

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 # S371C170005

Grants.gov Tracking#: GRANT12452973

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: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision | * If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|

| | |
|----------------------------------------------------------------|--------------------------------------------------|
| * 3. Date Received: <input type="text" value="07/15/2017"/> | 4. Applicant Identifier: <input type="text"/> |
|----------------------------------------------------------------|--------------------------------------------------|

| | |
|--------------------------------------------------------|-------------------------------------------------------|
| 5a. Federal Entity Identifier: <input type="text"/> | 5b. Federal Award Identifier: <input type="text"/> |
|--------------------------------------------------------|-------------------------------------------------------|

State Use Only:

| | |
|-------------------------------------------------|-------------------------------------------------------|
| 6. Date Received by State: <input type="text"/> | 7. State Application Identifier: <input type="text"/> |
|-------------------------------------------------|-------------------------------------------------------|

8. APPLICANT INFORMATION:

* a. Legal Name:

| | |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| * b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="736017987"/> | * c. Organizational DUNS: <input type="text" value="8099296490000"/> |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

| | |
|------------------------------------------|----------------------------------------|
| Department Name: <input type="text"/> | Division Name: <input type="text"/> |
|------------------------------------------|----------------------------------------|

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

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

| | |
|---------------------------------------------------------------|----------------------------------|
| * Telephone Number: <input type="text" value="405-521-4885"/> | Fax Number: <input type="text"/> |
|---------------------------------------------------------------|----------------------------------|

* Email:

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:**

Oklahoma Striving Readers Comprehensive Literacy Initiative

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

| | |
|---------------------|--------------------------------------------|
| * a. Federal | <input type="text" value="21,330,925.00"/> |
| * 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="21,330,925.00"/> |

*** 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

Oklahoma 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 | 180,000.00 | 180,000.00 | 180,000.00 | | | 540,000.00 |
| 2. Fringe Benefits | 68,400.00 | 68,400.00 | 68,400.00 | | | 205,200.00 |
| 3. Travel | 29,775.00 | 37,125.00 | 37,125.00 | | | 104,025.00 |
| 4. Equipment | 0.00 | 0.00 | 0.00 | | | 0.00 |
| 5. Supplies | 6,300.00 | 2,400.00 | 2,400.00 | | | 11,100.00 |
| 6. Contractual | 6,828,750.00 | 6,810,000.00 | 6,810,000.00 | | | 20,448,750.00 |
| 7. Construction | 0.00 | 0.00 | 0.00 | | | 0.00 |
| 8. Other | 11,500.00 | 1,500.00 | 1,500.00 | | | 14,500.00 |
| 9. Total Direct Costs (lines 1-8) | 7,124,725.00 | 7,099,425.00 | 7,099,425.00 | | | 21,323,575.00 |
| 10. Indirect Costs* | 0.00 | 0.00 | 0.00 | | | 0.00 |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (lines 9-11) | 7,124,725.00 | 7,099,425.00 | 7,099,425.00 | | | 21,323,575.00 |

***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 # S371C170005

| | | |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Name of Institution/Organization Oklahoma 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 B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | 0.00 | 0.00 | 0.00 | | | 0.00 |
| 2. Fringe Benefits | | | | | | |
| 3. Travel | | | | | | |
| 4. Equipment | | | | | | |
| 5. Supplies | | | | | | |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | | | | | | |
| 9. Total Direct Costs (lines 1-8) | 0.00 | 0.00 | 0.00 | | | 0.00 |
| 10. Indirect Costs | | | | | | |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (lines 9-11) | 0.00 | 0.00 | 0.00 | | | 0.00 |

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

| | |
|-----------------------------------------------------------------------------|----------------------------------------------------------------|
| <p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Robyn D Miller</p> | <p>TITLE</p> <p>State Superintendent of Public Instruction</p> |
| <p>APPLICANT ORGANIZATION</p> <p>Oklahoma State Department of Education</p> | <p>DATE SUBMITTED</p> <p>07/15/2017</p> |

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

4040-0013

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Oklahoma State Department of Education

* Street 1: 2500 N. Lincoln Blvd. Street 2: _____

* City: Oklahoma City State: OK: Oklahoma Zip: 73105

Congressional District, if known: _____

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

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

| | |
|-----------------------------------------------------|-----------------------------------------------|
| 8. Federal Action Number, if known: _____ | 9. Award Amount, if known: \$ _____ |
|-----------------------------------------------------|-----------------------------------------------|

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

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

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 N/A Street 2 _____

* City N/A 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: Robyn D Miller

* Name: Prefix _____ * First Name Joy Middle Name _____
* Last Name Hofmeister Suffix _____

Title: State Superintendent of Public Instruction Telephone No.: 405-521-4885 Date: 07/15/2017

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

| | | | |
|----------------|----------------|-------------------|-----------------|
| OSRCL GEPA.pdf | Add Attachment | Delete Attachment | View Attachment |
|----------------|----------------|-------------------|-----------------|

Compliance with General Education Provisions Act §427

Concerning its compliance as an applicant for a new award with the General Education Provisions Act (GEPA) §427, the Oklahoma State Department of Education assures the United States Department of Education that it will take appropriate steps to ensure equitable access to and participation for students, parents, and other beneficiaries with special needs in its proposed Striving Readers Comprehensive Literacy grant program. The Oklahoma State Department of Education will serve all eligible children birth-12th grade enrolled in designated Local Education Agencies and Early Childhood Agencies through a sub-grant competition. The Oklahoma State Department of Education's program will have diverse students with disabilities. It will have low incidence populations of students with auditory disabilities according to state student records.

The Striving Readers Comprehensive Literacy program has and will use several internal and external sources of assistance for communicating with students with hearing impairments. It also will have low incidence populations of students with visual impairments. This program will use or create and/or purchase large print and/or audiotope materials to accommodate these students, as appropriate, and will make adjustments to ensure participation of all students. The Striving Readers Comprehensive Literacy program will have students with orthopedic disabilities or other mobility impairments. A component of this grant program is to ensure adequate representation of underserved students in gifted and talented programs within the four districts, and statewide. The Oklahoma Department of Education will ensure that students with any physical disability or mobility impairment will be accommodated for travel to and from the campus and ensure handicap accessible facilities are available to accommodate students during campus visits. The Oklahoma State Department of Education will provide accessible facilities to accommodate project-related meetings and will work with parents and community service providers to ensure that wheelchairs

and similar assistive technologies will be available for program participants when needed. Similar accommodations for special needs will be made for adult participants (e.g., parents and staff members) in project-funded activities.

In addition, all program activities will be advertised in appropriate facilities in an effort to inform all community/state members of this project. It is the policy and practice of the Oklahoma State Department of Education not to discriminate in providing services on the basis of gender, race, national origin, sexual orientation, color, disability, or age.

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

Oklahoma State Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

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

1. Project Director:

| | | | | |
|---------|-------------|--------------|------------|---------|
| Prefix: | First Name: | Middle Name: | Last Name: | Suffix: |
| | Joy | | Hofmeister | |

Address:

| | |
|-----------|-----------------------|
| Street1: | 2500 N. Lincoln Blvd. |
| Street2: | |
| City: | Oklahoma City |
| County: | |
| State: | OK: Oklahoma |
| Zip Code: | 73105-4599 |
| Country: | USA: UNITED STATES |

| | |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| 405-521-4885 | |

Email Address:

| |
|---------------------------|
| joy.hofmeister@sde.ok.gov |
|---------------------------|

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 |
|--|----------------|-------------------|-----------------|

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.]

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:

Oklahoma Striving Readers Comprehensive Literacy Initiative

Abstract

The Oklahoma State Department of Education is applying for funding in the amount of \$21,330,925 for a three year Striving Readers initiative that will award approximately 25 Local Education Agency sub-grants to provide quality literacy intervention strategies for the most disadvantaged children. All local sub-grants will be aligned to the newly revised Oklahoma Comprehensive Literacy Plan and will be updated on an annual basis. The project will serve approximately 42,050 students at a cost per student at \$169. This project will further the research and advancement of literacy and writing to improve the understanding of the ways that children learn how to read and write and of the component skills that support the ongoing development of reading and reading comprehension.

