U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

STRIVING READERS COMPREHENSIVE LITERACY GRANT PROGRAM
CFDA # 84.371C
PR/Award # S371C110016
Grants.gov Tracking#: GRANT10864499

Closing Date: MAY 09, 2011

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OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received: 05/06/2011

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Massachusetts Department of Elementary & Secondary Education

* b. Employer/Taxpayer Identification Number (EIN/TIN): 04-6002284

* c. Organizational DUNS: 799538178

d. Address:

* Street1: 75 Pleasant Street

Street2:

* City: Malden

County:

* State: MA: Massachusetts

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 01970

e. Organizational Unit:

Department Name: Curriculum and Instruction

Division Name: Office of Literacy

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

Prefix: Mrs.

* First Name: Susan

Middle Name: Yardley

* Last Name: Wheltle

Suffix:

Title: Director, Office of Literacy and Humanities

Organizational Affiliation:

* Telephone Number: 781-338-6239

Fax Number: 781-338-3395

* Email: swheltle@doe.mass.edu

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 Version 02

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:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Striving Readers

*** 12. Funding Opportunity Number:**

ED-GRANTS-031011-002

* Title:

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

13. Competition Identification Number:

84-371C2011-1

Title:

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

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

Massachusetts Striving Readers Program springs from the state's literacy plan and ensures all students can read, comprehend, and write about complex grade-level texts independently and proficiently.

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: MA-all

* b. Program/Project: MA-all

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 08/01/2011

* b. End Date: 08/02/2016

18. Estimated Funding ($):

* a. Federal	15,000,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	15,000,000.00

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

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

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

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

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

☐ Yes ☒ No

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:	Mr.
* First Name:	Mitchell
Middle Name:	D.
* Last Name:	Chester
Suffix:	
* Title:	Commissioner of Elem. and Sec. Education
* Telephone Number:	781-338-3100
Fax Number:	
* Email:	MChester@doe.mass.edu
* Signature of Authorized Representative:	Julia Jou
* Date Signed:	05/06/2011

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Massachusetts Department of Elem...

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	$ 270,000	$ 278,100	$ 286,443	$ 295,036	$ 303,887	$ 1,433,466
2. Fringe Benefits	$ 94,932	$ 97,780	$ 100,713	$ 103,735	$ 106,847	$ 504,007
3. Travel	$ 10,000	$ 10,000	$ 10,000	$ 8,000	$ 6,000	$ 44,000
4. Equipment	$ 5,000	$ 2,500	$ 0	$ 5,000	$ 2,500	$ 15,000
5. Supplies	$ 8,000	$ 8,000	$ 8,000	$ 5,000	$ 5,000	$ 34,000
6. Contractual	$ 240,460	$ 232,993	$ 225,271	$ 216,259	$ 213,475	$ 1,128,458
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 14,250,000	$ 14,250,000	$ 14,250,000	$ 14,250,000	$ 14,250,000	$ 71,250,000
9. Total Direct Costs (lines 1-8)	$ 14,878,392	$ 14,879,373	$ 14,880,427	$ 14,883,030	$ 14,887,709	$ 74,408,931
10. Indirect Costs*	$ 121,608	$ 120,627	$ 119,573	$ 116,970	$ 112,291	$ 591,069
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 15,000,000	$ 15,000,000	$ 15,000,000	$ 15,000,000	$ 15,000,000	$ 75,000,000

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? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 8/6/2011 To: 7/31/2012 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____
(3) 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)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Massachusetts Department of Elem...

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	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

OMB Approval No.: 4040-0007
Expiration Date: 07/30/2010

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.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Julia Jou	Commissioner of Elem. and Sec. Education
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Massachusetts Department of Elementary & Secondary Education	05/06/2011

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
0348-0046

1. * Type of Federal Action:
- ☐ a. contract
- ☒ b. grant
- ☐ c. cooperative agreement
- ☐ d. loan
- ☐ e. loan guarantee
- ☐ f. loan insurance

2. * Status of Federal Action:
- ☐ a. bid/offer/application
- ☒ b. initial award
- ☐ c. post-award

3. * Report Type:
- ☒ a. initial filing
- ☐ b. material change

4. Name and Address of Reporting Entity:

☒ Prime ☐ SubAwardee

** Name* Mitchell D. Chester

** Street 1* MA Dept. of Elem. & Sec. Education *Street 2* 75 Pleasant Street

** City* Malden *State* MA: Massachusetts *Zip* 02148

Congressional District, if known: MA-all

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 Mr. ** First Name* Mitchell *Middle Name* D.

** Last Name* Chester *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

Prefix ** First Name* Mitchell *Middle Name* D.

** Last Name* Chester *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

*** Signature:** Julia Jou

***Name:** *Prefix* ** First Name* Mitchell *Middle Name* D.

** Last Name* Chester *Suffix*

Title: Commissioner **Telephone No.:** 781-338-3100 **Date:** 05/06/2011

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Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

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.

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. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to**: U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

5-5-SRCL GEPA StatuteMA 5 3 11.pdf | Add Attachment | Delete Attachment | View Attachment

Massachusetts 2011-2016 Striving Readers Comprehensive Literacy Program Proposal
GEPA Statement

The GEPA Statute highlights six types of barriers that can impede equitable access in a Federal program or benefit. Specifically, these barriers are gender, race, national origin, color, disability or age.

The Massachusetts Striving Readers Comprehensive Literacy Program will serve children from birth through high school. Individual LEA and early education and care sites will include family outreach components for adults. Given the broad range of ages served, the likelihood that age would be a barrier is remote.

The purpose of this program is to raise literacy achievement of all students, but in particular, those who are disadvantaged because they come from low-income families, because they have limited English proficiency, or because they have learning disabilities.

The subgrant program will be open only to LEAs and early education and care sites with a population of low-income students. For DESE and LEAs poverty/low income students is based on free and reduced lunch (at least 34%). For DEEC and early education and care providers, poverty/low-income children is based on percentage (50%) of children in sites being subsidized by DEEC. In Massachusetts low-income student populations are likely to represent diverse races and national origins, as well as students who have limited English proficiency or who have had very little formal education or interrupted education in the countries from which they emigrated. The grant program and professional development will provide educators strategies in increasing the vocabulary, literacy skills, and background knowledge of these students.

Likewise the grant program and professional development will highlight ways to increase the literacy of students with disabilities through the use of assistive technologies

and engaging curricula in core academic subjects are presented through a variety of media and designed using universal design for learning.

In national and statewide tests of literacy, girls often outpace boys in reading and writing in the earlier grades. Professional development will present ways of engaging boys in reading and writing through its emphasis on including more informational text in the elementary curriculum, thus allowing boys to explore topics of interest.

Massachusetts DESE posts student achievement on MCAS disaggregated by ethnicity, disability, income, and English proficiency status. As part of its evaluation, the project will follow the performance over time of these subgroups compared to the general population of students. One of the key aims of the project is to narrow achievement disparities among these student groups and to deepen educators' and professional development providers' knowledge and skill in differentiating instruction to serve all children better.

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 $10,00 0 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 subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Massachusetts Department of Elementary & Secondary Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Mitchell Middle Name: D.

* Last Name: Chester Suffix:

* Title: Commissioner of Elem. and Sec. Education

* SIGNATURE: Julia Jou * DATE: 05/06/2011

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

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2. Applicant Experience:

Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment Delete Attachment View Attachment

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **1235-AbstractSRCLPMA5.5.pdf**

Abstract
Massachusetts Striving Readers Comprehensive Literacy Program

Ensuring that all students learn to read, comprehend, and analyze complex grade-level texts independently and proficiently is the overarching goal of the Massachusetts Striving Readers Comprehensive Literacy Program. Approximately 100 birth to high school programs will receive subgrants which together will serve approximately 2,000 teachers and administrators and 60,000 students.

Members of the Massachusetts statewide literacy team will provide expertise on addressing Priorities 1, 2, and the Competitive Preference Priority.

- Priority 1: Provide professional development focused on mastery of grade-level texts; identify preferred providers of professional development that meet evidence-based criteria; incorporate effectiveness in establishing grade-level literacy as a component of the state's educator evaluation system; raise rates of gain in literacy achievement by 15% between 2011 and 2014 and another 25% between 2014 and 2016.
- Priority 2: Establish a system of formative classroom-embedded performance assessments to supplement national and state assessments, and provide professional development on scoring assessments and using data analysis to shape instruction.
- Competitive Preference Priority: With the Center for Applied Special Technology (CAST) and the WGBH Educational Foundation as partners, provide online instructional materials based on universal design for learning principles and videos of effective literacy instruction and coaching.

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **1245-MASRCLPNarrative5.6.pdf**

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Comprehensive Literacy Program Table of Contents

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Massachusetts Department of Elementary and Secondary Education
Striving Readers Comprehensive Literacy Program Proposal
Project Narrative

(A) Quality of State-level activities

Ensuring that all students can read, comprehend, and analyze in writing and speaking complex grade-level texts independently and proficiently is the overarching goal of the Massachusetts Striving Readers Comprehensive Literacy (SRCL) Program proposal. The philosophy that underlies this proposal is that it is crucially important for students to read well in order to build background knowledge and to understand how literature reveals truths about human experience. Reading well develops students' ability to reason, structure arguments, and use language precisely and expressively. Reading widely and well is at the heart of developing more articulate writers and speakers, more discerning listeners, and more engaged citizens.

(A)(i) How the SEA will carry out the required State-level activities and how it will align those activities with its comprehensive State literacy plan

a. Developing, updating, implementing, and improving the Statewide Literacy Plan

The state-level activities of the project focus on improving student achievement through extensive professional development on effective classroom teaching of complex texts in which language and ideas are rich and subject matter is significant (Adams, 2010-2011). The Massachusetts Department of Elementary and Secondary Education (MDESE), in collaboration with the Massachusetts Department of Early Education and Care (MDEEC) and the Massachusetts Department of Higher Education (MDHE), is committed to creating a lasting partnership of teachers, administrators, and the most accomplished researchers, professional development providers, designers of technology, and producers of media to raise achievement in literacy. Children from infancy through

adolescence will benefit from the SRCL funds that will be awarded in subgrants to approximately 100 early education and care providers and pre-K to grade 12 districts selected through a competitive process. These sites will serve approximately 2,000 teachers and administrators and 60,000 students.

The state-level activities spring from the Massachusetts Birth through High School Striving Readers Comprehensive Literacy State Plan that was submitted to the U. S. Department of Education in February 2011. A statewide literacy team was convened, composed of 50 representatives from pre-k to12 public education, early education and care providers, researchers and professors, professional development providers, and the three state education agencies (a list of members is included in the attachments section). The plan was developed in the context of the Commonwealth's Race to the Top (RTTT) initiatives, whose priorities include increasing student literacy achievement and implementing the *Common Core State Standards* (www.corestandards.org) and the assessments of the Partnership for the Assessment of Readiness for College and Career (PARCC: www.parcconline.org). The Statewide Literacy Plan underlies this proposal's five key objectives.

- Raising literacy achievement by using challenging curriculum;
- Improving the impact of professional development in literacy;
- Ensuring a high level of professional learning and collaboration that unites educators at all levels and professional development providers;
- Providing models that use multiple measures of assessing literacy growth; and
- Using technology and media strategically to enhance literacy and learning.

Members of the Literacy Team contributed to this proposal and will continue to provide guidance over the 2011-2016 period. The Team will meet yearly as a group to review outcomes of the project and update the Literacy Plan as needed on the basis of program evaluation and new research; in addition, some may choose active involvement in the subgrant work. The University of Massachusetts Donahue Institute, which has more than ten years' experience in evaluating Massachusetts literacy initiatives, will collect and analyze state and local data and provide annual quantitative and qualitative reports for formative use and a summative evaluation of the entire five-year program.

b. Aligning the use of Federal and State funds and programs with the SEA and LEAs

States shape district priorities and policies through grant funding. Beginning in September 2012, MDESE will adopt common language in its Requests for Proposals (RFPs) about approved uses of federal and state funds, consistent with federal and state regulations, for literacy initiatives (e.g., Title I, Title II-A, Title II-D, Title III, IDEA funds 21st Century Learning Center grants, family engagement grants, and well as funds from State line items for literacy and after-school programs). This language will reflect the goals of this Striving Readers proposal and will represent a consistent and coherent approach to funding and implementing effective literacy instruction.

c. Making the process and the results of subgrant applications publicly available

The subgrant RFP and the rubric that will be used for scoring the SRCL proposals, and results of the scoring process will be publicly available on the MDESE and MDEEC websites. The RFP will also include definitions from the Federal SRCL Program application sections (A) (d) (1-6) so that LEA subgrant applicants will know what they must do to meet the priorities of the Federal program. The process of designing the RFP

and reviewing the proposals will be managed by the MDESE Office of Literacy and Humanities; reviewers will have expertise in literacy from birth to grade 12 and will include members of the State Literacy Team.

d. Ensuring that SRCL subgrant funds are used to implement a comprehensive and coherent literacy program that serves students from birth to grade 12 as determined by a needs assessment

At the state level, SRCL will be a birth to grade 12 initiative, but at the subgrant level, the initiative may focus just on particular grades. MDESE will publish an online needs assessment survey that LEAs and early education and care provider applicants must complete in order to identify key literacy issues to be addressed in their proposals. The needs assessment will include questions on professional development, curriculum and instructional materials, assessments, interventions, early learning environments, and program evaluation and monitoring. Districts that have developed comprehensive district literacy plans will be asked to update their plans. MDESE, MDEEC, and MDHE will hold regional meetings and webinars to make the intent and requirements of the program clear to applicants and to help them set priorities in the birth to high school continuum.

For its major RTTT initiatives, MDESE has adopted the planning and project management practices of the U.S. Education Delivery Institute (EDI), an organization based on the systems developed by Sir Michael Barber and implemented in the United Kingdom during the Blair administration (Barber, Moffit, & Kihn, 2011). Using EDI methods, MDESE will provide technical assistance to subgrant applicants to help them set priorities and analyze which action steps are likely to be most effective.

(A)(ii) The SEA's goals for improving literacy outcomes throughout the state for all students

Priority 1: Improving Learning Outcomes The Massachusetts proposal rests on a key idea about reading and writing. *All students must develop the capacity to read complex grade-level texts and to demonstrate their understanding of what they have read in logically organized written and oral presentations that cite relevant evidence from the texts.* This is what college students and workers in most jobs that offer advancement are asked to do routinely; this is what students will be expected to do in the assessments being developed by the Partnership for the Assessment of Readiness for College and Career (PARCC), the consortium in which Massachusetts plays a leadership role; these are the skills pre-k to grade 12 students in the Commonwealth must practice on a daily basis as part of their curriculum (*Common Core State Standards for English Language Arts,* Appendix A, 2010; PARCC Draft *Model ELA/Literacy Content Frameworks,* 2011).

In developing this proposal, we have considered disaggregated data from the Massachusetts Comprehensive Assessment System (MCAS) and National Assessment of Educational Progress (NAEP) state data. Massachusetts students overall have increased their achievement in literacy since MCAS began in 1998. While the percentage of students in scoring at *Proficient* or above on English language arts MCAS assessments has steadily increased over the last five years (Chart 1), the gap between disadvantaged students (i.e., students with disabilities, limited English proficient and formerly limited English proficient students, and low-income students) and non-disadvantaged students achieving proficiency has remained relatively stable (Chart 2). So, while all boats are rising, the gap between disadvantaged and non-disadvantaged students persists.

Chart 1: Percentage of all students scoring *Proficient* or above on MCAS English language arts, all tested grades

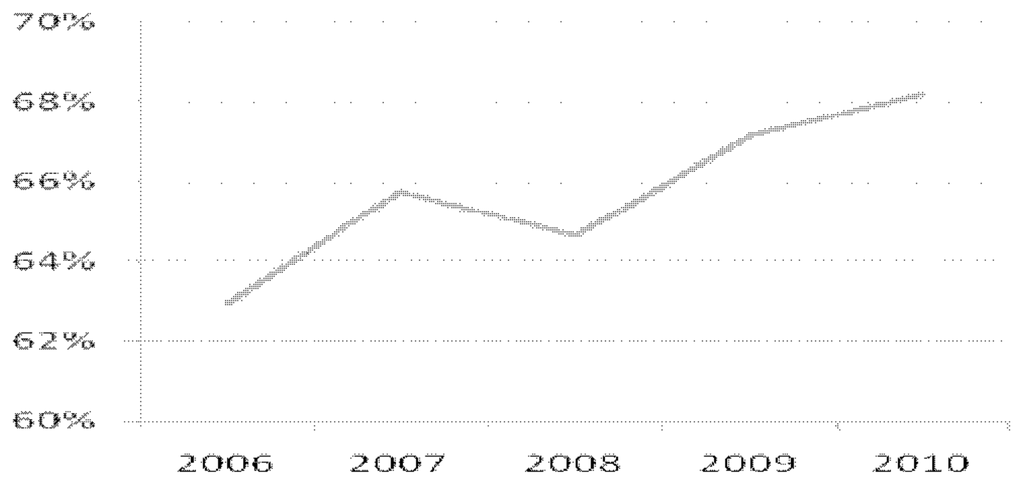
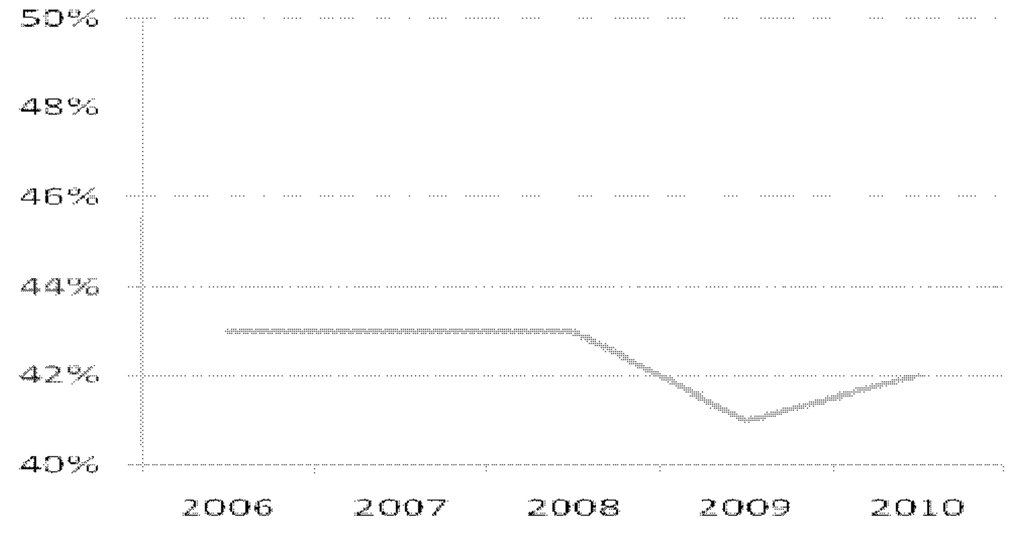


Chart 2: Gap between percentage of disadvantaged students and non-disadvantaged students scoring *Proficient* or above on MCAS English language arts, all tested grades



Source for Charts 1 and 2: Massachusetts Department of Elementary and Secondary Education

Likewise, while Massachusetts NAEP scores are the highest in the nation, more than half of the Massachusetts students assessed at grades 4, 8, and 12 read <u>below</u> the proficient level and progress was uneven or relatively flat between 2002 and 2009.

Table 1: Percentage of Massachusetts grade 4 and 8 students scoring at or above Proficient on NAEP Reading, 2002-2009

	Grade 4	Grade 8	Grade 12
2009	47%	43%	46%
2007	49%	43%	N/A
2005	44%	44%	N/A
2003	40%	43%	N/A
2002	47%	39%	N/A

Source: National Center for Education Statistics, State Profiles http://nces.ed.gov/nationsreportcard/states/

<u>Objective 1: Raising Literacy Achievement:</u> Massachusetts proposes to increase historic rates of gain in student performance on MCAS and NAEP by 15% between 2011

and 2014 and another 25% between 2014 and 2016. This would increase the share of students scoring in the *Advanced* and *Proficient* levels on MCAS and NAEP and reduce the share scoring in the *Warning* or *Failing* levels (*Below Basic* on NAEP). We believe that our strategies will also narrow achievement gaps.

This proposal focuses professional development on instructional strategies that center on the use of complex or "stretch" texts with rich and sophisticated vocabulary as a means of ameliorating the gap between striving readers and writers and their more successful peers. By "stretch texts" we mean texts equivalent in quality and complexity to the grade-level texts listed in Appendix B of the Common Core State Standards, a selection of which appears in the table below.

Table 2: Examples of Complex Grade-Level Texts

	Literary Text	Informational Text
Kindergarten	*Pancakes for Breakfast,* DePaola (1978)	*Truck*, Crews (1980)
Grade 1	*Little Bear,* Minarik (1957)	*Starfish,* Hurd (1962)
Grades 2-3	*"Who Has Seen the Wind?,"* Rossetti (1893)	*The Story of Ruby Bridges,* Coles (1995)
Grades 4-5	*Birchbark House,* Erdrich (1999)	*A History of US,* Hakim (2005)
Grades 6-8	*Roll of Thunder, Hear My Cry,* Taylor (1976)	*Narrative of the Life of Frederick Douglass, an American Slave,* Douglass (1845)
Grades 9-10	*The Tragedy of MacBeth,* Shakespeare (1592)	*Gettysburg Address,* Lincoln (1863)
Grades 11-12	*The Great Gatsby,* Fitzgerald (1925)	*Walden,* Thoreau (1857)

Adapted from *The Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects,* Appendix B (2010)

Studies that examine the relationship between professional development, effective literacy instruction, and improved student outcomes (Dillon, O'Brien, Sato, & Kelly, 2011; Biancarosa, Bryk, & Dexter, 2008; Bierman et al, 2008; Hough et al, 2008; Landry et al, 2006) consistently find greater outcomes when development of teacher content knowledge and knowledge of effective practices is integrated with some form of

classroom coaching or consultation. Focusing sustained and coherent professional development on grade-appropriate content that includes opportunities for collaborative collegial discussions has substantial association with increased teacher knowledge and changes in teaching practices (Ingvarson, Miers, & Beavis, 2005; Maldonado, 2002, Porter, Garet, Desimone, & Birman, 2003).

