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 # S371C110021
Grants.gov Tracking#: GRANT10864728

Closing Date: MAY 09, 2011

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

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: 59-3474751

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State: 03/09/2011

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Florida Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN): 59-3474751

* c. Organizational DUNS: 785319963

d. Address:

* Street1: 325 West Gaines St.
Street2:
* City: Tallahassee
County:
* State: FL: Florida
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 32399

e. Organizational Unit:

Department Name: FL Department of Education

Division Name: JRF! and OEL

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

Prefix: Mr.
* First Name: Stuart
Middle Name:
* Last Name: Greenberg
Suffix:

Title: Executive Director, JRF! and OEL

Organizational Affiliation: Florida Department of Education

* Telephone Number: 850-245-0503
Fax Number: 850-245-5105

* Email: stuart.greenberg@fldoe.org

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.):

State of Florida's Public Schools and Early Learning Programs

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

Florida's Striving Readers Comprehensive Literacy Program

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 FL-all * b. Program/Project FL-all

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 08/31/2011 * b. End Date: 06/30/2016

18. Estimated Funding ($):

* a. Federal	50,000,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	50,000,000.00

*** 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: Dr. * First Name: Eric

Middle Name:

* Last Name: Smith

Suffix:

* Title: Commissioner, Florida Department of Education

* Telephone Number: 850-245-9663 Fax Number: 850-245-9667

* Email: eric.smith@fldoe.org

* Signature of Authorized Representative: Stuart Greenberg * 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:
Florida Department of Education

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

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 148,790	$ 152,986	$ 152,986	$ 152,986	$ 152,986	$ 760,734
4. Equipment	$ 35,000	$ 31,842	$ 31,842	$ 31,842	$ 31,842	$ 162,368
5. Supplies	$ 5,500	$ 4,461	$ 4,461	$ 4,461	$ 4,461	$ 23,346
6. Contractual	$ 2,270,000	$ 2,270,000	$ 2,270,000	$ 2,270,000	$ 2,270,000	$ 11,350,000
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 47,500,000	$ 47,500,000	$ 47,500,000	$ 47,500,000	$ 47,500,000	$ 237,500,000
9. Total Direct Costs (lines 1-8)	$ 49,959,290	$ 49,959,290	$ 49,959,290	$ 49,959,290	$ 49,959,290	$ 249,796,450
10. Indirect Costs*	$ 40,710	$ 40,710	$ 40,710	$ 40,710	$ 40,710	$ 203,550
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 50,000,000	$ 50,000,000	$ 50,000,000	$ 50,000,000	$ 50,000,000	$ 250,000,000

***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: 7/1/2010 To: 6/30/2013 (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:
[X] 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:
Florida Department of Education

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 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
Stuart Greenberg	Commissioner, Florida Department of Education
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Florida Department of 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
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Florida Department of Education

** Street 1* 325 West Gaines Street *Street 2*

** City* Tallahassee *State* FL: Florida *Zip* 32399

Congressional District, if known: FL-002

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

6. * Federal Department/Agency:
USDOE

7. * Federal Program Name/Description:
Striving Readers

CFDA Number, *if applicable:* 84.371

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$ 50,000,000.00

10. a. Name and Address of Lobbying Registrant:

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

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

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

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

*** Signature:** Stuart Greenberg

***Name:** *Prefix* Dr. ** First Name* Eric *Middle Name*

** Last Name* Smith *Suffix*

Title: Commissioner, Florida Department of Education **Telephone No.:** 850-245-9663 **Date:** 05/06/2011

Federal Use Only:

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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.

GEPA Statement.pdf | Add Attachment | Delete Attachment | View Attachment

FLORIDA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Program

GEPA

This provision is Section 427 of the Department of Education's General Education Provisions (GEPA) Act, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382). The Florida Department of Education will ensure to the fullest extent possible that all project beneficiaries will have equal access to participation in the proposed funded project. The Department assures equitable access and participation in all grant opportunities or activities, regardless of any barriers, including:

- gender
- race
- national origin
- language
- color
- disability
- or age

The Department does not discriminate on the basis of sex, race/ethnicity, religion, national origin, age, or disability in its services and activities. It provides reasonable and appropriate accommodations [for all activities affiliated with this project] to meet the needs of a diverse group of participants.

