engagement Institute for Early Educators (IEE)*. The Institutes include a sustained coaching model, which research indicates is an effective method to improve the quality of teaching and learning<sup>iii</sup>, and a strong family engagement component connecting classroom and home learning.

*Ready At Five's* IEE will focus on building teacher content knowledge and instructional strategies necessary to address the language and literacy foundational skills necessary for success in kindergarten, based on the PDG-TA's new Language and Literacy modules and aligned to the Maryland R4K Comprehensive Assessment System for early childhood.

### **Maryland's *Comprehensive Literacy Plan* Provides Equity to All**

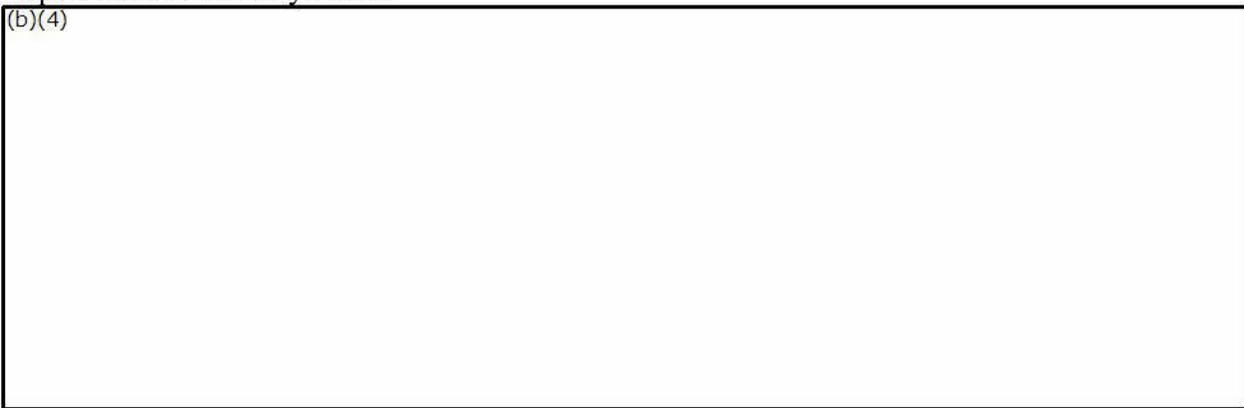
By making equity a priority, Maryland is committed to advancing literacy skills for children from birth through grade 12, with a focus on disadvantaged children, which includes children living in poverty, English Learners, and children with disabilities. Thus, the State will assist districts in aligning or modifying an existing comprehensive literacy plan with the State plan, with a focus on disadvantaged children using data including a needs-based assessment in each LEA applying for grant funds. The LEA instructional program must include frequent, repeated, developmentally-appropriate practices such as:

- instructional strategies in reading and writing across content areas;
- intentional instruction in foundational literacy skills, including print concepts, phonological awareness, phonics and word recognition, vocabulary, and fluency;
- explicit instruction in authentic and purposeful writing;

- high-interest, diverse, high-quality print materials
- differentiated instructional approaches, including individual and small group instruction, and discourse;
- opportunities for using and developing vocabulary;
- valid and reliable system of assessments including screening, diagnostic, formative, and summative assessment tools;
- strategies to enhance children’s motivation to read and write and children’s engagement in self-directed learning;
- principles of universal design for learning;
- professional development around strategies and practices for increased literacy achievement
- alignment to Maryland College and Career Ready Standards

Maryland’s proposed SRCL program is feasible and has a high probability of successful implementation, with literacy as the **key driver** in bolstering children’s reading and writing skills. Fiscal responsibility and commitment to effective literacy development birth through grade 12 positions Maryland’s SRCL Program to succeed in building district capacity for implementing and sustaining evidence-based programs and practices through literacy plans representative of Maryland’s.

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Measuring the effectiveness and impact of initiatives and innovations will be a common and ongoing activity by the state. If the impact is positive, it can continue with the goal of becoming replicable and sustainable; yet, if the innovation is not determined successful, then LEAs must make improvements or seek assistance from the State, as necessary. The process of accomplishing and evaluating for continuous improvement,<sup>iv</sup> through the use of data collection, is inherently important.

Data collection can often be daunting and take up considerable time. It has been found when there are protocols and structures in place at the district with consistent implementation and use at the school level<sup>v</sup>, time can be greatly reduced. Ensuring educators and educational leaders participate in ongoing training in data collection for formative and summative data is paramount to ensuring a standardized approach to data collection. This process (*see Figure 3*) must be iterative and cyclical to truly identify how baseline data has changed over time. With baseline data collection of ELA/L reading scores and other supporting academic data at the initial stage (Plan), the State and participating LEAs can verify growth or achievement over time by collecting the same type of data at the mid-year and end-of-year time periods (Improve stage).

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*Part C: SEA Monitoring Plan for Sub-Grantees*

Maryland State Department of Education (MSDE) will implement a process to provide direct support and monitoring to LEAs that apply for and receive a Striving Readers Comprehensive Literacy Grant award. MSDE's position is to collaborate with the subgrantees on a regular basis to ensure accountability for and precision to goals, literacy plan components, and multiple measures for tracking student achievement. Two SRCL Program Specialists will conduct regular monitoring of LEAs receiving subgrants by engaging with LEA representatives who oversee the grant program. One of the initial tasks for the specialists is to articulate, to each LEA subgrantee, the monitoring plan used for long-term oversight and tools and rubrics to evaluate compliance and quality assurance throughout implementation of literacy programs.

In terms of collaboration between the State and LEAs, during early literacy meetings and training, set criteria, measures, and timelines will be negotiated and differentiated based on the LEAs' needs-assessment, academic English/Language Arts/L assessment data (PARCC scores), other supporting evidence. It then becomes the responsibility of each LEA to submit data and evidence of student achievement to the State based on the established criteria and measures at the appropriate intervals. The specialists will collect data and provide feedback in a variety of ways including face-to-face meetings, webinars, email and through use of a learning management system such as Schoology. To check for continuous improvement using the baseline scores of the preceding year, LEAs could use a quarterly, unit or other regular standardized assessments to

measure performance over the course of the academic year in English/Language Arts for each of the subgroups.

***Aligned Comprehensive Literacy Instruction***

The State will use a monitoring tool to verify the alignment of the LEA comprehensive literacy instruction program to the programs and practices outlined in Maryland’s Keys to Comprehensive Literacy Plan. Regular site support visits will allow the literacy grant specialists to support and evaluate the comprehensive literacy instruction program. (b)(4)

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***Supported by Moderate/Strong Evidence and are Appropriate and Available***

The Curriculum Support Materials Collaborative (CSM) rubric for use with PreK to Grade 12 will be used to vet texts, programs, and assessments to guarantee the resources are supported by moderate or strong evidence for use in literacy instruction. The CSM provides research to support the validity of the instructional program. Subgrantee applicants will have access to this tool in order to select the best program to support the needs of children of various subgroups.

Birth to Prekindergarten programs that are evaluated as a high-quality program in the Maryland Quality Rating and Improvement System (EXCELS) are required to use curriculum selected from Maryland's state recommended list of evidence-based and standards-aligned comprehensive literacy programs for Infants, Toddlers, 3 year olds, and 4 year olds; all of which have been vetted by the Division of Early Childhood Development.

***Differentiated and Appropriate for children Birth to Age 4 and Kindergarten to Grade 5***

The implementation of UDL in curricular supports will be verified and reviewed. The differentiated support and monitoring will include reporting, risk assessments, and site visits that will allow the grant team to inspect pertinent data and progress toward goals based on the implementation of the evidence-based strategies. During monitoring visits, grant team members will look for developmentally appropriate instructional strategies, instruction that meets the needs of English language learners and students with disabilities, a variety of student groupings,

a variety of fiction and nonfiction texts, texts that are culturally diverse, and considerations to meet the social emotional needs of all students.

### ***Differentiated and Appropriate for Students 6th-8th Grades and 9th-12th Grades***

Many adolescents enter middle or high school after struggling with reading for years. Some students struggle with decoding multisyllabic words which they encounter frequently in secondary level text<sup>vi</sup>. Their poor reading performance can be attributed to a variety of factors such as never receiving sufficiently intensive, explicit evidence-based instruction or intervention that targets their needs and/or having a reading disability. The differentiated support and monitoring for students in grades 6-12 will include reporting, risk assessments, and site visits that will allow the grant team to inspect pertinent data and progress toward goals based on the implementation of the evidence-based strategies. During monitoring visits, grant team members will look for instructional strategies appropriate for adolescents, that meet the needs of English language learners and students with disabilities, contains a variety of literature and informational texts that are culturally diverse.

### ***Implemented with Fidelity and Aligned to the State's CLP and Local Literacy Plan***

Prior to implementation, districts will be offered training in the use of evidenced-based programs. Based on local CLPs, the state will verify that instructional practices align with the literacy goals established in order to adjust and revise plans to meet student needs. These training and monitoring practices will safeguard the fidelity of the plan. The Keys to Literacy strategy (*Table 5*) provides an overview of the stages of implementation during the SRCL inaugural year.

The outcome of each support and monitoring activity will include feedback with commendations and recommendations for improvement for the LEA along with a timeline for

meeting the recommendations. During the first year, MSDE will require LEAs to submit a semiannual progress monitoring report. With full implementation of the district Comprehensive Literacy Plan, data will be submitted more frequently.

**Strategy Timeline**

*Table 5: Timeline for Monitoring Local Projects*

Strategy	Timeline
<p><b>1) LEA Grant Proposal</b>, and all supporting documents, including the Comprehensive Literacy Plan, will be submitted and reviewed. Feedback and a rating approval using a process to select aligned local literacy plans will be provided to LEAs.</p> <p><b>2) Provide training and a revision</b>(as necessary) to action plans as part of the literacy project plan around the concept of Implementation Science.</p> <p><b>3) Webinars</b></p>	<p>1. TBD</p> <p>Peer Review Process Notification of Award/rejections: Organize LEAs by Regions</p> <p>2) TBD</p> <p>3) Webinar</p>
<p><b>First Monitoring (LEA Level) -</b> Each LEA will receive an initial monitoring evaluation for capacity, commitment, and fiscal responsibility.</p>	<p>First quarter Annually</p>
<p><b>Second Monitoring (LEA Level) -</b> Each LEA will be receive a second monitoring evaluation for capacity, commitment, fiscal monitoring and programmatic review.</p> <p><b>Each LEA will provide an interim report</b> and will be assigned a risk assessment ascertaining ongoing progress for LEA capacity, commitment, and fiscal responsibility. Examples include: review of performance by data and activities. Follow-up discussion could include review of the prioritized needs and the implementation of the selected evidence-based strategies to address prioritized needs.</p> <p><b>LEA monitor fiscal and programmatic</b> activities.</p> <p><b>LEAs will receive a visit</b> in order to assess the district-wide support of the implementation of the evidence-based interventions and strategies to address prioritized needs. Example activities include documentation</p>	<p>Annually</p>

review, data review, and onsite support visits.	
<p><b>Third Monitoring (LEA Level) -</b> Each LEA will receive a third evaluation reviewing Capacity, Commitment, and Fiscal Monitoring.</p> <p><b>Each LEA will submit a fiscal year final report</b> in order to evaluate continuous improvement for LEA capacity, commitment, and fiscal responsibility. Examples include: review of performance by data and activities.</p> <p><b>Follow-up discussion</b> could include review of the prioritized needs and the implementation of the selected evidence-based strategies to address prioritized needs.</p> <p><b>LEAs monitor fiscal and programmatic</b> activities.</p> <p><b>LEAs may receive an on-site visit</b> in order to assess the district-wide support of the implementation of the evidence-based interventions and strategies. Example activities include documentation review, data review, and onsite support visits.</p>	Annually
<b>Technical Assistance to LEAs</b>	Ongoing

The extent of this monitoring will ensure that local projects are implemented with fidelity, are successful in improving literacy achievement evidenced by strong data, and are focused on disadvantaged populations.