Objective 2: Improving the Impact of Professional Development: Our working theory is that educators in LEAs and early education and care settings can close achievement gaps if professional development is provided by experts who know the research, know the standards, and are thoroughly committed to improving outcomes for children. Sadly, not all professional development providers meet these criteria. MDESE will issue a request for qualifications for professional development providers who wish to offer consultation and consulting services paid for under this SRCL grant. Potential providers must demonstrate knowledge of the standards and their underlying philosophy, literacy research at particular grade levels and for particular populations, including students with disabilities, English language learners, and advanced students. They must explain how they will provide coaching and consultation on the inclusion of complex texts in the curriculum for all students, interventions, and analyses of student achievement data. MDESE and MDEEC staff and members of the Statewide Literacy Team will review qualifications of all potential professional development providers prior to placing them on an approved list; it is anticipated that the final list would include approximately 30 to 50 extremely knowledgeable professional development providers or organizations who would be willing to work collaboratively with the state agencies on the agenda of incorporating complex texts into the curriculum for all students.

LEAs and early education and care providers may spend subgrant funds for professional development only on providers that meet state criteria. Applicants and their selected professional development providers will have to demonstrate a plan that (a) introduces teachers to research-based approaches to using complex grade-level texts for most instruction for the majority of students; (b) provides information on adaptations and interventions that do not lower the reading level of texts for special populations; (c) embeds opportunities for engagement and collaboration with colleagues within the school/district community; (d) provides coherent learning over a sustained period; (e) engages participants in observations of exemplary teaching; and (f) provides opportunities for guided self-evaluation and reflection on one's own teaching.

Professional development priorities for different age groups are listed below.

Birth to age 5: Professional development providers will develop the skills of parents, caregivers, and educators in preschools and community organizations such as libraries, museums, community centers, and clinics to evaluate and develop children's vocabulary, oral language, and emergent literacy skills that are critical to later academic success (Dickinson, Freiberg, & Barnes, 2011; Hammer, Scarpino, & Davison, 2011; Paratore, Cassano, & Schickedanz, 2011; Sénéchal & Ouellette, 2006, Lesaux et al., 2010, Snow, 1991, Snow, Burns, and Griffin, 1998). Preschool teachers will play a crucial role in introducing students and families to "stretch" texts through reading aloud, recorded texts, and other computer-based or broadcast scaffolded reading experiences (e.g., the Living Books of www.storylineonline.net or *Between the Lions* from PBS).

Kindergarten to grade 3: To raise early childhood reading achievement, professional development providers will focus on ways to extend the vocabulary and

knowledge of striving readers through the use of texts that are linguistically and conceptually complex and provide opportunities for discussions and written assignments about the text and related topics aligned to the curriculum (Schwanenflugel, Hamilton, Neuharth-Pritchett, Restropo, Bradley & Webb, 2010) while developing phonemic and phonological awareness and providing scaffolding as needed (Morrow, Tracey & Del Nero, 2011; National Reading Panel, 2000; Cunningham & Cunningham, 2002; Trachtenburg, 1990; Kuhn and Rasinski, 2011).

Grades 4 through 8: Professional development providers must be able to work with teachers in all disciplines (i.e., English, math, science, history/social studies, and the arts) and provide approaches for developing academic vocabulary, content knowledge in a variety of subject areas, and progressive independence in disciplinary reading/writing skills, because in these grades students are expected to read, understand, and respond – orally and in writing – to more complex and significantly lengthier texts (e.g., Chall, 1996; Shanahan & Shanahan, 2009, Bromley, 2011, Duke & Pearson, 2002, Rand Reading Study Group, 2002). Further, professional development providers should prepare students to use the computer and other technologies routinely to accomplish purposeful academic tasks (McKenna, Labbo, Conradi, & Baxter, 2011).

Grades 9-12 Professional development providers must have expertise on the interrelationships of writing and reading in a challenging curriculum (Graham & Perrin, 2007; Graham & Hebert, 2010; Biancarosa & Snow, 2006; Kamil, 2003) and the particular forms and conventions of writing used within each discipline (McConachie & Petrosky, 2009). They must be able to organize fruitful collaborations about course content and expectations at various educational levels between high school educators,

college faculty, and employers in order to make students' transition from high school to college and the workplace more seamless (Conley, 2005, 2007).

In addition, the professional development providers for SRCL work must be willing to incorporate technologies and assessments that MDESE has identified as effective for improving learning and measuring student outcomes.

(A) (iii) How the SEA will provide technical assistance and support to subgrantees to implement a comprehensive literacy program and to improve student achievement in core academic subjects

The professional development offered under this program will emphasize the importance of reading and writing, speaking and listening, and language development skills aligned to standards at every level of instruction and the critical importance of developing the vocabulary and content knowledge of science, mathematics, geography, history, civics, economics, literature and the arts to improve students' performance on literacy assessments (Cunningham & Stanovich, 1998, Hirsch, 2003).

Building on its decade of providing statewide assistance to LEAs through its state- and federally-funded literacy projects, MDESE will provide technical support to help applicants conceptualize three-year subgrant proposals, and, once funding is awarded, will give ongoing support and systematic feedback through annual statewide meetings, online and phone consultation, and regional networks. LEAs that receive three-year grants will have to reapply for a continuation of their grant for the final two years. This mid-course reapplication process will involve evaluation of patterns of student growth in literacy in participating schools and the district and school commitment to carrying out project activities. Districts that have failed to improve student literacy in the first three years will have the opportunity to reconsider, and possibly replace the staff,

leadership, or professional development providers in the project. MDESE will reserve the right to discontinue a grant for a district where progress is lacking and there is evidence that staff members, even with support, are not improving instructional practice in literacy.

Because of the complexity of the technical assistance required across the birth to high school continuum and across content areas, MDESE will use administrative funds to form a five-person SRCL leadership team. MDESE will hire three new staff members with literacy expertise: an overall project manager for SRCL; a specialist in birth to grade 3 literacy who will provide technical assistance for early literacy projects and divide time between MDESE and MDEEC to coordinate activities in the two agencies; and a specialist in adolescent literacy who will be responsible for middle/high school/college readiness projects and who will coordinate with MDHE. These staff will be assigned full-time to the SRCL project under the leadership of the present coordinator of Literacy Partnership state grants and the Director of Literacy and Humanities. Six current MDESE regional literacy specialists funded by other sources will provide coaching for underperforming schools in the project and will be responsible for regional networks. Each subgrantee will be assigned an MDESE contact who will be responsible for monitoring the district work and providing technical assistance. In addition, the MDESE and MDEEC team for this project will include staff with curriculum and assessment expertise in mathematics, science, history/social science and the arts, family engagement, English as a second language, early childhood education, and special education, all of whom will provide technical assistance as needed.

Objective 3: Ensuring a high level of professional learning: In order to ensure the quality of professional development and increase knowledge of literacy development

across the birth to high school continuum, SRCL subgrantees will be required to use preferred providers selected in the process described on page 8. Preferred providers and LEA/early education and care provider project leaders must agree to attend quarterly SCRL Seminars each year of the project to guarantee that providers' work reflects relevant literacy research and updated knowledge of NAEP, MCAS, and PARCC assessments and MDESE/MDEEC policies and initiatives in curriculum development, instruction, assessment, and educator quality. The SRCL Seminars are a crucial element in this plan's strategy to unite professional development initiatives that have often been disjointed across early childhood and elementary and secondary education.

In preparation for participation in the SRCL Seminars, professional development providers will prepare a detailed account of the PD activities completed in the previous quarter and share a "problem of practice"— i.e., a challenge or stumbling block to effective implementation of any aspect of the professional development program. The focus of the seminar then will be on working together to formulate "workable" solutions and developing a plan for monitoring and evaluating implementation of the plan. The results of these discussions will be published online as a resource for others.

Priority 2: Enabling More Data-Based Decision-Making

Objective 4: Providing Models of Coherent Assessment Systems: The SRCL project will support the MDESE RTTT initiative on improving teacher effectiveness. In June 2011 the Massachusetts Board of Elementary and Secondary Education will adopt new statewide regulations on educator evaluation in which evidence of student growth on assessments will be a key factor (http://www.doe.mass.edu/boe/docs/0411/item1.doc). Each district must adopt student performance measures for each grade and subject that

permit a comparison of student gains. The implementation of this evaluation system will provide a powerful incentive for educators to improve the achievement of their students.

LEAS that receive SRCL funds will have technical assistance in implementing and interpreting information from different kinds of assessments and developing a coherent district assessment system on which to base decisions for instruction. These multiple measures of literacy will be used in addition to annual student growth data from MCAS, where available. Table 3 below contains a research-based list of the standardized classroom formative literacy assessments that will be used in the SRCL program to allow comparison across students, schools, and districts.

At the statewide level, from 2012 to 2014, students in grades 3 to 8 and 10 will take the MCAS exams; beginning in the fall of 2014, it is anticipated that Massachusetts will transition to PARCC assessments, which, in ELA and literacy, will feature writing in response to complex literary and informational texts at grades 3 through 11. The development of a K-2 literacy assessment was included in the PARCC proposal; it is likely that this assessment will include the Common Core Foundational Reading standards and will be different in format from the assessments in the later grades.

Table 3: Classroom assessments for SCRL

Purpose	Characteristics of Recommended Assessments
Language Assessments	**The Woodcock-Muñoz Language Survey**—Revised (2005) provides both age norms (2-90+) and grade norms (K-18+). It includes measures of picture vocabulary, verbal analogies, alphabet knowledge, word identification, dictation, story recall, understanding directions, and passage comprehension, and includes both English and Spanish forms. It assists with examining (and sorting out) oral language and learning difficulties of English language learners.
Literacy Assessments – Pre-K-Grade 3	**The Phonological Awareness Literacy Screening** provides measures of early literacy abilities that are predictive of later reading success. It has been effectively used on a statewide basis, screening over 430,000 kindergarten children in Virginia

	(Invernizzi, Justice, Landrum, & Booker, 2009).
Literacy Assessments – Grades 4-12	**The Group Reading Assessment and Diagnostic Evaluation** (GRADE) is available for pre-k to12. It provides measures of word reading, vocabulary, sentence and passage comprehension, and listening comprehension. The **Reading Fluency Indicator** (RFI) is a companion assessment to GRADE that can be used multiple times per year for progress monitoring and that assesses reading rate, accuracy, comprehension, and prosody in 5-10 minutes, rather than the one-minute probes that although commonly used, are often inaccurate (e.g., Kuhn, Schwanenflugel, & Meisinger, 2010; Scanlon, 2011).
Additional assessments for early education and care settings	**Peabody Picture Vocabulary Test,** fourth addition (PPVT-4)[this assessment can also include the **Expressive Vocabulary Test** (EVT-2)] **Woodcock Johnson Achievement Kit** (Applied Problems) **Emotional Regulation Assessment** **Preschool Self-Regulation Assessment** (pencil tap & balance beam)

In addition to these formal assessments LEAs will be required to implement classroom curriculum-embedded assessment practices that will support ongoing instruction. This plan is consistent with current understanding of the limitations of large-scale and standardized assessments (Afflerbach & Cho, 2011; Gormley & McDermott, 2011; Scanlon, 2011). Afflerbach and Cho (2011) explain that classroom curriculum-embedded assessment fulfills three roles: fostering students' metacognitive ability; fostering teachers' ability to identify appropriate instructional strategies; and promoting reflective teaching, a fundamental step in achieving teaching excellence. As part of its RTTT project, MDESE and Massachusetts educators will develop and pilot model curriculum units and related performance assessments, based on the Understanding by Design model (Wiggins and McTighe, 1998), for pre-k to 12 in English language arts, mathematics, science and technology/engineering, and history/social science. All SRCL

districts will be required to pilot and implement units and performance assessments appropriate to the grade levels served.

MDESE will work with districts to develop a reporting system for parents to enable them to understand what their child's assessments indicate and how the district used data to make instructional decisions.

Competitive Preference Priority: Effective Use of Technology

Objective 5: Using technology and media strategically to enhance learning: MDESE will assist LEAs and early education and care providers to use technology effectively in the classroom with the help of two existing partners: the Center for Applied Special Technology (CAST, www.cast.org), a Massachusetts research and development organization specializing in universal design for learning (UDL), and the WGBH Educational Foundation, the Massachusetts Public Broadcasting System (PBS) affiliate.

Beginning in 2006, MDESE worked with CAST to develop *Bookbuilder*, an online tool for creating, sharing, publishing, and reading digital books that engages and supports diverse learners according to their individual needs, interests, and skills. The final version of this tool is now available online and is one of the technologies MDESE will recommend to LEAs. CAST and MDESE have also partnered on the development and refinement of *Universal Writer,* an online tool to help middle school students (including those with and without disabilities) improve their skills in writing arguments aligned with the Common Core writing standards. The *Universal Writer* takes full advantage of the flexibility inherent in new technologies to provide (a) embedded strategy instruction and supports; (b) individualized adjustments for those supports to meet learners' varying needs and preferences to supply an appropriate level of challenge,

and (c) the ability to individualize the tool for specific disabilities with add-ons such as text-to-speech, dictionaries, thesauruses, and translation software. SRCL LEAs will evaluate the use of this tool with students with mild to severe learning disabilities.

WGBH will provide assistance in the use of a customized version of its online educator resource website (Massachusetts Teachers' Domain, www.teachersdomain.org), including approximately 1,000 pre-k to 12 items for literacy, aligned to Massachusetts and Common Core Standards. Teachers' Domain's *Inspiring Middle School Literacy Collection,* for example, focuses on comprehension, vocabulary, writing, and critical thinking skills, is highly interactive, and can be used solo by a student, with a tutor or parent, or in a whole class lesson. MDESE will also partner with WGBH in the production of video exemplars of effective literacy instruction based on the model curriculum units and curriculum-embedded assessments described on page 15.

Using Title II-D and IDEA funds to promote literacy, MDESE has developed online courses for educators, including several for educators of students with disabilities. New additions include *Early Language and Literacy Development* developed by MDEEC and the University of Massachusetts Boston. Two online courses stemming from WGBH/MDESE/local districts' partnership are *Expository and Persuasive Writing* (with the Western Massachusetts Writing Project); and *Deepening Adolescent Literacy* (with the Harvard Graduate School of Education). Over the next four years, Massachusetts plans to collaborate with the Departments of Education of New York and Rhode Island on additional videos and courses on teaching complex texts to diverse learners. On the Massachusetts SRCL RFP subgrantees can receive up to 5 priority points for effective use of technology.

(iv) Evaluation

Evaluation of Massachusetts' SRCL grant will be conducted by the University of Massachusetts Donahue Institute (UMDI). As the public service and outreach unit of the University of Massachusetts President's Office, UMDI links the expertise and resources of public higher education with the needs of federal, state and local government agencies; non-profit organizations; and the private sector. Applied social science research and program evaluation are major components of the Institute's diverse service offerings. Utilizing the full range of quantitative and qualitative methodologies, UMDI's Research and Evaluation Group has extensive experience in the design and implementation of evaluation plans for programs covering a wide array of substantive areas, including numerous statewide education reform initiatives. For the past decade the Institute has served as external evaluation contractor for all major literacy initiatives of MDESE including Reading Excellence, Reading First, and several state-funded programs. UMDI has also served as evaluator of the Early Reading First grants in Boston and Chelsea.

UMDI will work closely with the SRCL Leadership team to ensure that:

- Evaluation activities are completely integrated within program activities and therefore perceived by participants as a critical and inherent aspect of their involvement in the program; and
- Evaluation activities and findings are reviewed in a timely manner to inform decision-making regarding modifications to the evaluation design and/or the program itself, as appropriate.

The evaluation will include data collection and analysis to facilitate both a formative and summative functions. As a formative activity, the evaluation will provide timely,

ongoing feedback to support the SRCL Leadership team's management of the initiative. In its summative role, the evaluation is designed to measure progress toward, and overall attainment of, the program's fundamental objectives with regard to changes in teachers' knowledge, skill levels, and teaching practices as well as changes in students' reading skills and proficiency. Research questions to be addressed include:

1. To what extent are the lead agencies and subgrantees able to implement key components of the Massachusetts SRCL program? What are the major stumbling blocks to implementation encountered by each? How have they been overcome? What additional steps are necessary to address them?
2. How do participating educators perceive the quality and effectiveness of the professional development and support they are receiving through the SRCL grant?
3. To what extent do participating educators report changes in their knowledge, skills, and instructional practices as result of their participation in the SRCL program?
4. To what extent are students in participating programs and schools realizing improved literacy skills and reading outcomes as measured by the required formal assessments (see page 15), the state ELA assessment?
5. How do student outcomes compare for disadvantaged students, including limited English proficient students and students with disabilities?
6. Are there linkages between school-level changes in knowledge, skills and practice reported by participating educators and observed student outcomes?

Data to address the research questions will come from the following sources.

Key informant interviews. Twice annually (winter and spring), UMDI will conduct semi-structured interviews with managers from each of the three lead agencies, the SRCL

project manager and literacy specialists supporting participating schools and districts. In addition, each year a different sample of approved professional development providers and subgrant managers will be asked to participate in the interview process with the goal of including all providers and subgrantees over the course of the 5-year grant.

Participant surveys. Each spring UMDI will conduct an online survey of educators in participating schools. The survey will be designed collaboratively with the SRCL leadership team with the objectives of: 1) soliciting educators' perception of the quality and effectiveness of the professional development and support they receive through the SRCL grant and 2) gauging the grant's impact on the knowledge, skills and practices of participating educators. Specific areas of inquiry may be adjusted as appropriate through the life of the program.

The decision to rely upon self-report to evaluate teacher impact comes about through several unsuccessful previous attempts to utilize more objective measures such as teacher knowledge assessments and/or direct observation of instruction. To date, we have been unable to identify sufficiently rigorous instrumentation for such efforts and do not find that the level of grant funding available for evaluation is sufficient to cover development of high-quality instruments and, in the case of direct observation, train and deploy sufficient numbers of observers to yield results that are both reliable and generalizable.

Student Assessment Data. SRCL student assessment data serve both a programmatic and an evaluation function. As an evaluation tool, assessment results over time provide the basis for measuring student improvement, for providing comparisons among groups of students. UMDI will work closely with staff from MDESE and MDEEC to establish efficient mechanisms through which subgrantees can collect and electronically submit

results from the required assessments described on pages 14-15 of this proposal. These data will be captured twice annually (fall and spring) throughout the 5-year grant period. Data from the state ELA assessment will be provided directly by MDESE. All data files will include a unique student identifier that will facilitate integration of results from multiple assessments, matching of screening and outcomes assessment, linking student data over time, as well as merging student demographic data provided by MDESE and MDEEC.

UMDI will provide MDESE and its partner agencies with annual evaluation reports summarizing all available formative and summative data. While each report will highlight findings from the previous year, UMDI will also provide cumulative analyses of data related to teacher and student outcomes.

In addition to these annual evaluation reports, UMDI will compile and prepare all student assessment data to fulfill GPRA reporting requirements for the following required performance measures. For indicators 2, 3 and 4 Massachusetts intends to report on the alternative growth measures. All of the GPRA performance measures will include data disaggregated for disadvantaged students, including limited-English-proficient students and students with disabilities.

(1) The percentage of participating 4-year-old children who achieve significant gains in oral language skills. (Primary measure will be the Woodcock-Muñoz Language Survey.)

(2) The percentage of participating 5th-grade students who meet or exceed proficiency on State English language arts assessments under section 1111(b)(3) of the ESEA, including those students who demonstrate adequate growth under the State's

Department-approved growth model and are counted as meeting or exceeding proficiency for purposes of accountability determinations.

(3) The percentage of participating 8th-grade students who meet or exceed proficiency on State English/language arts assessments under section 1111(b)(3) of the ESEA, including those students who demonstrate adequate growth under the State's Department-approved growth model and are counted as meeting or exceeding proficiency for purposes of accountability determinations.

(4) The percentage of participating high school students who meet or exceed proficiency on the State English language arts assessments under section 1111(b)(3) of the ESEA, including those students who demonstrate adequate growth under the State's Department-approved growth model and are counted as meeting or exceeding proficiency for purposes of accountability determinations.

In addition to its local evaluation, MDESE, its partner agencies, and UMDI are prepared to fully participate in all aspects of any national evaluation of the SRCL program. UMDI has considerable experience facilitating the integration of local, state and national evaluation efforts and its staff members have served on numerous national steering committees/tasks forces addressing such issues. Subgrant applicants will also be required to assure their willingness to participate in any national evaluation efforts.

(v) Disseminating information on project outcomes

The Donahue Institute's annual evaluation reports will be publicly posted on the MDESE and MDEEC websites. Evaluation reports will be the subject of one of the quarterly seminars for professional development providers and LEA leaders described on page 13 and will be presented to the superintendent/director and SRCL leadership team in each

LEA or early education and care provider site. The information will also be presented at MDESE's annual two-day summit conference on curriculum, instruction, and assessment in November, an event that is open to educators from all districts in the Commonwealth, and in MDEEC early childhood conferences. The state's six Readiness Centers, regional consortia of higher education institutions with a mission of improving educator professionalism, will hold regional meetings open to all birth to age 5 providers, districts, and colleges to present the report and to highlight the work of SRCL schools in their particular region. Literacy specialists in six regional District and School Assistance Centers, whose mission is to serve underperforming pre-k to12 districts, will disseminate information about the project in a similar fashion.

Annual reports on outcomes will also be presented to the Statewide Literacy Team, the Boards of Elementary and Secondary Education and Early Education and Care, and at conferences and in publications of the Massachusetts and International Reading Associations and the Massachusetts Association of College and University Reading Educators. MDESE will produce a brochure and website that districts can customize to inform their school communities of the projects' goals and student outcomes.

(B) Quality of State subgrant competition

(B) (i) Plans for running a rigorous, high quality subgrant competition

The Office of Literacy and Humanities at MDESE will run a rigorous, high-quality competition for subgrants. In the fall of 2011 it will coordinate a technical assistance session for eligible subgrantees that will include a presentation about the philosophy and goals of the Massachusetts SRCL grant program and assistance in setting priorities following the methods of the U. S. Education Delivery Institute, described on page 4.

Information will be also be provided on resources such as the What Works Clearing House (http://ies.ed.gov/ncee/wwc/reports/advancedss.aspx), ASCD (www.ascd.org) and the International Reading Association (IRA) (www.reading.org); definitions of terms used in SRCL; and preferred professional development providers for the SRCL subgrants

This session will include presentations on key topics such as text complexity, vocabulary instruction, language diversity and literacy development, presented by members of the State Literacy Team and other experts in the field.