The overall outcomes for the project will include an increase in 4 year olds that have the pre-literacy skills for success in school, and an increase in the reading scores of elementary, middle and high school students. In addition, this initiative will implement research-based best practices that meet the moderate or strong evidence of effectiveness in all the funded sub-grants.

The initiative will utilize an independent peer review process (Absolute Priority, pg. 15) to distribute the sub-grants. In addition, the initiative will ensure that all sub-grantees have completed a local literacy plan that has been aligned to the state plan and is based on a current, reliable needs assessment (Absolute Priority 2, pg. 24). Also, the initiative will ensure that the greatest number of disadvantaged students will be served through this project (Competitive Priority 1, pg. 16) while also aligning their approaches to serve children from birth to 5th grade (Competitive Priority 2, pg. 27). The Oklahoma State Department of Education currently implements more than 23 sub-grant programs to LEAs within the state and has the staff and expertise to provide a quality initiative.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Oklahoma Striving Readers Comprehensive Literacy Initiative

State of Literacy in Oklahoma: Data on childhood poverty, defined as children under age six living at less than 100% of the Federal Poverty Level, were obtained from the U.S. Census (2015). At 27% of young children in poverty, Oklahoma exceeds the national rate of 24.5%. Of 77 Oklahoma counties, 52 have child poverty rates higher than the nation, with two counties above 50%. Oklahoma is among the top five states in births to teenage mothers. Having a teen mother exacerbates risks for poor school readiness and creates a cycle of poverty, as opportunities for a mother to advance her education are limited. Teenage mothers are considerably less likely to earn a high school diploma by age 22 than their non-maternal peers, and negative birth outcomes are more likely with teen pregnancies than with adults. According to the Oklahoma State Department of Health, the rate of live births to teenage mothers averaged 11% from 2009 to 2013, greater than the national rate of 8%. In addition, 151 per 100,000 Oklahoma women are in prison, nearly twice the national average. On any given day, there are 4,600 minor children who have a mother in a state prison in Oklahoma (Bureau of Justice, 2016). The negative impact of children with incarcerated parents is devastating. The impact of children with an incarcerated mother is even more detrimental to a child's life, including low literacy skills and educational attainment, high incidence of ADHD and other learning disorders, and an increased likelihood of their own incarceration (USDE, 2016).

American Indian children are likely to experience numerous school readiness risk factors. Nationally and in Oklahoma, they are one of the most over-represented racial/ethnic groups in foster care and one of the least represented in early childhood education programs. American Indian children exhibit high rates of learning disabilities. In Oklahoma, American Indian children are more likely than Hispanic or African-American children to live in poverty and have a teen

mother. According to data from the U.S. Census (2015), Oklahoma has one of the highest populations of American Indian children under age 5 in the nation at 9%. American Indian children comprise 10% or more of all young children in nearly half of Oklahoma's 77 counties.

According to the Department of Human Services (2017), approximately 147,527 children under the age of 6 live in Oklahoma counties classified as high risk or medium risk for poor school readiness. This statistic is equivalent to 46% of all Oklahoma children under the age of six. In addition, of the 4,307 licensed child care facilities in Oklahoma in 2016, 46% were rated 2 and 3 star programs (with 5 stars being the highest rating), while 54% were one star rated programs (ODHS).

Elementary and middle school children in Oklahoma also struggle with basic literacy development. According to the National Assessment for Educational Progress (NAEP), national assessment scores in 2015, 4th graders in Oklahoma had an average score of 222 in reading compared to the national average of 221, which put the majority of Oklahoma children in the Basic range on this assessment (NAEP score ranges vary from Basic to Proficient to Advanced). The same held true for Oklahoma 8th graders who had an average score of 263 compared to the national average of 264, also scoring in the Basic range on this assessment. On Oklahoma Core Curriculum state assessments, an average of 31% of students for all grade levels, third through 8th grade, scored in the Unsatisfactory and Limited Knowledge range (Oklahoma has four score ranges including Unsatisfactory, Limited Knowledge, Proficient and Advanced) in April 2016. This average was an increase of 2% in the lower performance levels compared to the 2015 assessment scores. It is important to note that on Oklahoma 2017 assessments, although scores have not yet been received, it is anticipated that with new, more rigorous national standards, and new, more rigorous

assessments and cut scores that have been closely aligned to national learning standards, state assessment scores in literacy and mathematics, will plummet.

At the high school level, all juniors in Oklahoma take either the ACT or SAT as a college/career ready assessment. On the March 2017 ACT, 46% of Oklahoma juniors scored an 18 on the English sub-score, while 37% scored a 22 on the Reading sub-score. These sub-scores (*18 in English and 22 in Reading*) were established by ACT as benchmark scores to predict college preparedness. These scores indicate that a student who meets these benchmarks will have a 75% chance or better of making a “C” or higher in the college freshman equivalent coursework. Oklahoma college going rates indicate that only half of students who graduate are going on to higher education (*OSRHE, 2016*), while only half of those students are prepared for college coursework. Oklahoma students who took the SAT also did not fare well on college readiness with 55% of the students not meeting the SAT benchmark in Reading and Writing. In 2015, 10% of Oklahoma students were required to take a remedial Reading course in college, while 17% were required to take a remedial English course in college (*OSRHE, 2017*). These remedial courses are zero college credit developmental courses that students must complete prior to enrolling in college bearing courses in English or Writing. It is important to note that according to the College Board, students who are required to take at least one remedial course in college are 87% less likely to obtain their college degree. If a student is required to take more than one remedial college course, that percentage increases to 91% (*College Board, 2016*).

To combat literacy skill deficiencies in Oklahoma, the Oklahoma State Department of Education (OSDE) has an effective and rigorous comprehensive state literacy plan that is grounded in the belief by all stakeholders that the right to be literate is afforded to every child. To ensure this right, Oklahoma educators must ensure that learners receive, from their earliest interactions

with language, the best support from family, school and community as they grow to become fully productive members of society. Statewide, more than 62% of K-12 students qualify for free/reduced lunch compared to the national average of 52% (*OSDE, 2017*). The state's Hispanic population has skyrocketed in recent years to a state average of 17%, along with an ever-widening achievement gap for Hispanic, African American and American Indian students. More than 180 languages are spoken in Oklahoma schools. **The OSDE recognizes that the goal for Oklahoma children is too critical to do anything but succeed.**

The OSDE is seeking funding to provide literacy intervention to approximately 42,050 students and approximately 25 local education agencies (*LEAs*). This project will further the research and advancement of literacy and writing to improve the understanding of the ways that children learn how to read and of the component skills that support the ongoing development of reading and reading comprehension.

The goal of the Oklahoma Striving Readers Comprehensive Literacy (*OSRCL*) initiative is to improve school readiness and success in the areas of language and literacy for disadvantaged students in targeted *LEAs* and their associated Early Childhood Education (*ECE*) providers. The flagship of the *OSRCL* initiative will be the implementation of the newly revised Oklahoma Comprehensive Literacy Plan (*OCLP*) from birth through 12th grade at the local school level. The objective of the *OCLP* is to ensure that every Oklahoma child is strategically prepared for the literacy demands of college and/or career by the time he/she graduates from high school. To achieve this objective, the *OCLP* centers on early language and pre-literacy skills for birth to school entry and on reading and writing instruction for students in grades K-12. Oklahoma is uniquely positioned to implement the *OSRCL* initiative and ensure its alignment to the *OCLP* as evidenced by their coordination and leadership for numerous entities and resources to support the

implementation of evidence-based literacy instructional practices through assessment and professional development initiatives:

- **Reading Sufficiency Act:** The Oklahoma Reading Sufficiency Act (*RSA*) helps ensure that each third-grader develops the reading skills he or she needs by the end of the school year. *RSA* requires that schools give benchmark assessments in kindergarten through third grade to identify students who need intensive intervention in reading, and that schools notify parents in writing about their students' skill level. Many Oklahoma schools assess pre-kindergarten students in literacy as well as to provide early intervention. There are many pathways to promotion for third grade students, but the state assessment system is the initial determinant to a successful transition into fourth grade.
- ***Driven to Read*** 47 O.S. § 6-107.3 (8th-12th Grade) - According to Oklahoma law, any person under the age of eighteen (18) years wishing to apply for a driver license or permit must regularly attend school and must be successfully reading at the eighth grade level as defined by a score of Proficient or Advanced on the 8th grade state reading assessment.
- ***Higher Education Reading Requirements*** (Postsecondary) - Beginning with the 2010-2011 school year, all institutions in the Oklahoma State System of Higher Education that offer elementary, early childhood education, or special education teacher programs approved by the Office of Educational Quality and Accountability shall incorporate into those programs the requirement that teacher candidates study the five elements of reading instruction.
- ***Nine Essential Elements Rubrics*** (PK-12th) – Rubrics are used as the framework by which a school may measure its success as an embedded literacy learning environment.