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*PART E: Adequacy of Resources*

Maryland has not applied for the Striving Readers Grant in the past. Summer of 2017 marks Maryland's initial state-wide roll-out of the Maryland State Comprehensive Literacy Plan; therefore, the State believes that it is important to apply for this grant to assure that the initiation meets the Maryland objectives with fidelity, using a strategic design that includes consultants and LEA- and school-based professional learning, utilizing evidence-based strategies and evaluation. Professional learning will be designed to increase literacy achievement among disadvantaged students, including students living in poverty, EL students, and students with disabilities. Maryland has a rich history since 2011 of highly successful professional learning delivered directly to the school level. Maryland's size and structure of 24 LEAs based upon county and city lines, helps to ensure that the delivery of regional professional learning academies delivered to school teams is manageable and highly successful. Therefore, the Maryland plan has state-wide professional learning at its center.

All cost estimates are modest and based upon MSDE pay scales, established rates, and vendor negotiations. Cost estimates for professional learning, not based upon MSDE vendor negotiations, are based upon Maryland's successful history of providing professional learning conferences, academies, symposiums, and workshops between 2011 and 2017. Hiring of consultants will be secured through the RFQ process and placed on the eMaryland Marketplace. The lowest bid that meets all qualifications will be accepted.

The budget for the state-wide conferences is based upon three state-wide regional professional learning two-day workshops or conferences for approximately 350 people per each site or 1000 people for each professional learning initiative. This number is based upon previous academies, conferences, and workshops held around the state. In 2011, 2012, and 2013,

Maryland held academies for school-based teams that included principals and lead teachers. In 2014 and 2015, Maryland held conferences for teacher and principals. In summer 2017, Maryland is holding PreK-Grade 2 symposiums for school-based teams including the principals. Based upon the data from this past history, Maryland feels assured that delivering state-wide conferences and workshops to 1000 participants from school teams that include the principal, is both reasonable and modest. Training a school team in a train-the-trainer model will ensure delivery to a school-wide audience. In addition, Maryland's successful structure of training state-wide Master Teachers as academy facilitators, has proven to provide sustainability on the LEA level of a master staff of teachers who can lead similar professional learning on the LEA level. Although not required, Maryland has found that the LEAs use the Maryland state professional learning initiatives as a model and duplicate them on the LEA level, using the same Master Teachers as facilitators. In fact, participants in feedback sessions from LEAs on our ESSA plan have explicitly requested that the state use this model in all professional learning so that they can duplicate them on the LEA level. In addition, Maryland's professional learning is evidence-based with follow-up webinars, workshops, and videos. Maryland has a current partnership with Ready-at-Five, an arm of the Maryland Round Table. Through this partnership, Maryland is able additional conferences and workshops target to the birth to five age-group, a key student audience for Maryland's State Comprehensive Literacy Plan.

*Part F: Quality of Project Design*

Maryland's Striving Readers Comprehensive Literacy Program outlines a high quality literacy plan based on a needs assessment, evidence-based instructional practices, and a focus on serving disadvantaged students that will, in fact, improve excellence, efficiency, and equity for all of Maryland's students. Training all constituents from parents to childcare providers to teachers to

administrators will change the learning trajectory for children from childcare to high school. This program is designed to train all stakeholders so that the lines of communication are open to the shared responsibility of comprehensive literacy achievement for all of Maryland's children. Once those avenues are open to all, true lifetime learning will occur and the program will be able to sustain its literacy practices beyond the time frame of the grant. The expectations for parents, students, teachers, administrators, central area staff members, and community stakeholders will become the bar by which future literacy expectations will be gauged.

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<sup>i</sup> Bogard, K., & Takanishi, R. (2005). PK-3: An aligned and coordinated approach to education for children 3 to 8 years old. *Society for Research in Child Development Social Policy Reports*, 19(3), 1-23.

<sup>ii</sup> United States Census Bureau. (2016). *Maryland Quick Facts* [Data file]. Retrieved: <https://www.census.gov/quickfacts/fact/dashboard/MD/PST045216>

*Maryland Demographics: Summary of Maryland's Diverse and Growing Population*  
Retrieved:  
[http://dls.state.md.us/data/polanasubare/polanasubare\\_intmatnpubadm/polanasubare\\_intmatnpubadm\\_sperrep/Maryland-Demographics-January-2015.pdf](http://dls.state.md.us/data/polanasubare/polanasubare_intmatnpubadm/polanasubare_intmatnpubadm_sperrep/Maryland-Demographics-January-2015.pdf)

<sup>iii</sup> Peterson, C.A., Luze, G.J., Eshbaugh, E.M., Jeon, H., & Kantz, K.R. Enhancing parent-child interactions through home visiting: Promising practice or unfulfilled promise? *Journal of Intervention*, 29(2), 119-140, (2007).

<sup>iv</sup> Bernhardt, V. (2016). *Data, data everywhere: Bringing all the data together for continuous school improvement*. New York: Routledge.

<sup>v</sup> *An overview of active implementation framework*. State Implementation and Scaling-up of Evidence-based Practices Center; National Implementation Research Network. Retrieved: <http://implementation.fpg.unc.edu/module-1/rationale>

<sup>vi</sup> Bhattacharya, Aplana, & Ehri, (2004). Graphosyllabic analysis helps adolescent struggling readers read and spell words. *Journal of Learning Disabilities*. Jul-Aug;37(4):331-48.

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vii Reed, Wexler, & Vaughn, (2012). *RTI for reading at the secondary level: Recommended literacy practices and remaining questions*. New York, NY: Guilford Press. ISBN: 9781462503568.

viii Vaughn, S., Cirino, P., et al. (2010). Response to intervention for middle school students with reading difficulties: Effects of a primary and secondary intervention. *School Psychology Review*. 39(1): 3–21

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

# Angela de Guzman

**Objective:** To increase student effectiveness by planning and developing job embedded professional learning experiences for educators and leaders that is research based and data driven.

## Instructional Experience

August 2012— Present

Maryland State Department of  
Education

Baltimore, MD

### Professional Learning and Instructional Assessment Specialist

As part of the professional development team:

- Provided technical assistance to local education agencies in order to review district grants spending and ensure proper methods of administering and spending of the Title II, Part A, *Preparing, Training, and Recruiting High Quality Teachers and Principals* including data collection and evaluation of the district programs.
- Developed guidelines and protocols for Title IIA, Part A for local education agencies aligned to the new Every Student Succeeds Act
- Collaborate with MSDE staff across divisions in order to implement statewide webinars, College and Career Readiness Conferences, and the Educator Effectiveness Academies.
- Assessed and review state and district priorities in order to provide relevant professional learning experiences.
- Collected and reported data related to attendance, surveys, and registration for the Educator Effectiveness Academies.
- Created and presented multimedia presentations for statewide meetings and briefings.
- Assisted in creating content for school-based Instructional Leaders throughout the state focused on school change, professional learning, and information about how to use the MSDE online resources.
- Coordinated the hiring, job assignments, and communications for 220 Master Teachers to create a lead teacher pipeline for Maryland.
- Built social media calendar, posts, advertising and promotions across social media platforms for Maryland Professional Learning

Winter 2011— Summer 2014

Johns Hopkins University

Columbia, MD

### School of Education Faculty Associate

Measured graduate student-learning outcomes, developed curriculum, assessed and improved student learning and evaluated course efficacy.

- Developed and designed graduate-level course materials and assessed student mastery of multimedia tools and competencies based on the *National Educational Technology Standards for Teachers*.
- Maintained knowledge of current and emerging instructional technologies in order to provide the most up to date information within course material.
- Created online and in-class collaborative learning environments so that students with different learning abilities may attain success.
- Maintained good relationships with students and regularly updated their online activities
- Assigned students to discussions and assignments to improve their learning techniques.

July 2011— Jun. 2012

Baltimore County Public  
Schools

Towson, MD

**Moodle Course Developer**

Adapted curriculum content including: activities, assessments, links and videos to use in the online learning platform, Moodle.

- Collaborated with classroom teachers to transition curriculum material from the existing flat classroom to an online learning environment.
- Created HTML templates, links, and utilized Web 2.0 tools to promote an interactive online classroom
- Worked to improve course access accountability, aesthetics, and usability.
- Provided support for teachers for teacher as they implemented the Moodle course.

Mar. 2010 — June 2012

Baltimore County Public  
Schools

Towson, MD

**Continuing Professional Development Course Developer**

Develops and creates hybrid courses targeting teachers and staff in the K-12 educational environments. Courses focusing on using PBworks' wikis, Microsoft Office, Web 2.0 tools, and other multimedia in the teaching and learning environment.

- Created course materials, practical application exercises for web development and responsible for lecture preparation.
- Aligned course material to timeline established by Baltimore County Public Schools.
- Maintained knowledge of current and emerging instructional technologies in order to provide the most up to date information within course material.
- Utilized the MSDE outline to create step-by-step activities and instructor directions for multiple sessions within a course.
- Reviewed feedback from instructors and participants then adjusted courses based on responses.

Aug. 2008— Oct. 2010

Scotts Branch Elementary

Randallstown, MD

**Technology Integration Teacher**

Provided leadership in the school by working with students and teachers to effectively integrate the use of technology into instruction that meets local, state and national standards for instructional technology.

- Worked collaboratively with classroom teachers to facilitate the integration of technology across the curriculum, both in the lab and in the classroom.
- Provided differentiated instruction using technology to meet individual learning requirements and to support a variety of learning styles and modalities.
- Used appropriate strategies to manage resources and the learning environment in the computer lab.
- Evaluated and reflected upon professional practices, emerging technologies, and current research to support student learning.
- Participated in planning and facilitation of professional developments for classroom teachers, support staff, administrators, and other technology integration teachers.
- Planned, implemented, and maintained the school wiki in which teachers, staff, and administrators collaborated on SIT, action teams, and professional developments
- Attended professional conferences related to Educational Technology: MSET (MICCA) and ISTE (NECC) in 2009 - 2012.
- Presented at the MSET conference 2010, about planning and implementation of a school wiki for teacher and staff collaboration

Aug. 2007— Oct. 2010

Scotts Branch Elementary

Randallstown, MD

**Elementary Technology Liaison**

Supported the use of technology in school by receiving requests for service, assesses the problem, and responds appropriately by solving the problem or by making the proper referral of the problem to the Technology Service Center.

- Worked with the STEM committee to coordinate technology maintenance and support throughout



AVA B. SPENCER, M. Ed.

(b)(6)

**Objective :** A professional position responsible for providing leadership and technical assistance to state education leaders and local school systems

**Experience**

Dec. 2013 to Present Maryland State Department of Education Baltimore, MD

**Education Program Supervisor**

- Leads technical support for ELA curricular design and Maryland College and Career Ready Standards (MCCRS) implementation
- Leads development of MCCRS resources
- Serves as OWG in development of content for the PARCC Assessment
- Provides quarterly briefings and PD for district ELA Supervisors

Jan. 2011 to Nov. 2013 Maryland State Department of Education Baltimore, MD

**Education Program Specialist I**

- Provides technical support to state wide curriculum revision teams
- Develops items for Maryland Common Core State Curriculum
- Provides technical assistance in the development of content for Educator Effectiveness Academies
- Provides technical assistance on the development of assessment items

2007- Sept. 2010 Maryland State Department of Education Baltimore, MD

**Coordinator, Office of Reading First**

- Provided support and technical assistance to local school systems to ensure compliance with State and Federal guidelines in the implementation of a federal grant program in Title I schools
- Reviewed and approved sub-grant proposals
- Monitored budgets and business operations of sub-grantees to ensure efficient and effective use of federal funds
- Coordinated the administration of benchmark and standardized assessments in local school systems
- Developed and coordinated statewide professional development in current research-based instructional practices
- Provided monitoring and technical assistance that focuses on goals to achieve positive results for ELL and students with disabilities
- Responded to problems and inquiries from local school systems and resolved issues
- Maintained records, and writes quarterly and annual reports to USDOE

2003-2007 Maryland State Department of Education Baltimore, MD

**Reading First Regional Specialist Office of Reading First**

- Provided technical assistance to local school systems in the implementation of a federal program
- Provided on-site monitoring and support of teachers to ensure quality instructional practices
- Planned and facilitated professional development in current research-based instructional practices
- Trained and assisted teachers in the analysis of data to drive instruction

1999-2003 Baltimore City Public School System Baltimore, MD

**Seminar Leader New Educators Professional Development Program**

1997-2003 Baltimore City Public School System Baltimore, MD

- Assisted in writing timelines, pacing charts, and quarterly assessments for Language Arts Curriculum.
- Trained new teachers in BCPSS Language Arts Curriculum
- Facilitated graduate level instructional coaching courses for College of Notre Dame

**Instructional Support Teacher/Reading Coach/Academic Coach**

Holabird Elementary School

- Collaborated in designing and developing the curriculum framework for Language Arts
- Collaborated in writing sample lesson plans for the English/Language Arts Curriculum Document
- Facilitated citywide workshops for teachers and administrators in Reading/Language Arts.
- Collaborated in writing quarterly assessments to accompany the English/Language Arts Curriculum Document.
- Supported teachers in the implementation of the curriculum
- Assisted with writing BCPSS Content Standards

1988-1997 Baltimore City Public School System Baltimore, MD

**Classroom Teacher Lakewood Elementary School**

Implemented daily instruction for a diverse student population.  
Provided staff development workshops.  
Served on MSPAP Support Cadre.  
Demonstrated instructional strategies and classroom management techniques.