The subgrant Request for Proposals (RFP) will include the rubric that will be used for scoring the grants, and, for the sake of consistency, definitions used in the Federal SRCL grant. The process and results of the grant review will be publicly available on the MDESE website. Reviewers will have literacy expertise birth to grade 12, coordinated across the three education sectors in Massachusetts. Two people will read each proposal and score it independently on the rubric, then meet to arrive at a consensus score. The reviewers' scores and recommendations will be reviewed by Office of Literacy and Humanities and MDEEC staff and rank ordered. Final funding amounts will be approved by the Commissioner of Elementary and Secondary Education.

Funding amounts will also be balanced so that in the final state level distribution, fifteen percent of the funds for grants will serve children from birth through age 5 through nonprofit providers in the early education and care mixed delivery system that include, but are not limited to, family child care, group and center-based child care, out-of-school time programs, Head Start programs, and public preschool programs. Forty percent of the subgrant funds will serve students in public kindergarten through grade 5

programs; and 40 percent of the subgrant funds will serve students in public middle and high schools, with an equitable distribution of funds between middle and high schools.

At the individual subgrant level, however, applicants will not need to adhere to the 15/40/40 funding distribution. For example, if a subgrantee were an early education and care provider, all of its subgrant funds might be used to serve children birth through age 5; alternatively, MDESE may award funds to an LEA to undertake comprehensive (birth through grade 12) literacy activities.

The purpose of the SRCL program and the absolute and competitive priorities for Massachusetts will be identical to those stated in the Federal RFP, with the exception that Massachusetts will add a competitive priority applicable to those applying for birth to age 5 funding that awards extra points for participation in MDEEC's Quality Rating and Improvement System (QRIS).

Eligibility The following entities will be eligible to apply: pre-k to 12 LEAs in which at least 34% of the population served is low-income; and—in the case of early literacy—LEAs or other nonprofit providers of early childhood education and care that partner with a public or private nonprofit organization or agency with a demonstrated record of effectiveness in improving the early literacy development of children from birth through kindergarten entry and in providing professional development in early literacy. The application process for organizations serving children birth through age 5 will give priority to entities serving a population of at least 50% low-income students or 50% students that are subsidized by DEEC. Such partners may include libraries, Head Start Centers, health care providers, or other community-based organizations if they meet the statutory requirements described here.

Table 4: Maximum Subgrant awards

Number of Students/District or Early Education and Care Provider	Maximum Award/ District or Early Education and Care Provider
Up to 500	$45,000
501 to 1,000	$ 90,000
1,001 to 2,000	$130,000
2,001 to 4,500	$140,000
4,501 to 10,000	$150,000
10,001 to 20,000	$160,000
Greater than 20,001	$170,000

Fund Use Subgrant funds must be used for specific purposes consistent with funding priorities. Each project must include a professional development component and budget for purchasing and administering assessments used in the evaluation of the program; budgets may include purchases of instructional materials that provide complex texts aligned to the science, history/social science, arts, or health curriculum; salaries of literacy specialists, coaches, librarians, or others providing specialized literacy services; funds for collecting and reporting data in order to participate in the grant evaluation to be conducted by the Donahue Institute; in-state and out-of-state travel for required SRCL meetings; and other related items.

Subgrantees will be asked to provide information on the following in the RFP. (See draft of the Massachusetts SRCL RFP in the attachment section.)

(a) The LEA's or early education and care education provider's capacity to successfully implement its proposal. (b) The extent to which the LEA or early childhood and care provider has proposed a high-quality comprehensive literacy program that will:

(1) Provide effective professional development in literacy, including instructional strategies focused on the reading of complex grade-level texts by disadvantaged students such as limited-English-proficient students and students with disabilities, to

teachers of reading, English, or language arts, and which may also include professional development in literacy for teachers of other subjects and for teachers or instructional providers for children from birth through age five;

(2) Use curriculum and instructional materials that are aligned with the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (2011) or other Massachusetts Curriculum Frameworks, focus on the components of effective literacy instruction, and, as appropriate, incorporate technology and principles of universal design for learning to support children and youth with diverse learning needs, including disadvantaged students;

(3) Use a system of coherent assessments that is aligned with State standards and assessments and that includes (i) Valid and reliable screening measures or strategies; (ii) Valid and reliable diagnostic and progress-monitoring measures; (iii) The systematic use of the assessment data to inform instruction, interventions, professional development, and continuous program improvement; and (iv) Appropriate accommodations necessary to ensure that all children and youth, including disadvantaged students, are reliably and accurately assessed;

(4) Implement interventions to ensure that all children and youth, including both children and youth who have mastered the material ahead of their peers and children and youth struggling with the material, are served appropriately;

(5) Provide language- and text-rich classroom, school, and early learning program environments that engage and motivate children and youth in speaking, listening, reading, and writing; and

(6) Inform continuous improvement by monitoring program implementation and outcomes, including the effectiveness of professional development, and tracking implementation and outcomes at the LEA or early childhood education provider, school, classroom, and student levels. The comprehensive high quality literacy program should also:

(7) Address the needs of disadvantaged students and propose to implement activities in schools and early learning programs with the highest levels of need and capacity for improvement.

(8) Be informed by a needs assessment and be designed to support effective teaching and to improve student achievement of struggling readers.

(9) Involve other agencies, nonprofit organizations, community-based organizations, and families in activities that promote the implementation of effective literacy instruction for disadvantaged students.

This section on proposing a high quality literacy program will be worth 45 out of 100 points on the Massachusetts SRCL RFP.

(c) The RFP will ask each SRCL subgrant applicant how it will demonstrate that it will implement a coherent strategy to improve literacy instruction that aligns with activities under the SRCL subgrant with literacy instruction supported with other Federal funds, including with funds the entity receives under Title I, Title II-A, and Title III of the MDESEA and, as appropriate, the Head Start Act, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act of 2006, and State and local funds. This section will be worth 5 out of 100 points on the Massachusetts SRCL RFP.

For early education and care providers only, the RFP will ask for a confirmation that the district or early education and care provider will participate in MDEEC's Quality Rating and Improvement System. This will be worth 5 priority points.

(B) (ii) How the SEA will give priority to subgrantees that serve high-poverty students

The subgrant will be open *only* to pre-k to 12 LEAs that serve a population in which at least 34% or more of the children or students are eligible for free or reduced price lunch or qualify as high-poverty using other measures as published in the Federal Register.

Early education and care applicants must serve a population that is at least 50% low-income or in which 50% of children served are subsidized by MDEEC. As part of the 2011 subgrant application process, MDESE and MDEEC will publish lists of birth to age 5 programs and pre-k to 12 public schools and districts that meet the SRCL income guidelines.

(B)(iii) How the SEA will give priority to subgrantees whose applications are supported by the strongest available evidence.

In the narrative section of the RFP, MDESE will ask specifically about how the plan components are supported by strong research evidence. MDESE reviewers will award points for relevant use of research and data. These data could come from direct experience with interventions or professional development within a school district or early education and care program in Massachusetts or from published articles or bodies of research, in particular research conducted with control groups that meets What Works Clearinghouse standards. Expert reviewers will be given a bibliography of relevant research and instructed to look for approaches that are supported by data from national and international research on student improvement based on changes in school philosophy, practices, and organization, changes in

teachers' instruction, and changes in family's knowledge of literacy development.

Reviewers will look for evidence of substantive understanding and synthesis of research findings. This section will be worth 27 out of 100 points on the Massachusetts SRCL RFP. (See draft of the Massachusetts SRCL RFP in the attachment section.)

(B) (iv) The extent to which the SEA will develop or update a process, or use an existing process, to review and judge the evidence base and alignment with State standards for the curricula and materials that LEAs propose to use in implementing their subgrants and how the SEA will make the process and results of any such review publicly available

Massachusetts is not a textbook adoption state and does not currently have a process for reviewing the quality and alignment to standards of instructional materials, trade books, or media products. For the purposes of this grant, MDESE will work with researchers to develop criteria that both districts and the state can use to determine how well proposed instructional materials or trade books align to expected levels of text complexity and content standards. The chart below offers draft criteria for text purchases, which will be refined with additional research on text complexity measures. Additional criteria will be developed for materials dealing with writing, speaking and listening, and language. Districts will be asked to send a list of the materials they intend to purchase to MDESE and the ratings they have given the items prior to approval of purchases.

We anticipate that an early SCRL Seminar will be on the subject of text complexity and will urge districts to delay significant purchases until after they have had the chance to review new criteria for text complexity and confer with their colleagues across the state and experts in the field of literacy.

Table 4 Criteria for Reading Materials

3 = excellent, 2 = Acceptable, 1 = Poor, 0 = not acceptable, N/A = not applicable

Print or Digital Reading Materials	3	2	1	0	N/A
Text Complexity (applies to all texts)					
The complexity of the text is at or above grade level (using criteria in Appendix A of the ELA Common Core State Standards, text exemplars in Appendix B of the ELA Common Core State Standards, publishers' criteria, or other research-based criteria)					
Informational Text					
The content of informational text is aligned with grade-level topics in the Massachusetts Curriculum Frameworks for mathematics, science and technology/engineering, history/social science, the arts, comprehensive health, or foreign languages.					
The content of informational text is accurate.					
The purposes and organization of the work are logical and the writing is clear.					
The illustrations, charts, graphs, or videos are relevant and support understanding of ideas in the text.					
Academic and domain-specific vocabulary in the text is rich, sophisticated, and precise.					
The text is by an author or authors recommended in the Massachusetts *Curriculum Framework for English Language Arts and Literacy* (2011) or the text is similar to grade-level text exemplars or is by an author in Appendix B of the *Common Core State Standards for English Language Arts and Literacy* (2010).					
Literary Text					
Vocabulary in the text is rich, sophisticated, and precise.					
The text is by an author or authors recommended in the Massachusetts *Curriculum Framework for English Language Arts and Literacy* (2011) or the text is similar to grade-level text exemplars or is by an author in Appendix B of the *Common Core State Standards for English Language Arts and Literacy* (2010).					

(C) Project Management: Initial Training

(C) (i) Grants will be made to successful subgrantees in January 2012. The State will provide one technical assistance workshop to the SRCL grantees in the spring of 2012.

Ongoing Technical Assistance

1st Level of Support	There will be a contact person for each grade span funded in an LEA or early education and care site. This person will be the contact person for people at the State and district level for this age span of the grant.
2nd Level of Support	LEA contact or contact for early education and care site
3rd Level of Support	Trained State literacy personnel will be assigned to regional areas in which the schools are located. State personnel will visit schools and bring schools together for meetings.
4th Level of Support	MDESE staff assigned to the project will oversee the SRCL program in Massachusetts. They will manage the program, do site visits to the selected sites, and be responsible for hosting SRCL Seminars one statewide meeting a year for all SRCL sites.

Assistance for Leadership in LEAs and Early Educator and Care Sites

Instructional leadership is key to the success of any educational initiative, including literacy instruction. Technical assistance will help applicants shape proposals and an orientation will be provided in spring of 2012 after the SRCL sites are selected. The training will include information on quality comprehensive literacy programs and include the use of assessment in driving educational improvement. The sessions will also focus on leadership skills and techniques to inspire and motivate staff to move forward and how to deal with change and outright resistance.

Because the Common Core State Standards have been adopted by 42 states, the District of Columbia, and the Virgin Islands, we anticipate that there will be collaboration across states in the following areas, all of which would benefit SRCL participants:

1. Evaluating how well existing and new literacy materials and trade books align with the Common Core standards;
2. Stimulating innovative uses of technology to enhance texts by defining vocabulary, providing background knowledge, supplying interactive video to clarify concepts, or assessing what students have learned in engaging ways;

3. Identifying engaging and technically sound multiple measures of early literacy development from birth through grade 2;
4. Designing research-based professional development modules on approaches to literacy instruction tailored to leadership audiences (e.g., superintendents, principals, curriculum coordinators, early education and care directors), and community providers (e.g., public librarians, pediatricians and health care workers and other out-of-school time providers).
5. Using licensure, credentialing, license renewal requirements and evaluation systems as incentives to improving educators' knowledge and practice.
6. Measuring the impact of community services to improve birth-grade 12 and adult literacy, such as free or affordable high-quality, after-school tutoring, summer academic and social skills programs, and library and museum programs for at-risk school-age children; middle and high school counseling for families and students on postsecondary options for college, military training, or employment; adult basic education (ABE) programs and adult English for Speakers of Other Languages (ESOL) programs.
7. Developing a communication strategy about the importance of family engagement for literacy development from birth through age 20.

Table V: SRCL Timeline 2010-2016

Note: This chart includes both **SRCL activities** and selected Massachusetts RTTT and PARCC activities that are related to literacy. **SCRL initiatives are in Arial Bold typeface.**

Date	Task	Person(s) Responsible
2010		
September-December	**Recruit members of Statewide Literacy Team** **Write proposal for to develop Striving Readers Comprehensive Literacy (SRCL) State Plan** **SRCL Grant Approved to Develop a Literacy Plan** Draft additional Massachusetts Standards and other features to add to *Common Core State Standards* Initial meetings of PARCC governing board and leadership team **Hold 4 daylong working sessions to develop SRCL State Plan** **Publish and revise drafts for State Literacy Plan to review** Hold 2-day ESE Summit on Curriculum, Instruction, and Assessment Approval of new Massachusetts ELA and Literacy Framework incorporating the Common Core Standards by Boards of Elementary and Secondary Education and Early Education and Care	**DESE staff and consultant** DESE and DEEC staff; ELA Framework Development Committee PARCC Governing Board **State Literacy Team, ESE staff and consultant** DESE staff DESE and DEEC staff and Boards
2011		
January	**Complete and submit SRCL State Plan to USDE**	**DESE staff**
January-April	Develop ESE Delivery Plans for improving readiness for college and careers grade 3 literacy achievement as part of Race to the Top (RTTT) initiative Planning for RTTT project of developing model curricula and curriculum-embedded performance tasks Meetings of Interagency Task Force (ESE, Department of Early Education and Care, Department of Higher Education, Executive Office of Education) on improving grade 3 literacy and development of grade 3 literacy plan	DESE staff; Education Delivery Institute DESE staff MA Secretary of Education and Commissioners and staff of DESE, DEEC, DHE

	Conduct regional orientations on the new Frameworks for K-12, early childhood, and higher education MCAS ELA administration: baseline for SRCL program	DESE staff, Regional Readiness Centers DESE staff
March-May	**Write and submit SRCL federal application** **Write Massachusetts SRCL subgrant Request for Proposals** Develop PARCC Content Framework with ELA scope and sequence of standards for each grade and principles for curriculum development to increase coherence and rigor of ELA /literacy curriculum and instruction **Submit SRCL Proposal**	**DESE, DEEC staff and consultants from the State Literacy Team** DESE staff and staff from other state Departments of Education **DESE staff**
May-August	**SCRL Application Reviewed** June: Final design for PARCC assessments and content frameworks approved May-June: Professional Development Providers and District staff trained on ESE-developed modules on using informational text; vocabulary and oral language June: Massachusetts regulations for pre-k to 12 educator evaluation approved	**Expert Panel convened by USED** PARCC membership states ESE literacy specialists Massachusetts Board of Elementary and Secondary Education
June-August	Preliminary 2011 MCAS ELA scores released to districts; initial analysis of statewide results **June: Develop/Issue Request for Responses (RFR) for Professional Development Providers to serve districts in SRCL subgrants and state literacy grants** **Review RD provider qualifications; select preferred providers** **Develop notice to inform LEAs and Early Education and Care Providers of SCRL subgrant opportunity; develop agenda and activities for applicants to SRCL subgrants**	DESE staff, assessment contractor **DESE staff** **DESE and DEEC staff, State Literacy Team** **DESE and DEEC staff, State Literacy Team**

	Develop detailed job descriptions for 3 SRCL literacy positions Approval of PARCC content framework by Consortium states July: Hold weeklong RTTT summer institute on developing model curriculum units and performance assessments for 300 educators	**DESE staff** PARCC states DESE staff and consultants
August	**SRCL Grant Award Notification** **Notice to LEAs and Early Education and Care Providers of SCRL subgrant opportunity** **Web posting of subgrant application** **Conference call/webinar with the State Literacy Team** **Web posting for three positions to be hired and assigned to SRCL grant** Approval of final PARCC assessment design plan	**USED** **DESE and DEEC staff** **DESE staff** **DESE and State Literacy Team** **DESE and DEEC staff** PARCC member states
September	**Provide two regional technical assistance sessions for LEAs and Early Education and Care Providers on SCRL subgrant applications** **Interview and select preferred professional development providers; meet with them to outline their role in the project**	**DEEC, DESE, and DHE staff** **DESE and DEEC staff**
October-December	**Interview, hire, and provide orientation for three new SRCL staff for DESE** Two-day follow-up meetings for 300 Massachusetts educators to complete drafts of model curriculum units and performance assessments **Arrange Review Teams and training for internal and external grant reviewers of SRCL subgrant applications** 2-day Summit on Curriculum, Instruction, and Assessment	**DESE and DEEC staff** DESE staff and consultants **DESE, DEEC staff, Statewide Literacy Team Members** DESE
2012		
January-March	**SRCL Subgrants Awarded** **Meeting of State Literacy Team** **Regional Orientation Sessions for leadership contacts and PD providers for SRCL subgrants** **Interagency Coordination Meeting on SRCL project**	**DESE** **DESE and DEEC staff, Evaluator** **DESE, DEEC, and DHE Staff**

April-May	**Administration of initial SRCL assessments and collection of data** Two-day follow-up meetings for 300 Massachusetts educators to complete drafts of model curriculum units and performance assessments MCAS ELA administration: data for Year I for SRCL program Initial PARCC assessment prototypes piloted and made public to PARCC states Initial piloting of RTTT curriculum units and curriculum-embedded performance tasks **SRCL Seminar 1 for Providers and LEA/Early Education and Care Leads**	**SRCL districts, evaluator** DESE staff and consultants DESE staff and consultants PARCC member states MA RTTT and SRCL districts **SRCL PD Providers and LEA leads and DEEC/DESE staff**
June-August	**Continuation SRCL RFP posted on ESE website for Year 2 2012-2013 grants** **Annual Report of Year I SRCL published** **Continuation proposal due and reviewed** **One-day Summer meeting for all SCRL participants** Weeklong meeting for 300 Massachusetts educators to refine drafts of model curriculum units and performance assessments based on student performance; initial development of new units and performance assessments	**DESE staff** **DESE staff and Evaluator** **LEAs, Early Education Providers** **DESE Staff** DESE staff and consultants
September 2012 to June 2013	**Administer assessments used for SRCL evaluation** **Regional support for grantees** **Administration of SRCL assessments at agreed-upon times in fall and spring and collection of data** Piloting of PARCC assessments	**LEAs, Early Education Providers** **DESE and DEEC staff and providers** **LEAs, Early Education Providers, Evaluator** LEAs in Massachusetts and other PARCC

	Piloting of MA curriculum units and curriculum-embedded assessments	states LEAs, MDESE
November-December	**SRCL Seminar 2 for Providers and LEA/Early Education and Care Leads** 2-day Summit on Curriculum, Instruction, and Assessment	**DESE/DEEC** DESE
2013		
January	**Preliminary Analysis of Fall Assessment Results** **Meeting of State Literacy Team**	**Evaluator** **DESE**
February	**Meeting for leadership contacts for SRCL grants** **SRCL Seminar 3 for Providers and LEA/Early Education and Care Leads**	**DESE and DEEC** **DESE and DEEC**
March	**Interagency SCRL Coordination Meeting** MCAS ELA administration: data for Year II for SRCL program	**DESE and DEEC** DESE staff
April-May	**SRCL Seminar 4 for Providers and LEA/Early Education and Care Leads** Two-day follow-up meetings for 300 Massachusetts educators to complete drafts of model curriculum units and performance assessments	**DESE and DEEC** DESE staff and consultants
June-July	**Continuation RFP posted on ESE website for Year 3 2013-2014 grants** Weeklong meeting for 300 Massachusetts educators to refine drafts of model curriculum units and performance assessments based on student performance; initial development of new units and performance assessments **Annual Report of Year II SRCL published** **SRCL Seminar 5 for Providers and LEA/Early Education and Care Leads**	**DESE** DESE staff and consultants **DESE and DEEC staff and consultants** **DESE and DEEC**
August	**Continuation proposals due and reviewed** **Annual Report of Year II SRCL published**	**LEAs, Early Education Providers, ESE staff** **Evaluator**
September 2013 to June 2014	**Administer assessments used for SRCL evaluation** **Regional support for grantees**	**LEAs, Early Education Providers** **DESE and DEEC staff and**

		providers
	Administration of SRCL assessments at agreed-upon times in fall and spring and collection of data	**LEAs, Early Education Providers**
	Piloting of PARCC assessments	LEAs in Massachusetts and other PARCC states
	Piloting of MA curriculum units and curriculum-embedded assessments	LEAs, MDESE
November	**SRCL Seminar 6 for Providers and LEA/Early Education and Care Leads**	**DESE staff**
	2-day Summit on Curriculum, Instruction, and Assessment	DESE staff
2014		
January	**Preliminary Analysis of Fall Assessment Results**	**Evaluator**
	Meeting of State Literacy Team	**DESE staff**
February	**SRCL Seminar 7 for Providers and LEA/Early Education and Care Leads**	**DESE and DEEC**
March	**SCRL Interagency Coordination Meeting**	**DESE and DEEC**
	MCAS ELA administration: data for Year III for SRCL program	**Evaluator**
April	**SRCL Seminar 8 for Providers and LEA/Early Education and Care Leads**	**DESE staff**
	Two-day follow-up meetings for 300 Massachusetts educators to complete drafts of model curriculum units and performance assessments	DESE staff
May-August	**All SCRL districts must reapply for continued SRCL funding; Continuation RFP posted on ESE website for Year 4 2014-2015 grants**	**DESE staff**
	Weeklong meeting for 300 Massachusetts educators to refine drafts of model curriculum units and performance assessments based on student performance; initial development of new units and performance assessments	DESE staff
	Annual Report of Year III SRCL published	**DESE and DEEC staff and consultants**
	SRCL Seminar 9 for Providers and LEA/Early Education and Care Leads	**DESE and DEEC staff**

September – December	**Provide two regional Technical Assistance Sessions for LEAs and Early Education and Care Providers on SCRL subgrant applications** Curriculum, Instruction, and Assessment Summit PARCC assessments begin Curriculum, Instruction, and Assessment Summit	**DESE and DEEC staff and evaluator** PARCC staff, DESE staff DESE Staff
2015		
January	**Preliminary Analysis of Fall Assessment Results** **Meeting of State Literacy Team**	**Evaluator** **DESE and DEEC**
February	**SRCL Seminar 10 for Providers and LEA/Early Education and Care Leads**	**DESE and DEEC**
March	**Interagency SCRL Coordination Meeting** **PARCC ELA administration: data for Year IV for SRCL program**	**DESE and DEEC** **Evaluator**
April	**SRCL Seminar 11 for Providers and LEA/Early Education and Care Leads**	**DESE staff**
May-August	**Continuation RFP posted on ESE website for Year V 2015-20163 grants** **Annual Report of Year IV SRCL published** **Summer SRCL meeting** **SRCL Seminar 12 for Providers and LEA/Early Education and Care Leads**	**DESE staff** **DESE and DEEC staff and consultants** **DESE staff**
September – December	**Provide two regional Technical Assistance Sessions for LEAs and Early Education and Care Providers on SCRL subgrant applications** Curriculum Summit	**DESE and DEEC staff and evaluator** DESE staff
2016		
January	**Preliminary Analysis of Fall Assessment Results** **State Literacy Team meeting**	**Evaluator**
February	**SRCL Seminar 13 for Providers and LEA/Early Education and Care Leads**	**DESE and DEEC**
March	**SCRL Interagency Coordination Meeting** **PARCC ELA administration: data for Year V for SRCL program**	**DESE and DEEC** **Evaluator**
April	**SRCL Seminar 14 for Providers and LEA/Early Education and Care Leads**	**DESE staff**
May-August	**Annual Report of Year V SRCL published**	**DESE staff**
September	**Cumulative Report on Years I-V published**	**DESE and DEEC staff and evaluator**

(C) (ii) Qualifications of key personnel

Susan Wheltle, Director of Literacy and Humanities and Julia Phelps, Associate Commissioner of Curriculum and Instruction, will be responsible for the overall administration of SRCL. Both have worked in education for over 20 years, and have extensive experience at the district and state level in curriculum and instruction, well as developing standards and assessments. Susan Wheltle was a member of the Common Core State Standards writing team and is a member of the PARCC Content Framework development team. Both are on the state's leadership team for the Race to the Top (RTTT) grant. Their major responsibilities will include: communicating on a regular basis with Senior Staff at DESE, DEEC, DHE, the State Literacy Team, the LEAs and early education and care providers, and professional development providers; facilitating meetings of the State Literacy Team; approving all expenditures and monitoring adherence to the budget; overseeing the evaluation activities of SRCL; ensuring that all aspects of SRCL work together for the benefit of birth to grade 12 education; ensuring coordination between the SRCL grant activities, RTTT, and other initiatives.