- **Early Head Start** (Birth-3 yr. old) – A program that includes services to low income families with infants and toddlers, and pregnant women.
- **Head Start** (3-5 year old) – A comprehensive program of health, education, parent involvement, social services and services for children with disabilities, all of which are coordinated with community based service systems.
- **Reach Out and Read** (6 mos.-5) – This program promotes early literacy and school readiness during well-child visits by pediatricians giving new books to children and advice to parents about the importance of reading aloud. Reach Out and Read is available in 50 clinics statewide and is serving young children and their families.

State Level Activities (30 Points)

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Support for Completing Sub-Grant Application – Prior to completing local literacy plans, LEA local literacy teams will complete evidence-based instruction training and intervention strategies and will have conducted research on how to identify best practices for literacy program/activities. Then, based on their data, research and findings, they will complete their individual literacy plans that are directly tied to the state plan. Eligible LEAs and Head Start programs will be notified on October 15, 2017 of the sub-grant availability through a letter to district superintendents and early childhood providers from State Superintendent of Public Instruction, Joy Hofmeister. This letter will contain the following components: 1) a teacher survey instrument to assist in gathering needs assessment data for the sub-grant application; 2) the announcement of the alignment of the grant with the Oklahoma Academic Standards; 3) a list of the eligible early childhood programs and the eligibility criteria; 4) an explanation of the funding formulas (*See Page 50*); the announcement of

five regional face-to-face grant writing seminars specific to the OSRCL initiative sub-grant competition 6) the website address for resources, contacts, technical assistance, support and additional information; and 7) the announcement that applications will be due on December 15, 2017. These training sessions will assist all eligible LEAs in completing their sub-grant application to ensure that all have the opportunity to submit a competitive sub-grant. In addition, the OSDE will provide a sample completed grant application online to assist the districts in understanding the sub-grant application process.

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Support for Identifying Evidence-Based Instruction – Evidenced-based practices are those “effective educational strategies supported by evidence and research” (*ESEA, 2002*). When teachers use evidence-based practices with fidelity, they can be confident their teaching is likely to support student learning and improve achievement. To assist Oklahoma LEAs in preparing their sub-grants, the OSDE will create three Evidence-Based Practice (*EBP*) modules that will take educators through the step-by-step process of identifying, selecting, implementing and evaluating evidence-based practices that meet **moderate or strong evidence of learning**. Local literacy team members will be required to complete the three modules and provide evidence with their sub-grant application. The grant’s **Research and Data Specialist** (*See Page 40 for staffing plan details*) will meet with team members to review district literacy data and evidence-based best practices that meet their student and teacher needs. Also, LEAs will be required to have the project director of their approved sub-grant complete these training modules within the first two months of program start-up. These modules will include

Module 1: Identifying and Selecting a Practice or Program – this module will discuss the importance of identifying and selecting evidence-based practices.

Module 2: Implementing a Practice or Program with Moderate or Strong Evidence with Fidelity – this module will discuss the implementation of EBP programs with fidelity, and will offer notes and cautions about how and under what circumstances adaptations might be appropriate.

Module 3: Evaluating Learner Outcomes and Fidelity – this module will examine how to evaluate whether an evidence-based practice is effective for the students with whom you are working and will provide information about assuring fidelity of implementation.

The OSDE will also create a Literacy Resource Guide of Evidence-Based Programs and Practices in Year One of the project and will update this guide each subsequent year based on LEA implementation plans. This guide will compile the evidence for literacy activities. This guide will be available electronically on the agency website and will serve as a tool for future literacy development for all Oklahoma students. The OSDE will also create an approved list of literacy programs and practices that meets the moderate or strong evidence of effectiveness from the What Works Clearinghouse, the National Academy of Sciences, the NCRII Instructional Intervention Tools Chart, the Evidence for ESSA Website and the Institute of Education Sciences and will then post this list on the OSRCL webpage. These resources will help streamline the selection process for the LEAS as they begin to prepare their sub-grant applications.

2. SEA Data Collection to Inform Continuous Improvement and Evaluate Impact:

A comprehensive evaluation and assessment system will include universal screening, diagnostic assessments, formative assessment processes and progress monitoring. For each component, it will be important to ensure protocols are followed for all formal assessments, decision rules will be in place for students not making satisfactory progress, and training will be sufficiently delivered to teachers to support implementation of the comprehensive system.

The Oklahoma Striving Readers Comprehensive Literacy (*OSRCL*) initiative evaluation plan will review project outcomes and performance measures achieved by monitoring project implementation on a formative basis. The evaluation will enhance project improvement and document information about process development for all strategies. Finally, it will collect solid

evidence from the project's impact on student achievement. The *Context, Input, Process, Product (CIPP)* model (Stufflebeam, 2012), an ongoing cyclical process of evaluation, will guide the evaluation strategies and ensure sustainable outcomes. The CIPP model ensures the use of an integrated, multi-faceted evaluation and allows a continual refinement of services based on outcomes, stakeholder feedback, and the needs of the population served.

The evaluation will be completed by an external evaluator who will be selected through the state's procurement process. The qualifications for the external evaluator consultant will include a minimum of a Master's Degree in Education, Statistics, or Higher Education, a minimum of ten years of educational experience in either common or higher education, and at least three years of educational agency grant evaluation experience. The OSRCL initiative evaluation plan will also be based on the goal of achieving a quality annual assessment ensuring that program goals and objectives are effectively met. Data will be collected monthly, quarterly, and annually. The plan will employ both formative and summative methods to accomplish these tasks. Formative evaluation methods will be used in assessing needs and evaluating program services, allowing for examination of project implementation and improvement in needed areas. Formative evaluation will be conducted through the use of open-ended discussions to seek solutions to ongoing needs and improve program plans. Summative evaluation methods will examine and report the degree to which all of the performance measures have been met through analysis and application of the data. Formative and summative evaluation methods will be directly tied to project objectives and will include feedback that will be both qualitative and quantitative and will be collected from program participants both individually and from focus groups including, but not limited to, school leaders, teachers, parents, students and community partners. **All sub-grantees will be required to participate in the national evaluation for SRCL.**

The OSDE will implement a reporting and accountability/evaluation plan to ensure that the GPRA performance measures established for the SRCL program are met. The overall state plan is to meet the following performance measures among the total sub-grantees each year beginning in Year Two. It is anticipated that performance data will be established in Year One.

- (1) Increase by 6% per year the percentage of participating four-year old children who achieve significant gains in oral language skills as measured by the results of universal screening tools, diagnostic assessment tools and formative assessment processes.
- (2) Increase by 5% per year the percentage of participating fifth-grade students who meet or exceed proficiency on the Oklahoma state reading/language arts assessment.
- (3) Increase by 5% per year the percentage of participating eighth-grade students who meet or exceed proficiency on the Oklahoma state reading/language arts assessment.
- (4) Increase by 4% per year the percentage of participating high school students who meet the college readiness benchmark of 22 in Reading and 18 in English on the ACT assessment at the 11th grade. Baseline data indicates that 46% of students met this benchmark in English in March 2017, and 37% met this benchmark in Reading.