1981-1988 Baltimore City Public Schools Baltimore, MD

**Title I Supplemental Teacher City Springs Elementary School**

- Provided instruction to Title I and other diverse students.
- Collaborated with administration in implementation of the Title I Program.

1973-1981 Baltimore City Public Schools Baltimore , MD

**Classroom Teacher Hampstead Hill Elementary School**

- Planned and implemented daily instruction for diverse students.
- Participated on school-wide committees.
- Maintained on-going record keeping of student progress.

**Education** 1997-2001 Morgan State University Baltimore, MD

- Master of Science in Educational Administration and Supervision

1986-1992 Coppin State College Baltimore , MD

Towson State College Baltimore , MD

Morgan State College Baltimore , MD

- Master's Equivalent in Elementary Education and Advanced Professional Certificate

1969-1973 Morgan State College Baltimore , MD

- Bachelor of Science in Elementary Education

### **Certification**

- Advanced Professional Certificate
- Administrator I Certification
- Reading (12)

### **Professional Organizations and Affiliations**

- Member of the International Reading Association and the Baltimore City Council International Reading Association
- Member of the Baltimore City Council for Social Studies
- Member of the State of Maryland International Reading Association

### **Awards and Achievements**

- City Council of Baltimore Resolution for Outstanding Service 2000
- The Baltimore Sun's Reading by 9 "Extra Mile" Award 1999
- School Leadership Certificate 1996
- Letter of Outstanding Service, Promising Practices Conference 1996
- Teacher of the Year 1992

### **References**

- Available upon request.

**Daniel John Capozzi**  
**517 Hilton Avenue**  
**Catonsville, Maryland 21228**

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Mobile phone:   
Office phone: 410-767-0328  
Email: [daniel.capozzi@maryland.gov](mailto:daniel.capozzi@maryland.gov)

I currently hold the position **Education Program Specialist I – Professional Development Specialist** within the Division of Curriculum, Research, Assessment, and Accountability at the Maryland State Department of Education (MSDE). I have experience and background as a teacher, a school-based administrator, a central office administrator, a member of executive staff, and as a contractual Professional Learning Specialist at MSDE.

### **Relevant Work Experience:**

- February 2012 – Present: Maryland State Department of Education, Professional Learning Specialist I, Contractual and Permanent Employee: I was hired in 2012 as a contractual employee to assist in the development of the Online Professional Development Portal and the creation of the application used by districts to add professional learning materials to the Portal. At the same time, I worked with the team that created and implemented the Educator Effectiveness Academies (2012 & 2013), assuming among other responsibilities, the coordination of the Notice of Grant Award process (NOGA) to LEAs for the Educator Effectiveness Academies (EEA) and the Teacher Induction Academy (TIA). This involved notifying Superintendents of the amount of each grant award, observing all federal guidelines regarding these grants, following up with LEAs to be sure the funds were expended according to the grant award, and ensuring that appropriate reimbursements are made to the LEAs. In 2014 and 2015, our team organized and provided support for the College and Career Readiness Conferences. In 2015, I applied for an open position and was made a permanent employee at MSDE. In the summer of 2016, our team organized and provided support for the MSDE EdCamps. I have maintained my role in the NOGA process, creating them for various MSDE professional learning activities.

Title II, Part A - I am responsible for providing support to the districts and conducting district Title II, Part A grant monitoring visits and follow-up, reviewing and responding to the districts' grant documents, and reviewing and responding to districts' Professional Development Plans, a portion of the Bridge to Excellence Master Plans.

Teacher Induction - I have been assigned to be the point person for the state's teacher induction efforts, with primary responsibility for conducting briefings for district induction coordinators/liaisons, providing support to districts, and for providing training for new mentors.

Professional Learning - I am a part of a team that is responsible for conducting briefings for district professional learning liaisons and district Title II representatives. I have been the PL

representative on several LEA Support Visits, and work with the English Language Arts team to conduct briefings and to produce webinars.

Immediate Supervisor: Cecilia J. Roe, Director, DCRAA

I am currently employed by MSDE.

- July 2010 – August 2011: Talbot County Public Schools, Assistant Superintendent for Support Services: I was responsible for managing the day-to-day operations of the offices of personnel, food services, transportation, and plant operations for a small, public school system on Maryland's Eastern Shore. I served in a senior staff position to advise the superintendent and to assist in decision-making. I served as the school system's primary contact with the Talbot County Council and in conversations/negotiations with the school system's labor unions. My office was responsible for the final editing and submission of school board policies and administrative regulations.

Immediate Supervisor: Dr. Karen Salmon, Former Superintendent

Reason for leaving: My position was eliminated due to budget cuts.

- July 2002 – June 2010: Baltimore County Public Schools (BCPS), Manager, Office of Staff Relations: In my role as manager, I served at the direction of the superintendent, the deputy superintendent, and the assistant superintendent for Human Resources. I was solely responsible for the implementation of the staff relations/labor relations program for BCPS, a large, urban, public school system in central Maryland with over 17,000 employees. I provided service and advice to the entire school system, from the superintendent to all classifications of employees. I had the responsibility to serve as the chief negotiator, to bargain with the employee unions, and to manage the negotiated agreements for each of the five bargaining units. I served as the superintendent's designee in the appeal of employee grievances at the highest level, and in matters related to appeals under Sections 4-205(c) and 6-202 of the Education Article of the Annotated Code of Maryland. I was charged with reviewing the HR policies, and making recommendations for revision, deletion, or the creation of new policies and superintendent's rules. I worked with appropriate staff to revise existing policies or create new policies. I provided professional learning opportunities for managers, supervisors, and executive staff regarding the appraisal process and labor relations.

Immediate Supervisor: Dr. Donald Peccia, Asst. Superintendent, Human Resources (Deceased)

Reason for leaving: I retired with almost 32 years of service to take a position in the Talbot County Public Schools.

- July 1986 – June 2002: Baltimore County Public Schools, Principal/Assistant Principal: As a principal, I had the primary responsibility for maintaining an effective teaching and learning environment in large elementary schools in Baltimore County. I was the instructional leader in the schools in which I served, and provided the majority of the professional development for staff. I effectively managed the appraisal process for staff, and managed the school budget.
- November 1978 – June 1986: Baltimore County Public Schools, Teacher: I was the instructional leader in the classroom, responsible for the teaching and learning environment in the room. I differentiated instruction for students of varying abilities and utilized a variety of

modalities to increase student achievement. During this period, I served in a number of volunteer positions with the Teachers Association of Baltimore County (TABCO), including the TABCO negotiating team and the public relations team (chairperson), and worked as assistant wrestling coach for Catonsville High School. I was the volunteer sponsor for a Young Astronauts Program for two years until I was promoted to the position of assistant principal.

### **Education:**

- Loyola College of Maryland (now Loyola University Maryland), Master's Degree in Educational Management and Supervision; Degree conferred on September 30, 1984.
- Gettysburg College, Gettysburg Pennsylvania, Bachelor's Degree in Psychology with a certificate in elementary education; Degree conferred on June 4, 1978.

### **References:**

- Ms. Cecilia J. Roe, Director  
Instructional Assessment and Professional Development  
Division of Curriculum, Research, Assessment, and Accountability  
Maryland State Department of Education  
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- Dr. Karen Salmon, State Superintendent  
Maryland State Department of Education  
200 W. Baltimore Street  
Baltimore, Maryland 21201  
Email: [karen.salmon@maryland.gov](mailto:karen.salmon@maryland.gov)
- Mr. Randall Grimsley, Executive Director, Human Resources (Retired)  
Baltimore County Public Schools  
Phone: 410-828-4287

## Daniel Martz

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200 W. Baltimore Street  
Baltimore, MD 21202  
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## Education

**B.S.** University of Maryland, College Park, MD 1996

**M.Ed.** University of Maryland, College Park, MD 1999

**Supervisor I & II** Hood College, Frederick, MD 2003

## Professional Experience

December 2016 - PRESENT

**MSDE - Branch Chief, Performance Support and Technical Assistance**

January 2011 - November 2016

**Frederick County Public Schools, Frederick, MD - Director of Special Education and Psychological Services**

July 2009 - January 2011

**Frederick County Public Schools, Frederick, MD - Supervisor of Special Education for Compliance**

July 2004 - January 2009

**Frederick County Public Schools, Frederick, MD - Instructional Coordinator of Special Education for Middle Schools**

July 2003- July 2004

**Frederick County Public Schools, Frederick, MD - Special Education Teacher Specialist**

July 1996-June 2003

**Frederick County Public Schools, Frederick, MD - Special Education Teacher**

## Professional Affiliations

Council for Exceptional Children

**Laura M. Hook**

**37 Dunmore Road ♦ Catonsville, MD 21228 ♦ (410) 961-5173 ♦ laura.hook@maryland.gov**

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**EDUCATION:**

- |   |                                |
|---|--------------------------------|
| Johns Hopkins University<br>Certification in Administration and Supervision   | Baltimore, MD<br>December 2005 |
| University of Maryland at Baltimore County<br>M.A. in Instructional Systems Development<br>♦ MD Teaching Certification: English for Speakers of Other Languages | Baltimore, MD<br>May 2003      |
| Duquesne University<br>B.S. in Education<br>♦ MD Teaching Certifications: Elementary Education and Special Education  | Pittsburgh, PA<br>May 1999     |

**RELATED WORK EXPERIENCES:**

***English Learner – Title III Specialist at Maryland State Department of Education***

*Maryland State Department of Education; Baltimore, MD; Winter 2013 to present*

- ♦ Provide leadership, technical assistance, and guidance to 24 Local Education Agencies in Maryland in the development and implementation of curriculum and instruction as well as with the administration of assessments for ELLs
- ♦ Provide leadership, technical assistance, and guidance for Title III grant funds and Master Planning
- ♦ Develop and apply a needs analysis related to areas for necessary training, create and deliver professional development activities based upon needs, and amplify professional development based upon feedback

***Adjunct Professor – College of Notre Dame of Maryland and University of Maryland, Baltimore County (UMBC)***

*Various locations; Howard County and UMBC, MD; Summer 2009 to present*

- ♦ Provide instruction for three-credit courses in the Graduate Program: Methods and Techniques in Teaching English as a Second Language and Project Seminar
- ♦ Taught three-credit Ph.D. course for the program of Instructional Leadership for Changing Populations: Computer Assisted Instruction for Language Learning
- ♦ Develop syllabi, materials, course contents, and assignments, teach courses, and evaluate participant performance