<u>Other SCRL Staff</u>

Currently DESE literacy staff members provide expert support and professional development to districts. Literacy staff members include an education specialist for coordinating grants and professional development activities, a program coordinator, and six professional development providers assigned regionally across the Commonwealth. The regional staff provide ongoing professional development linking research, curriculum content, and instructional practices, and encourage district staff to work together to implement research-based practices. These regional literacy specialists also

work directly with the highest-need districts in Massachusetts to support implementation of effective literacy instructional practices.

As indicated in the SRCL budget narrative, MDESE will hire three new full-time educational specialists and assign one senior member of the Office of Literacy for the implementation of SRCL. Dorothy Earle, a 25-year veteran of MDESE, will provide prior knowledge and expertise and offer invaluable assistance to newly hired specialists who will benefit greatly from her knowledge of both the MDESE and the field. It is expected that the educational specialists will be responsible for overseeing all SRCL activities; planning and implementing the regional proposal preparation workshops; being responsive to LEAs and providers of early childhood education; ensuring compliance with grant schedules and standards; ensuring that subgrants to LEAs and providers of early childhood education meet the requirements of SCRL; assessing LEA and early education and care provider activities to determine effectiveness; and overseeing the logistics for statewide meetings and technical assistance workshops.

MDESE will also draw on the expertise of staff members of the Department of Early Education and Care; MDESE staff members in the Offices of Mathematics, Science, and Technology/Engineering; English Language Acquisition and Achievement; Special Education; Adult and Community Education; and Student Assessment; members of the Statewide Comprehensive Literacy Team, and staff in our partner organizations the Center for Applied Special Education (CAST) and the WGBH Educational Foundation.

(C) (iii) How the SEA will ensure diversity of perspectives in project design and implementation

The SEA will ensure diversity of perspectives in project design and implementation with the help of our State Literacy Team, whose members represent higher education (both public and private), public schools (K-5, 6-8, and 9-12 as well as administration and urban and non-urban), private consultants, organizations (profit and nonprofit), libraries, the College Board, Massachusetts Elementary Principals Association, the Massachusetts Writing Project, Massachusetts Business Alliance for Education, Reading Recovery Council of Massachusetts, and Reach Out and Read. It also includes representation from MDHE, MDEEC, as well as the MDESE offices listed above.

(D) Adequacy of Resources

(D) (i) Budget overview and how the SEA will use its 5% of the funding

The SRCL budget is based on an allocation amount of $15,000,000 each year for 5 years. The total amount Massachusetts will receive over the five years period is $75,000,000. Since no increases in allocation are reflected during the six years, the budget category expenses fluctuate slightly to make up for increases in other line items for specific activities or anticipated cost increases but otherwise remain fairly constant.

Five percent of the total allocation or $3,750,000 is divided for separate purposes: Administration, Technical Assistance and Statewide Professional development, and travel for state and national meetings. DESE believes this budget is a realistic projection of costs based on its experience with administering State and Federal grant programs for the purposes of improving student achievement.

Personnel -- $270,000 first year (3 full time professional staff) -- See budget narrative for yearly amount and more specifics on people being hired.

Will be hired to coordinate and assist in all state sponsored SRCL activities to include professional development, site visits, working with the evaluator, grant activities, and activities of the State Literacy Team.

Fringe Benefits: See budget narrative for yearly amounts.

The ESE is required to calculate fringe benefits at **35.16%** of the salary.

Supplies/Equipment -- $5,000 to $8,000/year

This allocation will cover the cost of supplies for the State Literacy Team at regional proposal preparation workshops, sessions for leaders in funded sites, and other SRCL professional development sessions. The remainder is for the rental of microphones, PowerPoint projectors, etc. for these sessions.

Space Use – See budget narrative for yearly amounts. This amount varies due to other items in contractual line.

This allocation will cover the cost of space use for the State Literacy Team and other administrative meetings, including an annual Curriculum Summit which helps to disseminate information about current State initiatives to all LEAs across Massachusetts. Sites will be purchased for the regional proposal preparation workshops, and for other SRL professional development sessions. Although the purposes of the sessions my change in the out years, the costs will remain relatively constant.

Consultants/Trainers – See budget narrative for yearly amounts. This amount varies due to other items in contractual line.

This allocation will cover costs for ongoing help of experts in the field to help with special projects related to comprehensive high quality literacy programs. It includes consultation for workshops, to individual LEAs and early childhood providers, and fees of speakers at yearly spring event for all awarded sites.

Evaluation: $150,000 to $200,000/year

The evaluation design will incorporate staff surveys and student assessment data. There will also be qualitative information through telephone interviews with subgrant coordinators. The cost will be $150,000 for evaluation in year 1 with annual 5% increases through year 4 and somewhat larger increase in year 5 to support development of a comprehensive final evaluation report and some selected dissemination activities (conferences, etc). Year 1 - $150,000; Year 2 - $157,500; Year 3 - $165,375; Year 4 - $173,645; Year 5 - $200,000

Indirect Costs (24.4%) for Administration – approximately $134,671/year

(D) (ii) How the SEA will ensure that subgrant funds are appropriately allocated to the specified age groups

The State will keep track of the distribution of subgrant funds. The grants will be appropriately allocated to the specified age group. This will be done by having LEAs submit separate budgets for each level of students they are applying for funds. Districts will also submit a combined budget. At least 15 percent of funds will serve children from birth through age five; at least 40 percent of funds will serve students in kindergarten through grade five; at least 40 percent of funds will serve students in middle and high school, through grade 12. There will be an equitable distribution of funds between middle and high schools.

(D) (iii) Integration with other state and federal funding and developing plans for sustainability

The work described in this SRCL proposal is connected with other efforts in Massachusetts, in particular MDEEC initiatives to improve the quality of early childhood education, MDESE RTTT initiatives, interagency initiatives in improving grade 3 literacy, college and career readiness, educator quality and educator evaluation systems. Its emphasis having a strong core curriculum that uses complex grade-level texts with appropriate academic vocabulary is consistent with MDESE's recommended approach to using a system of tiered system of support for all learners that includes flexible tiers; high-quality core curriculum and instruction implemented with fidelity; research-based academic interventions and assessment practices; research-based behavioral interventions and supports; universal screening and progress-monitoring; and collaboration and communication between educators and parents. (MDESE, 2010)

A state literacy line item of approximately $2 million per year can be used to sustain the initiatives of SRCL, as will the work of the PARCC consortium in developing resources for curriculum, instruction, and assessment of the Common Core State Standards.

(D) (iv) Adequacy of subgrant funding

The subgrants will ensure that schools and early education and care providers will be able to accomplish what the SRCL has asked them under this grant. We anticipate being able to fund approximately 100 subgrants at an average $120,000 each depending on enrollment. It is our intention to assess expenditures under the grant at the end of the first year to determine non-recurring items and work out detailed plans with the LEAs and early education and care providers for pooling theses non-recurring items to provide

assistance to other needy schools/preschools in the district in the subsequent year. Suggestions for how those non-recurring resources could be used might include opening training sessions to all faculty members or to new teachers across the district or to faculty of private early education and care centers in the region. Such a plan provides a way to spread knowledge about evidence-based comprehensive high quality literacy instruction to students statewide and in their own districts.

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Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1237-literacy team & 12 resumes 5.5.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1238-FY11 Interim Indirect Cost Agreement.pdf**

Attachment 3:
Title: Pages: Uploaded File: **1239-WGBHletter.pdf**

Attachment 4:
Title: Pages: Uploaded File: **1240-CASTletter.pdf**

Attachment 5:
Title: Pages: Uploaded File: **1241-MADraftSRCLRFPforDdistricts&EEC5.6.pdf**

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Attachment 7:
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Attachment 8:
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State Literacy Team External and Internal Working Groups

State Literacy Team: External Expert Working Group	
(b)(6)	
Aundrea Kelley	Massachusetts Department of Higher Education
(b)(6)	
Pam Roux	Massachusetts Department of Early Education and Care
(b)(6)	
Shelley Tinkham	Massachusetts Department of Higher Education

Massachusetts Department of Elementary and Secondary Education Internal Working Group	
Alice Barton	Office of Humanities and Literacy
Shawn Connelly	Office of Special Education Policy and Planning
Arlene Dale	Office of Adult and Community Learning Services
Dorothy Earle	Office of Humanities and Literacy
Jacob Foster	Office of Science, Technology/Engineering and Mathematics
Nyal Fuentes	Office of College and Career Readiness
Gabriela Garcia	Office of English Language Acquisition and Achievement
Madeline Levine	Office of Special Education Policy and Planning
Elizabeth Losee	Office of Educator Preparation
Esta Montano	Office of English Language Acquisition and Achievement
Julia Phelps	Center for Curriculum and Instruction
Kathleen Rodriguez	Office of Adult and Community Learning Services
Susan Wheltle	Office of the Humanities and Literacy
(b)(6)	

State Literacy Team: Expert Review Panel
(b)(6)

JULIA D. PHELPS

(b)(6)

EDUCATION

Doctor of Education, Indiana University
Bloomington, IN
Master of Education, University of Arkansas
Fayetteville, AR
Bachelor of Science in Education, University of Arkansas
Fayetteville, AR

PROFESSIONAL EXPERIENCE

State Level Leadership Experience

- *Associate Commissioner, Center for Curriculum & Instruction, MA Department of Elementary & Secondary Education (DESE) (2009 - present)*
  - Oversee five offices within the Center; the Office of English Language Acquisition and Academic Achievement, the Office of Humanities, History, and Social Science, the Office of Instructional Technology, the Office of Literacy, and the Office of Science, Technology, Engineering, and Mathematics.
  - Evaluate four administrators and supervise additional staff as needed.
  - Provide direction, guidance and support for the revision of the MA Curriculum Frameworks and the *Common Core State Standards*
  - Collaborate with other units with the agency to provide professional development, technical support and assistance to school districts
  - Responsible for various aspects of the *Race to the Top* application for the state.
- *District Liaison, Urban District Assistance, MA DESE (2007-2009)*
  - Provide support & technical assistance for three urban districts (Brockton, Lowell & Worcester) and their Commonwealth Priority Schools.
  - Oversee consultants working in collaboration with ESE.

District Level Leadership Experience

- *Assistant Superintendent of Schools, Danvers (MA) Public Schools (2004-2006)*
  - Managed the operational and administrative efforts of professional staff.
  - Prepared budgets for various departments and prioritized spending in other areas.

    - Oversaw the development, implementation and evaluation of curriculum & instruction programs for K-12 students. Supervised the curriculum directors, teachers and support staff as needed.
- *Coordinator for Curriculum, Professional Development and Grants, Amesbury (MA) Public Schools (1995-2004)*
    - Developed and disseminated the district's first Strategic Plan. This included communicating with over 16,000 community members and 300 staff members.
    - Supervised the operational and administrative efforts of four curriculum directors and 10-30 beginning teachers.
    - Designed, implemented and evaluated a four–year plan for creating written curriculum for all schools in the district.
    - Served as Superintendent's representative on the Board of Director's for the educational foundation (AEFI) and negotiated contracts on behalf of the superintendent.

School Level Leadership Experience

- *Principal, Wells Junior High School, Wells-Ogunquit (ME) CSD #18 (1989-1995)*
    - Supervised a staff of 50 professionals. Responsible for the hiring, training, and evaluation of teachers and support staff. Created and managed the school budget.
    - Communicated with all stakeholders in the community including: students, teachers, parents, school committee, and community leadership.
    - Collaborated with the University of Southern Maine in the creation and implementation of the Extended Teacher Education Program (ETEP) that received national recognition.
- *Housemaster, Mastricola Middle School, Merrimack, NH (1987-1989)*

University Level Teaching Experience

- *Adjunct Assistant Professor, University of Southern Maine, Gorham, ME (1990-2001)*
- *Instructor, North Adams State College, North Adams, MA (1985-1986)*
- *Associate Instructor, Indiana University, Bloomington, IN (1982-1985)*

Teaching Experience

- *High School Teacher & Debate Coach, Fayetteville, AR (1980-1982)*
- *Middle School Teacher, Springdale, AR (1976-1980)*

RELATED EXPERIENCE

- Reality Therapy & Choice Theory Instructor, William Glasser Institute (1993-2007)
- National Spokesperson -- *Brain Quest,* Workman Publishing Company (1999)
- Executive Board Representative, NE Consortium for Staff Development (1998-2001)
- President, Maine Association of Middle Level Educators (1993-1994)
- Forum Facilitator, *Administrator Forum on Change*, Maine LEAD (1991-1995)

- Editor, *Mainely Middle,* Maine Association of Middle Level Educators (1990-1995)
- Maine Academy of School Leaders, Maine LEAD (1992-1993)
- Co-Director, Middle Level Institute, University of Southern Maine (1990-1992)

COMMUNITY INVOLVEMENT

- Advisory Board, Amesbury Educational Foundation, Inc. (AEFI), Amesbury, MA (2006-present)
- Board of Directors, John Ashford Link House, Inc., Salisbury, MA (2002-2008)
- Advisory Board Pettengill House, Inc., Salisbury, MA (2003-2004)
- Board of Directors, Amesbury Educational Foundation, Inc. (AEFI), Amesbury, MA (2002-2004)
- Trustee for Horace Mann Charter School, Academy of Strategic Learning, Amesbury, MA (2001-2004)
- Board of Directors , Amesbury Learning and Literacy Partnership, Amesbury, MA (2000-2004)

- Rotary International
  - *District 7930 Foundation Chair (2009 – 2013)*
  - *Zone 32 Regional Foundation Alumni Chair (2009 – 2012)*
  - *NE President-elects Training Seminar (PETS) Chair (2009)*
  - *District 7930 Governor (2007-2008)*
  - *Rotary Youth Leadership Awards (RYLA) Committee (1997-2002)*
  - *In-Bound Chair for Ambassadorial Scholars (2002-2003)*
  - *Rotary Club of Amesbury, MA - President (2001-2002)*
  - *Member of the Malden Rotary Club (2008 – present)*

AWARDS AND RECOGNITIONS

- ***Hall of Honor – Friend of Education, Amesbury Educational Foundation, Inc. (2010)***
- ***Peter Gray Friend of Education, Amesbury Educational Foundation, Inc. (2004)***
- ***Special Partnership Award, Amesbury Learning and Literacy Partnership (2004)***
- ***Paul Harris Fellow Recognition, Amesbury Rotary Club (2003)***
- ***1st Annual ATHENA Recognition, Greater Haverhill Chamber of Commerce, Finalist (2000)***

MEMBERSHIP IN REGIONAL AND NATIONAL COMMITTEES

- NCATE/NMSA Folio Review Panel, National Middle School Association (1989-1996)
- Board of Directors, Maine Association of Middle Level Educators (1989-1995)
- Teacher Education Committee, New England League of Middle Schools (1990-1996)

SCHOOL/PROGRAM EVALUATION TEAMS

- ***NEAS&C, Holbrook Jr. / Sr. High School, Holbrook, MA (2005)***
- ***NEAS&C, Barnstable High School, Barnstable, MA (2002)***
- ***NEAS&C, Mt. Everett Regional High School, Sheffield, MA (2000)***
- ***NEAS&C, Bakie Elementary School & Memorial Elementary School, Sanborn Regional School District, Kingston, NH (1998)***
- ***NEAS&C, Hudson High School, Hudson, MA (1986)***
- ***NCAS&C, Crown Point High School, Crown Point, IN (1984)***
- ***NCAS&C, Northside High School, Fort Wayne, IN (1982)***

PUBLICATIONS

Phelps, J. D. (1997). Collaborative teacher education: A principal's perspective. *From the Inside,* 1(1), 9-10.

Phelps, J.D. and G. Major (1992). The development of a collaborative teacher education program: A reflection. *Tennessee Association of Middle Schools Journal, 17* (1), 16-22.

Phelps, J.D. (1991). Changes in our world: Lessons for middle level schools. *Mainely Middle, 2(2),* 29-31.

Phelps, J.D. (1990). A study of the interrelationships between cooperative team learning, learning preference, friendship patterns, gender, and achievement of middle school students (Doctoral Dissertation, Indiana University). Dissertation Abstracts Intentional

Phelps, J.D. (1987). Exploring the workplace: Career education programs. In E.N. Brazee (Ed.), *Exploratory curriculum for the middle level,* (pp. 27-32). Rowley, MA: The New England League of Middle Schools.

Phelps, J.D. (1985). The application of contingency theories to the supervision of student teachers. *The Teacher Educator,* 21 (2), 9-14.

NATIONAL PRESENTATIONS

How School Districts Make Purchasing Decisions. QED's Annual Education Market's Forum. Denver, Colorado, July 1998.

Creating Organizational Options for Parents, Students, and Teachers. National Middle School Association. Portland, Oregon, November 1993.

Creating Collaborative Work Environments. Annual Convention of the National Staff Development Council. St. Louis, Missouri, December 1992.

One Catalyst for School Change: Clinical Supervision. National Middle School Association. San Antonio, Texas, November 1992.

Strategies that Promote Heterogeneous Grouping. National Middle School Association. Louisville, Kentucky, November 1991.

Empowering Teachers through Site-Based Decision-Making. National Middle School Association. Long Beach, California, November 1990.

Training Teachers for Middle Level Schools. National Middle School Association. Long Beach, California, November 1990.

Improving Instruction for Mainstreamed Diverse Learners: Cooperative Learning in Science and Social Studies Classrooms. National Middle School Association. Denver, Colorado, November 1988.

Cooperative Learning Strategies for the Social Studies Classroom. National Middle School Association. St. Louis, Missouri, November 1987.

REGIONAL & STATE PRESENTATIONS

Implementing the Common Core Standards. *Rennie Center for Education Research & Policy and the MA Business Alliance for Education Forum. Boston, Massachusetts, February 2011.*

Establishing and Maintaining Professional Learning Communities. *Curriculum, Instruction and Assessment Summit, sponsored by the Massachusetts Department of Elementary and Secondary Education. Marlborough, Massachusetts, December 2008.*

Creating Classroom-Based Assessment Tasks. *New England League of Middle Schools. Providence, Rhode Island, March 2000.*

Keys for Successful Meetings. New England League of Middle Schools. Providence, Rhode Island, March 1998, 2000.

Student Assessment that Promotes Learning. New England League of Middle Schools. Providence, Rhode Island, March 1995, 1996, and 1997.

Teaching in the Heterogeneous Classroom. New England League of Middle Schools. Hyannis, Massachusetts, March 1990, 1991, 1992, and 1993.

Program for Academic and Social Success: A Middle School Model. "Fulfilling the Promise for Every Child: A Shared Responsibility," sponsored by the Massachusetts State Department of Education. Danvers, Massachusetts, November 1988.

Susan Yardley Wheltle

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swheltle@doe.mass.edu (W)

Qualifications

• State Department of Education leadership experience in developing standards and assessments, implementing policies on curriculum, standards, high school reform, advanced placement programs, PreK-16 coordination, licensure, large-scale assessment, professional development, and programs for academically advanced students.

• District PreK-12 experience as central office administrator, evaluator, researcher and teacher. Strong background in staff supervision and management of partnerships between schools, museums, universities, libraries, and community organizations.

• Excellent writing, speaking, interpersonal and project management skills.

Summary of Current Position

Massachusetts Department of Elementary and Secondary Education Director, Office of Literacy and Humanities in the Center for Curriculum and Instruction. Current responsibilities include:

- leadership for development and implementation of pre-k to grade12 academic standards and resources, including serving on the writing team for the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* and the Content Framework development team for English language arts of the Partnership for the Assessment of Readiness for College and Career (PARCC);
- supervision of staff with curriculum and assessment expertise in literacy, English language arts, history and social science, the arts, and foreign languages; supervision of large-scale assessment development for the Massachusetts Comprehensive Assessment System (MCAS) in English language arts and the Massachusetts English Language Proficiency Assessment (MEPA);
- leadership of team to develop the Massachusetts Striving Readers Comprehensive Literacy Plan;
- leadership of cross-agency Race to the Top initiative on improving grade 3 literacy using the project management and monitoring methods of the U.S. Education Delivery Institute;
- design and implementation of Race to the Top project to develop model curriculum and curriculum-embedded performance assessments project in which P-16 educators select and annotate examples of student classroom work aligned to standards;
- collaboration externally on task forces and initiatives with organizations such as Achieve, Inc., the College Board; Jobs for the Future, the Massachusetts Business Alliance for Education, Mass Insight Education, the Educational Policy Improvement Center, the Massachusetts Department of Higher Education, the University of Massachusetts, and the Massachusetts Cultural Council.