FLORIDA DEPARTMENT OF EDUCATION

Examples of GEPA compliance in relation to the Striving Readers Comprehensive Literacy Program include:

1) the provision for translating all materials into Spanish and Creole for Limited English Proficiency (LEP) individuals;

2) the Florida School for the Deaf and Blind is an integral entity within the DOE, thus Braille keyboards and voice–activated systems are available and accessible for this population;

3) appropriate forms of assistive technology are available and will be utilized accordingly for individuals with physical disabilities; and

4) data collection and dissemination methods to expand access including electronic attachments, web-based instruction, -TDD, FAX, and the United States Post Office.

Additionally, the DOE will request an assurance from each project site for their specific plan to meet the compliance requirements of GEPA.

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

Florida Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Eric Middle Name:

* Last Name: Smith Suffix:

* Title: Commissioner, Florida Department of Education

* SIGNATURE: Stuart Greenberg * DATE: 05/06/2011

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mr.	Stuart		Greenberg	

Address:

* Street1: 325 West Gaines Street
Street2:
* City: Tallahassee
County:
* State: FL: Florida
* Zip Code: 32399
* Country: USA: UNITED STATES

* Phone Number (give area code): 850-245-0503
Fax Number (give area code): 850-245-5105

Email Address: stuart.greenberg@fldoe.org

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

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Project Abstract: Florida's Striving Readers Comprehensive Literacy Application

The purpose of Striving Readers Comprehensive Literacy (SRCL) grants is to help Local Education Agencies (LEAs) and Early Learning Coalitions (ELCs), develop and implement research based instructional models to improve the literacy outcomes for all students, particularly those at an educational disadvantage because of socio-economic, socio-cultural, or socio-linguistic factors, as well as those with specific learning disabilities. This comprehensive literacy initiative incorporates the following: helping schools monitor the progress of every student through systematized assessment, data collection and analysis, establishing long-term, site-based professional development, creating and supporting in-school and in-district instructional leadership with the goal of significantly raising the level of literacy achievement for all students. The maximum number of awards that may be provided to ELCs is 31 and for LEAs is 40. All K-12 schools or early childhood education settings to be served must meet the student demographic criteria as part of the first absolute priority for award of SRCL sub-grants. They must serve a student population that has at least 60% of students that qualify for free or reduced price lunch, or they must have at least 15% ELL students.

In addition to being responsive to well documented needs within the LEA and ELC, the most important requirement for high-quality proposals is that they be consistent with the Next Generation Sunshine State Standards for Language Arts with alignment to the Common Core State Standards and the Florida Early Learning and Development Standards for Four-Year-Olds (2011). In the SRCL competition, literacy is defined broadly to include pre-literacy skills, reading, and writing. LEAs and ELCs will be provided with a comprehensive guidance document based upon the State Literacy Plan for writing their SRCL proposal. Because of their rigorous research base, the Florida Department of Education places confidence in the assessment and instructional recommendations contained in the practice guides produced by the Institute for Education Sciences. We advise LEAs to base the primary elements of their proposals at the elementary, middle, and high school level on the information contained in those guides where it is applicable.

A competitive priority in the SRCL application is to use technology to support principles of universal design for learning. This strategy will increase student engagement or achievement or increase teacher

effectiveness. LEAs and ELCs should incorporate technology to achieve their instructional aims wherever possible as the likelihood exists of having a positive impact on educational outcomes. All districts will be employing technology to a major extent to help guide instruction through their compliance with the assessment and reporting requirements of this subgrant competition. However, applicants may achieve additional points if they describe a well-integrated, evidence-based approach for incorporating additional assessment or instructional technology in their proposal.