***Curriculum Coordinator – English for Speakers of Other Languages in Howard County Public School System***

*Central Office Building; Ellicott City, MD; Spring 2009 to Winter 2013*

- ♦ Coordinate the program for English for Speakers of Other Languages in 74 public schools in Howard County
- ♦ Oversee all aspects of language proficiency instruction and testing: develop curriculum and resources for content and language instruction, provide professional development, plan and coordinate administration of the state-selected English language proficiency assessments (*LAS Links* and *ACCESS for ELLs*), monitor administration and test security, and review, disseminate, and utilize results to improve programming
- ♦ Collaborate with school-based, community, Central Office, and Maryland State Department of Education personnel to build partnerships and help accelerate the academic achievement of English language learners

***Consultant for the Elementary School Literacy Program – National Geographic School Publishing***

*Virtual site; Carmel, CA; Fall 2008 to Spring 2010*

- ♦ Review materials and offer feedback for the development of a literacy program for English language learners
- ♦ Participate in Web-Ex discussion groups with literacy and language experts

***Resource Teacher – English for Speakers of Other Languages in Howard County Public School System***

*Faulkner Ridge Center; Columbia, MD; Fall 2005 to Spring 2009*

- ♦ Collaborate with Coordinator, school-based, and Central Office personnel and community agencies to develop and provide curriculum and services to support the academic achievement of English language learners
- ♦ Assist in the coordination, training, administration, and score analysis for the state-selected English language proficiency assessments and conduct professional development activities

***Teacher – English for Speakers of Other Languages Special Education in Howard County Public School System***

*Hollifield Station and Guilford Elementary Schools – August 1999 to June 2005 and Summers of 2007 and 2008*

- ♦ Provide meaningful, data-driven instruction and a safe learning environment for English language learners
- ♦ Collaborate with other professionals and coordinate services for English language learners

**RELATED WORK EXPERIENCES, continued:**

***Subject Matter Expert***

*The National Foreign Language Center (NFLC) – University of Maryland; College Park, MD; Summer 2004 to Summer 2006*

- ♦ Utilize LangNet, a foreign language e-learning content management system, to create exemplary activities to help adult language learners reinforce their skills in reading and listening

***Site Manager and Tutor for Tutorial Improvement Program***

*Howard County Homeless Shelter – Valencia Motel; Laurel, MD; Fall 1999 to Summer 2006*

- ♦ Ensure that all services build a sense of community as well as emphasize academics and collaborate with outside agencies to provide extracurricular activities and support for the students and families

***Consultant for Teachers Training Teachers Grant Project***

*Teachers of English to Speakers of Other Languages (TESOL) – Alexandria, VA; Spring 2005*

- ♦ Create interactive activities, a presentation, and handouts regarding English language learners with learning disabilities to use when training teachers in Yonkers, New York

***Teacher and Intern Mentor – Department of Special Education in Howard County Public School System***

*Various elementary schools; Howard County, MD; Fall 1999 to Summer 2002; Summers of 2003, 2004, and 2005*

- ♦ Develop, implement, and monitor students' Individualized Education and Behavior Intervention Plans and conduct assessments, analyze results, and report educational evaluations to determine eligibility for services

**PROFESSIONAL MEMBERSHIPS, OTHER PROFESSIONAL EXPERIENCES, AND ACADEMIC HONORS:**

**Professional Memberships and Positions Held:**

- ♦ FIRN Nonprofit Organization Board of Directors Vice-President
- ♦ Maryland Teachers of English as a Second Official Language (MDTESOL) President
- ♦ Teachers of English as a Second Official Language (TESOL) member and conference team member
- ♦ Leadership I in Howard County Public Schools Strand Facilitator
- ♦ Howard County Public School System Elementary Curricular Advisory Committee Chair
- ♦ ESOL Leadership Team Facilitator
- ♦ Phi Delta Kappa (PDK) member
- ♦ Council for Exceptional Children member

**Other Professional Experiences:**

- ♦ Instructional Coaching I and II Professional Development participant
- ♦ Professional Development Resource for ESOL teacher meetings
- ♦ Trainer for new teachers of English for Speakers of Other Languages (ESOL)
- ♦ Designing Quality Inclusive Education (DQIE) Team member
- ♦ LD/ADHD Design Team member
- ♦ A+ Partnership Committee Member
- ♦ Instructional Intervention Team (IIT) member
- ♦ Data Management Team member
- ♦ Presenter at multiple professional development opportunities and local, state, and national conferences

# Robin L. Hopkins

## Skills

Educational Leadership • Program Management and Design • Technology Integration • Curriculum Development • Adult Learning • Instructional Design • Consulting

## Work Experience

January 2015-Present

*Ready At Five, Baltimore, Maryland*

### Senior Program Director

- Responsibilities include providing programmatic and administrative direction and oversight for all professional development activities and early childhood programming
- Managing consultant staff and outside experts as part of a comprehensive approach to program development and implementation
- Working with the Executive Director and the Executive Leadership Committee to chart Ready At Five's future growth and strategic response to an increasing demand for implementation and expansion of current programs
- Enhancing current programs and developing new programs and services to maximize synergies among program areas while maintaining quality
- Conceptualizing and writing grant proposals in response to RFPs and based on needs assessments
- Evaluating the effectiveness and sustainability of programs and providing comprehensive reporting to stakeholders
- Communicating Ready At Five's mission and vision through representation on committees, cooperation with partner organizations, and through public outreach

July 2012-January 2014

*Maryland Public Television, Owings Mills, Maryland*

### Director, K-12 Educational Services

- Responsibilities include providing content management and oversight for all K-12 educational services including curriculum development and alignment, professional development services, and evaluation activities
- Identifying, developing, and implementing new educational services designed to serve the K-12 community
- Managing the administration of all online professional development courses offered through MPT

August 2009-July 2012

*The Johns Hopkins University Center for Technology in Education, Columbia, Maryland*

**Project Manager**

- Responsibilities include developing the logistical plan and processes for implementing Maryland EXCELS, a statewide Quality Rating Improvement System for early childhood programs
- Directing the development of the processes, feasibility objectives, and evaluation plan for a comprehensive statewide pilot program for Maryland EXCELS, including providing program coordination for all participants
- Coordinating the development of the website and online management tool for Maryland EXCELS
- Drafting the QRIS section of Maryland's successful application to the Federal Early Learning Challenge Fund, a \$50 million grant award to the state for early childhood education
- Leading a national review and revision process for a state-created set of developmental guidelines for children from birth through three
- Coordinating and leading an Advisory Board of MSDE and CTE personnel, as well as local stakeholders, to review feedback and make decisions about changes to the guidelines
- Creating and facilitating an online survey for end users, including 2,500 family and child care center providers
- Assisting in the development of a revised Validators Training Institute to train current and prospective Validators in the MSDE Accreditation Protocol
- Planning, supporting, and co-presenting a 3 three-day training session for current and prospective MSDE Validators

August 2008-August 2009

*The Kiddie Academy, Inc., Abingdon, Maryland*

**Education Project Manager**

- Responsibilities include developing an implementation guide for teachers and franchisees to support the proprietary developmentally appropriate educational practices; and technology, character, and health and fitness curricula
- Working with a third-party technology company to develop a pilot project for implementing successful and safe web applications for teachers and students
- Revising current proprietary curricular materials for various age groups to meet state standards in content areas
- Developing and reviewing supporting documentation for a pilot program in an international, trans-regional accreditation process
- Working with new and established franchisees and directors to solve curricular, operational, and behavioral concerns through an established support system
- Providing observation and support to teachers and academy leadership to improve educational outcomes for students

March 2007-August 2009

*The Johns Hopkins University Center for Technology in Education, Columbia, Maryland*

**Associate, Online Learning and Boundless Learning**

- Responsibilities include developing and editing a training manual for an explicit instructional delivery method, and participating and facilitating training events for teachers in a pilot project
- Writing content, identifying resources, editing outsourced content, and aggregating feedback for a new website that serves as a gateway for early childhood and preschool intervention programs in Maryland
- Developing an online tutorial for administrators on creating high performance teacher teams to monitor student progress
- Writing a fully-online facilitated course for the MSDE Transition Assistance Program for educators working in Maryland correctional facilities
- Writing fully-online facilitated graduate level courses for the Program Management and Implementation and Staff Development and Leadership in the Out-of-School Time Learning certificate program

**Education**

*Johns Hopkins University, Baltimore, Maryland*

MS Ed., Educational Studies, May 2010

Graduate Certificate, Effective Teaching of Reading, December 2009

Graduate Certificate, Leadership in Technology Integration, December 2009

*Towson University, Towson, Maryland*

Bachelor of Science in Elementary Education; May 1999

**Committees and Organizations**

Maryland State Department of Education, Research Advisory Group

Wide Angle Youth Media, Business Development Committee

Baltimore's Promise, Kindergarten Readiness Quality Action Team

**References Available Upon Request**

**Kanika L. Dorsey**

(b)(6)

**EDUCATION**

**Bowie State University, School of Education, Department of Curriculum and Instruction**  
*Master's in Secondary Education*

**Bowie, MD**

**University of Maryland, College of Education, Department of Human Development**  
*Literacy Coaching Certificate*

**College Park, MD**

**CERTIFICATIONS**

*Administration I Certificate*

*Literacy Coach Certificate*

**WORK EXPERIENCE**

*Teaching and Administration Experience*

**November 2012 – Present**

**Baltimore, MD**

**Maryland State Department of Education**

Education Program Specialist, ELA

Participate in Face to Face item reviews and passage reviews working with educators from all PARCC states

Collaborate with Formative Assessment to review and monitor assessment items for teacher use for Race to the Top

Create activities for professional development for educators in grades 7 & 8 for the ELA team to plan and deliver EEA, 2013 and 2014 for Race to the Top

Align, revise, and develop grades 7 & 8 units for Maryland Educators to use around the state

Work with Pearson to create Middle School Intervention/Enrichment Modules for teachers and students to utilize across the state

Review vendor provided materials for MPT and other online courses to ensure quality for Maryland State Educators

Work with grade 7 & 8 educators to identify and develop resources for Common Core to implement in the classroom

Design webinar and materials for grades 7 & 8 for Educator Effectiveness Academy follow-up throughout the state

Revise and edit clarification statements for the Curriculum Management System for grades Pk-12

Plan and deliver professional development based on district need to various stakeholders in Maryland

Use specialized criteria to evaluate Higher Education and STEM grants for funding school programs at the district level

Track the progress of multiple schools across Maryland in order to meet established goals, targets, and performance measures for GEAR UP

Create summaries of meetings to focus on agenda items, related questions, and next steps for the program

Provide consulting, technical assistance, and site visits on GEAR UP issues to local school districts

Review and analyze GEAR UP grants to ensure that policies and procedures have been performed and review data to ensure that schools are meeting or exceeding their targets

Provide support to schools trying to increase the number of low-income students who are prepared to enter post-secondary education through their GEAR-UP Program

Independently review and makes notes about the strengths and weaknesses of grant proposals provided by LEAs

Review grants with panel members to score and provide recommendations

**August 2011- November 2012**

**Alexandria, VA**

**Fairfax County Public Schools**

Holmes Middle School

Resource Teacher/Test Coordinator

Implemented Read 180 for struggling readers to increase their reading by two grade levels

Closed the reading gap by assisting students through small group instruction using reading strategies

Managed students while working on the computer software for the program

Modeled fluency, spelling, vocabulary, phonics, phonemic awareness, and writing skills

Assisted with discipline for 7<sup>th</sup> grade students and provided appropriate consequences in accordance with school policy

Collected test tickets after state test have been administered for Virginia SOL

Created the school testing plan to implement according to FCPS rules and regulations

Reviewed all test materials that have been shipped to the school for accuracy and distributed to teachers for testing

**October 2011-June 2012**

**Washington, DC**

**District Of Columbia Schools**

Ballou Stay Senior High School (Part-Time Position)