Previous Employment

Administrator and Writer, Massachusetts Department of Education. Responsibilities at the Department have included leadership of the licensure unit, initiatives for English language learners, full-day kindergarten, institutes to improve educator quality, advisory councils, professional

development institutes and creation and management of numerous competitive federal and state grant programs.
Interim Assistant Superintendent for Curriculum and Instruction, Reading, Massachusetts Public Schools, a district of approximately 5000 students and 250 staff. Managed administrative council and directed initiatives on portfolio assessment and district curriculum development
Director of Fine Arts, K-12 and teacher, Reading, Massachusetts Public Schools
Adjunct faculty, guest lecturer in educator preparation programs, Tufts University, Wheelock College, Fitchburg State College, Endicott College, Boston College, Lesley College, Boston University, Harvard University, Massachusetts College of Art
Children's Librarian, Philadelphia Free Library, Philadelphia

Staff Supervision and Educational Management

- Supervised and evaluated staff in PreK-12 districts and state department of education.
- Wrote and managed successful proposals for federal competitive grants for advanced placement incentive programs, gifted and talented education, foreign language education, literacy, arts education, and character education.
- Wrote requests for proposals and managed state competitive grant programs for curriculum development in the humanities, professional development, resource centers for gifted education, full-day kindergarten.
- Initiated and led teacher/administrator/parent group investigating alternative assessment in collaboration with university researchers.
- Developed district-level budgets and staffing plans to respond to budget cutbacks; participated in collective bargaining on School Committee negotiation team.

Selected Curriculum and Assessment Development

- Developed statewide standards in English language arts, history and social science, the arts, and foreign languages and statewide assessments in history/social science and English language arts; participated in review of standards in mathematics and English language arts with Achieve, Inc.
- Developed assessment items in history/social science and the arts as a member of State Collaborative for Assessment and Student Standards (SCASS) consortia of the Council of Chief State School Officers (CCSSO).

Selected Evaluation, Research, and Consulting Experience

- Conducted and summarized research on programs and policies for history and social science education, academically advanced students, and foreign languages education
- Conducted evaluation of project proposals for the National Endowment for the Arts and the Massachusetts Cultural Council
- Conducted evaluations of museum education programs

Education

Harvard University Graduate School of Education, Cambridge, MA: Master of Education, Administration, Planning and Social Policy, ABD, 30 hours of doctoral work in addition to Master's program.
Harvard University Extension School, Cambridge, MA: Master of Liberal Arts in Fine Arts
Tufts University/School of the Museum of Fine Arts, Boston, MA: 60 hours of graduate work and teacher certification
Brown University Providence, RI: Bachelor of Arts

Massachusetts Department of Elementary and Secondary Education Publications

The Massachusetts Curriculum Framework for English Language Arts and Literacy. Malden, MA: Massachusetts Department of Elementary and Secondary Education, 2011.

The Massachusetts Striving Readers Comprehensive Literacy State Plan, Malden, MA: Massachusetts Department of Elementary and Secondary Education, 2011
Report to the Massachusetts Legislature on Kindergarten Development Grants. Malden, MA: Massachusetts Department of Education, 2006.
Supplement to the Massachusetts English Language Arts Curriculum Framework: Grades 3, 5, and 7 Standards. Malden, MA: Massachusetts Department of Education, 2004.
The Massachusetts History and Social Science Curriculum Framework Malden, MA: Massachusetts Department of Education, 1997; revised edition, 2003.
What We Know about Foreign Language Teaching and Learning in Massachusetts PreK-12: Teacher Supply, Teacher Quality, Student Course Work, and Student Achievement. Malden, MA: Massachusetts Department of Education, 2002.
Promoting High Achievement: Programs and Policies for Academically Advanced Students. Malden, MA: Massachusetts Department of Education, 2002.
The Massachusetts English Language Arts Curriculum Framework. Malden, MA: Massachusetts Department of Education, revised edition, 2001.
Massachusetts Guide to History and Social Science for PreKindergarten to Grade 4: A Model Scope and Sequence, editor. Malden, MA: Massachusetts Department of Education, 2000.
Character, Civility, and the Massachusetts Curriculum Frameworks. Malden, MA: Massachusetts Department of Education, 1999.
The Massachusetts Guide to Choosing and Using Curricular Materials on Genocide and Human Rights Issues. Malden, MA: Massachusetts Department of Education, 1999.
The Massachusetts Arts Curriculum Framework. Malden, MA: Massachusetts Department of Education, 1996; revised edition, 1999.
The Massachusetts Foreign Languages Curriculum Framework Malden, MA: Massachusetts Department of Education, revised edition, 1999.
The Massachusetts English Language Arts Curriculum Framework. Malden, MA: Massachusetts Department of Education, 1997.
"Learning, Teaching, and Assessment," in *Charting the Course: the Common Chapters of the Massachusetts Curriculum Frameworks.* Malden, MA: Massachusetts Department of Education, 1996.

Selected Conference Presentations
University of Massachusetts/Massachusetts Writing Project, Hunt Institute for Educational Leadership, College Board New England Regional Forum, Massachusetts Council for the Social Studies, Northeast Consortium for Staff Development, Global Studies Network, Harvard Education School Teachers Network and Arts Propel Network, Cultural Education Collaborative, Bay State Historical League, National Park Service, Teaching American History seminars, National Art Education Association, National Alliance for Arts Education, Massachusetts Music Educators Association, Administrators in Music Education

Selected Honors, Awards, and Community Service
Massachusetts Association for Gifted Education Public Service Award 2007
Federal Grand Jury service, Massachusetts 2006-2007
Congressional Conference on Civic Education, Massachusetts delegate 2001-2006
Panelist, Creative Schools Program, Massachusetts Cultural Council 2006, 2003
Massachusetts Council for the Social Studies award, 2003
National Advisory Board, 250th Anniversary of the French and Indian Wars, 2003-2006
Commonwealth of Massachusetts Pride in Performance Award, 2000
Panelist, National Endowment for the Arts, Arts in Education grants, 2000
Brackett Elementary School Council, Arlington, MA 1995-1999
Massachusetts Alliance for Arts Education recognition for advocacy activities 1994
Harvard Graduate School of Education Merit-Based Entering Fellowship 1991
Massachusetts Art Educator of the Year, National Art Education Association 1990
Fulbright Seminar Scholarship, for study in the Netherlands 1988

Resume

DOROTHY EARLE

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Work Phone: 781/338-6265

EDUCATION

READING EXCELLENCE and READING FIRST 2000-2010
-Participated in and coordinated training and conferences in connection with the Reading Excellence and Reading First Grants on topics including vocabulary development, comprehension, leadership, English Language Learners, literacy planning, common core standards, reading fluency, research based practice and online learning.

CORE LEADERSHIP SUMMITS 2008-2009
- Participated in sessions on topics including vocabulary development, improving student achievement, achieving equity in schools, and "tiered" instruction.

UNIVERSITY OF MASSACHUSETTS 1991-1992
Boston, Massachusetts
-Studied educational administration. Courses taken in the areas of curriculum and organization analysis.

LEADERSHIP ACADEMY 1986-1995
Massachusetts Department of Education
-Participated in, as well as coordinated, leadership training in the areas of school culture, supervision, evaluation, communication skills, problem solving, and school change.

NATIONAL STAFF DEVELOPMENT COUNCIL 1983
-Participated in training in the areas of effective professional development, adult learning, and being an effective workshop leader.

LESLEY COLLEGE 1972-1974
Cambridge, Massachusetts
- Masters in Arts and Sciences with a specialty in reading.
Certified in Massachusetts and New York.
- Bachelor of Science in Education. Practice teaching experience with 1968-1972 preschool through grade six, and varied socio-economic settings.

PROFESSIONAL EXPERIENCE

SALEM STATE COLLEGE 2001- present
Salem, MA 01970
Instructor
Taught graduate level courses titled *Leadership Roles in Reading at the School Level* and *Seminar in Reading*. Courses cover the study of educational research, state and national issues, best practices in literacy education, the development of leadership skills, and school change.

MASSACHUSETTS DEPARTMENT OF EDUCATION 1981-present
Malden, Massachusetts
Educational Specialist
- Massachusetts Grants Coordinator, Reading First Program
- Massachusetts Grants Coordinator, Reading Excellence Program
- Massachusetts Coordinator, Accelerated Schools Program
- Massachusetts Co-coordinator, Middle Grade School State Policy Initiative
- Coordinator, School-College Partnership Program

In addition: Coordinated activities, evaluated grants, and provided technical assistance on a regional and statewide basis for programs dealing with professional development, administrative and teacher leadership, supervision and evaluation, basic skills, restructuring, and
curriculum issues.

SHOREHAM-WADING RIVER PUBLIC SCHOOLS 1980-81
Shoreham, New York
Career Center Coordinator
-In charge of a high school career center, and ran an internship program which provided seniors a chance to experience the world of work before graduation.

TUFTS UNIVERSITY 1978-1979
Medford, Massachusetts
Administrative Assistant in Computer Center
- Developed computer skills and worked with students and faculty.

ARLINGTON PUBLIC SCHOOLS 1975-1977
Arlington, Massachusetts
Teacher
- Taught reading and mathematics in a Title 1 program.

NORTH ATTLEBORO PUBLIC SCHOOLS 1973-1974
North Attleboro, Massachusetts
Teacher
-Taught remedial reading.

HONORS, PRESENTATIONS, PROJECTS
New England Reading Association Special Recognition Literacy Award
Celebrate Literacy Award Recipient, MA North Shore Reading Council
Honor Award Recipient, Massachusetts Department of Education
Honor Award Recipient, Massachusetts Association of Teacher Educators
Celebrate Literacy Award Recipient, Massachusetts Reading Association
Past President and Member of the Board of the New England Reading Association
Past President and Member of the Board of the Massachusetts Reading Association
Past President and Member of the Board of the MA North Shore Council of the International Reading Association
Workshop Organizer for Leadership Conferences
Member of the Altruistic Projects Committee of the International Reading Association-
Officer of the MA North Shore Council of the International Reading Association

Workshop Presenter on Common Core Standards
Workshop Presenter for the International Reading Association's National Conference
Workshop Presenter for the Massachusetts Reading Association's Annual Conferences
Workshop Presenter for the Title 1 Conferences in Massachusetts
Workshop Presenter in the area of Change for School Improvement
Workshop Presenter in Peer Coaching

PROFESSIONAL ORGANIZATIONS
International Reading Association
Massachusetts Reading Association
New England Reading Association
MA North Shore Council of the International Reading Association
Association for Supervision and Curriculum Development
Massachusetts Association for Supervision and Curriculum Development

REFERENCES: Provided upon request.

Connie Louie
(b)(6)
781-338-6865 (Work)

EXPERIENCE AND SKILLS:

Supervision and Management

- *Instructional Technology Director* - Massachusetts Department of Elementary and Secondary Education (1996 - present)
  - Supervises and manages the distribution of federal and statewide educational technology grant programs (over $100 million in the last five years)
  - Chairs working groups and advisory committee to set policy for the implementation of instructional technology in schools
  - Supervises the process of reviewing and approval of local technology plans
  - Manages the implementation of contracts for instructional technology
  - Supervises Department's instructional technology team to support the use of technology in schools
  - Coordinates work of Agency's internal and external advisory committees on the planning and use of technologies in schools
  - Coordinates and disseminate instructional technology information to schools, educational agencies, and other organizations in state and out-of-state.

- *Project Director* – Project MEET (Massachusetts Empowering Educator with Technology) (1998 – 2003)
  - Had oversight over a $10 million, five-year project funded through the federal Technology Innovation Challenge Grant Program
  - Supervised the work of 13 partners from school districts, higher education institutes, research organizations and other non-profit organizations.

- *Instructional Technology Specialist* – Massachusetts Department of Education (1986 – 1996)
  - Coordinated Department technology grant programs
  - Reviewed and supported schools in the development of their long-range technology plans
  - Collected annual statewide technology data in all school districts and developed annual technology reports

- *Media Center Supervisor* - Media Center, Boston College School of Education (1982 -1984)
  - Supervised over 15 work-study students working in the center.
  - Managed and organized both print and non-print materials in the center.

Technology Applications

- *Instructional Technology Consultant* - Massachusetts Department of Education (1984 -1986)

- Collected and organized data related to the use of instructional technology, and developed reports and publications using database, spreadsheet, word processing, and desktop publishing programs.
- Assisted in the development and distribution of new instructional software packages

- *Production Assistant* - Training Department, Distribution Division, Polaroid Corporation (1981)
  - Assisted in creating video training packages, in-house, for distribution to Polaroid's marketing centers.

Teaching

- *Media Specialist* - Wellesley Public School - Substitute (1981)
- *Adult Education Instructor* - Newton Community School (1979-1983)
- *High School History and English Teacher* - Hong Kong Department of Education (1966-1968)

EDUCATION AND AWARDS:

B. A.	University of Hong Kong, 1965 (History)
Diploma in Education	University of Hong Kong, 1966 (History and ESL)
M. Ed.	University of Toronto, 1972 (History in Education & ESL)
M. Ed. Technology)	Boston College, 1984 (Media Specialist & Instructional
Education Policy Fellow Program	Institute of Educational Leadership, 1989
Pride in Performance Award	Commonwealth of Massachusetts, 1992
Friend of Foreign Language Award 1994	Massachusetts Foreign Language Association (MFLA)
Pathfinder Award	MassCUE 2001

PUBLICATIONS:

- *EdTech Reports 1996, 1997, 1998, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010*
- *Checklist for Training Educators in Computer Use*, (1990)
- *Computer Software Preview Centers in Massachusetts*, (1990)
- *Report on 1985 Statewide Computer Survey*
- *Report on 1987 Statewide Computer Survey*
- *Report on 1989 Statewide Computer Survey*
- *Technology in the Massachusetts Classroom, A Summary of Chapter 188 Educational Technology Grants 1987-1988*
- *Technology in the Massachusetts Classroom, A Summary of Chapter 188 Educational Technology Grants 1988-1989*
- *Telecomputing in the Massachusetts Classroom, Report on 1992 Telecomputing Survey*
- *Massachusetts Recommended PreK-12 Instructional Technology Standards, October 2001*
- *Assistive Technology Guide for Massachusetts Schools, November 2002*
- *Massachusetts Recommended Criteria for Distance Learning Courses*
- *E-Learning in Massachusetts, October 2005*
- *Massachusetts Technology Literacy Standards and Expectations, April, 2008*

Madeline A. Levine
Special Education Planning and Policy Development Office
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148
781-338-338, mlevine@doe.mass.edu

Special Education Planning and Policy Development and Supervision Experience

2/2004 – present – Massachusetts Department of Elementary and Secondary Education – Assistant Director Special Education Planning and Policy Development Office, State Personnel Development Grant Director

Involved in the development and implementation of key policy, training and grant initiatives relating to students with disabilities, their families and the general and special educators that work with them. Key responsibilities include working directly with the State Director of Special Education in the operation of the Special Education Planning and Policy Development unit, selection and supervision of Educational Specialists Ds, Educational Specialists Cs, Fiscal Manager, office staff, management of two statewide Special Education grant programs, director of a 5-year OSEP State Personnel Development Grant, interacting with state and federal agency personnel, working with college and university Special Education pre-service and in-service programs, developing and providing technical assistance to parents, including the CSPD Training Project and coordinator of the CSPD Advisory Council.

9/99 – 2/2004 Massachusetts Department of Education – Educational Specialist D Supervisor of the Special Education Planning and Policy Development Office

Responsibilities include working directly with the State Director of Special Education, selection and supervision of six Educational Specialists C, Support Staff and Student Interns, management of two statewide Special Education grant programs, director of a 5-year OSEP State Improvement Grant, interacting with state and federal agency personnel, working with college and university Special Education pre-service and in-service programs, developing and providing technical assistance to parents, including the development of the CSPD Training Project, a statewide training and technical assistance program, coordinator of the CSPD Advisory Council.

Curriculum Development, Assessment and Educator Preparation Experience

9/97 – 8/99 Massachusetts Department of Education

Selected through statewide competitive search to serve as a "Curriculum Content Specialist in Special Education" for a two year period (fully paid sabbatical). Involved in policy, curriculum and assessment development initiatives relating to students with disabilities. These initiatives ensured full participation in the Massachusetts Curriculum Frameworks and the Massachusetts Comprehensive Assessment System (MCAS) for students with disabilities. Key responsibilities included providing technical assistance to teachers and administrators of districts in the development of standards-based classrooms, providing training on changes to Special Education policies and procedures, and working on the revision of the IEP Process and alternate assessment for students with disabilities.

1990-1997 Lesley University Graduate School, Cambridge, MA

Curriculum Coordinator for the Lesley University / Cambridge Public Schools Summer Compass Program, an academic program for students prek-8. Responsible for the hiring, training and supervision of the Mentor Teachers; assisting teaching teams in the development of units based upon a school-wide theme; and working directly with student teachers in the fields of Elementary Education, Middle School, Special Education and Reading and their college supervisor.

Direct Teaching Experience

11/81 – 8/99	**Peabody Public Schools, Peabody, MA** grades 6, 7 and 8 inclusion and pull-out models, elementary and middle schools supervision of paraprofessionals , member of general and special education teaching teams and Student Support Teams, mentor, recipient of Horace Mann Grants,
1992 – 1993	**Lesley University Graduate School, Cambridge, MA** Adjunct Faculty main campus – Special Education graduate courses
1988-1989	**Lesley University Graduate School, Cambridge, MA** Mentor Teacher cooperating practitioner for Elementary, Special Education and Reading student teachers
1982 – 1987	**Massachusetts Migrant Education Program** grades 1 and 2
9/79 – 8/81	**Malden Public Schools, Malden, MA** self-contained class – grades 4, 5 and 6
9/76 – 6/79	**Shore Collaborative, Medford, MA** pre-school, kindergarten 1, 2 and 3

Conference and In-Service Presentations (partial list)
Writing Measurable IEP Goals, Objectives and Benchmarks
IDEA 2004
Transition Planning Form
Education Reform and IDEA-97 in the Classroom
Working with MCAS Data to drive Instruction
Working with the Massachusetts Curriculum Frameworks and released MCAS questions
Eligibility and Access to the General Curriculum
Special Education and Access to the General Curriculum
Special Education and Title 1 Working Together
Special Education and Vocational Teachers Working Together
Role of a Mentor Teacher
Developing Thematic Units
Working as a Teaching Team

Education

The Western College, Miami University, Oxford, Ohio	BA 6/74
Major – Elementary Education Minor – Reading	
Antioch College Graduate Center, Cambridge, MA	M.ED 8/77
Concentration – Learning Disabilities	
Boston State College, Boston, MA	8/79
Concentration – Special Education	36 Graduate Credits

Licenses
Fully licensed in Massachusetts in:
Elementary Education
Reading
Special Education - Moderate
Middle School - inactive

References
available

Shawn Patrick Connelly
Special Education Planning and Policy Development Office
Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148
781.338.3378

Education: **University of Massachusetts at Amherst**
8/95 - 5/99 *Bachelor of Science, Major: Communication Disorders*
8/98 - 5/99 **Universidad de Puerto Rico, Recinto de Rio Piedras**

8/00-12/03 **California State University at Long Beach**
Master of Arts, Speech Language Pathology

Experience: **Massachusetts Department of Elementary and Secondary Education**
6/08-present **Special Education Planning and Policy**
Educational Specialist

- Supervised and supported staff
- Participated in inter/intra-agency projects
- Facilitated disability and Indicator workgroups
- Prepared federal report for assigned compliance and performance Indicators
- Served as liaison to the special education advisory council

8/06- 6/08 **Franklin Public Schools**
Head Teacher

- Assisted Principal with daily operations of school affairs
- Responsible for resolving student conflicts and supporting teachers
- Prepared reports for School Council and National Accreditation Boards

Franklin Public Schools
8/04-6/08 *Speech Language Pathologist*

- Assessed, diagnosed, and treated individuals with speech and language disorders
- Developed a Scientifically Based Response to Intervention Program for struggling readers
- Developed individual and group programs, counseled parents, and assisted teachers with classroom curriculum content

7/06-8/06 **Canton Public Schools – Extended School Year**
7/07 -8/07 *Speech Language Pathologist*

- Provided Early Intervention services to students with global disabilities
- Provided teaching/language strategies to teachers/parents/support personnel

7/04-8/04 **Boston Public Schools – Extended School Year**
7/05-8/05 *Speech Language Pathologist*

- Implemented speech and language goals from IEP
- Monitored students progress and reported progress to teachers and families
- Consulted with staff and families

8/03-6/04 **El Rancho Unified School District, CA**
Speech Language Pathologist

- Provided direct clinical services to individuals with communicative disorders
- Developed IEP goals and objectives for students with communicative disorders

8/01-8/03 **California State University, Long Beach Foundation**
Grants and Contracts

- Prepared monthly revenue and cash donation reports
- Prepared monthly, quarterly, and annual financial status reports

8/00-8/01 **California State University, Long Beach - Linguistically and Culturally Different Clinic**
Spanish Interpreter/translator

- Provided services in Spanish for conversation, essays, and translations

Esta Montano, Ed. D.

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PROFESSIONAL SUMMARY: Anti-bias educator and leader committed to including cultural, racial, linguistic, and socioeconomic considerations in all aspects of education, PK through graduate school. Vast expertise in providing equity, opportunities, and advocacy for marginalized populations. Excellent interpersonal and communication skills; bilingual/biliterate in Spanish and English, conversational in Portuguese.