All measurements were determined by looking at the average rate of increase over the past two years and doubling those averages, which should prove to be both ambitious and attainable with directed literacy interventions.

A comprehensive plan to provide performance feedback and permit periodic adjustments will be critical to the success of the project. Year One of the project will begin with the identification of a team of educators who will comprise an LEA evaluation work group for each sub-grantee. These key individuals may include teachers, literacy coaches, or resource staff and will be led by an administrator and will meet monthly to review data and program implementation in order to

make the necessary adjustments to implementation. The following questions will guide this evaluation team approach: 1) How well are students and parents participating in OSRCL initiative activities; 2) To what extent are data systems and progress monitoring, including data privacy adherence, used to identify students at risk of academic failure; and 3) to what extent are instruction and intervention strategies implemented with fidelity at the school level?

The next level of performance feedback will be conducted on an annual basis and will focus on student-level and school-level data. The following question will guide this next evaluation level: 1) how have the activities affected student outcomes and school-level indicators in participating LEAs, e.g., literacy data, assessment outcomes, discipline referrals, attendance records, home language surveys? The next phase of periodic assessments will focus on the broader impact of the OSRCL initiatives on LEA and state-wide policies and practices for addressing literacy. This will take place on a bi-annual basis and will be led by the Project Manager and OSRCL staff with reporting to the Oklahoma Literacy Team (*OLT*). The following question will guide this phase: 1) to what extent has a sustainable implementation infrastructure for scaling up and dissemination of the OSRCL project been created?

The impact of the OSRCL project will be evaluated and results disseminated based on interventions utilized by the LEA sub-grantees. Specific interventions will be selected in Year One of the project that are similar in scope and size. These interventions will be evaluated by using two different data collection methods – collecting data from student, teacher, and parent surveys/interviews/focus groups; and collecting student achievement data through the OSDE’s WAVE Data System. Data from the surveys/interviews/focus groups will be used to determine changes in participants’ opinions and/or self-efficacy. Student assessment data, with careful

privacy consideration, will be used to assess improvements in academic performance outcomes as determined by GPRA.

Method of Analysis: The proposed analysis will be completed by the external evaluator in Year Three of the project and will employ an experimental design with control-treatment group comparison. This technique will be based on two distinct student populations within six specific LEAs, a group of students from three sub-grant awarded LEAs exposed to the intervention (*Literacy Coach, for example*) as the treatment group, and a group of students from three LEAs that did not receive a sub-grant but are similar in size and student demographics, not exposed to the intervention (*control group*). Here, the impact of the intervention will be estimated by comparing means or ranks (depending on the normality of the outcome distribution throughout the group) of anticipated intervention outcomes of the control and treatment groups. The main statistical analysis will be performed in SPSS using the independent-samples t-test for outcomes with normal distributions and the Mann-Whitney U-Test for outcomes with non-normal distributions. Any statistically significant differences between the two groups can be attributed to the intervention.

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Oklahoma’s approach for this project aligns with the National Center on Response to Intervention and uses assessment data to guide personalized instruction and intervention for all students. The multi-level approach integrates standards, assessment and intervention within a school-wide prevention system to maximize student achievement and reduce behavior problems. In early learning settings, the approach will entail responsive care giving and individual child support. In the classroom setting, teachers will identify students at-risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions based on a student’s responsiveness. It has been designed to

optimize language and literacy instruction to address and prevent gaps in skills and knowledge immediately rather than remediate them after the fact. The approach will use differentiated assessment and instruction so that each individual learner will receive the intensity of instruction he or she needs.

Effective teachers practice differentiated instruction with flexible grouping techniques – also known as universal design for instruction – to reach and teach all learners. This differentiated approach will not end in the classroom. It will provide a common language and approach so that educators can collaborate on results monitoring and instruction planning in the classroom, the school building and at the LEA level.

Form 1: Key Elements of Proposed Literacy Instruction Birth-12th Grade

| | Birth-3 | 4-K | K-3 | 4-6 | 7-12 |
|-------------------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose | Introduction to language; communication and literacy | | Students develop literacy skills | Students apply literacy skills with assistance | Students independently apply literacy skills |
| Components | Specifics in language; literacy and communication | Specifics in language; literacy and communication including phonemic awareness; phonics; fluency; vocabulary; and comprehension | Phonemic Awareness (K-2); phonics (K-2); Fluency; Vocabulary; Comprehension; writing; and communication | Fluency; Vocabulary; Structural Analysis; Comprehension; Phonics; if needed; writing; and communication | Fluency maintenance; vocabulary: roots; academic language; content specific terms; structural analysis; comprehension; writing; and communication |
| Time | Varies | Varies | Allotted instruction time per day; more for struggling students | Allotted instruction time per day; more for struggling students | Allotted instruction time per day; additional class period per day for struggling students |

| | | | |
|------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tiers of Intervention | | Whole class; small groups; individual | Instruction for all students plus strategic instruction for faltering students and/or intensive intervention for severely struggling students |
| Group Sizes | | Whole class; small groups; individual; Resource Room | Instruction: whole class Strategic Instruction: Small groups – 6 or fewer Intervention: (grades K-6): groups of 3 Intervention: (grades 7-12): ~ 15 students |
| Assessments | Screenings and assessment tools | Screening and assessment tools | Screening; formative assessments; diagnostics; progress monitoring; outcome/summative (state assessments and benchmarks) |
| Teaching Methods | Speaking and listening; experience based learning; reading to and with child; | Experience based learning, modeling; think-aloud, explicit; direct and sequential instruction | Explicit, direct and sequential instruction, modeling, think-aloud, check for understanding, active engagement, guided practice |

| | | | |
|---------------|---------------------------------------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | whole sentences | | |
| Genres | A balance of narrative and expository | A balance of narrative and expository | A balance of narrative, expository text and persuasive/argumentative texts; writing text types (narrative, explanatory/informative, and opinion/argumentative) |

iii. Relevance of Cited Studies to the Project Proposed and Identified Needs:

The expert Oklahoma Literacy Team members worked together with the Oklahoma State Department of Education to develop a comprehensive menu of best practices and strategies based on the most current evidence and rigorous research available. These evidence-based **allowable activities** for the OSRCL initiative sub-grants may include

Out-of-School Time – quality before and after school programs are evidence based practices. Research emphasizes the importance of high quality out-of-school time learning opportunities for children’s academic success in school, as well as their health and well-being. Out-of-School programs can support programs that focus on emerging foundational literacy skills and on-going speaking, listening, writing and reading skill development can significantly impact student learning outcomes. **Research:** Before and after-school programs take all different shapes and forms. Some schools design and implement opportunities while others connect with external providers. Regardless of the program provider, Out-of-School-Time opportunities can lead to positive outcomes for children and youth, as well as families, communities and schools (*Vandell, 2014*). The National Center for Time and Learning supports more and better extended learning time and recognizes that low-income students generally do not have access to extended enrichment opportunities outside of their typical day (*Del Razo & Renee, 2013*). The National Institute on Out-of-School Time (2009) reports: (1) Quality programs improve school attendance, engagement in learning, test scores and grades; (2) high-risk students who participate regularly in programs benefit the most; and (3) the frequency and duration of participation increases the benefits.

Double Dosing – providing additional time during the school day for targeted ELA intervention with a certified teacher is evidence based. The intervention is closely aligned with students’ identified literacy learning needs and the grade-level ELA Standards as they are being taught in

the student's core instruction. In elementary schools, double dosing can occur in a pull out program or in lieu of other content time three to five days a week, while in middle school and high school, double dosing occurs during designated class period five days a week. The content focus of double dosing is most effective as the result of ongoing communication between the core classroom content teacher and the intervention specialist. **Research:** Mazzolini and Morely (2006) described the benefits an extra period of literacy instruction within the regular school day has on accelerating literacy skills for middle and high school students who are reading one or more years below grade level. By regularly using vocabulary activities, mini-lessons, read-alouds and independent reading practice, students experienced growth in reading achievement and reported increased self-efficacy and motivation to read.