### English Teacher

Facilitated professional development workshop to promote reading strategies throughout all contents  
Integrated higher order thinking skills and activities in daily instruction to promote student success  
Established and applied instructional techniques proven efficient in allowing students to master essential skills  
Developed rapport with students to ensure student needs were being met  
Supported school based committees of staff that function to improve the learning and social environment of the school for the students  
Collected and maintained data on students to track continued progress and growth in the content  
Monitored student assessments through pre and post-test to ensure the successful completion of the curriculum

### **August 2010 – July 2011**

#### **Prince George's County Public Schools**

**Oxon Hill, MD**

Office of Professional Development & Teacher Leadership

#### Instructional Literacy Coach

Increased test scores by 20% on county and state assessments for four consecutive years in ELA  
Determined school strengths and areas of improvement in ELA to improve reading and writing for achievement  
Collaborated with school administration and the ELA department to conduct school needs assessments  
Provided opportunities for small and large group discussions related to teacher needs to improve instruction  
Communicated with support staff to assist teachers in achieving goals defined in the School's Improvement Plan  
Prioritized the needs of teachers while guiding the development and implementation of an action plan to raise test scores to close the achievement gap  
Acted as a liaison to communicate the findings of the R/ELA department needs with administration, teachers, the Area and Regional offices  
Observed and provided feedback to teachers on instruction related to lesson planning, assessment, and student needs  
Received feedback from the principal, Area Office, and the Office of Professional Development and Teacher Leadership for professional growth  
Monitored and assessed student achievement through data collection and analysis to report findings to the principal and Area Office  
Managed the data for the school using PMAPP to target growth and areas of improvement with instructional strategies for each department  
Communicated effectively with students, staff, parents, administration, area offices, and all community stakeholders  
Coordinated and supervised school fundraising events to raise money for extra-curricular activities  
Organized the end of the year activities for 8<sup>th</sup> grade that included promotion and the school dance  
Communicated with staff and parents by publishing quarterly newsletters with pertinent school information

### **August 2006 – August 2010**

#### **Prince George's County Public Schools**

**Mitchellville, MD**

Ernest E. Just Middle School

#### R/ELA Department Chairperson/8<sup>th</sup> Grade R/ELA A.V.I.D. Teacher

Established and applied instructional techniques proven efficient in allowing students to master essential skills  
Guided and modified instruction tailored to the needs of every student  
Integrated student use of educational technology into all facets of instructional delivery  
Gathered, analyzed, and presented formal and informal assessment data to track student performance  
Provided professional development through modeling and demonstrations in A.V.I.D. strategies  
Initiated school wide reading program to improve MSA test scores  
Attended parent conferences to ensure that student needs were met  
Increased MSA test scores from 5% to 10% points in ELA from the previous year to make AYP  
Facilitated structures for professional learning to support teachers and improve instructional practices  
Attended meetings to edit, revise and implement the school improvement plan  
Provided feedback to teachers on their implementation of appropriate teaching practices  
Organized and facilitated Literacy Night to help parents learn ELA objectives that students were deemed weak  
Maintained collaborative planning meetings to discuss data and teacher needs  
Served on the Alternative Governance team to handle school requirements for the ELA Department

### **November 2009 – June 2011**

#### **Prince George's County Public Schools**

**Mitchellville, MD**

Ernest E. Just Middle School

#### Extended Learning Opportunities Coordinator

Hired English Language Arts and Math teachers to instruct students  
Identified the after school curriculum to be used for instruction  
Coordinated after school transportation for all students  
Assisted the principal with the supervision of the financial budget and operation  
Assisted with discipline for 7<sup>th</sup> /8<sup>th</sup> grade students and maintained an orderly school environment  
Created and maintained Master Schedule for students and teachers throughout the program  
Supported and monitored each individual student's IEP to ensure compliance with special education regulation mandated by the state and federal government

**November 2002 - June 2006**

**New York City Department of Education**

**Bronx, NY**

C.I.S. 313

8<sup>th</sup> Grade ELA Teacher

Implemented a balanced literacy program via differentiated instruction to meet every child's need  
Created daily lesson plans for Communications Arts, Math, and Science  
Collected, evaluated, and presented formal and informal assessment data to track student performance  
Maintained monthly bulletin boards to display student work  
Attended workshops to facilitate teacher advancement and professional growth  
Supervised after school program for test sophistication in Communication Arts and Math  
Supervised Saturday school for extra-curricular activities  
Promoted success for every student in a diverse educational environment utilizing centers

#### **CONFERENCES, COMMUNITY SERVICE, INTERESTS, & AWARDS**

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National Junior Honor Society Teacher Sponsor, Rose Court Teacher Sponsor, Just Jewels Teacher Sponsor, Nominated Teacher of the Quarter, A.V.I.D. All-Star, A.V.I.D. Conference, Member of School Improvement Team, Teacher Mentor, Girl Scout Award Advisor, Member of the Alternative Governance Team, Promotion Coordinator, EEJMS Newsletter Writer, Ernest E. Just Teacher of the Year, Nominated Teacher of the Year for PGCPS, and Read Plus Grant Writer

#### **PROFESSIONAL DEVELOPMENT**

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2015 NCCEP/Gear Up Capacity-Building Workshop; College Board Workshop: Dream Deferred/Historically Black College and Universities; SLO; Interview Skills Training; Curriculum Writing for R/ELA; Literacy Coach Master's Certificate; Attending Professional Development Workshops: A.V.I.D. Training, Powering Up With Technology, Effective Presentation Skills for Professional Development, Teacher Leaders for Professional Development, Data Warehouse, National Middle School Conference, Read180, DRA Middle Grades, and Kagan

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# LAURA LICCIONE

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(b)(6)

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## OBJECTIVE

Provide leadership, technical assistance, and guidance to support the growth and development of teacher leaders and assistant principals.

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## SKILLS & MEMBERSHIP

Building Instructional Leadership Training, Level I and Level II  
Student Learning Objectives Training  
Smart Technologies, WebEx, Google Suite, Blackboard, Microsoft Word, PowerPoint, Excel, Publisher, MovieMaker, PhotoStory 3, Twitter, Websites  
Johns Hopkins Alumni Association  
Association for the Supervision of Curriculum Development, ASCD  
Learning Forward National  
Association of Middle Level Education, AMLE

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## EXPERIENCE

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### Maryland State Department of Education Professional Learning Specialist

January 2017-Present

- Provided leadership and technical assistance in the development, communication and implementation of professional learning communities in select Maryland schools on building teacher capacity through a peer coaching model.
- Increased percentage of schools' participation, in current cohort, from 30% to almost 70% within three months; Collected pictures, videos, testimonials, interviews, assessment data, and other artifacts as evidence of impact of grant funds within schools.
- Rebranded the peer coaching model to capture the data-dialogue and collaboration components around increasing student achievement; Increased percent of LEAs from 46% to almost 70% for incoming cohort.
- Conducted walk-throughs with MSDE Priority Monitoring Team
- Supported other professional learning activities in Division such as induction, mentoring, FAME, and the Bridge Project.
- Self-study of FAME and FARROP modules, tools and resources to increase my capacity on offering support to schools.

### Anne Arundel County Public Schools Teacher, Department Chair, School Performance Coach

February 2001-August 2017

- Implemented structured, weekly collaboration between content area teachers and department chairs in analyzing data and creating target and standards-based assessments, differentiated instruction and project-based learning.
- Led science teachers in planning and delivering quality instruction based upon School Improvement Goals, district goals, NGSS and CCSS by integrating technology.
- Conducted job-embedded, customized professional development and traditional setting PD on UDL, STEMscopes, visible Thinking Routines (Harvard School of Education, Project Zero).
- Provided differentiated instruction to over 130 students in co-taught, standard and advanced 7<sup>th</sup> grade English/Language Arts courses.
- Increased Benchmark and Maryland State Assessment reading scores across student groups through Differentiated Instruction and technology integration.
- As Equity Liaison, managed team of teachers and parents to ensure academic and disciplinary equity among at-risk student groups;
- Integrated technology with a School Improvement focus on reading and math
- Created and managed a technology initiative entitled *H.O.L.A. (Hispanic Outreach for Literacy Advancement)*, for Hispanic families and students.

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# Laura Liccione

## PROFESSIONAL SUMMARY

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Data Coach - School  
Improvement Specialist -  
Program Manager/Coordinator  
– Teacher -Technology  
Professional Development

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Data analysis - Computer  
applications - Professional  
Development  
Presenter/Facilitator -  
Curriculum Writer/Developer

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Creating collaborative and  
productive teams - Analyzing  
multiple data sets for action  
plan - Creating and facilitating  
professional development -  
Instructional coaching and  
differentiated lesson planning

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## EDUCATION

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### McDaniel College

Curriculum and Instruction, Masters

Administrator I Certification

### Johns Hopkins University, School of Education

Graduate Certificate in Leadership in Technology Integration for  
School Improvement

### University of Maryland, Baltimore County

### University of Maryland, University College

BS degree, Behavioral and Social Science; Computer Applications  
Elementary Education Certification, (1-8); Special Education and all  
subject areas

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## AWARDS & PRESENTATIONS

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- Selected to write AACPS 6<sup>th</sup> grade science curriculum and assessments (NGSS)
- Selected to present at the Teaching and Learning Conference on engaging students in productive discourse in all content areas, October 2016
- Served on Interview Panel for English/Language Arts candidates at AACPS Job Diversity Fair for SY2016/17
- Selected to write Advisory lessons for AACPS for SY 2016/17
- Selected to participate on the AACPS Superintendent's Advisory Panel, 2014-2016
- Co-Leader for Leadership Development Campaign, June 2015- 2016
- Served on Interview Panel for AACPS Literacy Coach, 2015-16
- Presented collaborative planning model to May 2015 Principal's Meeting
- English/Language Arts Action Management Team (AMT), AACPS Strategic Plan Indicator 2; Spearheaded Literacy Coach Initiative and interview panel, 2012-2014
- Student Learning Objective (SLO) Professional Development Reviewer, 2013-Present
- Common Core State Standards Conference Presenter, 2014/15
- AACPS Family Involvement Conference Presenter, 2014/15
- School Performance Coaches' Meeting Presenter, 2014/15
- Served on interview Panel participant for AACPS Reading Resource Teachers, 2014
- Advanced English/Language Arts curriculum writer (CCSS), 2012
- Nomination for AACPS Teacher of the Year, 2009
- Advanced Professional Certificate, AACPS (grades 1-8), 2008
- 2008-09 Maryland State Association for Elementary Principals Grant co-writer
- 2009 MICCA Poster Presentation at Baltimore Convention Center

# MARILYN MUIRHEAD

(b)(6)

*Project Manager with twenty + years of experience managing OSEP and U.S. Department of Education technical assistance grants focused on professional learning and organizational change.*

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## PROFESSIONAL EXPERIENCE

### MARYLAND STATE DEPARTMENT OF EDUCATION, BALTIMORE, MD

State Personnel Development Grant Coordinator, September 2013 – Present

- Coordinate all professional learning activities for the State Personnel Development Grant
- Co-Developer of stage-based implementation tool, TAP-IT Digital Portfolio, that is used by implementation teams to make data-based decisions
- Demonstrated expertise in implementation science
- Manage annual million dollar budget for sub-grantees
- Write Annual Performance Reports for funder
- Conceptualized the federally required State Systemic Improvement Plan for TA support

### THE GEORGE WASHINGTON UNIVERSITY, WASHINGTON DC

Associate Project Director of the Mid-Atlantic Comprehensive Center October 2005 – January 2011

- Led and managed teams of technical assistance providers
- Formed collaborative relationships with organizational leaders and practitioners focused on results
- Expert at conceptualizing, planning, and proposing high quality technical assistance for state and local education agencies
- Skilled at building SEA capacity to implement federal reform policies such as ARRA, Race to the Top, School Improvement Grants (SIG) and Race to the Top Early Learning Challenge
- Produced reports, briefs, and resources for SEAs and districts regarding reform initiatives
- Skilled at implementation of SIG initiatives at SEA and district levels
- Created and implemented Statewide System of Support Spotlight Series and regional events on Systems thinking for systems building: Supporting high quality early learning (May 2012); Redesigning Statewide Accountability (January 2012); Leading Successful Schoolwide Turnaround: The role of state, school, and district leadership in turning around low-performing schools (April 2011); Implementing SIG Models (2010)