High quality professional development is one of the most important elements of efforts to increase literacy outcomes in students from Pre-K through grade 12. Successful school-level literacy efforts require highly effective teaching in all classrooms and strong, focused involvement from school and district administration. Creating leadership through the training and support of school-based literacy leadership teams including all stakeholders is a foundation for improving literacy achievement in schools. Applicants will describe their plan for holding school administrators accountable for improvements in student literacy outcomes. District teams of administrators will work together for improvement in student literacy outcomes.

Substantial funds are already available from both the state and the federal government to assist schools in their efforts to help all students acquire proficient literacy skills. Applicants will detail how these funds will be used to help support interventions for students lagging behind in reading growth and to support professional development aligned with the goals of this grant.

The LEA or ELC must address the methods to ensure that needed adjustments to the literacy improvement efforts identified in the grant are made continuously throughout the grant period. All of these should be described here as part of a coherent, continuous improvement plan. Applicants will specifically provide: 1) the personnel at the district and school level that will be involved in continuous improvement efforts , 2) the type of data that will inform efforts to improve outcomes from grant supported activities and, 3) the decision and support procedures that will be used to assist schools in their continuous improvement efforts.

Project Narrative

Project Narrative

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Striving Readers Comprehensive Literacy Program

Florida Grant Application Project Narrative

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Introduction and Overview

(A) Quality of State-level activities.

Articulating state-level activities reform agenda

(i) The mission of the Florida Department of Education (FLDOE) is to increase the proficiency of all students within one seamless, efficient system by providing students with the opportunity to expand their knowledge and skills through learning opportunities. The Department also provides access to research valued by students, parents, and communities and maintains an accountability system that measures the following goals:

- high-quality, effective teaching to accelerate student progress and close the achievement gap;
- all students achieving highly proficient literacy skills;
- development of a skilled workforce

The FLDOE serves as the single repository of education data from school districts, community colleges, universities and independent postsecondary institutions – allowing tracking of student performance across time and varying education sectors. Florida's 67 public school districts are defined as Local Education Agencies (LEAs) and are among the largest in the country and include seven of the nation's 27 districts of 100,000 or more students. Florida has more than 2.6 million students, 3,800 public schools and 318,000 full-time staff with more than 180,000 teachers in the state. Since September 2005, Florida has offered a free, Voluntary Prekindergarten Education (VPK) Program for four-year-old children. The program provides developmentally appropriate services that increase children's chances of achieving future educational success. In the 2010-11 school year, 160,000 children, almost 70% of 4 year olds in the State of Florida are enrolled in the VPK Program. The state's 31 local Early Learning Coalitions (ELC) coordinate and implement the program in their service areas, while the FLDOE is responsible for developing educational standards and measuring program outcomes. FLDOE understands that each child grows at an individual pace, but research shows that a child's first three years are the most important time for learning. Getting help early puts children on the right path to learn and develop at their full potential. Early Steps is Florida's early intervention system administered through the Florida

Department of Health Children's Medical Services that offers services to eligible infants and toddlers (birth to thirty-six months) with significant delays or a condition likely to result in a developmental delay. Early Intervention is provided to support families and caregivers in developing the competence and confidence to help their child learn and develop. Early Steps services are based on Early Steps evaluations and the family's concerns, resources, and goals. Early Steps uses a Team Based Primary Service Provider approach which aims to empower each eligible family by providing a comprehensive team of professionals from the beginning of services through transition. Services are provided to the family and child where they live, learn and play, to enable the family to implement developmentally appropriate learning opportunities during everyday activities and routines. Most services are early intervention home visits.

For over a decade, Florida has focused on student reading achievement as a statewide priority. Comprehensive efforts have supported numerous endeavors with the goal of increasing the reading performance of all students from Pre-K through grade 12. These efforts range from the establishment of the Florida Center for Reading Research (FCRR) for collaboration with the FLDOE, to providing a menu of professional development offerings from Reading Endorsement certification to increasing high quality teachers at the elementary, middle, and high school levels, to the recent adoption of the State Literacy Plan.