Summer School – summer programs that extend the school year into the summer months and provide enriching opportunities to foster a love of reading and develop speaking, listening and writing skills is evidence based. Summer learning loss disproportionately affects low-income students. An academic summer program has the potential to minimize learning loss and result in achievement gains. **Research:** Attending school-based, camp or community programs has been found to be beneficial to students. However, those in low-income households are less likely to participate in these summer enrichment activities (*Blazer, 2011*). Research indicates over half of the participants in summer programs are white. It further indicates that Black (18%), Hispanic (14%), Asian (5%), and American Indian (2%) students are poorly represented (*Blazer, 2011*). According to Duffy (2001), summer programs have the potential to accelerate the reading development of students who struggle with reading. Borman's research indicates that summer learning may be the primary intervention through which educators can prevent the cumulative widening of the reading achievement gap (*Borman, 2000, p. 24*). Local school districts should use

data to design, develop and evaluate programs to serve different student groups, including students with disabilities at various levels, multiple demographics, and students who are learning English as an additional language (*Kindron & Lindsay, 2014*).

Tutoring – quality adult tutoring practices are evidence-based, depending on the structure of the intervention. Adult tutors, when they receive professional learning in foundational literacy skills and the ELA standards, are a strong supplement to a comprehensive literacy program. Carefully selected adult tutors can include teachers, intervention specialists, paraprofessionals, other classified personnel and volunteers. Tutors can provide targeted one-on-one or small-group instruction to meet the specific needs of students. All tutors must receive specialized professional learning to target students’ literacy needs. **Research:** Students benefit from tutoring programs that are well-designed and include professional training and coaching centered on the best practices in literacy development (Ritter et al, 2009). Adult tutors must be familiar with concepts associated with essential components of reading such as phonemic awareness, fluency, vocabulary and comprehension (*Birsch, 2005*). Moreover, as students’ literacy skills develop, tutors must be well versed in strategies to enhance fluency, engage students in dialogue about reading and error correction processes and support comprehension (*Birsch, 2005*). Tutoring as an intervention should be provided in addition to regularly scheduled core classroom instruction (*Allington, 2001*).

Instructional Coaches - focus on personalized and team-oriented professional learning is evidence based. To increase student achievement, coaches support staff, identify leadership needs and facilitate decision-making around instruction (e.g. *instructional materials choices, data analysis/formative assessment, technology integration, instructional/pedagogical strategies*). The goal will be to increase educator instructional expertise and to effectively impact literacy outcomes for students struggling to meet ELA Standards. **Research:** Instructional coaches may specifically

target meeting the needs of students identified for additional literacy services by providing professional learning in instructional strategies and decision making. Coaching should be student and data centered with a direct link to improved literacy outcomes (*Sweeney, 2010*). Coaching may be 1:1 setting with small groups or in larger cross-content groups. Coaching may include modeling best practice with students and classes, conducting learning walks, engaging in book studies or other focused actions that reflect the data-driven needs for the learners in the building (*Shanklin, 2006*).

Literacy Coaches – specialize in literacy instruction and foundational literacy skills is evidence based. Literacy coaches have depth of knowledge and training in literacy and are adept at identifying students at-risk of not meeting literacy benchmarks. In order to support acceleration of student achievement in literacy, literacy coaches work 1:1 with a classroom teacher or with a team of teachers to target specific professional learning to meet the needs of literacy-deficient students. **Research:** Student success in literacy improvement is dependent on teachers’ ability to use strategies and interventions that meet the differentiated needs of all learners. The National Reading Panel (2000) describes this simply as a complex task that necessitates much professional training. Evidence support literacy coaching increases student literacy success (*Shanklin, 2006*).

Professional Learning Communities (PLCs) – capitalize on the positive effects of collaborative learning and is evidence based. It can be defined as a group of teachers, administrators, coaches or school staff that meets on a regular, planned basis with the goal of collaboratively improving practices in the classroom and school in order to support literacy outcomes for students who have not yet met ELA Standards. PLCS must include analysis of data to determine instructional supports, differentiated instructional practices, implementation of early warning system, and development of formative assessment processes to support student growth. **Research:** A large

body of rigorous research suggest that the most effective professional learning should involve relationship building among teachers. Evidence in support of PLCs is credible, large-scale, longitudinal and empirical (*Darling-Hammond, 2009*). As Rick DuFour (2008) suggested, effective PLCs must be developed and implemented based on clearly articulated shared goals for student achievement and school improvement. According to DuFour (2008), an effective PLC is more than just a given group of educators. As Killion and Crow (2011) note, “[l]earning communities apply a cycle of continuous improvement to engage in inquiry, action research, data analysis, planning, implementation, reflection and evaluation.

Targeted Professional Development – refers to evidence-based practices that focus on improving teaching practices in a particular content area and/or a particular grade level in order to meet student needs. Targeted professional development should be explicitly aligned to student learning goals, student achievement and school improvement, and ideally aligned with Learning Forward standards. The focus of targeted professional development should include behavioral strategies, pedagogies and skills that will support students who struggle to meet grade-level literacy standards. Research: Highly effective teachers make a difference in student success and student achievement (*Darling-Hammond, et al., 2009*). Therefore, it is worthwhile for schools and districts to invest in high-quality professional development that strengthens educators’ knowledge of ELA content and pedagogy, and effectively impacts student literacy outcomes. According to Linda Darling-Hammond’s studies (2009), professional development is most effective when it is targeted, which involves expertise on behalf of educators. Targeted professional development includes a focus on standards and goals specific to learners, data that informs instruction, and instructional strategies specific to the content.

Parent/Family and Community Engagement – involves two-way communication in which families and educators come together as equal partners to engage in decision-making processes and is evidence based. Family literacy support on emerging reading and literacy strategies can help students improve listening, speaking, writing and reading skills as they progress through the early elementary years. All families engage in social activities to support the development of language and communication. These activities lay the foundation for literacy development in school and life. The more parents and caregivers understand their role in supporting literacy, the more successful they can be in preparing their children for successful literacy experiences and learning. **Research:** Families can and do make a difference in the academic and social-emotional lives of students. School-based family engagement efforts can have a positive impact on birth - 12th grade students’ academic achievement (*Jeynes, 2012*). The Office of Education Ombuds (*2016*) highlights the importance of genuine, authentic relationships among diverse groups of families, educators and community members to support student success in schools. Family and community engagement strategies are more inclusive than involvement strategies (*Graham-Clay, 2005*). Engagement means to pledge or to make an agreement. Engagement strategies work to develop relationships and to build trust. Family and community engagement strategies ignite two-way communication and brings families and educators together as equal partners in the decision-making processes. This looks and feels like teamwork (*Mapp & Kuttner, 2013*).

Purchase of Specialized Learning Materials – districts may purchase specialized literacy learning materials for students from birth-12th grade that is aligned to the Oklahoma State ELA standards and will create well-structured curricular and instructional approaches for particular grade levels of students, is based on well-evaluated components and well-researched principles of instruction, assessment, and professional development. **Research:** Evidence-based research will

need to be included to ensure the materials have been researched and proven effective to assist with literacy development and improvement for students that the LEA sub-grant will target.

SEA Monitoring Plan (30 Points)

The OSRCL initiative will include three full time grant-paid positions that will work with the LEAs and early childhood providers to provide support, technical assistance, and professional development to sub-grantees. These positions will include a **Project Manager** who will oversee the day-to-day operation of the project and will report to the Executive Director of Curriculum and Instruction. The qualifications for this position will include a Master's Degree in Education or related field, an Oklahoma teacher certification in English, Reading or related field, and a minimum of five years of teaching experience. The responsibilities for this position will include 1) direct, supervise, coordinate and integrate grant activities and personnel; 2) oversee grant staff; 3) coordinate the annual update of the state literacy plan; 4) implement federal and state mandates related to literacy instruction; and 5) stay abreast of all state and federal laws, statues, policies, rules and regulations affecting the sub-grants and monitor compliance.