### THE GEORGE WASHINGTON UNIVERSITY, WASHINGTON DC

Research Scientist the Region III Comprehensive Center October 1996 – September 2004

- Assisted the New Jersey Department of Education (NJ DOE) in aligning multiple initiatives into the New Jersey Quality Single Accountability Continuum (NJ QSAC), a single state accountability policy
- Provided extensive support to Abbott Districts in New Jersey to develop district and school accountability systems based on continuous improvement
- Assisted NJ DOE in the development of school support teams to conduct academic audits of schools in need of improvement
- Conducted ongoing consultation and training of NJ DOE staff on No Child Left Behind (NCLB)
- Support School Management Teams in Abbott Districts to increase knowledge and skills in the following areas: (1) Comprehensive School Reform Demonstration Programs and NJ Whole School

1725 Park Avenue  
Baltimore, Maryland 21217

[muirheadmarilyn@gmail.com](mailto:muirheadmarilyn@gmail.com)

PR/Award # S371C170009

Reform, (2) Data collection and analysis of school data, (3) Creation of a profile, based on data, of an individual school's needs, (4) How to determine the "right" Comprehensive School Reform model based on a school's priority needs

- Peer reviewer for the NCLB Standards and Assessment Peer Review process
- Participated in the February 2005 state assessment reviews
- Facilitated the development of NJ English Language Proficiency Standards
- Initiated and designed a regional forum for the Office of English Language Acquisition (OELA), SEA Title III and I directors and Comprehensive Center staff to develop AMAO targets in response to NCLB

### **THE GEORGE WASHINGTON UNIVERSITY, WASHINGTON DC**

Research Associate the Evaluation Assistance Center East January 1994 – September 1996

- Provided technical assistance in program evaluation and student assessment to educators working with K-12 English language learners across 27 states and the District of Columbia
- Designed and conducted presentations for policymakers on the implications of the 1994 reauthorization of ESEA, Improving America's Schools Act (IASA), federal legislation on state assessment policy for English language learners
- Trained educators in the development of formative evaluations for programs for English Language Learners
- Initiated and coordinated a dialogue between OELA staff and CRESST researchers to develop a research agenda around the construct of academic language
- Provided training to teachers in aligning English language proficiency standards to instruction

## **EDUCATION**

### **BOSTON UNIVERSITY, Boston, MA**

*Bachelor of Liberal Studies Special Education, September 1973*

### **TEACHER'S COLLEGE, COLUMBIA UNIVERSITY, New York, NY**

*Master's degree in TESOL, January 1983*

### **TEACHER'S COLLEGE, COLUMBIA UNIVERSITY, New York, NY**

*Doctor of Education degree in Organizational Change and Leadership, January, 2007*

## **ADDITIONAL SKILLS**

- Systems Implementation Coach
- Grant Proposal Writer

Kathleen Maher-Baker

(b)(6)

### Education

- 1994 Master's Degree in Secondary Education  
Towson University
- 1986 Bachelor's Degree in English  
Concentration in Secondary Education  
Towson University

### Experience

- 4/2015 – present ELA High School Specialist  
Maryland State Department of Education 200 W. Baltimore Street,  
Baltimore, MD 21201

Duties Include providing support and input to the development of PARCC assessments; organizing the revision of Bridge Plans to address Maryland College and Career Ready Standards; updating teachers on high stakes assessments; creating professional development for educators; editing student and teacher learning modules; presenting information to LEAs and teachers regarding changes to COMAR; and working with the State Standards for English Committee as a liaison between public education and institutions of higher education.

- 1998 – 4/2015 English Teacher/Department Chairman  
Loch Raven High School 1212 Cowpens Ave., Baltimore, MD 21286

Duties included planning, implementing, and revising lessons; maintaining records; working with students, parents, teachers, administrators, and community members; working with student teachers as liaison to Loyola University of Maryland; planning and implementing programs to support SAT, PSAT, HSA, and PARCC preparation and remediation.

- 1986 - 1998 English Teacher  
Sparrows Point High School 7400 North Point Road, Baltimore, MD  
21219

Duties included teaching layout and design, instructing students on PageMaker 5.0, organizing and maintaining accurate financial records, piloting reading materials for the grade 10 and grade 12 curriculums, working with student teachers, and coaching new teachers in the building.

### Program Development

2013 – 2014	Community Read Program Coordinated support of One Maryland One Book by creating a community book talk for students, parents, teachers, and community members; organizing discussions with guest speakers; verifying participation in the program.
2008 – 2013	Word Wright Coordinator Established membership in the Word Wright program to introduce students to Advanced Placement style questions and readings.
2011 – 2015	SAT co-coordinator Responsible for preparing and managing meetings, attending workshops, evaluating SAT data, developing SAT school-wide strategies, and conducting SAT practice tests
1999 - 2015	Loch Raven/Loyola College Professional Development School Site Coordinator Organized committee meetings, arranged intern/partner relationships, strengthened the faculty and college partnership, organized potential Loyola course enrollments, established and implemented strategic planning sessions and committees.

### Committees

ELA OWG	-Evaluate passages and test items for the PARCC assessment; interpret data on student responses; build test forms for future testing administrations; review products created for test takers
SSEC	-Work with IHE to strengthen the relationship between public schools and college.
Strategic Planning Committee	-Developed a proposal to support the school initiatives outlined in the School Progress Plan, met regularly with team members to create teacher-friendly activities, with a focus on SAT and PARCC assessments.
12 <sup>th</sup> Grade Curriculum Design Team	- Outlined units, assessments, and essential questions to drive the writing of a full curriculum aligned with CCRS and PARCC-type assessments.
10 <sup>th</sup> Grade Curriculum Revision	- Created Performance Based Assessments and lessons in alignment with CCSS.
11 <sup>th</sup> Grade Curriculum Revision	-Created Performance Based Assessments and lessons in alignment with CCSS.
Curriculum Design Workgroup	-worked closely with the CCSS to align existing activities to mirror the Common Core Anchor Standards.
Educators Effectiveness Academy Team	-attended workshops in order to share the changes to the BCPS curriculum guides, explain new vocabulary and implementation of national standards.

### **Professional Development Activities**

- Presented revised 11<sup>th</sup> Grade curriculum at the English Professional Development day (2014)
- Presented revised 11<sup>th</sup> Grade curriculum at the English Professional Development day (2013)
- Presented new 11<sup>th</sup> Grade curriculum guide at the English Professional Development day (2012)
- Wrote, revised, and edited curriculum to align with CCSS (2012- present)
- Presented Common Core State Standards and close reading (2010 – present)

### **Honors and Awards**

- Loyola University Maryland Teacher of the Year (2013)  
Loch Raven High School Outstanding teacher (2000, 2001, 2005, 2006)

**References and additional information available upon request.**

**STATE OF MARYLAND  
DEPARTMENT OF BUDGET AND MANAGEMENT  
OFFICE OF PERSONNEL SERVICES AND BENEFITS  
301 West Preston Street  
Baltimore, Maryland 21201**

**POSITION DESCRIPTION**

REVIEW INSTRUCTIONS PRIOR TO COMPLETION

**PART I. IDENTIFYING POSITION INFORMATION**

**ITEMS 1-6** to be completed by Agency Personnel Office.

1.	PIN Contractual	2.	CLASS CODE/GRADE 5055/21
3.	SERVICE Professional	4.	IS THIS POSITION DESIGNATED AS A SPECIAL APPOINTMENT?
5.	OVERTIME STATUS	6.	AGENCY APPROPRIATION CODE 36.01.01.03.400

**ITEMS 7-13** to be completed by the supervisor.

7. Current Employee's Name, if applicable \_\_\_\_\_
8. Class Title Education Program Specialist  
Working Title, if different Striving Readers Comprehensive Literacy Grant Specialist
9. Department or Agency Name Maryland State Department of Education  
Division, Unit or Section Curriculum, Research, Assessment, and Accountability
10. Work Location/Address 200 W. Baltimore Street, Baltimore, MD 21201
11. Name of Immediate Supervisor Ava Spencer  
Title of Immediate Supervisor Coordinator of English Language Arts
12. Work Schedule: (Check all that apply)
- Permanent Day Shift                       Rotating Shift
- Permanent Evening Shift                       Full Time
- Permanent Night Shift                       Part Time
- Other (Explain) Contractual position, funded for the life of the grant.
13. If applicable, how long has the current employee been performing the duties listed below?

**PART II. POSITION FUNCTIONS**

**ITEMS 1-7** If additional space is required, attach a separate sheet.

1. **MAIN PURPOSE OF THE JOB:** Briefly describe the main purpose of this position and how it related to the mission of the agency.

This is a professional position providing leadership and oversight for Maryland’s Striving Readers Comprehensive Literacy Grant program, and is responsible for providing leadership, supervision, and technical assistance in all matters pertaining to the grant implementation. The position oversees the implementation of the grant goals, provides support and technical assistance to SRCL subgrantees, monitors the fidelity of implementation of evidence based practices, and collects and shares data on the effectiveness of the projects.

2. **ESSENTIAL JOB FUNCTIONS AND OTHER ASSIGNED DUTIES** - List duty and responsibility statements that identify the essential job functions and other assigned duties. Essential job functions are the fundamental job duties of a position that if not performed will alter the job. (Identify **essential job functions** by highlighting, **underlining**, etc.)

% of Time and/or Weight of Importance	Job Duties
60%	<p><b>Provide leadership in the management, communication, and implementation of the Striving Readers Comprehensive Literacy grant program to ensure implementation of high-quality literacy plans and evidence-based practices for disadvantaged children.</b></p> <p>Provide leadership in the procurement, review, prioritizing, and awarding of federal SRCL grant funds to eligible LEAs. Performs grant management functions including, but not limited to, Request for Proposal development, application review and selection by an independent review panel.</p> <ul style="list-style-type: none"> <li>● Provide tools and resources for alignment of district literacy plans to the state Comprehensive Literacy Plan</li> <li>● Collaborate with Division of Early Childhood Development, Ready at Five, community based programs, and MSDE staff across divisions to plan and present symposia, workshops, and meetings on the alignment of comprehensive literacy plans, identifying and implementing interventions and practices supported by evidence, and using data to identify and serve disadvantaged children birth to grade 12.</li> <li>● Plan, collaborate, and implement additional professional learning, webinars, and meetings, as needed based on participant feedback and needs assessments.</li> </ul>

35%	<p><b>Manage the development and implementation of a monitoring plan to collect data and other information on the alignment of literacy plans, fidelity of implementation of evidence-based programs and practices, and effectiveness of projects.</b></p> <ul style="list-style-type: none"> <li>● Conduct regular site support visits and meetings to ascertain subgrantee concerns and needs.</li> <li>● Develop and share tools and resources for monitoring and evaluating projects to ensure continuous improvement.</li> <li>● Conduct regular monitoring visits using tools to collect data and other information in order to evaluate the effectiveness of projects.</li> <li>● Prepare reports and share results of monitoring with schools, LEAs, community based programs, and other stakeholders in a timely manner.</li> <li>● Work collaboratively with MSDE Office of Finance to keep accurate records of all grant financial activity to ensure fiscal responsibility.</li> </ul>
5%	Other grants related duties as assigned.

3. **LEVEL, FREQUENCY AND PURPOSE OF WORK CONTACTS:** List the contacts that this position has with individuals within the division, agency and department as well as other State agencies, other government agencies, private companies, clients, customers, vendors and the general public. These contacts may be in person, in writing or by telephone. Indicate how often the contact occurs. State the purpose of each contact, for example, to provide information, to explain procedures or decisions, to persuade or negotiate.

Regular contact with LEA grant project directors, central office staff, school leadership teams, as well as community based program staff, federal grant officers, accounting personnel regarding sub-grant projects, to monitor project success, ensure grant compliance, and provide technical assistance.