Since the formation of the Just Read, Florida! Office in 2001, Florida has worked to ensure that classrooms are providing systematic, high quality instruction that focuses on the essential reading components (phonemic awareness, phonics, fluency, vocabulary, and reading comprehension) and comprehensive literacy instruction. Just Read, Florida! is directly aligned and consistent with the scientific knowledge base in reading and writing. Florida recognizes that, in order to produce better reading and writing outcomes for children in grades PreK-12, schools must make changes in three areas. First, schools that are awarded a Striving Readers Comprehensive Literacy (SRCL) grant must increase the quality and consistency of instruction in the classroom to reflect the instructional principles derived from scientifically-based research in reading and effective literacy instruction. Comprehensive literacy

instruction includes pre-literacy, reading and writing skills for all students, including disadvantaged students, limited-English proficient students and students with disabilities, from birth to grade 12. Second, they must improve the use of information obtained from reading assessments so that non-proficient readers can be identified and provided additional, enduring instruction in an appropriate and timely manner. Finally, subgrantee schools will establish on-going, job-embedded professional development to ensure effective instruction in all content area classes, and provide nonproficient readers with intensive interventions to supplement the instruction they receive in the classroom.

FLDOE will ensure that every Local Education Agency (LEA) and ELC SRCL school/provider delivers systematic, high quality instruction that focuses on the essential components of comprehensive literacy instruction. As students learn to read they must be provided sufficiently powerful instruction that aligns reading with extensive use of written and spoken language. Initial instruction (ii) must be grounded in scientifically-based reading research and aligned with the Next Generation Sunshine State Standards and the transition to the recently adopted Common Core State Standards for Reading and Language Arts Standards or the Florida Early Learning and Development Standards for Four-Year-Olds (2011). In addition, we are committed to improving the use of four important types of assessment to guide comprehensive literacy instruction including screening, diagnostic, progress monitoring and outcome assessments.

Finally, we are committed to requiring immediate intensive intervention (iii) for students below grade level to make adequate progress in learning to read. We will assist schools and teachers in the development of expertise in these areas along with content area literacy instruction, and we will have a management plan in place to guide the achievement of these goals through the implementation of the SRCL grant.

The state of Florida has established a State Literacy Team to guide implementation of reading instruction and the implementation of the SRCL grant. FLDOE, in consultation with the State Literacy Team, coordinated the development of this application and will assist in the oversight and evaluation of

the state's reading program. This partnership is composed of key education leaders in the state as specified in the Project Management Plan of this Striving Readers grant.