In addition, the grant will hire a full time **Research and Data Specialist**. This position will require a Master's Degree in Education, Research or Statistics or related field and a minimum of five years of experience working in common or higher education. The responsibilities for this position will include 1) direct research activities concerned with educational programs and services related to literacy and formulate and design procedures to determine if programs objectives are being met; 2) design survey instruments to use in program evaluations; 3) work collaboratively with school personnel on the use and interpretation of educational data, adhering to data privacy; 4) provide staff training; 5) conduct and develop literature reviews related to educational research, evaluation and assessment; 6) collect data through various means such as

classroom observations, survey instruments, student assessments and student databases; and 7) monitor sub-grantees.

Also, a full-time **Literacy Specialist** will be hired. This position will require a Master's Degree as a Reading Specialist, an Oklahoma teacher certification in English, Reading or related field and a minimum of five years of teaching experience. The responsibilities for this position will include 1) assist teachers in recognizing and responding to the multiple needs of diverse learners; 2) assist teachers in utilizing a variety of on-going, instructionally based assessment approaches to inform and differentiate instruction; 3) research, teach and model best practices used to address the needs of students who struggle with reading and writing; 4) work with teachers and administrators to develop and use appropriate literacy strategies, implementation plans and assessment tools; 5) assist with district and school-wide literacy initiatives; 6) provide ongoing professional development to staff and 7) monitor sub-grantees.

As part of the initiative, sub-grantees will also receive support from the OSDE Curriculum and Instruction staff. These existing staff will provide professional development in differentiated instruction, training in curriculum alignment to the state academic standards, as well content specific training.

The OSDE will create a Sub-Grantee Grant Management Handbook for all sub-awardees and will host bi-annual training on grant management including such topics as grant compliance, record keeping requirements, grant reporting, reimbursements, procurements, contracts and grant close-out. Grant management monitoring visits to each sub-grantee will take place in Year One with follow-up monitoring visits conducted for LEAs who continue to demonstrate non-compliance.

1. Interventions and Practices are Aligned to the State Comprehensive Literacy Plan:

(b)(4)

2. Interventions and Practices are Supported by Moderate or Strong Evidence of Effectiveness:

LEAs will have the opportunity to choose from the allowable activities as previously described including extended learning time, job-embedded professional development, extra support in the classroom, family engagement and the purchase of specialized learning materials and curriculum.

LEAs must provide an assurance that all OSRCL funds will be used to supplement, not supplant district funding.

(b)(4)

(b)(4)

(b)(4)

This quarterly

data will include teacher formative assessment data and progress monitoring data. In addition, annual state assessment summative data will determine program effectiveness in meeting the

GPRA performance measures. Programs not found to be making progress within a reasonable amount of time will be reviewed for funding in Year Two and Three of the project.

3. Interventions and Practices are Implemented with Fidelity and Aligned with Local and State Literacy Plans:

The OSDE is required by federal law to monitor all sub-grantees for compliance and accuracy each year. Periodic monitoring protocols are in place to ensure that program goals, objectives, timelines, budgets and other related program criteria are being met. This monitoring may include desk or site-based compliance audits. The OSDE Office of Federal Programs with assistance from OSRCL staff, will complete an on-site monitoring visit in Year One each sub-grantee. In Year Two and Three, these visits will be desktop monitoring unless the staff determine that additional site visits are necessary. During these on-site and desk monitoring visits, OSDE staff will review and conduct an analysis of sub-recipient's financial, programmatic and administrative policies and procedures such as, accounting for receipts and expenditures, cash management, maintaining adequate financial records, means of allocating and tracking costs, contracting and procurement policies and records, payroll records and means of allocating staff costs, equipment management system(s), and progress of project activities.

Upon conclusion of the monitoring, a meeting will be set with the local literacy teams, local evaluation team, district superintendent, principals and sub-grant staff to review the results, review student data, review how well the sub-grantee is meeting the GPRA performance measures, and to make recommendations for changes or adjustments to the project.

The OSDE will also implement a written monitoring procedure/policy to screen external service providers for the OSRCL initiative on an annual basis to ensure fidelity of implementation and quality vendor services. The external evaluator will create an external service provider screening

tool to engage all stakeholders in the review process for literacy contract services, evaluate the external providers' progress toward meeting OSRCL project goals and objectives, and define consequences if goals and/or expectations are not met (i.e., corrective action plan or termination of contract). This process will be completed on an annual basis in October of each year by the Project Manager who will submit online surveys to a randomly selected number of external provider users/stakeholders to glean user input and perceptions. These respondents may include administrators, teachers, parents and students. Data from these surveys will be calculated and shared with the external providers/vendors to allow them an opportunity to make periodic adjustments to their services, and will also be shared annually with the Oklahoma Literacy Team to engage them in this process.

A. Alignment of Resources (10 Points)

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- Though there is no single, thoroughly researched and widely practiced “model” of the RtI process, it is generally defined as a three-tier model of school supports that uses research-based academic and/or behavioral interventions. This three-tier model will include

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Within Tier 1, all students will receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students will be screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students will be identified as being “at

risk” through universal screenings and/or results on state- or districtwide tests will receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it will generally should not exceed eight weeks. During this time, student progress will be closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students who show significant progress will be returned to the regular classroom program. Students not meeting progress will be moved to Tier 2.

Tier 2: Targeted Interventions

Students not making adequate progress in the regular classroom in Tier 1 will be provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions will be provided in small-group settings in addition to instruction in the general curriculum for reading/literacy. A longer period of time may be required for this tier, but it will not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students will receive individualized, intensive interventions that target students’ skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions will be referred for a comprehensive evaluation and considered for eligibility for special education or other specialized services. The data collected during Tiers 1, 2, and 3 will be included and used to make the eligibility decision.

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2. Costs are Reasonable in Relation to the Number of Persons to be Served:

It is estimated that the OSDE will award approximately 25 sub-grants in Year One for a three-year project, pending data analysis and LEAs are meeting adequate annual progress and are implementing project activities with fidelity. In considering the various levels of student enrollment numbers for the various funding patterns, it is estimated that 42,050 students will be impacted by this project at a Year One cost of \$169/student. The total number of students likely to be served was determined by taking the median student size of each of the four student enrollment levels identified for the various funding levels multiplied by seven, indicating that is approximately how many grants will be awarded at each level. In addition, a minimum of 2,500 teachers within the estimated 25 districts will receive intensive, job-embedded professional development each year while all Oklahoma teachers will have access to coaching and modeling, online resources and OSDE professional development.

Also, a strong dissemination plan will extend the teacher impact across the state to all Oklahoma teachers. This dissemination plan will include

- **Regional Cohorts** – for training purposes, the OSDE has divided the state into five regions. Teacher leaders from sub-grant LEAs will be encouraged to attend these monthly regional cohort training sessions and share best practices and lessons they have learned through the OSRCL initiative.
- **Tiered Instructional Videos** – the OSDE staff will create a webinar series in practical ways and strategies to implement the RtI process in their school. While implementing RtI will be required for OSRCL LEAs, it is also now required for all districts in the state in working with literacy for children from PK-3rd grade as part of the state’s Reading Sufficiency Act. These videos will be created and posted online for any teacher to participate in self-paced, quality professional development at no cost to the grant.
- **Lesson Studies** – teacher leaders will have the opportunity to participate in a small group of campus, district or regional literacy instructors and participate in the coaching process with OSDE staff providing leadership by observing and recording feedback on literacy best practices. These groups will then observe a classroom lesson, review their own notes and compare with each other and the presenting teacher to measure fidelity and to refine their focus in classroom observations. Sub-grant LEAs will take the lead in these lesson studies across the state, but all Oklahoma teachers will have the opportunity to participate.
- **Model Classrooms** – Sub-grant LEA classrooms will serve as model classrooms for professional learning purposes. Teams of teachers will have the opportunity to observe instructional strategies, discuss techniques as they are modeled, role plan and participate

in hands-on experiences that will strengthen the understanding of literacy and its impact on students from birth-12th grade.