Frequent contacts with staff throughout the Division of Curriculum, Research, Assessment, and Accountability and other MSDE divisions:

- SRCL Program Specialist- daily contact to plan, receive updates, provide guidance to implement grant initiatives.
- Coordinator of English Language Arts- Frequent contact to share information, provide reports, and collaborate on literacy initiatives.
- Assistant State Superintendent for Curriculum, Research, Assessment, and Accountability- As needed, written/oral communication or reports to provide updates, answer questions, solicit advice or approval.

- Other program specialists and administrators in the Division of Early Childhood Development and other divisions at MSDE- Frequent contact to share information, solicit assistance, and collaborate on initiatives.

4. DECISIONS AND RECOMMENDATIONS: List the decisions and recommendations that this position makes which are necessary to carry out essential job functions. State to whom recommendations are made.

- Review, prioritize, and approve SRCL grant applications to award sub-grants to LEAs that meet all program goals and guidelines, including determining specific award amounts for competitive grant programs and projects.
- Review and approve LEA project director requests to amend grant programs or budgets.
- Recommend content of SRCL grant publications and web page content by collecting input from stakeholders and reviewing literature on effective outreach strategies.

5. EQUIPMENT USED - List equipment, machinery and tools used to complete this job, e.g. personal computer, calculator, typewriter, hand tools, measuring devices and lab equipment.

Personal computer, typewriter, photocopier, projector, fax machine, telephone, calculator, and adding machine

6. NATURE OF SUPERVISION RECEIVED - Check the type of supervision that is given to this position. See instructions Part II, Item 6 for definition of terms.

- |   |             |
|---|-------------|
| <input type="checkbox"/> Close                  | Supervision |
| <input type="checkbox"/> Moderate               | Supervision |
| <input checked="" type="checkbox"/> General     | Supervision |
| <input type="checkbox"/> Managerial Supervision |             |

7. WORKING CONDITIONS: (Check all that apply)

- Work involves exposure to uncomfortable or unpleasant surroundings. (Explain)
- Work involves exposure to hazardous conditions which may result in injury. (Explain)
- Work involves special physical demands such as lifting 50 pounds or more, climbing ladders, etc. (Explain)
- Work requires use of protective equipment such as goggles, gloves, mask, etc. (Explain)

**PART III RESPONSIBILITIES FOR THE WORK OF OTHERS**

This section should be completed if this position is responsible for the work of others. This includes full and part-time permanent employees, contractual or emergency employees, volunteers, reimbursable or loaned employees. If additional space is required, attach a separate sheet.

**NATURE AND LEVEL OF RESPONSIBILITY FOR WORK OF OTHERS:**

A supervisor assigns and reviews the work of other, trains employees, recommends the selection, promotion and termination of employees, approves leave and signs time cards, signs annual performance evaluations, determines and resolves procedural problems within the unit, serves as spokesperson for subordinates, explains policies and directives from management and issues formal disciplinary reminders, warnings and reprimands.

A lead worker assigns and reviews the work of others, instructs and motivates worker, is available for immediate assistance or review and performs the work of the classification.

- a) Does this position supervise employees?       Yes       No
- b) Does this position lead employees?       Yes       No

If yes, to a or b, list the names and classifications of the employees that this position supervises or leads.

nnnn) Check the ways that this position supervises or leads these employees. (check all that apply).

- Assigns and reviews work
- Approve leave, sign time card
- Sign annual performance ratings
- Interview & select new employees
- Train employees
- Discipline employees (counsel, recommend suspension & termination)

oooo) Do any of the employees supervised have supervisory responsibility? If so, list them and the names and classifications of those they supervise or attach an approved organization chart.

PERFORMANCE STANDARDS - For each essential job function described in Part II, list the standard(s) necessary for satisfactory performance. If additional space is required, attach a separate sheet.

1. **Leadership in the management, communication, and implementation of the Striving Readers Comprehensive Literacy grant program to ensure implementation of high-quality literacy plans and evidence-based practices for disadvantaged children.**
  - Leadership is provided in the procurement, review, prioritizing, and awarding of 95% of federal SRCL grant funds to eligible LEAs.
  - Tools and resources are provided to LEAs for alignment of literacy plans to the state Comprehensive Literacy Plan.
  - Regular collaboration occurs with the Division of Early Childhood Development, Ready at Five, ELA staff, and other MSDE divisions to provide professional development initiatives to ensure literacy achievement for disadvantaged children birth through grade 12. Professional development reflects the MCCRS, effective pedagogy, and appropriate learning theory.
  - Technical assistance is provided to LEAs, community based programs, and other agencies as requested, within negotiated timelines, and addresses requested issues with appropriate solutions.
  
2. **Manage the development and implementation of a monitoring plan to collect data and other information on the alignment of literacy plans, fidelity of implementation of evidence-based programs and practices, and effectiveness of projects.**
  - Regular site support visits and meetings are scheduled to ascertain subgrantee concerns and needs.
  - Tools and resources for evaluating and monitoring projects are developed and shared with LEAs and community based programs.
  - Regular monitoring visits are scheduled to collect data and other information on the effectiveness of projects. Data from visits is analyzed to prepare reports for subgrantees, MSDE, and USDOE .
  - Results of site monitoring visits are shared with schools, LEAs, community based programs, and other stakeholders. Oral and written communication is clear and concise, and provided in a timely fashion.
  - Communication is collaborative with MSDE finance representatives to keep accurate records of all grant financial activity. Accurate records are maintained on the distribution of grant funds to ensure fiscal responsibility.

**PART V SIGNATURES**

The following signatures indicate acknowledgment by the employee of the information on this form, when applicable, and approval by the supervisor and appointing authority.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Appointing Authority or Designee

\_\_\_\_\_  
Date

**FOR POSITIONS DESIGNATED AS A POLITICAL SPECIAL APPOINTMENT POSITION ONLY**

This is to certify that I understand that this has been designated as a special appointment position which may be filled with regard to my political affiliation, belief or opinion. I have been informed of my limited rights of appeal for any disciplinary action including termination of employment. I further understand that, in this position, I serve at the pleasure of the appointing authority and can be terminated for any reason; including my political affiliation, belief or opinion, that is not illegal or unconstitutional.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

**FOR OTHER SPECIAL APPOINTMENT and MANAGEMENT SERVICE POSITIONS ONLY**

This is to certify that I understand that this is a special appointment or management service position and I have been informed of my limited rights of appeal for any disciplinary action including termination of employment. I further understand that, in this position, I serve at the pleasure of the appointing authority and can be terminated for any reason that is not illegal or unconstitutional.

---

Employee's Signature

---

Date

## Ilhye Yoon

2117 Owls Nest Way, Jessup, MD 20794

[Ilhye.yoon@maryland.gov](mailto:Ilhye.yoon@maryland.gov)

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### EDUCATION

Goucher College, Baltimore, Maryland

Professional Certificate of School Improvement Leadership (Administrator Certificate 1)

Notre Dame of Maryland University, Baltimore, Maryland

Master of Arts, Teaching English to Speakers of Other Languages (TESOL)

Catholic University, Seoul, South Korea

Bachelor of Arts, English Language and Literature

### WORK

**EL/Title III Specialist** (January 2011 – present)

### EXPERIENCE

**Maryland State Department of Education, Maryland**

- Provide leadership, guidance and technical assistance to local school systems (LSSs) regarding the collection, validation, and submission of data for English learners (ELs)
- Communicate regularly with LSS counterparts regarding EL program data expectations and their relationship to instruction and curriculum development
- Provide technical assistance to LSSs regarding assessment of ELs required by Federal and State laws and regulations and development of assessments to align with curriculum and instruction
- Provide professional development to local EL supervisors through briefings, meetings and on-line workshops to build LSS capacity to meet the goals of the EL programs as outlined by Federal or State law
- Use findings from scientific research and best practices to guide and inform assessments at the State and local levels
- Document and maintain fiscal records and historical files according to procedures
- Review Title III Master Plan and monitor implementation of Title III regulation and policies through on site program evaluation and feedback
- Conduct reviews of EL goals of local master plans and analyze for compliance with Federal laws and regulations in the implementation of EL programs
- Collaborate with other departments as appropriate to meet the needs of the ELs and their families
- Promote educational programs for the parents and communities of ELs
- Maintain liaison role with state, regional, and national organizations related to the needs of EL, their families, and communities

**ESOL Teacher Specialist** (October 2008 – January 2011)

**ESOL Teacher for Testing and Evaluation** (July 2005 – September 2008)

**ESOL Teacher at Various Elementary Schools** (August 1999 – June 2005)

**Anne Arundel County Public Schools, Maryland**

## Ilhye Yoon – 2

### JOB- RELATED EXPERIENCE

#### **Maryland State Department of Education (MSDE), Maryland**

**Presenter for National Conference on Student Assessment** (June 2013 and 2017)

**Presenter for National WIDA Conference** (October 2015)

**Presenter for Maryland Assessment Group Conference** (2014 and 2015)

**Presenter for Maryland Teaching Consortium** (April 2013)

**Presenter for Annual Conference for Maryland Elementary School Principals** (May 2011)

**Accommodations Manual Committee** (January 2011 – present)

**MSDE English Learner Advisory Committee** (January 2011 – present)

#### **WIDA, Wisconsin**

**ACCESS for ELLs Forms Review** (August 2011 and 2012)

**ACCESS for ELLs Post Field Test Review** (June 2012)

#### **MetriTech, Illinois**

**ACCESS for ELLs Scoring Quality Control** (March 2012)

#### **Anne Arundel County Public Schools, Maryland**

**Presenter for New Teacher Orientation** (Summers of 2003, 2004, 2005, 2006, 2007, and 2008)

**Presenter for ESOL Summer Academy** (Summers of 2003, 2004, 2005, 2006, 2007, and 2008)

**Presenter for Title I Conference** (Fall of 2004)

**Materials of Instruction Committee** (August 2003 – December 2010)

**Pacing Guide Committee** (Summers of 2004, 2005, and 2006)

**Curriculum Writer** (Summers of 2000, 2001, 2002, and 2010)

**The SIOP® and RTI Institution** (Fall of 2006 and Summer of 2009)

**Thinking Maps®** (Spring of 2009)

#### **Maryland State Department of Education, Maryland**

##### **English Language Proficiency Standards Committee**

(Spring of 2004, Summers of 2005, 2006, and 2009)

**HSA Bias and Sensitivity Review Project Committee** (Summer of 2007)

**English Language Proficiency Assessment Selection Committee** (Spring of 2006)

**Accommodations Manual for ELL Committee** (Fall of 2006)

#### **Center for Applied Linguistics, Washington, D.C.**

**Delta Training** (Summer of 2001)

- Received training to become a facilitator to provide staff development workshops for general classroom teachers with ELL students

### SKILLS

Fluent in **Korean**

Proficiency in Windows Vista/2007, Microsoft Office 2013, and Internet (web designing)

**SUPERVISORY  
EXPERIENCE**

**Director of Instructional Assessment and Professional Learning**

- **2012-Current, reports to the Assistant Superintendent of Curriculum, Assessment, and Accountability**
  - Project Manager for two of Maryland's Race-to-the-Top Projects, including Maryland's largest one—to train Maryland educators on the College and Career Readiness Standards, including knowledge, implementation, best practices, and instructional shifts.
  - Project Manager for two of Maryland's SLDS federal grant projects related to instruction.
  - Grant, budget, and project maintenance.
  - Plan and deliver state-wide professional learning on Maryland's Third Wave of Reform with the College- and Career-Ready Standards, Next Generation Science Standards, and C3 Social Studies Frameworks
  - Plan, coordinate, and deliver the state implementation of the Maryland Bridge Plan for Academic Validation. This is a project-based remediation and assessment for students who cannot pass Maryland High School Assessments.
  - Liaison between the Offices of Curriculum and Assessment.
  - National Presenter on Maryland's Third Wave of Reform
  - Member of the PARCC Educator Leader Cadre

**Goucher University, Baltimore, Maryland 21208**

- **2007-Current**—Adjunct instructor for Graduate Programs in the Education Division