Current Literacy Achievement in Florida and Outcome Goals

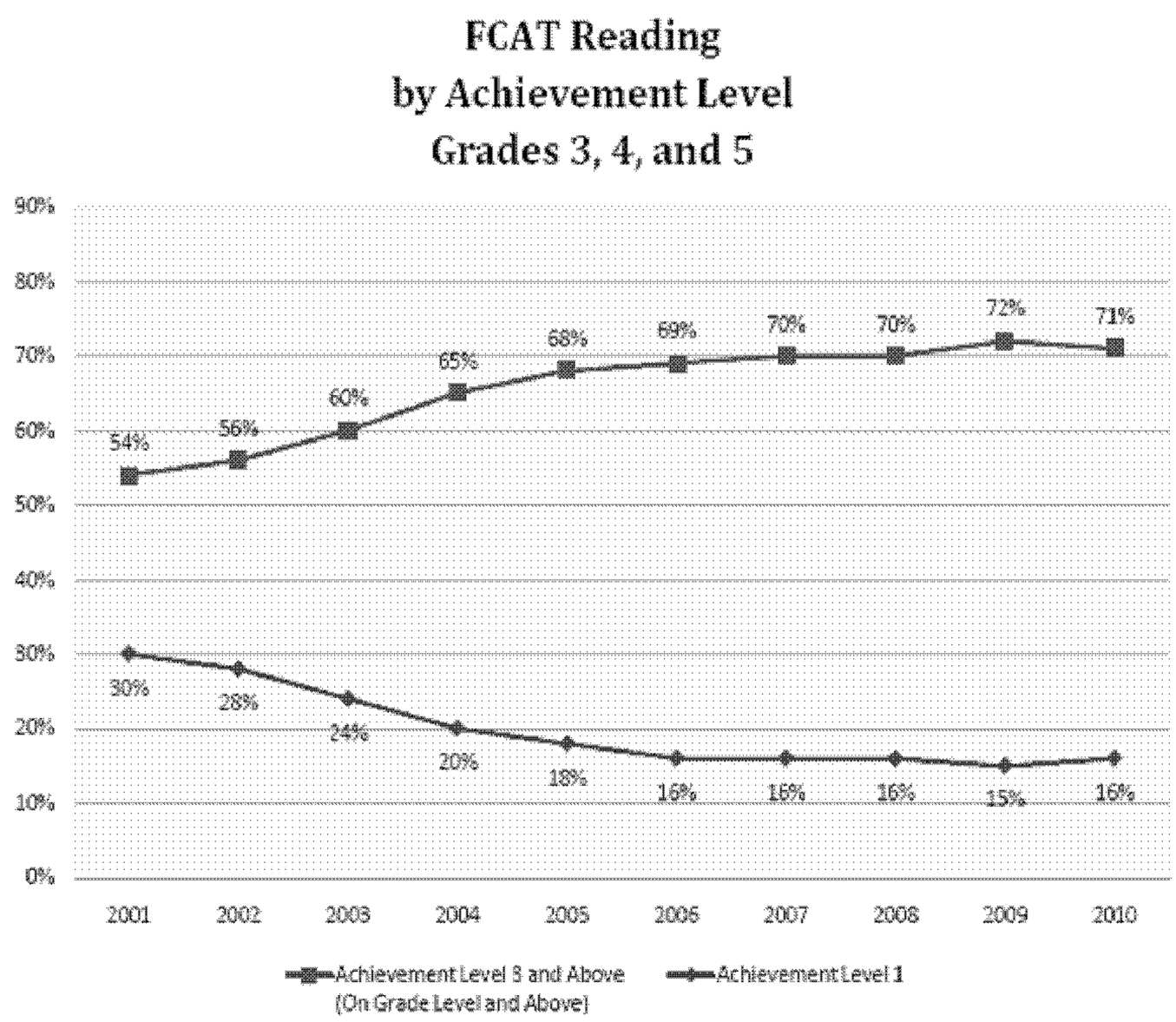
(ii) With the passage of the No Child Left Behind Act in 2001, Florida established an accountability and technical assistance system to help schools and districts realize achievement targets. Florida's Next Generation Sunshine State Standards and the Florida Comprehensive Assessment Test (FCAT) are used to determine the results of the state's efforts to improve literacy achievement.

Florida Comprehensive Assessment Test (FCAT). The Florida Comprehensive Assessment Test (FCAT) is part of Florida's effort to improve the teaching and learning of higher educational standards. The primary purpose of the FCAT is to assess student achievement of higher-order cognitive skills represented in the Next Generation Sunshine State Standards in Reading, Writing, and Mathematics. The FCAT is a criterion-referenced test. All students in Grades 3-10 are assessed using the FCAT in the spring of each year. The achievement standards are the same for all students in all grades. Reading achievement is based on achieving a Level 3 (proficiency) and above. FLDOE data indicates that as some students progress through the grades they are unable to continue to demonstrate reading proficiency. The use of multiple data points indicates that, as these students progress from middle school to high school, they need to develop cognitive endurance to apply multiple strategies in tandem. Because fluency is not a major concern, the biggest short-term impact on reading achievement is likely to come from instructional procedures that stimulate more active thinking while reading. For these students, instruction in every classroom has to become more rigorous and more complex as students progress through the grades. Students having demonstrated proficiency at a previous grade level, need continued teacher support in increasing their vocabulary knowledge and comprehension of complex texts to ensure deep understanding.

The following charts provide a snap shot of Florida's performance in reading since the inception of NCLB.