C. Quality of Project Design (5 Points) – Project Will Build Capacity and Extend Beyond Federal Funding:

The OSDE will help sub-grantees leave a legacy by working with them to enhance community collaborations and partnerships, develop staff capacity to implement evidence based programs and lead change, and deepen their understanding of various strategies to sustain programs. Planning for sustainability from the beginning of the project will enhance the opportunity for success, and visionary leadership will draw collaborators together to meet their common goals. Sustaining a program will require action and creativity in one or more of six possible realms: leadership, partnership and collaboration, implementation, communication, evaluation, and financing.

Leadership – achieving systemic change will require leaders with vision, skills, and knowledge of how to promote change within systems and communities. Effective leaders articulate problems and describe solutions to engage stakeholders while guiding the decision-making necessary for successful program implementation. Sub-grantee leadership will have the opportunity to participate in two leadership training programs at the OSDE, Lead 2 Succeed and Moving UP. Both of these existing training programs utilize evidence-based best practices for developing effective school leaders.

Partnership and Collaboration – agencies and programs are more effective when connections are established early in a project and cultivated throughout the life cycle. Strong partnerships will involve others who are interested in the goals of the project, are affected by the problems addressed, and can provide essential support and resources. Partnerships will help sustain program efforts through effective communication throughout the entire course of the project. These

collaborations will include early childhood provider partners and community and state literacy partners.

Implementation – excellence of program implementation that includes capacity building and policy change efforts will create sustainable programs and services without requiring continued funding. This level of implementation will require the participation of district and agency leadership, and an understanding of how to support lasting change in how school and agency staff work together. Building staff capacity to implement evidence-based interventions over time will involve creating a supportive implementation infrastructure with several components. This will include initial and ongoing training; designating and supporting staff to help implementers problem solve together around intervention challenges; and designing a permanent process and fidelity of implementation evaluation system.

Communication – Using communications and marketing skills to inform others about the program’s goals and successes will be key to creating and maintaining a base of support that can contribute to sustaining the projects and their functions. Linking the communication plans to the LEAs overall strategic plans will help to reach sustainability goals. Developing a presentation about the problems the program will address, and how the LEA will reduce or eliminate those problems will help publicize the program and gain support and partnerships. OSDE communications staff are in place and prepared to assist LEAs in their sub-grant communication plans.

Evaluation Data – For sustainability, it will be important for leaders and staff to present their evaluation data and findings to the groups the projects will serve and those in positions to support the work. Policymakers and stakeholders need to know what program the sub-grant will address

and what evidence exists that the program is working. Presenting key findings from the sub-grant evaluation will gain support including additional funding.

Financing – Far too often, sustainability is equated with obtaining additional program funding. Although money may be required to sustain LEA literacy initiatives, it is often possible to sustain outcomes with less funding than the original grant. Financial planning will help to identify the resources an LEA will need to sustain program outcomes and will provide an array of training to LEAs on how they can increase funding. For example, each LEA sub-grantee will be required to braid funding including federal funds through Title I and Title II-A, as appropriate, the Head Start Act, and the Individuals with Disabilities Act and will provide assistance to sub-grantees in how to braid funding. Sub-grantees will be required to contribute a minimum of 10% of their Title I and Title II-A funding to the OSRCL initiative each year.

Next, the OSRCL initiative will build the capacity of local districts to obtain additional grant funding to sustain literacy initiatives and activities through annual training for teachers and administrators on how to secure classroom and school grants. This two day training session will be held each summer in a centralized location where district staff will leave with a completed grant application to submit for sustainability purposes and taught by the agency grant writer who has more than 26 years of educational grant experience and has secured more than \$215 million in grant funds. Every participant will be required to submit at least one grant within six months of each training session. This training will be held free of charge to school personnel in a centralized location during the summer to prevent the interruption of student learning.

Oklahoma Striving Readers Comprehensive Literacy Initiative

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Instruction will be comprehensive

- **Data will be collected and used to drive instruction**
- **Collaboration within/between grade levels and schools needs to occur**
- **Teachers will have necessary materials to support teaching the state academic standards**
- **Teachers maintain a record of student progress**
- **Vocabulary development will be intense and meaningful**
- **Comprehension skills and strategies will be explicitly taught**
- **Fluent reading will be promoted in all grade levels**

Intervention

- **All staff will provide differentiated instruction based on formative and summative data. This differentiation will include students needing intervention and students needing enrichment**
- **Teachers will analyze data on an on-going basis to monitor student progress to assure intervention or enrichment is appropriate and successful.**
- **Schools will develop and use flexible delivery models to meet student needs.**
- **Intervention students will need additional assessments to help plan instruction. (Teachers, counselors, psychometricians, as appropriate, will administer additional assessments)**

| Expectations for Instruction and Intervention | Specific Actions Administrator | Specific Actions Teacher | Data to Support Evidence of Effectiveness |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Align instructional practices with evidence-based research. | Provide time for teachers to analyze data. Provide literacy resources needed for effective instruction. | Provide explicit instruction at student’s performance level using evidence-based materials that includes the essential reading components: fluency, vocabulary, comprehension, writing. | Screening assessments Diagnostic assessments Progress Monitoring assessments Summative assessments Survey teachers on effectiveness of resources and time to analyze data. |
| Standards-based grade level instruction. Plan effective instruction based on Oklahoma Academic Standards to include all components of literacy to support student learning. | Provide Oklahoma Academic Standards and curriculum frameworks to support teachers instruction | Provide standards-based, grade level, explicit instruction and other research-validated learning strategies. | Professional Learning Community Meeting Notes and Action Planning Peer to Peer Feedback |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Focus instruction in all curriculum areas on the essential developmental of literacy skills.</p> | <p>Establish a Culture of Literacy in all content areas. School Literacy Team develops an explicit schoolwide intervention plan.</p> | <p>Classrooms contain their own libraries used to support literacy and learning. Word walls supporting vocabulary development are found across content areas. Research-based literacy learning strategies implemented in all content areas.</p> | <p>School Literacy Team Schoolwide Intervention Plan Administrator Literacy Walks in all classrooms reveals a culture of literacy (academic vocabulary, classroom libraries, research-based strategies implemented across content areas).</p> |
| <p>Implement high-quality instructional practices.</p> <ul style="list-style-type: none"> • Differentiate instruction in order to maximize student learning • Provide instruction that is systematic and explicit. • Provide instruction that actively engages students. | <p>Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers.</p> | <p>Teachers adjust instruction and student interventions as needed based on formative assessments and data gained from progress monitoring.</p> | <p>Screening instruments Diagnostic instruments Progress monitoring assessments Summative assessments Data Team Meetings Peer to Peer Feedback based on Instructional Rounds</p> |
| <p>Establish and support tiered instruction to meet the intervention needs of all learners including Response to Intervention (RTI) and Oklahoma Tiered Intervention System of Support (OTISS).</p> | <p>Support and monitor tiered instruction. Provide professional development Provide ongoing support staff with planning and collaboration time. Use staff meetings to encourage discussion across grade levels and examine</p> | <p>Assess, plan, teach, assess and then adjust and intervene. Implement Response to Intervention, implementing Tier 1; Tier 2; and Tier 3 to ensure meeting needs of all students. and implement Oklahoma Tiered Intervention System of Support for Special Education students.</p> | <p>Progress monitor Data Walls Professional Learning Community meetings and data team meetings. Teacher Reflection Logs on Professional Development Teacher Survey on effectiveness of professional development related to RTI and OTISS</p> |
| <p>Provide professional development for effective use of assessments, instructional materials, and strategies for explicit and differentiated instruction</p> | <p>With site literacy team plan job-embedded professional development to support effective differentiated instruction.</p> | <p>Participate in job-embedded professional development to improve professional practice that ensures student learning.</p> | <p>Site Literacy Team Agendas and Action Plans Progress Monitor effectiveness of differentiated instruction Survey data on impact of differentiated instruction.</p> |

| | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Develop individual literacy plans to meet instructional needs of struggling students including English Learners, Students with Individual Education Programs, and under-served, under-resourced students.</p> | <p>Provide support for review of WIDA data to identify literacy plans for English learners. Collaborations with others such as Special Education teachers to develop the Literacy Plan.</p> | <p>Access the Comprehensive Academic Resource and Training Toolkit for English Learners (CARRT) online supports for English learners. Access and implement OTISS and CARRT strategies.</p> | <p>Peer Observations of effective practice using CARRT strategies and OTISS strategies. Survey educators on usefulness of resources.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization

Oklahoma Department of Education
2500 North Lincoln Boulevard, Suite 112
Oklahoma City, OK 73105-4599

Date: SEP 22 2016

Agreement No: 2016-095

Filing Reference: Replaces previous
Agreement No. 2015-174
Dated: 12/22/2015

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

Section I - Rates and Bases

| <u>Type</u> | <u>From</u> | <u>To</u> | <u>Rate</u> | <u>Base</u> | <u>Applicable To</u> |
|-------------|-------------|------------|-------------|-------------|----------------------|
| Fixed | 07/01/2015 | 06/30/2016 | 10.1% | MTDC | APwR |
| Fixed | 07/01/2016 | 06/30/2017 | 11.2% | MTDC | APwR |

Distribution Base:

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

Applicable To:

APwR The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

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

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$500.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV - Approvals

For the State Education Agency:

Oklahoma Department of Education
2500 North Lincoln Boulevard, Suite 112
Oklahoma City, OK 73105-4599

For the Federal Government:

U.S. Department of Education
OCFO / FIO / ICG
550 12th Street, SW
Washington, DC 20202-4450

(b)(6)

Signature

Joy Hofmeister

Name

State Superintendent of Public Instruction

Title

9/30/2016

Date

Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

SEP 22 2016

Date

Negotiator: Phillip Luster
Telephone Number: (202) 245-8069



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

SEP 22 2016

Ms. Vonna K. Anderson
Administrator
Oklahoma Department of Education
2500 North Lincoln Boulevard, Suite 112
Oklahoma City, OK 73105-4599

Reference: Agreement No. 2016-095

Dear Ms. Anderson:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost grants, contracts and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

U.S. Department of Education
OCFO / FIO / ICG
Attention: Frances Outland, Rm. 6059
550 12th Street, SW
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any questions, please contact Phillip Luster at (202) 245-8069 or Phillip.Luster@ed.gov.

The next indirect cost rate proposal based on actual data for the year ended June 30, 2016 is due in this office by **December 31, 2016**. This proposal should be sent to the above address.

Sincerely,

(b)(6)

Frances Outland
Director, Indirect Cost Group
Financial Improvement Operations

Enclosures

550 12th St. S.W., WASHINGTON, DC 20202
www.ed.gov

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization

Oklahoma Department of Education
2500 North Lincoln Boulevard, Suite 112
Oklahoma City, OK 73105-4599

Date: SEP 22 2016

Agreement No: 2016-095

Filing Reference: Replaces previous Agreement No. 2015-174
Dated: 12/22/2015

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

Section I - Rates and Bases

| <u>Type</u> | <u>From</u> | <u>To</u> | <u>Rate</u> | <u>Base</u> | <u>Applicable To</u> |
|-------------|-------------|------------|-------------|-------------|----------------------|
| Fixed | 07/01/2015 | 06/30/2016 | 10.1% | MTDC | APwR |
| Fixed | 07/01/2016 | 06/30/2017 | 11.2% | MTDC | APwR |

Distribution Base:

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

Applicable To:

APwR The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

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Signature

Joy Hofmeister

Name

State Superintendent of Public Instruction

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9/30/2016

Date

Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

SEP 22 2016

Date

Negotiator: Phillip Luster
Telephone Number: (202) 245-8069



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

SEP 22 2016

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Administrator
Oklahoma Department of Education
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Sincerely,

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Frances Outland
Director, Indirect Cost Group
Financial Improvement Operations

Enclosures

550 12th St. S.W., WASHINGTON, DC 20202
www.ed.gov

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Oklahoma Striving Readers Comprehensive Literacy Project

Budget Narrative

| Qty. | Item | Year 1 Request | Year 2 Request | Year 3 Request |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|------------------|
| Personnel | | | | |
| 1 | Program Manager to oversee the day-to-day operation of the grant, including hiring and supervising staff, managing the grant management system; providing professional development to grantees. 1 F.T.E. @ \$70,000/yr. | \$70,000 | \$70,000 | \$70,000 |
| 1 | Research and Data Specialist to provide district data training, assist with data collection for evaluation purposes, assist LEAs in progress monitoring processes, and provide training and information on how to select and successfully implement evidence-based best practices. | \$55,000 | \$55,000 | \$55,000 |
| 1 | Literacy Specialist to provide professional development to literacy staff in the implementation of the RtI framework, assist LEAs in conducting universal screenings, and provide coaching and modeling to literacy staff. | \$55,000 | \$55,000 | \$55,000 |
| | Total Personnel: | \$180,000 | \$180,000 | \$180,000 |
| Fringe Benefits | | | | |
| 3 | Staff benefits @ 38% of total salaries to include FICA, Medicaid, Social Security, Retirement, and Health Benefits for three full time employees. | \$68,400 | \$68,400 | \$68,400 |
| | Total Fringe Benefits: | \$68,400 | \$68,400 | \$68,400 |
| Travel | | | | |
| 12 | Monthly mileage reimbursement for staff to provide site visits and training to grantees. Estimated travel @ \$.49/mile X 5,000 miles per month X 12 months. Year 1 estimated at 5,000 miles per month X 9 months due to the time lapse for hiring grant staff. | \$22,050 | \$29,400 | \$29,400 |

| Qty. | Item | Year 1 Request | Year 2 Request | Year 3 Request |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|
| 1 | National Reading Conference for OSDE staff to attend each year to include airfare @ \$500 ea. X 3; hotel @ \$250/night X 4 nights X 3; Conference Registration @ \$500 ea. X 3; Per Diem @ \$75/day X 5 days; and Misc. costs such as local travel @ \$400 ea. X 3. | \$7,725 | \$7,725 | \$7,725 |
| | Total Travel: | \$29,775 | \$37,125 | \$37,125 |
| Supplies | | | | |
| 3 | Dell laptop computers for staff with docking stations and monitors @ \$1,500 ea. | \$4,500 | -0- | -0- |
| 3 | HP 660 Printers for staff @ \$500 ea. | \$1,500 | -0- | -0- |
| 12 | Months of office supplies for the staff @ \$200/mo. X 12 months. | \$2,400 | \$2,400 | \$2,400 |
| | Total Supplies | \$6,300 | \$2,400 | \$2,400 |
| Contractual | | | | |
| 25 | Sub-Contracts to school districts who are selected based on competitive grant criteria. It is estimated that the OSDE will award 7 grants per year for \$175,000; 7 grants per year for \$225,000; 7 grants per year for \$325,000; and 4 grants per year for \$425,000, | \$6,775,000 | \$6,775,000 | \$6,775,000 |
| 1 | Contract with an external evaluator to provide data collection and reporting procedures for the grant. This contract will be determined based on agency procurement policies upon receipt of grant award. Year 2 and 3 totals are higher to reflect data collection and research component of the project design. | \$20,000 | \$35,000 | \$35,000 |
| 75 | Contracts with peer reviewers to complete sub-grant peer review process. Teams of 3 reviewers will read approximately 5 grants each. It is estimated there will be 75 grants to read @ a cost of \$150/grant. 75 grants X 3 reviewers X \$150 per grant. | \$33,750 | -0- | -0- |

| Qty. | Item | Year 1 Request | Year 2 Request | Year 3 Request |
|--------------|----------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|--------------------|
| | Total Contractual: | \$6,828,750 | \$6,810,000 | \$6,810,000 |
| Other | | | | |
| 12 | Month contract with Grant Management System to provide online grant application and management for all sub-grantees. | \$9,500 | \$1,500 | \$1,500 |
| 1 | Technology costs to create evidence- based modules to include narrator fee and film costs. | \$2,000 | -0- | -0- |
| | Total Other Costs: | \$11,500 | \$1,500 | \$1,500 |
| | Total Project Costs: | \$7,132,075 | \$7,099,425 | \$7,099,425 |