**Specialist, English Language Arts, Maryland State Department of Education**

- **2011-2012, reported to Coordinator of Reading/English Language Arts**
  - Plan and deliver state-wide professional learning for Reading/English Language Arts, literacy, the arts, social studies, and GT.
  - Create Maryland version of Common Core State Curriculum with input from stakeholders throughout the state
  - Lead teams of curriculum writers in designing state-wide curriculum
  - Serve as a member of the committee for the teacher evaluation system for Race to the Top

**Coordinator, Secondary Reading English Language Arts, Baltimore County Public Schools**

- **2009-2011—reported to Executive Director of Liberal Arts**
  - Responsible for the curriculum and assessment design and implementation of English/language arts for all middle and high schools in Baltimore County.
  - Planned, coordinated, wrote, and oversaw administration of district assessments such as Benchmark and Short Cycles
  - Coordinated, planned, developed, and implemented county-wide professional development opportunities, such as New Teacher Induction/Orientation under COMAR, as well as professional development funded under Title IIA grant initiatives. Professional development included, state/county assessments, RTI programs, curricular initiatives, best practices, county professional development days, and leadership training for department chairs.
  - Coordinated, planned, developed, and monitored the budgets and grants within the domain of RELA.
  - Created and delivered professional development sessions at College Board Regional Forums
  - Worked closely with the administrations of BCPS schools on advancing teacher instructional growth.
  - Planned professional development in the form of college cohorts for teachers in Baltimore County Public Schools

- Worked in collaboration with Community College of Baltimore County on aligning curriculum and professional development.
- Coordinated, planned, developed, and implemented curriculum for BCPS secondary Reading English Language Arts (RELA).
- Monitored the fidelity of the implementation of the written, taught, and assessed RELA curriculum
- Planned, coordinated, and managed English High School Bridge Plans.
- Collaborated with other content offices to ensure a vertical and horizontal alignment of curriculum implementation and best practices in teaching.
- Attended national conferences on teaching, best practices, curriculum, and instruction.
- Participated in interviews of prospective teachers and department chairs for secondary English Language Arts.

**Supervisor of Secondary English, Baltimore County Public Schools**

- **2007-2009—reported to Coordinator of Secondary English Language Arts**
  - Duties very much the same as those of coordinator, but reported to coordinator. Accomplishment highlights:
    - Planned, coordinated, and developed the English Virtual Learning curriculum for Chesapeake High School.
    - Evaluated, piloted, and implemented new textbook series for new middle and high school anthology series.
    - Planned coordinated, wrote, and piloted new middle school grade 8 curriculum aligned with College Board Pre-AP curriculum, SpringBoard.

**English Department Chairperson**

- **1997-2007—Sudbrook Magnet Middle—reported to principal**
  - Coordinated, planned, and developed an integrated English/Social Studies curriculum.
  - Coordinated, planned, and wrote curriculum on intolerance, which was designed for grade eight students in a two week mini-mester seminar.
  - Coordinated and planned all instructional and staff development activities for the English department.
  - Observed all English teachers in the department.
  - Worked closely with the administration to develop/implement school improvement plans.

**Interdisciplinary Team Leader—reported to principal**

- **1999-2000—Sudbrook Magnet Middle**
- **1988-1990—Lansdowne Middle School**
  - Coordinated all grade level activities, parent meetings, and grade level instructional initiatives.
  - Worked closely with administration to develop and implement school improvement plans.

**Reading Specialist—reported to principal**

- **1996-2000—Sudbrook Magnet Middle; 1990-1993—Lansdowne Middle**
  - conducted extensive reading staff developments for faculty
  - tested and diagnosed students
  - made recommendations for instruction for struggling readers
  - worked with small groups of students in pull out
  - worked extensively with content area teachers in improving instruction for struggling readers

**K-12 TEACHING EXPERIENCE**

**Sudbrook Magnet Middle School, Baltimore, Maryland 21208**

- **1993-1996—GT 6 Language Arts** taught in an integrated fashion with GT 6 social studies
- **1995-2001—SMMS school Reading Specialist; grades 6-8**
- **1996-2006—GT 8 English/Social Studies teacher--taught in an integrated fashion**
- **2005-2006—GT 8/GT 7 English/Social Studies Teacher--taught in an integrated fashion**
- **2006-2007—GT 8/Standard 8 English teacher**

**Lansdowne Middle School, Baltimore, Maryland 21227**

- **1981-1993-- Language Arts/English/Reading teacher**  
Taught grade 8 English as well as grade 6 Language Arts and grade 6 reading

**Lansdowne High School**, Baltimore, Maryland 21227

- **1977-1980**-- English teacher  
Taught grades 9 & 10 English

**EDUCATION**

**Master of Science, 1983; Reading with certification as a reading specialist**

Johns Hopkins University, Baltimore Maryland

**Admin I, 2012;**

Langston University, Langston Oklahoma

**Bachelor of Arts, 1977; English with secondary education certification**

University of Maryland, Baltimore County, Baltimore Maryland

**CERTIFICATION**

**Advanced Professional Certificate**

- English 5-12
- Reading Specialist K-12
- Special Education Certificate
- Admin I Certification

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making the early years matter!

July 14, 2017

Secretary Betsy DeVos  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

5520 Research Park Drive  
Suite 150  
Baltimore, MD 21228

Phone 410.788.5725  
Fax 410.788.5115

Email [info@readyatfive.org](mailto:info@readyatfive.org)  
[www.readyatfive.org](http://www.readyatfive.org)

Meredith C. Callanan  
President  
T. Rowe Price Foundation, Inc  
*Chair*

Laura L. Gamble  
Regional President  
Greater Maryland  
PNC Bank  
*Vice Chair*

Steven R. Hicks  
*Executive Director*

Dear Secretary DeVos,

Ready At Five is pleased to support the Maryland State Department of Education's application for the U.S. Department of Education's Striving Readers Comprehensive Literacy Program. As a statewide organization, Ready At Five has worked closely with the Maryland State Department of Education to further its mission in providing supports and resources to the early childhood education providers entrusted with building strong language and literacy foundation for Maryland's earliest learners. A successful proposal will allow the Maryland State Department of Education to ensure that Maryland's Keys to Comprehensive Literacy are part of local jurisdiction efforts to increase literacy skills, especially for our most at-risk populations of students, including English Learners, children with disabilities, and those children living in poverty.

Ready At Five stands ready to support the Maryland State Department of Education by engaging our vast network of providers in the State's efforts to ensure that all children have access to appropriate, evidence-based literacy programs and practices.

Regards,

(b)(6)

Steven Hicks  
Executive Director

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

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## Part 5: Budget Narrative Attachment Form

Maryland is requesting \$15,000,000. If the grant is funded for 36 months, Maryland is requesting \$15,000,000 a year or \$45,000,000 over the course of the 36 months. 95% of this will go to subgrantees. \$14,250,000 will be awarded to subgrantees per year or \$42,750,000 over the 36 months. 5% of the grant will go to state-level activities. Therefore, the state-level funding will be \$750,000 a year or \$2,250,000 over 36 months. These state activities, outlined in section A of the grant application, include the creation of online resources; site support visits; webinars; regional workshops; and monitoring visits.

	Year 1 FY17	Year 2 FY18	Year 3 FY19	Total
<b>LEA SubGrants</b>	<b>14,250,000</b>	<b>14,250,000</b>	<b>14,250,000</b>	<b>42,750,000</b>
<b>State Level Expenditures Budget: \$750,000 a year for 3 years</b>				
1. Personnel	100,000	200,000	200,000	500,000
2. Fringe Benefits	12,700	25,400	25,400	63,500
3. Travel	7,200	14,400	14,400	36,000
4. Equipment	10,008			10,008
5. Supplies	11,200	11,308	11,308	33,816
6. Contractual	462,000	362,000	362,000	1,186,000
7. Construction	-	-	-	-
8. Other	10,992	10,992	10,992	32,976
9. Total Direct Costs (lines 1-8)	614,100	624,100	624,100	1,862,300
10. Indirect Costs	46,200	36,200	36,200	118,600
11. Training Stipends	89,700	89,700	89,700	269,100
12. Total State Level Expenditures (lines 1-12)	750,000	750,000	750,000	2,250,000
13. Total amount requested including LEA subgrants	15,000,000	15,000,000	15,000,000	45,000,000

LEA subgrants are for 95% of the grant award
State Level Expenditures are for 5% of the grant award
Line 1 of State budget is for salaries for two contractual (2) literacy grant specialists; year one will be for 6 months to provide time to hire the specialists. The salary is based upon the average MSDE payscale for the specialist pay grade at 5-10 years of service.
Line 2 indicates the MSDE estimated fringe benefits for contractual specialists. This is an MSDE flat rate scale for new employees.
Line 3 indicates \$600 in travel expenses X 2 literacy grant specialists X 12 months (6 months in Year One). This includes meals, mileage, and hotels. These rates are based upon Maryland federal per diem rates and average hotel costs in Maryland.
Line 4 indicates equipment for 2 literacy grant specialists and includes 2 of each of the following: computers, monitors, docking stations, and projectors. Cost is based upon current rates that MSDE has negotiated with vendors.
Line 5 includes \$600 in office supplies X 2 literacy grant specialists, as well as supplies for three regional 2 day conferences per year. This cost is from a MSDE flat rate scale per employee. In addition, this line also includes printing, chart paper, pens/pencils, markers, tape, sticky notes, power strips, and other supplies needed for presentations. Estimated cost for supplies for conferences is based upon \$10 per person (facilitators and attendees) X 1000 persons. Maryland has a history from 2011 of presenting state-wide conferences. This \$10 rate for supplies is the average rate for supplies per person across the 6 years of state-sponsored conferences. An additional \$108 is added to Years 2 & 3 for incidentals.
Line 6 contractual funding is for collaboration with Institutes of Higher Education (\$30,000), organizations with expertise in early childhood education, such as Ready at Five (\$130,000), and evaluators (\$100,000). It also includes \$150,000 for consultants in Year One, and \$50,000 for consultants in Years Two and Three. Since Maryland has not applied for this grant previously, the State feels that additional consultation will be needed at the beginning of the grant period. These consultancy rates are based upon previous MSDE consultancies of similar nature. Additional contractual expenses are for contracts for conference facilities (20 rooms X \$50); keynote and keynote travel expenses (\$5000 X 3 locations); and hotel/travel expenses for master teacher facilitators (30 master teachers X \$200 X 2 master teacher training days) + (30 facilitators X \$200 X 2 conference days). It also includes funding for interpreters for participants from the Maryland School for the Deaf (\$4,000 X 3 conferences) Where possible, costs are derived from Maryland State negotiated vendor rates and/or the average cost of previous Maryland conferences over the last 6 years.

Line 8 includes travel expenses for MSDE staff who will be training, supporting, and monitoring master teachers and conference sessions, as broken down in the charts below. Maryland has a history from 2011 of presenting state-wide conferences. The chart on the next page shows the cost breakdown. The rate is based upon Maryland federal per diem, average Maryland hotel rates, and the average across the 6 years of state-sponsored conferences.

<b>MSDE Staff driving to training and conference locations (Based upon 50% of MSDE staff participating)</b>	<b>Trips per Person</b>	<b>Average Miles Per Trip</b>	<b>Total Miles Traveled</b>	<b>Rate Per Mile</b>	<b>Total Mileage Cost</b>
10	6	40	2,400	\$0.58	\$1,392

<b>MSDE Staff (Based upon 50% of MSDE staff participating)</b>	<b>Nights (regional training and conferences)</b>	<b>Total Nights Lodging</b>	<b>Per Person Per Night</b>	<b>Total Lodging Costs</b>
10	6	60	\$150	\$9,000

<b>MSDE Staff (Based upon 50% of MSDE staff participating)</b>	<b>Meals</b>	<b>Total Meals</b>
10	\$60	\$600

Line 10, indirect costs uses the de minimis rate of 10%. Maryland does not have a federally approved indirect cost rate agreement for FY17. The calculation for Line 10 is based upon 10% of Line 6.