EXPERIENCE:

Department of Elementary and Secondary Education, Malden, MA
Director, Office of English Language Acquisition and Academic Achievement (OELAAA) – August 2010 to Present
Directs day-to-day operation of OELAAA, along with supervision of five staff members and management of a one-million dollar budget. Current duties, responsibilities, and projects include:

- Oversight of Title III grants and amendments
- Involvement in setting Annual Measurement of Achievement Objectives (AMAOs) targets for Title III districts
- Participation in WestEd's research design to study current practices in Sheltered English Immersion (SEI) professional development in Massachusetts
- Direction of professional development activities for teachers of ELLs in Massachusetts, including initiatives to plan for future change in all related professional development
- Partnerships with UMass Boston, UMass Lowell, and Westfield State University to pilot district-based professional development for content teachers of ELLs.
- Key involvement with the New England Equity Assistance Center (NEEAC) at Brown University in design of professional development for administrators regarding the needs of ELLs. Professional development also focuses on how to effectively support ESL and SEI teachers
- Collaboration with National Institute for School Leadership (NISL) to develop a leadership course for ELL directors
- Formation of first-ever statewide Urban ELL Directors' Forum
- Formation of higher education research group
- Collaboration with DESE Licensure unit to rewrite standards for teacher effectiveness, as well as to implement a new ELL endorsement to licenses
- Supervision of the creation of a standard Home Language Survey (HLS) for the Commonwealth, translated into 27 languages
- Formation of working group to focus on the concerns of ELLs with Interrupted Formal Education (SIFE).
- Advisor to group of Harvard graduate students in their study of SIFE for Secretary Reville's Policy class.
- Provision of technical assistance to districts as well as assistance to districts to ensure compliance with Corrective Action Plans mandated by Coordinated Program Reviews
- Provision of technical assistance to District and School Assistance Centers (DSACS)
- Supervision of ongoing project to adopt a new curriculum and assessment system for ELL education in Massachusetts

- Collaboration with Data unit to disaggregate ELL sub-populations in the Student Information Management System (SIMS) database, (e.g., Newcomers, SIFE students, Long Term ELLs, ELLs with disabilities)
- Involvement in Race to the Top projects and other State initiatives as member of numerous working groups

Framingham Public Schools, Framingham, MA
District Director, Office of Equity and Achievement – 2003 to 2010
Implementation of programs to challenge the academic achievement gap between students of color and their white counterparts

- Provided professional development to faculty in anti-racism, anti-bias, cultural competence, multicultural education, culturally relevant teaching, identity issues, family engagement, and the linguistic and socio-emotional needs of second language learners
- Advocated for marginalized families to increase awareness of the culture and norms of U.S. schools as well as how to access higher education
- Supported all English as a Second Language (ESL) programs; provided direct support to teachers
- Facilitated presentations for families of children in Bilingual/ESL/Sheltered English programs
- Maintained a district reference library on race, culture, language, equity, and achievement
- Oversaw projects and publications relevant to efforts of the office, including *Framingham's Brazilian Students and their Families - School Culture and Values: A Handbook for School Personnel*
- Assisted administrators and teachers in efforts to respond to racial, cultural, and linguistic challenges in their schools
- Partnered with adolescent health nurses in culturally competent initiatives directed at teen parents and pregnancy prevention
- Collaborated on initiatives to maximize the potential of middle and high school immigrants with interrupted schooling
- Formed and directed student affinity groups – middle and high school levels
- Collaborated with universities and community agencies in the interest of equity and to implement college awareness and readiness initiatives to first generation college-goers
- Directed district translations services
- Advocated for individual students and families, including attendance at IEP meetings
- Wrote grants relevant to goals of the office
- Recruited and mentored teachers of color/immigrant teachers
- Represented district on various task forces and committees within the district and the community

Framingham High School - 1997-2003

- Teacher of English as a Second Language, Spanish Bilingual and Two-Way Spanish Bilingual, Grades 9-12
- Coordinator of Two-Way Spanish Bilingual Program – In charge of all high school curricula and curriculum maps
- Teacher of *Spanish Reading and Writing* for newcomers with interrupted schooling; developed all curricula for this program

Fuller Middle School -1995-1007

- Teacher of English as a Second Language, Grades 6-8

GRADUATE LEVEL COURSES DESIGNED AND TAUGHT:

2010 *Neither Here Nor There:* Understanding Immigrant Identity and its Connection to the Public School Experience, (course not implemented due to having left the district)

2009 *Understanding Your Black Male Students*, (accredited through Framingham State College), taught in Framingham Public Schools

2008 *Affirming Human Differences for Equity and Inclusion*
St. John's Preparatory School, Danvers, MA

2008 *Growing Up Latina in the USA* – 3 credit course – (accredited through Framingham State College), taught in Framingham Public Schools

2005-2009 *Anti-Bias Teaching and Mentoring for All Students*, Weston Public Schools

2005-2006 *Studying Your Latino Students via Latino American Literature* – 1 credit course (accredited through Framingham State College), taught in Framingham Public Schools

2005-2006 *Lenses for Viewing the Achievement Gap* – 2 credit course (accredited through Framingham State College), taught in Framingham and Boston Public Schools. (Course has recently been renewed and can be offered for 3 credits)

1996 *Cross Cultural Relations in the Classroom* - 3 credit course (accredited through Framingham State College), taught in Framingham Public Schools

RECENT CONFERENCE & PANEL PRESENTATIONS

2011 MATSOL Annual Conference, Leominster, MA, May 5-7, 2011
Presentations:
-Learning About Your Learners: Reading About the Lives of Latina Students
-The State of the State: ELL Education in Massachusetts 2011

2010 Summit, Department of Elementary and Secondary Education (DESE) Curriculum December 7-8, 2010
Presentation: *The Mystery of Sheltering Content*

2010 (MATSOL) Massachusetts Association of Teachers to Speakers of Other Languages
Annual Meeting and Special Interest Group Forum
Successes and Challenges in the Education of English Language Learners in Massachusetts, Panelist, October 2010

2010 Diversity Challenge, Boston College, October 15-16, 2010

Presentation: *"I Think They Feel Like Visitors," White Educators and the METCO Program: Perspectives of METCO and Race,* (highlights of dissertation by same name)

2010 Massachusetts State Advisory Committee to the US Commission on Civil Rights, Holyoke, MA
Briefing on Bilingual Education Issues in Massachusetts, Panelist, September 2010

2010 Boston College Career Center, Boston, MA
Issues Affecting Urban Schools: A Panel for Future Educators, Panelist, April 2010

2010 Primary Source, Watertown, MA
Where Do We Stand? Schools, Race, and Community in Massachusetts: A YWCA Stand Against Racism Event, Panelist, April 2010

2010 Massachusetts Reading Association
Annual Conference, Sturbridge, MA, April 2010
Presentation: *Learning About Your Learners: Reading About the Lives of Latinas*

2010 Primary Source Professional Development, Watertown, MA
New Bostonians: Immigrants in Massachusetts Today, Panelist, April 2010

2010 TESOL National Conference, Boston, MA, March 2010
Workshop: *Trauma and the Immigrant Student Experience: What Can Educators Do?*

2008 Primary Source Professional Development, Harvard University, Cambridge, MA,
***Latin America: A Thematic Approach to a Diverse Region,* Panelist, May 2008**

2008 Diversity Challenge, Boston College, October 3-4, 2008
Workshop: *Cultural and Practical Considerations in Building Trauma Sensitive Classrooms: A Guide for PreK-12 Educators*

2008 Department of Elementary and Secondary Education (DESE), Fall 2008
Student Support Conference: *Successful Strategies for Struggling Students*
Presentation: *What's In It For Me? : The Inside Scoop at Framingham High School*

EDUCATION

University of Massachusetts/Boston
Leadership in Urban Schools, Graduate College of Education
Doctor of Education
Dissertation Title: *"I Think They Feel Like Visitors," White Educators and the METCO Program:*
Perspectives of METCO and Race

University of Massachusetts/Boston
Master of Arts – Applied Linguistics

University of Massachusetts /Amherst
Bachelor of Arts - Spanish/Bilingual Education

MASSACHUSETTS DESE CERTIFICATIONS

Superintendent/ Assistant Superintendent
Supervisor/ Director
Principal/ Assistant Principal, grades 9-12
Teacher of English as a Second Language, grades 5-12
Teacher of Spanish (foreign language), grades 5-12

COMMUNITY INVOLVEMENT

Framingham Police Department, Framingham, MA
Violence Prevention Roundtable
Facilitator, Youth – Police Dialogues

John Andrew Mazie Mentoring Program, Framingham & Waltham, MA (high school mentoring)
Former Board Member
Current Advisory Board Member
Mentor Trainer
Former Mentor

Kathleen Toomey Rodriguez
(b)(6)
krodriguez@doe.mass.edu (b)(6)

QUALIFICATIONS

- Experienced in policy development for adult and family literacy programs.
- Experienced in Request for Proposal (RFP) and Request for Response (RFR) processes.
- Strong public speaking and presentation skills.
- Proficient in major software packages.
- Fluent in Spanish.

PROFESSIONAL EXPERIENCE

Massachusetts Department of Elementary and Secondary Education, Massachusetts Family Literacy Consortium, Coordinator (1996 to present)

Manage statewide initiative composed of state agencies, statewide organizations, and community representatives. Provide leadership to Pathways to Family Success pilot projects. Manage Pathways to Family Success evaluation. Supervise family literacy and community planning staff.

Major accomplishments:

- Assisted Senior Associate Commissioner in development and implementation of statewide pilot project.
- Selected for participation on Department's Strategic Alliances working committee.
- Developed and sustained innovative public/private partnership with Verizon Foundation over six years.
- Secured detailed Memoranda of Agreement (MOAs) from multiple state agencies.
- Produced web-based community profiles for 351 cities and towns in the Commonwealth.
- Developed successful proposals to the U.S. Department of Education totaling over $750,000.
- Developed and disseminated family education materials.

Jackson Mann Community Center, Preschool Director, Family Literacy Coordinator, and Comprehensive Health Education Coordinator (1993 to 1996)

Managed licensed childcare facility for 50 children and supplementary education grants. Supervised staff, volunteers, and interns. Developed and executed outreach to and events for parents and community.

Major accomplishments:

- Preschool voted Best in Allston/Brighton during tenure.
- Developed successful proposals to the Massachusetts Department of Elementary and Secondary Education totaling over $125,000.

Madison Park Technical Vocational High School, Boston Vocational Education Revitalization Project, Curriculum Facilitator (1993)

Managed curriculum design team of Health Academy teachers and management and education consultants. Developed project-based curriculum integrating academic and vocational content.

One With One, Inc., Entrance:Health Care, Entrance:Office Work, Entrance:Child Care, Project Manager (1990 to 1992)

Managed office skills and childcare employment training programs for adult learners of English. Arranged for and supervised office and childcare internships. Supervised and coached mentors and instructors.

MEMBERSHIPS AND VOLUNTEER WORK

- Smart from the Start (Boston, MA), Advisory Board Member
- Toyota Family Literacy Project (Chelsea, MA), Advisory Board Member
- Herald Media Massachusetts Literacy Fellows Program, Advisory Board Member
- Massachusetts Reading Leadership Team, Member and Outreach Committee Chair
- Governor's Advisory Committee on Women's Issues, Member and Education Committee Chair
- Massachusetts Reading and Literacy Partnership, Member

EDUCATION

- Graduate Courses: Boston University, Hunter College, Fordham University (1975 to 1996)
- MA, Middlebury College, Middlebury, VT (1974)
- BA, College of Mt. St. Vincent, Riverdale, NY (1973)

Educator and Provider Support
Massachusetts Department of Early Education and Care — Boston, MA

Responsible for delivering a diverse range of educator and provider support services to public and private schools and districts, educational collaboratives, proprietary schools, community programs for adult learners, Child Care and Head Start programs and other state, municipal and community agencies.
Responsibilities include:

- *Coordinating state grants and contracts for professional development and other initiatives.*
- *Planning, organizing, and coordinating resources and information across EEC regions to identify and respond to professional development needs of the field as well as EEC staff.*
- *Designing and implementing professional development initiatives throughout the state, including SIDS, Inclusion Course, Domestic Violence, Educator Orientation, Regulation Support and QRIS.*
- *Supporting design and coordination of professional development related to Special Needs and Inclusion for young children.*
- *Member of Massachusetts SpecialQuest State Leadership Team.*

Director
Michaels Learning Center, Flanzer JCC — Sarasota, FL

Administered all areas of childcare program for 500 families, including budgeting, curriculum, staff supervision and training, fundraising and program development. Oversaw NAEYC accreditation process as well as growth and development of school.

- *Managed approximately $1.1 million budget and consistently met budget targets and identified cost saving measures.*
- Oversaw entire NAEYC accreditation process for JCC Program from beginning through accreditation.
- Administered all areas of early childhood program including budgeting, curriculum and assessment development, staff supervision, mentoring and training, fundraising, grant writing and program development.
- Designed and developed all areas of childcare program, including all staff and parent handbooks, HR resources, center wide Emergency Planning manual and all staff orientation handbook.
- *Skilled at developing and facilitating channels of communication between a variety of groups: children, parents, committees, Board of Directors and teachers.*
- *Supervised team members, developed and implemented an integrated early childhood Judaic curriculum.*

Lead Teacher/ Team Leader

Taught in four year old classroom. Supervised team members, developed and implemented an integrated developmentally appropriate curriculum. Coordinated and executed staff training and parenting program. Implemented Judaic music program for 200 Children.

CERTIFICATIONS

Advanced Level Director Credential, State of Florida
Level II Director, State of Massachusetts
Lead Teacher, State of Massachusetts
Certificate of Clinical Competence, Audiology, American Association of Speech-Language Hearing Professionals

EDUCATION

MASTER OF AUDIOLOGY AND EDUCATION — University of South Carolina, 1988
BACHELOR OF ARTS, SPEECH AND AUDIOLOGY — University of Florida, 1986

Barbara J. Libby

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, Massachusetts 02148
781-338-3460
blibby@doe.mass.edu

Objective

To improve student achievement by working collaboratively with partners and districts to promote systemic change in standards-based education reform, especially in the areas of academic content, student assessment, tiered instruction and student support, assistance to districts, teacher quality, and professional development.

Experience

2002-present **Massachusetts Department of Education**
Director, Office for Mathematics, Science, and Technology/Engineering
www.doe.mass.edu/omste/

Responsible for ESE's strategic plan priority objective: To improve mathematics and science teaching and learning in MA schools. Design and implement statewide professional development programs, conduct research and program evaluation, collect and analyze data, develop state and federal reports, supervise and hire staff. Fiscal responsibilities include managing the office budget, and overseeing all programs (USDE NCLB Title IIB: Mathematics and Science Partnerships Program, Professional Development Institute Program, Singapore Mathematics Initiative, MA ESE/Intel Corporation Mathematics Initiative et al.), contracts, and grants awarded.
Develop and support ongoing networks of STEM curriculum coordinators and leaders to assess needs and develop and share resources and best practices.

Recommend, design and advise state education reform policy decisions, including education reform funding, grant programs, teacher recertification, licensure, state professional development plan, district accountability system, standards for student performance, et al.

Currently leading the revision and implementation of the 2011 MA Mathematics Curriculum Framework based on the Common Core State Standards (CCSS). Served on the CCSS National Writing Team; current advisor to Race to the Top Assessment Consortium, PARCC.

1992-2002 **Massachusetts Department of Education**
Office for Mathematics, Science, and Technology/Engineering
Director, PALMS, National Science Foundation's State Systemic Initiative for Mathematics and Science Reform

Senior administrator, PALMS Project Director- responsible for PALMS strategic planning, professional development, research and data collection, state and NSF reports, program evaluation, supervising and hiring staff. Fiscal responsibilities include managing the office budget (10 million dollars), and overseeing all programs (USDOE Eisenhower Program, NSF Parent Project, PALMS) contracts, and grants awarded.

Recommend, design and advise state's new education reform policy decisions, including education reform funding, new grant programs, teacher recertification, certification regulations, first annual state professional development state plan, new district accountability system, setting standards for student performance, et al.

Led the development of the original 1995 Frameworks. MA was a vanguard state in developing standards for technology/engineering. Mathematics and Science served as the model for the other content areas in framework development as well as models for professional development.

In 1998, led the revision process for of the 2001 Curriculum Frameworks in Mathematics and Science and Technology/Engineering, and created the first online state Interactive Framework (www.doe.mass.edu/frameworks/math00/).

Served on the review committee for the selection of the MCAS test contractor. Key developer of the statewide math and science student Bridge Document, reviewed all STEM test items.

Design, coordinate, and evaluate large-scale statewide professional development programs to improve student achievement in mathematics, science and technology including Content Institutes Program 1993-2001, MA Teacher Fellowship Program, PALMS Mathematics and Science Teacher Leader Program.

Published Author, A Guide to Teacher Fellowships and Awards: Opportunities for Professional Growth and Renewal, DC Heath 1991,

1995, 2007 (MADOE). 70,000 printed and published online at www.doe.mass.edu/tgfa.

1986 – 1992 **Massachusetts Department of Education**
State Director of Gifted and Talented Education

Managed one million-dollar grant program supporting programs that identify and challenge gifted and talented students. Nationally recognized specialist in the area of Gifted and Talented Education in mathematics and science. Developed and implemented professional development programs, noted presenter in the area of gifted and talented mathematics education, analyzed program trends, published resource guides on School Programs for Gifted Students, After-school and Enrichment Programs for Gifted Students, Differentiated Instruction, etc.

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State Program Director for Exemplary School and Teacher Recognition Programs

Developed and implemented the state Lucretia Crocker Teacher Fellowship Program, USDOE's Christa McAuliffe Fellowship Program, the MA Teacher of the Year, and the PALMS NSF Teacher Leaders in Mathematics and Science. Program Manager for USDOE Blue Ribbon Schools Recognition Program and the USDOE Chapter 2 Federal Block Grant Program (7 million dollar school improvement program awarded grants to every school district in state).

1979 - 1986

BROOKLINE PUBLIC SCHOOLS, BROOKLINE, MA
SCITUATE PUBLIC SCHOOLS, SCITUATE, MA

Director of Gifted and Talented Programs

Coordinated system-wide programs for prek-12 gifted and talented students.
Designed and presented professional development programs for administrators, teachers, and parents statewide regarding strategies and
curriculum to challenge students in the classroom- focus on mathematics enrichment, trained coaches for Future Problem Solving Program and Math League, developed Parent and Community Resource Directory, implemented first statewide Invention Convention in partnership with the Museum of Science.

1974-1979

Littleton Public Schools, *Classroom Teacher grades 3-7 and K-12 District Math and Science Curriculum Coordinator*

Professional Development (A Sampler)

Consultant, Arthur Andersen and Co., Boston, MA, *Problem Solving for Organizations and Managers (1979-1982)*
Adjunct Professor, Brandeis University
Keynote Speeches: Johns Hopkins University's Center for Talented Youth: *The State of the State in Gifted and Talented Education,*

Boston University, Boston College (1987-1999)
Awarded USDOE grant, Teachers-In-Electronic Residence, ranked #1 out of 700, National Foundation for Innovation in Education, 1993

Professional Seminars and National Presentations

National Staff Development Council Conference session title: *A Model for Evaluating Professional Development Programs: Linking PD to Student Achievement* (1999 Dallas, 2000 Atlanta)
ASCD 2001 Annual Conference session title: *Content Institute Programs: Improving Teacher Content Knowledge*
NSTA Annual Conference: *Evaluating Professional Development*
National Science Foundation: *PALMS Report,* Washington DC (2002)
University of MA Symposium session: *Fellowships and Awards for Teachers*
Physics Alliance presentation, *The Revised Curriculum Framework in Science and Technology/Engineering*
CCSSO: Invited Speaker: *Improving Evaluation of Professional Development Programs in Math and Science,* Wash DC (2005)
Education Panelist: Hugh O'Brian Youth Seminar for Student Leaders
NCLB Title IIB and National Science Foundation Conference (2006)
Keynote Speaker: *Title IIB in Massachusetts*
Presentations to MA Board of Education- Accomplishments of PALMS, Gifted and Talented Education, the revision of the Mathematics and Science Curriculum Frameworks
Featured Presenter at the American Association for the Advancement of Science (AAAS) Annual Conference-session: *TIMSS 2007: Exploring the Dramatic Improvements in Performance in Two States- Massachusetts and Minnesota.*

Education

1999 Doctoral Course Work: UMASS Public Policy and the Law

1998, 2003, 2008 Re-certification of Professional Educator's Certificates

1995 Institute for Educational Leadership, Washington, DC
Awarded and completed a one year Education Policy Fellowship

1997-1981 Post-Graduate Course Study, University of Connecticut
Gifted and Talented Education, Advanced Mathematics

1979, 1981 Graduate of Creative Problem Solving Institute
State University College at Buffalo, NY

1974 MSEd Graduate Degree, Master of Science, Lesley College
Mathematics and Science Education

1973	BS Degree in Education, Boston University Concentration in Mathematics
1968-1970	Undergraduate study, George Washington University, Washington, DC American College in Paris, France

Professional Associations And Networks	National Council of Teachers of Mathematics and state affiliate National Science Teachers' Association (NSTA) Association for Supervision and Curriculum Development National Staff Development Council (NSDC) Massachusetts Association of Science Teachers (MAST) Board Member, Secretary's Advisory Group for Environmental Education Board Member, Engineering in Massachusetts Collaborative MA STEM Legislative Caucus Member (2007-present)
Recognitions	Leadership in Gifted and talented Education Award, Massachusetts Advancement for Individual Potential (2000) Certificate of Appreciation from Boston Public Schools- for valuable Contributions to PALMS Teachers and Leadership team (1993) Certificate of Appreciation: Recognizing 5 Years of Leadership in STEM in MA awarded at the STEM Summit (2008)

Jacob G. Foster

Massachusetts Department of Elementary and Secondary Education (ESE)
Office: (781) 338-3510, jfoster@doe.mass.edu

Educational Background

Ph.D., M.A., University of Michigan 2004
Science Education (M.A. awarded 2000); Additional study: *Forest Ecology*

B.A., Hampshire College 1993
Geology, Education

Professional Positions

Director, Science & Technology/Engineering, MA ESE Malden, MA 2005–Current
Leading the science education unit responsible for state science learning standards, STEM professional development funds and programs, advising the development of science policy, and science assistance to low-performing districts. The unit collaborates with many Department (ESE) units, state Advisory Councils, districts, professional organizations and state institutions engaged in STEM education.

School Performance Review Facilitator, MA ESE Malden, MA 2004–2005
Conducted school-based reviews of under-performing and Compass schools. Actively involved in development and revision of evaluation and assistance protocols, particularly the state's monitoring process. Regularly wrote reports and assisted in grant writing, advised a *State Student Advisory Council* workgroup, participated in DOE strategic planning, and worked collaboratively with other ESE units.

Teacher Educator, MAC Program Ann Arbor, MI 2000–2004
Taught *Secondary Science Methods* courses in the Master's of Arts with Certification (MAC) program at the University of Michigan; a course for students becoming science teachers. Supervised MAC science student teachers as a *Field Instructor* and *Action Research Thesis Advisor*.

Research Assistant, LeTUS Ann Arbor, MI 1998–2000
Provided pedagogical and content coaching support for Detroit middle school teachers who enacted science curricula developed at the *Center for Learning Technologies in Urban Schools* (LeTUS) at the University of Michigan. Participated in curriculum design and evaluation,

professional development planning and enactment, research instrument development, and coding and analysis of research data.

Secondary Science Teacher — Chattanooga, TN — 1995–1998

Taught *Conceptual Physics, Chemistry, Geology* and *Ecology* at Hixson High School. Designed and started all courses except *Chemistry*. Incorporated portfolio-based assessments, project-based units, and Tennessee science standards. *Science Olympiad* coach and *Ecology Club* mentor. Participated in *Critical Friends Group* to analyze instruction, student work, and assessments.

Secondary Science Teacher — Merrimack, NH — 1994–1995

Taught *Physical Science* and *Chemistry* at Merrimack High School. Worked with students with special needs in all classes.

Special Needs Aide — Newmarket, NH — 1994

Personal aide for student with multiple disabilities at Newmarket Middle School. Responsible for teaching life skills, IEP implementation, and maintaining an active role in classroom lessons.

Related Educational and Leadership Experiences

Adjunct Faculty, Vermont College — Montpelier, VT — 2001–2005

Advised a range of interdisciplinary Liberal Arts studies in the *Adult Degree Program*; focused on secondary and elementary education, natural sciences, and mathematics. Teacher licensure advisor.

Consultant, Chattanooga Public Schools — Chattanooga, TN — 1999–2000, 2002–2004

Worked with staff at East Ridge High School and Tyner Academy to develop strategies to enhance student voice, look at student work, incorporate *Coalition of Essential Schools* principles, and develop cross-disciplinary science courses. Periodically assessed and reported on the implementation of school-wide reform efforts.

Board and Planning Membership

Massachusetts STEM Operations Board, *Member*	2011-current
Council of State Science Supervisors, *Board Member*	2010-current
Council of State Science Supervisors, *National Conference Planning Team*	2007, 2010-current
Schooner *Ernestina* Commission, *Commissioner (Alternate)*	2007–2009
Massachusetts STEM Summit, *State Conference Planning Team*	2005–2007
Massachusetts Life Science Academy, *Planning Team*	2006–2007
MA-UK Partnerships for Tomorrow: Exploring STEM Partnerships and Policies *Conference Co-planner*	2007

BIO Institute Educator National Conference, *Outreach & Education Committee Member* 2006

MA Department of Education, *Strategic Planning Team* 2005–2006

Papers

Foster, J. (2009). The incorporation of Technology/Engineering concepts into academic standards in Massachusetts: A case study. *The Bridge*, v. 39, pp. 25-31.

Foster, J. (2006). Facilitating exploration of theory and practice in a teacher education study group. In: L. Rex, ed., *Discourse of opportunity: How talk in learning situations creates and constrains interactional ethnographic studies in teaching and learning*. Cresskill, NJ: Hampton Press, Inc.

Foster, J. (Unpublished Dissertation, 2004). Exploring reforms while learning to teach science: Facilitating exploration of theory-practice relationships in a teacher education study group.

Foster, J. (2003). Facilitating exploration of theory and practice in a teacher education study group. *National Association of Research in Science*, Conference Paper.

Foster, J., Fishman, B., and Marx, R. (2000). Multi-faceted professional development in systemic reform: A case study of Ms. Skye. *National Association of Research in Science*, Conference Paper.

Fishman, B., Best, S., Foster, J., and Marx, R. (2000). Fostering teacher learning in systemic reform: A design approach for developing professional development. *National Association of Research in Science, Conference Paper*.

JENNIFER R. GORDON

(b)(6)

jgordon@donahue.umassp.edu

EDUCATION

1998	Masters in Public Policy	Harvard University	Cambridge, MA
1993	Bachelor of Arts, Japanese	University of Massachusetts	Amherst, MA

PROFESSIONAL EXPERIENCE

University of Massachusetts Donahue Institute (May 1998 to Present)

Senior Research Manager. Responsible for the design, management, and implementation of research and evaluation projects related to education and governmental programs. Special expertise in field research coordination, survey design, data management, quantitative analysis and program evaluation. Selected projects include:

- Arlington Community of Excellence Needs Assessment (2010-Present). Manage the needs assessment component of the Promise Neighborhoods Planning grant for the Arlington neighborhood of Lawrence, Massachusetts. Data sources include: publicly available datasets such as the American Community Survey and state Vital Records; administrative data provided by partner agencies as well as resident and student surveys.
- AI² -Accelerating Improvement Through Inquiry (2009 – 2011). Joint initiative of the Boston Public Schools and Boston Plan for Excellence, funded by the Carnegie Corporation. The initiative provides participating schools with data and support to facilitate data-driven inquiry as a means to build teacher capacity and accelerate gains in student learning. Responsibilities include evaluation planning; primary data collection through interviews, focus groups and surveys; analysis of secondary student outcome data; and report writing.

- ♦ Evaluation of several state-sponsored reading programs (2000 – Present). Responsible for development and execution of all aspects of research and program evaluation for several programs that provide reading-related professional development to teachers in underperforming elementary schools. Major data collection and management responsibilities focus on student assessment data as well as information about participating classroom teachers. Evaluation responsibilities include in-depth data analysis and writing of research reports that present relevant findings to the client and, for federally funded programs, to the United States Department of Education. Specific projects are:
  - ▪ Massachusetts Consolidated Literacy Partnerships (2009-Present). State-funded grant program providing funding to district-led partnerships. Grantees are required to conduct local evaluation. Provide technical assistance for partnership evaluations, administer and analyze participant feedback survey, and synthesiz local evaluation reports to create a single report to the state legislature.
  - ▪ Massachusetts Reading First Program (2002 – 2009). Seven-year federally funded program of the Massachusetts Department of Elementary and Secondary Education for K-3 teachers. The project also involves data collection and reporting for the state-funded John Silber Early Reading Initiative.
  - ▪ New Hampshire Reading Excellence (2002 – 2003). Federally funded program of the New Hampshire Department of Education for K-3 teachers from eleven underperforming elementary schools.
  - ▪ BayState Readers Program (2001 – 2003). State funded program of the Massachusetts Department of Elementary and Secondary Education for K-5 teachers.
  - ▪ Massachusetts Reading Excellence (2000 – 2002). Federally funded program of the Massachusetts Department of Elementary and Secondary Education for K-3 teachers from 82 underperforming elementary schools.
- ♦ Massachusetts Technology Enhancement Competitive Grants Program (2004-2006). Assist the Massachusetts Department of Elementary and Secondary Education with statewide data collection for its competitive grants funded through federal Title IID. Activities include design and administration of web-based mid-year and year-end reports and annual reports on program impact.
- ♦ Massachusetts Mathematics and Science Partnerships (MMSP) Program (2003 – 2005). Serve as statewide evaluation consultant for this federally-funded (Title IIB) initiative of the Massachusetts Department of Elementary and Secondary Education. Responsible for supporting participation in national efforts to implement rigorous

evaluation through participation in discussions and meetings at the national level and by providing technical support at the state and sub-grant levels to implement the principles and objectives of the national initiative. Activities include design and implementation of a state-level evaluation plan and analyzing and reporting on the results.

- Keep the Promise (2002 – 2003). Privately funded project to evaluate the impact of state-funded academic remediation programs in three urban Massachusetts school districts. Responsibilities include project planning, client management, coordination of research team activities, and report writing during the initial year of research.
- Massachusetts Middle School Mathematics Initiative (2001-2002). State-funded project of the Massachusetts Department of Elementary and Secondary Education. The initiative provided 40 middle school mathematics teachers from 12 schools with a mathematics content course as well as ongoing lesson planning consultation by one of six math specialists. Responsibilities included collecting student performance data on a pre- and post-mathematics assessment, producing diagnostic student performance reports for teachers, and analyzing the data to describe changes in student performance.
- Staff Director, Massachusetts Education Reform Review Commission (1998 – 2002). Provide staff support and program management services for an independent state commission charged with overseeing implementation of the Massachusetts Education Reform Act of 1993. Responsibilities include drafting requests for research proposals, managing the proposal selection and contracting processes, day-to-day oversight of contractors' work, as well as developing and executing outreach and communication strategies.
- Massachusetts Charter School Initiative (1998-1999). State-mandated evaluation on behalf of the Massachusetts Education Reform Review Commission to study the impact of the Massachusetts Charter School Initiative. Responsibilities included working collaboratively with the client to define appropriate research questions and methodologies, designing and implementing data collection strategies, such as written surveys, site visits, interviews and focus groups, as well of reviewing existing data and documents.

Renaissance Solutions, Inc. (1994-1996)

Consultant. Worked in a team environment to provide strategic business consulting services to Fortune 100 companies.

SELECTED REPORTS AND CONFERENCE PRESENTATIONS

Evaluation of Massachusetts Reading First Annual Evaluation Reports available online at: http://www.doe.mass.edu/literacy/mrfp/donahue.html

Six-Years of Statewide Implementation of Reading First in Massachusetts: Impacts, Lessons Learned, and Reflections on Sustainability (with C. Liebling, G. Shultz, and P. Buchek). Presentation at the annual meeting of the American Education Research Association (2008).

What We Know Now: Early Findings and Key Questions About Urban High School Remediation (with E. Heller, L. Kaufman, et al). Report from the *Keep the Promise* Initiative, Mass Insight Education and Research Institute (2003).

Seizing the Day: Massachusetts' At-Risk High School Students Speak Out on Their Experiences at the Front Lines of Education Reform (with E. Heller, L. Kaufman, et al). Report from the *Keep the Promise* Initiative, Mass Insight Education and Research Institute (2003).

Beyond Tests and Good Intentions: What the Academic "ER" Looks Like in Boston, Springfield and Worcester (with E. Heller, L. Kaufman, et al). Report from the *Keep the Promise* Initiative, Mass Insight Education and Research Institute (2003).

Massachusetts Reading Excellence Final Evaluation Report (with K. Foley) (2002).

Massachusetts Department of Education Middle School Mathematics Initiative: *Analysis of Student Outcomes* (2002).

Massachusetts Reading Excellence Program: Data Management, Evaluation, and Research Design (with E. Heller). Invited presentation, U.S. Department of Education Reading Excellence National Meeting (2001).

Evaluation of the Massachusetts Reading Excellence Program (with E. Heller). Presentation at the annual meeting of the American Evaluation Association (2001).

An Early Examination of the Massachusetts Charter School Initiative. A report to the Massachusetts Education Reform Review Commission: Boston. (1999)

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

Massachusetts Department of Education
350 Main Street
Malden, MA 02148

DATE: August 6, 2010

AGREEMENT NO. 2008-204(A)

FILING REFERENCE: This replaces previous Agreement No. 2008-204 dated July 31, 2009

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The rates were negotiated by the U.S. Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV -Approvals.

Section I - Rate(s) and Base(s)

	Effective Period				Coverage	
TYPE	From	To	Rate	Base	Location	Applicability
Predetermined	07-01-09	06-30-10	14.3%	1/	All	Restricted 2/
Predetermined	07-01-09	06-30-10	24.4%	1/	All	Unrestricted 3/
Provisional	07-01-10	12-31-10	14.3%	1/	All	Restricted 2/
Provisional	07-01-10	12-31-10	24.4%	1/	All	Unrestricted 3/

1/ Total direct cost less: capital expenditures, alterations, renovations, flow-through funds, and the portion of each sub-award in excess of $25,000.
2/ For use on Federal programs which require use of a restricted rate as defined by 34 CFR 75.563 and 34 CFR 76.563.
3/ For use on Federal programs which do not require the use of a restricted rate as defined by 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. However, in accordance with Office of Management and Budget Circular A-87, Attachment B (8)(d)(3), payments to separating employees for unused leave are treated as indirect costs.
Capitalization Policy: Items of equipment costing $1,000 or more with a useful life in excess of one year are capitalized.

Section II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Massachusetts Department of Education and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder is subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the State Education Agency were included in indirect cost pools as finally accepted, and that such costs are legal obligations of the State Education Agency and applicable under the governing cost principles; (B) that 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 State Education Agency, 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 accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which 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 in a subsequent negotiation to compensate for the difference between the cost 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: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

Section III - Special Remarks

1. This Agreement is effective on the date of approval by the Federal Government.

2. Questions regarding this Agreement should be directed to the Negotiator.

3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.

Section IV - Approvals

For the State Education Agency:

Massachusetts Department of Education
350 Main Street
Malden, MA 02148

Signature

Name

Title

Date

For the Federal Government:

US Department of Education
OCFO/FIPAO/ICG
550 12th Street, SW
Washington, DC 20202-4450

Mary Gougisha

Signature

Mary Gougisha

Name

Director, Indirect Cost Group

Title

August 6, 2010

Date

Paul J. Brickman

Negotiator

(202) 377-3831

Telephone Number

COPY

Section III - Special Remarks

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Section IV - Approvals

For the State Education Agency:

Massachusetts Department of Education
350 Main Street
Malden, MA 02148

_____
Signature

_____
Name

_____
Title

_____
Date

For the Federal Government:

US Department of Education
OCFO/FIPAO/ICG
550 12th Street, SW
Washington, DC 20202-4450

Mary Gougisha
Signature

Mary Gougisha
Name

Director, Indirect Cost Group
Title

August 6, 2010
Date

Paul J. Brickman
Negotiator

(202) 377-3831
Telephone Number

WGBH
125 Western Avenue
Boston
Massachusetts 02134

617 300 2000 tel
617 787 0714 fax
www.wgbh.org

Ms. Miriam Lund
U.S. Department of Education
400 Maryland Avenue, SW., Room 3E245
Washington, DC 20202-6200

May 3, 2011

Dear Ms. Lund:

I am writing to support the proposal from the Massachusetts Department of Elementary and Secondary Education to the Striving Readers Comprehensive Literacy Program. WGBH and the Department have collaborated intensively over the past three years on numerous initiatives to improve literacy and we would be pleased to continue our partnership through the Striving Readers project over the next five years.

WGBH has a large collection of engaging literacy resources that can be used to improve students' comprehension of complex texts and their ability to use evidence from texts in their writing. Through Massachusetts Teachers' Domain, we offer educators videos and lesson plans based on programs such as *Between the Lions* for very young children, and *Nova* and *American Experience* for students in the higher grades. The *Inspiring Middle School Literacy* collection, over 40 interactive activities, build student comprehension, vocabulary and writing skills prompted by videos, are especially relevant to this proposed project. All of our resources have been aligned to the standards in the *Massachusetts Curriculum Frameworks*, which incorporate the *Common Core State Standards*.

We are currently in the process of creating online courses in adolescent literacy, expository and persuasive writing, U. S. history, and biology in partnership with the Department. For this project we will be producing videos of effective teaching taped in Massachusetts classrooms. Another joint project with the Department, *High School Quiz Show*, a fast-paced challenging competitive game show based on topics in the Massachusetts standards, celebrates high school students who demonstrate knowledge across the curriculum.

In short, WGBH is committed to developing the literate and well-informed society that the Department envisions in its proposal.

Sincerely,

Denise Blumenthal, Director
WGBH Educational Productions

PR/Award # S371C110016

CAST
Universal Design for Learning

40 Harvard Mills Square
Suite 3
Wakefield, MA
01880-3233

T: 781-245-2212
TTY: 781-245-9320
F: 781-245-5212
Email: cast@cast.org
www.cast.org

May 3, 2011

Ms. Miriam Lund
U.S. Department of Education
400 Maryland Ave, SW., Room 3E245
Washington, DC 20202-6200

Dear Ms. Lund,

CAST is pleased to offer our support for the Massachusetts Department of Elementary and Secondary Education's proposal to the Striving Readers Comprehensive Literacy Grant Program.

CAST has a long history of collaboration with the MDESE on a variety of projects that bring together technology and Universal Design for Learning (UDL) for teaching literacy and for improving teacher effectiveness. One such collaboration was on a four-year initiative to provide teams of elementary school teachers of students with mild to moderate intellectual disabilities with ongoing professional development in literacy strategies that incorporate technology and Universal Design for Learning. Out of this collaboration, came the first version of the UDL Book Builder, which enabled teachers to create universally-designed digital story books with built in literacy supports and scaffolds for their students.

Currently, CAST is in the third year of providing online professional development to Massachusetts educators in UDL theory and application to practice in an effort to improve outcomes for all students, especially those with learning challenges and students who are limited-English-proficient.
Past projects include Project Focus, MassONE Writer (a universally-designed middle school writing environment for persuasive writing), the Emergent Literacy Professional Development Initiative, the Strategy Tutor Professional Development, and the Partnership in Online Professional Development to promote UDL principles that improve outcomes for all students in school's statewide.

From this history of collaborative work, CAST believes that the MDESE is very qualified to carry out this important work, and we support their proposal and very much look forward to the results should they receive funding. We would be pleased to contribute to the project if there is an appropriate role.

Sincerely,

Grace J Meo

Grace Meo
Director of Professional Development
40 Harvard Mills Square, Suite 3
Wakefield, MA 01880
tel: 781-245-2212 x 263
email: gmeo@cast.org

Name of Grant Program: Striving Readers Comprehensive Literacy DRAFT

Massachusetts Department of Elementary and Secondary Education
FY2012

Purpose:

The purpose of the Striving Readers Comprehensive Literacy (SRCL) program is to advance literacy skills, including pre-literacy skills, reading, and writing, for students from birth through grade 12, including limited English-proficient students and students with disabilities. The Department of Elementary and Secondary Education (Department) encourages proposals that promote a comprehensive high quality literacy program. Priority will be given to proposals that propose to serve high-poverty schools or a high-poverty population.

Eligible grantees are districts or education and care providers with a low income percentage higher than the average rate. For DESE and school districts, poverty/low income is based on free and reduced lunch (at least 34%). For DEEC and early education and care providers, poverty/low-income is based on percentage (50%) of children in sites being subsidized by DEEC. See attached listing of eligible districts and early education and care providers.

Priorities:

Program priorities are:

Priority 1: Improving Learning Outcomes.
To meet this priority, an applicant must propose a project that is designed to improve school readiness and success through grade 12 in the area of language and literacy development for disadvantaged students/children (as defined in this application, Attachment 4).

Priority 2: Enabling More Data-Based Decision-Making.
To meet this priority, an applicant must propose a project that is designed to collect, analyze, and use high-quality and timely data, especially on program participant outcomes, in accordance with privacy requirements (as defined in this application, Attachment 4), to improve instructional practices, policies, and student outcomes in early learning settings and in elementary and secondary schools.

Competitive Preference Priorities: The following priorities are competitive preference priorities. We will award up to an additional five points to an application that meets these priorities.

Competitive Preference Priority: Effective Use of Technology.
To meet this priority, an applicant must (1) propose to use technology—which may include technology to support principles of universal design for learning (as defined in this application)—to address student learning challenges; and (2) provide, in its application, an evidence-based (as defined in this application) rationale that its proposed technology program, practice, or strategy will increase student engagement and achievement or increase teacher effectiveness. (up to 5 points)

Competitive Preference Priority: for Early Education and Care Providers.
To meet this priority, an applicant must confirm that the district or early education and care provider will participate in MDEEC's Quality Rating and Improvement System. (up to 5 points)

Eligibility:

See attached listing of eligible districts and early education and care providers. For school districts, poverty/low income is based on free and reduced lunch (at least 34%). Nonprofit providers of early childhood education may also apply. Early childhood providers may partner with a public or private nonprofit organization or agency with a demonstrated record of effectiveness in improving the early literacy

development of children from birth through kindergarten entry and in providing professional development in early literacy. Early education and care providers are eligible if 50% of children in the site are being subsidized by DEEC.

Funding:

$14,250,000 is available for FY2012. At the state level:

- 15 percent of the funds for grants will be distributed to LEAs or other nonprofit providers of early childhood education to serve children from birth through age 5;
- 40 percent of the funds for grants will be distributed to serve students in kindergarten through grade 5; and
- 40 percent of the funds for grants will be distributed to serve students in middle and high school, including an equitable distribution of funds between middle and high schools.

At the LEA or early education and care provider level grantees do not need to adhere to the 15/40/40 funding distribution. An individual grantee might serve children using a different funding distribution. For example, if a grantee was an early childhood education agency, all grant funds might be used to serve children birth through age 5; alternatively, an SEA may award funds to an LEA to undertake comprehensive (birth through grade 12) literacy activities.

Because of the need at the state level to keep track of the 15/40/40 funding distribution:

1. If an applicant is applying for one grade span (birth-5, K-5, middle or high school, one narrative, one budget, and one assurance page is needed.

   For example, if a grantee is an early education and care agency, all grant funds might be used to serve children birth through age 5, one narrative, one budget, and one assurance page is needed.

2. If an applicant is applying to serve two or more grade spans, one narrative (Part IV) must be written, however, we will need a budget and assurance page for each grade span. A combined budget will also be needed.

   For example, an LEA may wish to undertake comprehensive (birth through grade 12) literacy activities. A district needs to submit one narrative, assurance pages for each age level of students and 4 separate budgets (one each for birth 5, K-5, middle and high school) along with a combined budget page.

Number of Students/District or Early Education and Care Provider	Total Maximum Per Year/District or Early Education and Care Provider
Up to 500	$ 45,000
501 to 1,000	$ 90,000
1,001 to 2,000	$130,000
2,001 to 4,500	$140,000
4,501 to 10,000	$150,000
10,001 to 20,000	$160,000
Greater than 20,001	$170,000

Fund Use:

These grant funds may be used only to support the grant priorities. Funds may be used for specific purposes, including:

1. providing effective professional development for educators consistent with funding priority strategies;

2. purchasing high-quality fiction and informational texts for school and classroom libraries, other curriculum and assessment materials associated with the implemented practice related to the identified priority issues, and related professional development;
3. participating in the grant evaluation to be conducted by the UMass Donahue Institute; and purchasing assessments used in the evaluation of the program; and
4. other related items (for example, salary and stipends, as long as the expense is necessary and reasonable to accomplish the program's purpose and objectives, direct teacher support such as salaries for specialists or new teachers, stipends is allowable.
5. Travel for at least two individuals from each school to attend a two-day technical assistance meeting in Washington, DC.

Project Duration: Upon Approval - 8/31/2012

Literacy Professional Development Grants are multi-year to encourage long-range planning and implementation of grant activities. FY2012 applicants will have the potential to receive funds for three years, pending federal appropriations and successful achievement of annual goals. At three years, USDOE will consider performance indicators to determine funding for years 4-5

Program Unit: Office of Literacy

Contact: Dorothy Earle dearle@doe.mass.edu
Phone: (781) 338-6265

Due Date: Wednesday, November 2, 2011.

Required Forms:
1. PART I - General – Program Unit Signature Page – Standard Contract Form and Application for Program Grants
2. PART II - Budget Detail Pages (Include both pages.)
3. PART III - Required Program Information (Narrative) and Instructions
4. PART IV - Assurance from Participating School District(s)
5. PART V - Assurance from Participating School(s) or Early Childhood Providers

Additional Information:
1. PART VII - School District Eligibility
2. PART VIII - Review Sheet for Evaluating Proposals
3. Submission Checklist (for district use prior to submission)
4. Definitions and Frequently Asked Questions

Submission Instructions: Applicants must:

1. Email the Part II Budget Detail pages and Part III Required Program Information (Narrative) to reading@doe.mass.edu.
2. Mail two (2) hard copies, each with original signatures, of the signed cover page (Part I), Part II Budget Detail pages, Part III Required Program Information (Narrative), and all related Assurances documents to Alexia Cribbs. Mail to:

Alexia Cribbs
Office of Literacy
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906

For questions regarding submission, please contact Alexia Cribbs at 781-338-3581.

PART III - REQUIRED PROGRAM INFORMATION (NARRATIVE) AND INSTRUCTIONS

Please provide the following information.

1. District(s) and Schools Participating (6 points)

Eligible grantees are districts or early education and care providers with a low income percentage higher than the average rate. The average low income percentage for districts is just over 34% this year. Early education and care providers are eligible if 50% of children in the site are being subsidized by DEEC. See attached listing of eligible districts and early education and care providers.

- Using the chart below, provide a list of the participating schools and/or early education and care sites and the number of teachers and students who will benefit (add rows as needed).
- **Include narrative explaining why particular schools have been selected with respect to student proficiency on MCAS English Language Arts and school factors related to poverty, leadership, curriculum and instruction, assessment, professional development, and literacy coaching.**

SCHOOL/ Early Childhood Site NAME	GRADES	LEVEL (Birth to 5, K-5 Middle or High School)	Poverty Rate	NUMBER OF TEACHERS	NUMBER OF STUDENTS

At the state level:

- ❖ 15 percent of the funds for grants will be distributed to LEAs or other nonprofit providers of early childhood education to serve children from birth through age 5;
- ❖ 40 percent of the funds for grants will be distributed to serve students in kindergarten through grade 5; and
- ❖ 40 percent of the funds for grants will be distributed to serve students in middle and high school, including an equitable distribution of funds between middle and high schools.

At the LEA or early education and care provider level grantees do not need to adhere to **the 15/40/40 funding distribution.** An individual grantee might serve children using a different funding distribution. For example, if a grantee was an early childhood education agency, all grant funds might be used to serve children birth through age 5;alternatively, an SEA may award funds to an LEA to undertake comprehensive (birth through grade 12) literacy activities.

Because of the need at the state level to keep track of the **15/40/40 funding distribution:**

If an applicant is applying for one grade span (birth-5, K-5, middle or high school, one narrative, one budget, and one assurance page is needed.

For example, if a grantee is an early childhood education and care agency, all grant funds might be used to serve children birth through age 5, ***one narrative****, one budget, and one assurance page is needed.*

If an applicant is applying to serve two or more grade spans one narrative (Part IV) must be written, however, we will need a budget and assurance page for each grade span. A combined budget will also be needed.

For example, an LEA may wish to undertake comprehensive (birth through grade 12) literacy activities. A district needs to submit ***one narrative****, 4 assurance pages and 4 separate budgets (one each for birth 5, K-5, middle and high school) along with a combined budget page.*

2. Priorities and Ages of Students Servicing (10 points)

- Identify your priorities as related to your goals for literacy improvement.

You must check Priority 1 and 2.

___**x**__ **Priority** 1: Improving Learning Outcomes.
To meet this priority, an applicant must **propose a project** that is designed to improve school readiness and success through grade 12 in the area of language and literacy development for **disadvantaged students/children** (as defined in this application, Attachment 4).

- Identify project for Priority 1: _____

__**x**___ Priority 2: Enabling More Data-Based Decision-Making.
To meet this priority, an applicant must **propose a project** that is designed to collect, analyze, and use high-quality and timely data, especially on program participant outcomes, in accordance with privacy requirements (as defined in this application, Attachment 4), to improve instructional practices, policies, and student outcomes in early education and care settings and in elementary and secondary schools.

- Identify project for Priority 2: _____

You may or not check Priority 3
_____ Priority 3: Competitive Preference Priorities: The following priority is a competitive preference priority. We will award up to an additional five points to an application that meets this priority.
Competitive Preference Priority: Effective Use of Technology.
To meet this priority, an applicant must (1) **propose to use technology**—which may include technology to support principles of **universal design for learning** (as defined in this application)—to address student learning challenges; and (2) provide, in its application, an **evidence-based** (as defined in this application) rationale that its proposed technology program, practice, or strategy will increase student engagement and achievement or increase teacher effectiveness.

- If selected, identify project for Priority 3: _____

- Provide data in support of the identification of your projects identified above. Data may include statewide or local assessment data, observations from learning walks, staff needs assessments, etc.

- Identify the ages of students/children you will be servicing:

__Birth to 5, __Kindergarten to grade 5, __Middle School, __High School

3. Plan for Initiative (45 points)

Describe the plan to implement a comprehensive high quality literacy program that will address the identified priorities. Describe how the program will:

- Provide effective professional development in literacy, including in instructional strategies to meet the literacy needs of disadvantaged students such as limited-English-proficient students and students with disabilities, to teachers of reading, English, or language arts, which may also include professional development in literacy for teachers of other subjects and for teachers or instructional providers for children from birth through age five;
- Use curriculum and instructional materials that are aligned with State standards, incorporate the components of effective literacy instruction, and, as appropriate, incorporate technology and principles of universal design for learning to support children and youth with diverse learning needs, including disadvantaged students;
- Use coherent assessment systems that are aligned with State standards and assessments and that include--

(i) Valid and reliable screening measures or strategies;
(ii) Valid and reliable diagnostic and progress-monitoring measures;

(iii) The systematic use of the assessment data to inform instruction, interventions, professional development, and continuous program improvement; and
(iv) Appropriate accommodations necessary to ensure that all children and youth, including disadvantaged students, are reliably and accurately assessed;

- Implement interventions to ensure that all children and youth, including both children and youth who have mastered the material ahead of their peers and children and youth struggling with the material, are served appropriately;
- Provide language- and text-rich classroom, school, and early learning program environments that engage and motivate children and youth in speaking, listening, reading, and writing; and
- Inform continuous improvement by monitoring program implementation and outcomes, including the effectiveness of professional development, and tracking implementation and outcomes at the LEA or early childhood education provider, school, classroom, and student levels.

Also explain how the comprehensive high quality literacy program will:

- Address the needs of disadvantaged students/children and propose to implement activities in schools and early education and care programs with the highest levels of need and capacity for improvement.
- Be informed by needs assessment described in the application and be designed to support effective teaching and to improve student achievement of struggling readers.
- Involve other agencies, nonprofit organizations, community-based organizations, and families in activities that promote the implementation of effective literacy instruction for disadvantaged students.

4. Higher Education/Organization Participating (1 points)

Identify one or more people from higher education or organization (for example, educational consulting group) with expertise in literacy and specifically in the priority areas you plan to work with for this program.

5. Evidence on Implemented Practices (27 points)

Describe the evidence on the effectiveness of the implemented practices you selected in questions 4 and related professional development that supports the selection of the approaches to addressing the identified priorities you identified in question 2.

6. Participation in Meetings (1 points)

There will be meeting(s) sponsored by the Department. On the school and district assurance pages, include the names and contact information of the contact person(s) for each grade span of students/children your plan will impact. Indicate that a contact person will attend the meeting(s).

7. Coherent (5 points)

Explain how you will demonstrate that you will implement a coherent strategy to improve literacy instruction that aligns activities under this grant with literacy instruction supported with other funds your district receives, including under Title I, Special Education, Carl D. Perkins, Head Start, or other federal, state or local funds.

8. Evaluation (5 points)

Each grant will be required to participate fully in an evaluation to be conducted by the UMass Donahue Institute. More details of that evaluation will be presented at a workshop to be held in the fall. **Participation in the workshop is required.** Grantees should plan to send up to two representatives.

The proposal narrative should provide an assurance that the partnership will comply with all aspects of the statewide evaluation and identify an individual to serve as evaluation contact for the grant along with his/her contact information (email and phone).

An additional 5 points will be given to applicants who meet the priorities:

- Effective Use of Technology (up to 5 priority points)
- Confirmation from a district or early education and care provider that they will participate in MDEEC's Quality Rating and Improvement System (up to 5 priority points)

Department of Early Education and Care
THE COMMONWEALTH OF MASSACHUSETTS

SHERRI KILLINS, COMMISSIONER

May 3, 2011

Re: Letter of Support for Striving Readers Comprehensive Literacy Grant Program

The Massachusetts Department of Early Education and Care (EEC) is committed to implementing initiatives that support young children's literacy development. As part of EEC's Strategic Five Year Plan there is direction to "Increase and promote family support, access and affordability." This is indicated a success if *"parents are recognized as their child's first teacher and have access to literacy supports that build skills among children and parents."*[1] EEC has engaged and supported educators and programs in strengthening their understanding and competency in the area of Literacy and Early Literacy through a number of recent activities including:

- Birth the 8 Leadership Institute Early Educator Fellowships in partnership with Department of Elementary and Secondary Education (ESE);
- EEC Quality Rating and Improvement System (QRIS);
- The ARRA-funded Out-of-School-Time (OST) Literacy and Learning Promotion Initiative to continue the summer OST Literacy and Learning Promotion program during the 2010-2011 school year;
- On-line Birth to 8 Literacy Course, developed by UMASS;
- Coordinated Family and Community Engagement (CFCE) support early and family literacy through evidence-based programming;
- Trainings for family child care educators focused on evidence based curriculum on early literacy (training was offered in English, Spanish, Portuguese and Haitian Creole)

As part of the Striving Readers State Literacy Team, EEC collaborated with ESE to ensure that this important initiative included the birth to age 8 group, recognizing the important of a strong early literacy foundation in the developing brain of young children and their future success in school. EEC additionally recognizes the importance of developing statewide access to literacy courses and practices based on activities which support high quality language and literacy instruction to children. Therefore as an active partner with our fellow education agency, EEC endorses ESE application for the Striving Readers Comprehensive Literacy Grant Program.

Sincerely,

Sherri Killins, Ed.D
Commissioner/Head Start Collaboration Director
Department of Early Education and Care

[1] EEC Five Year Strategic Plan. http://www.mass.gov/Eoedu/docs/EEC/research_planning/state_planning/eec_strategic_plan.pdf

51 Sleeper Street, 4th Floor, Boston, MA 02210
Phone: 617-988-6600 • Fax: 617-988-2451 • commissioners.office@state.ma.us
www.eec.state.ma.us

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

Mitchell D. Chester, Ed.D.
Commissioner

Ms. Miriam Lund
U. S. Department of Education
400 Maryland Avenue, SW., Room 3E245
Washington, DC 20202-6200

May 6, 2011

Dear Ms. Lund:

I am pleased to submit for your consideration the Massachusetts proposal for the Striving Readers Comprehensive Literacy Program grant. We know that achieving proficiency in reading, writing, speaking and listening, and language is the cornerstone of a successful education. While we are proud of our students' overall performance in English language arts and literacy on the Massachusetts Comprehensive Assessment System (MCAS) and NAEP assessments, we also recognize that we have far to go in narrowing achievement gaps between disadvantaged students and their more advantaged peers in the Commonwealth.

Our proposal builds on the work we have accomplished in literacy under Reading First and adolescent literacy grants, and is a logical extension of our contributions to and adoption of the *Common Core State Standards,* as well as our leadership in the Partnership for the Assessment of Readiness for College and Career. Our strategic focus on increasing students' capacity to read and write about complex grade level texts will have a profound effect on early education and care programs, pre-k to 12 education, college and career readiness, and educator preparation programs.

The U.S. Department of Education has wisely challenged states to bring coherence to birth to high school literacy programs that are too often fragmented and ineffective. Thank you for the opportunity to create this proposal with the members of our Statewide Literacy Team, our colleagues in early childhood and higher education, and our technology partners, CAST, Inc. and the WGBH Educational Foundation. We look forward to your response and to collaborating with you and other states on this important literacy initiative.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

Massachusetts Department of Higher Education

One Ashburton Place, Room 1401
Boston, MA 02108-1696

TEL (617) 994-6950
FAX (617) 727-0955
WEB www.mass.edu

Richard M. Freeland, *Commissioner*
Charles F. Desmond, *Chairman*
Massachusetts Board of Higher Education

May 5, 2011

Ms. Miriam Lund
U.S. Department of Education
400 Maryland Avenue, SW., Room 3E245
Washington, DC 20202-6200

Dear Ms. Lund:

I am writing to support the proposal from the Massachusetts Department of Elementary and Secondary Education to the Striving Readers Comprehensive Literacy Program. Faculty from our state colleges and universities have participated in the work of drafting, reviewing the *Common Core State Standards* and are now active as representatives of higher education in the PARCC Consortium.

Massachusetts Department of Higher Education staff contributed to the Massachusetts Striving Readers Comprehensive Literacy Plan submitted to the U. S. Department of Education in February 2011. More recently, we have participated in an interagency task force to develop a state plan for improving grade three literacy.

We believe that the current proposal's ambitious goals of enabling *all* students – including students with disabilities and English language learners – to read complex grade level texts and write about them articulately are absolutely critical to improving college readiness in the Commonwealth. The fact that this proposal addresses literacy beginning at birth will encourage far greater collaboration among pre-k to college educators than we have seen in the past.

I am confident that faculty from Massachusetts colleges and universities will be eager to participate in the Striving Readers Comprehensive Literacy program as researchers, expert reviewers, and professional development providers. We look forward to the challenge of improving literacy in the Commonwealth over the next five years.

Sincerely,

Aundrea E. Kelley
Deputy Commissioner for P-16 Policy and Collaborative Initiatives

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1234-BudgetNarrative5.6_REV.pdf**

Budget Narrative

The SRCL budget is based on an allocation amount of $15,000,000 each year for 5 years. The total amount Massachusetts is eligible to receive over the five years period is $75,000,000. Five percent of the total 5-year allocation is $3,750,000. Five percent of the yearly allocation is $750,000. DESE believes this budget is a realistic projection of costs based on its experience with administering State and Federal grant programs for the purposes of improving student achievement.

See budget summary chart A for details

1. Personnel

$270,000/for the first year, and 3% increases yearly. Three full-time professional staff at $90,000/base salary (level D at ESE) will be hired to coordinate and assist in all state-sponsored SRCL activities to include professional development, site visits, working with the evaluator, grant activities, and activities of the State Literacy Team. One of the new full-time people will be the overall manager for SRCL, another will be a specialist in birth to grade 3 literacy, and the third will be a specialist in adolescent literacy.

2. Fringe Benefits

$94,932.00/the first year and increases to align with 3% increase in salary. The ESE is required to calculate fringe benefits at 35.16% of the salary. The fringe benefit rate is subject to change, based upon the Commonwealth's annual review and subsequent USDHHS approval.

3. Travel:

Travel costs to school sites, meetings, professional development, and to send the project

director and staff member(s) to a two-day technical assistance meeting in Washington, DC, in each year of the project period. The cost of grantees attending this technical assistance meeting is not reflected here, but is reflected in the "Other" section for subgrants. Subgrant applicants will be required to budget in their grant proposals for at least two individuals from each school to attend the two-day technical assistance meeting in Washington, DC, in each year of the project period.

Cost Estimate for mileage to school sites project years 1 - 3 (.40/mile x 5,000 miles), meetings and professional development: $2,000 x 3 staff = $6,000 (trips to meetings, school sites, and professional development activities); Cost Estimate for Trip to Washington, D.C. $1,333/trip x 3 people = $4,000. **Total = $10,000**

Cost Estimate for mileage to school sites project year 4 (.40/mile x 4,165 miles), meetings and professional development: $1,666 x 3 staff = $5,000 (trips to meetings, school sites, and professional development activities); Cost Estimate for Trip to Washington, D.C. $1,500/trip x 2 people = $3,000. **Total = $8,000**

Cost Estimate for mileage to school sites project year 5 (.40/mile x 2,500 miles), meetings and professional development: $1,000 x 3 staff = $3,000 (trips to meetings, school sites, and professional development activities); Cost Estimate for Trip to Washington, D.C. $1,500/trip x 2 people = $3,000. **Total = $6,000**

4. Equipment

$5,000 in years one and four, $2,500 in year 2 and 5, for laptop computers for full-time staff members working with this grant project.

5. Supplies

Funds are for tangible, expendable property. This allocation will cover the cost of consumable and expendable supplies that directly benefit the grant project and are necessary for achieving the goals of the project. Supplies will be used at regional proposal preparation workshops, sessions for leaders in funded sites, and other SRCL professional development sessions.

2011-2012 ($8,000); 2012-2013 ($8,000); 2013-2014 ($8,000)

Instructional Materials: $6,000, $20@item (books etc.) x 300 items

Office Materials: $2,000, $6.66@item (markers, flip charts, binders, etc.) x 300 items

2014-2015 ($5,000); 2015-2016 ($5,000)

Instructional Materials: $5,000, $20@item (books, etc.) x 250 items

6. Contractual

The contractual category will include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system including:

Evaluation

The evaluation design will incorporate qualitative staff surveys, teacher interviews, and analysis of quantitative student assessment data. The cost will be $150,000 for evaluation in year 1 with annual 5% increases through year 4 and somewhat larger increase in year 5 to support development of a comprehensive final evaluation report and some selected dissemination activities (at conferences, etc). Year 1 - $150,000; Year 2 - $157,500; Year 3 - $165,375; Year 4 - $173,645; Year 5 - $200,000

Space Use

This will cover the cost of space use for the State Literacy Team and other administrative meetings, including an annual Curriculum Summit which helps to disseminate information about current State initiatives to all LEAs across Massachusetts. Sites will be purchased for the regional proposal preparation workshops, and for other SRCL professional development sessions.

Consultants/Trainers

This will cover costs for ongoing help of experts in the field to help with special projects related to comprehensive high quality literacy programs. It includes consultation for workshops, to regional sessions for LEAs and early education and care providers, and fees of speakers at a yearly event in the spring or summer for all awarded sites.

$1,000/day for presenting/consulting

$500/day to participate in Circle Seminars

$200/year for Leadership Team Participation in years 1 – 4, $100/year in year 5

2011-2012 – $240,460

Year 1 Evaluation **- $150,000**

Year 1 Space for Statewide Meetings, Seminars and Regional Networking:

$32,460

Year 1 Consultants/Trainers: **$50,000 -- Consultants for Seminar(s) @**

$500/day and Statewide Meetings @$1,000 day

Year 1 Leadership Meeting: Stipends, Leadership Team**, $8,000** @$200 each

2012-2013 – $232,993

Year 2 Evaluation - **$157,500**

Year 2 Space for Statewide Meetings, Seminars and Regional Networking:

$17,493

Year 2 Consultants/Trainers: **$50,000** – Consultants for Seminar(s) @

$500/day and Statewide Meetings @ $1,000/day

Year 2 Leadership Meeting: **$8,000** for Stipends @$200 each

2013-2014 – $225,271

Year 3 Evaluation - **$165,375**

Year 3 Statewide Meetings, Seminars and Regional Networking: **$17,896**

Year 3 Consultants/Trainers: **$34,000** – Consultants for Seminar(s) @

$500/day and Statewide Meetings @ $1,000/day

Year 3 Leadership Meeting: **$8,000** for Stipends @$200 each

2014-2015 – $216,529

Year 4 Evaluation - **$173,645**

Year 4 Statewide Meetings, Seminars and Regional Networking: **$16,324**

Year 4 Consultants/Trainers**: $18,560** – Consultants for Seminar(s) @

$500/day and Statewide Meetings @ $1,000/day

Year 4 Leadership Meeting: **$8,000** for stipends @$200 each

2015-2016 – $213,475

Year 5 Evaluation - **$200,000**

Year 5 Space Statewide Meetings, Seminars and Regional Networking:

$9,475

Year 5 Leadership Meeting: **$4,000** for stipends @$100 each

Subgrants -- $14,250,000/year for subgrants to LEAs and early education and care providers. Grantees will be required to budget in their grants for at least two individuals from each school to attend the two-day technical assistance meeting in Washington, DC, in each year of the project period. Grantees must also budget for items to meet the priorities of the grant project including: providing effective professional development for educators consistent with funding priority strategies; purchasing high-quality fiction and informational texts for school and classroom libraries, other curriculum and assessment materials associated with the implemented practice related to the identified priority issues, and related professional development; participating in the grant evaluation to be conducted by the UMass Donahue Institute; and purchasing assessments used in the evaluation of the program; and other related items (for example, salary and stipends, as long as the expense is necessary and reasonable to accomplish the program's purpose and objectives, direct teacher support such as salaries for specialists or new teachers, stipends is allowable.

Indirect Costs (line 10): Indirect Costs (24.4%) for Administration – approximately ESE is required to deduct this amount from the total allotment for administration. The Indirect rate is subject to change, based upon the USDOE's review and approval.

CHART A: Budget Summary

CHART A - Massachusetts Striving Readers Comprehensive Literacy Program						
Category	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**	**Project Year 5**	**Total**
	FY12	**FY13**	**FY14**	**FY15**	**FY16**	
Budget Categories						
1. Personnel	270,000	278,100	286,443	295,036	303,887	1,433,467
2. Fringe Benefits (35.16%)	94,932	97,780	100,713	103,735	106,847	504,007
3. Travel	10,000	10,000	10,000	8,000	6,000	44,000
4. Equipment	5,000	2,500	-	5,000	2,500	15,000
5. Supplies	8,000	8,000	8,000	5,000	5,000	34,000
6. Contractual	240,460	232,993	225,271	216,259	213,475	1,128,458
7. Construction - N/A	-	-	-	-	-	-
8. Other (Grants)	14,250,000	14,250,000	14,250,000	14,250,000	14,250,000	71,250,000
9. Total Direct Costs	14,878,392	14,879,373	14,880,427	14,883,030	14,887,709	74,408,932
10. Indirect (24.4%)	121,608	120,627	119,573	116,970	112,291	591,068
11. Training Stipends - N/A	-	-	-	-	-	-
12. Total Costs	**15,000,000**	**15,000,000**	**15,000,000**	**15,000,000**	**15,000,000**	**75,000,000**