Elementary Reading Achievement Statewide 2001-2010

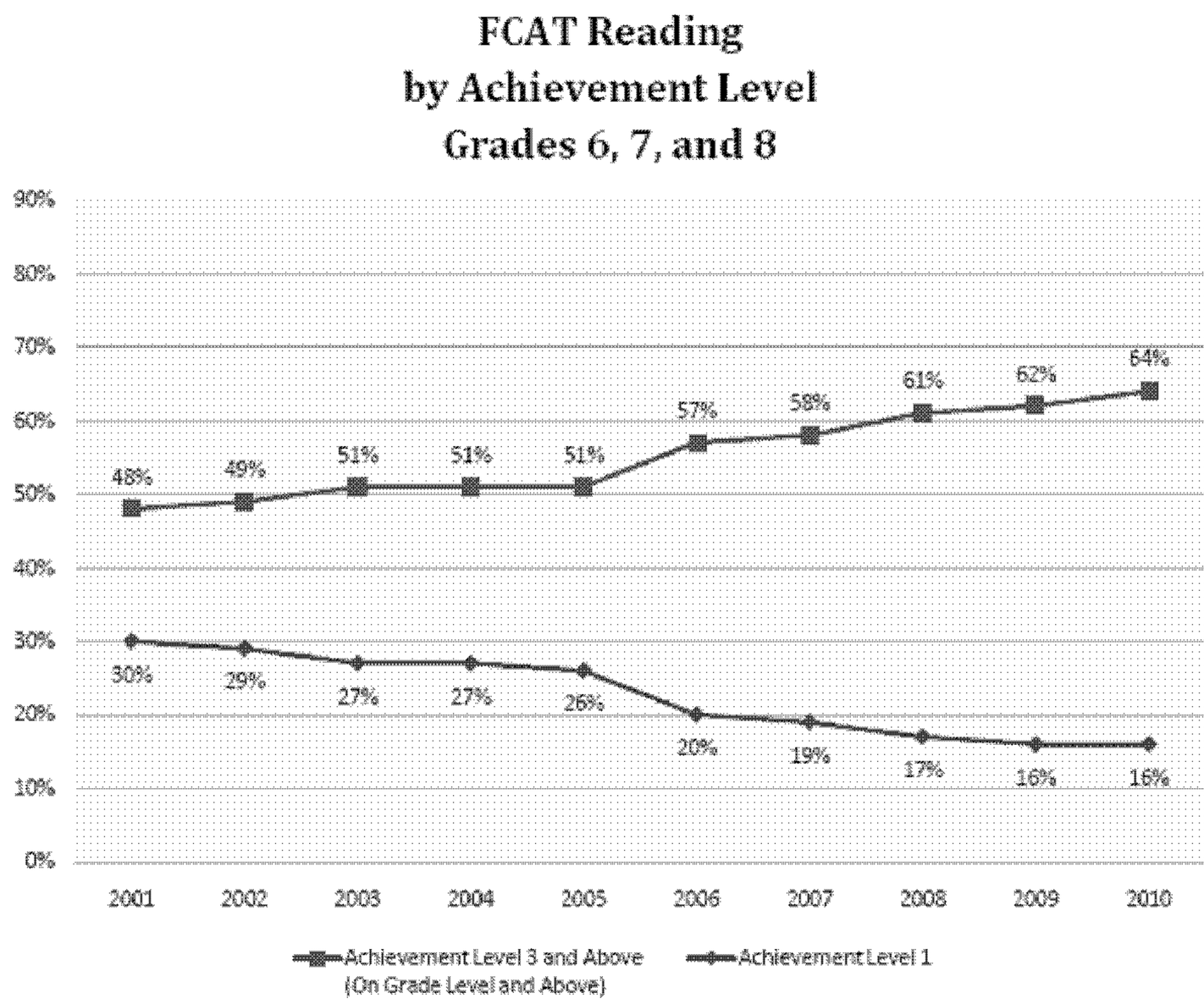
Beginning in 2001, 54% of the tested elementary students (grades 3, 4, 5) scored on grade level or above (Level 3) and 30% scored Level 1. Over time, student performance has improved with school year 2010 showing 71% of the tested elementary students (grades 3, 4, 5) scoring on grade level or above (Level 3), and 16% scoring Level 1. From 2001 to 2010, there was an increase from 54% to 71% of students scoring on grade level or above and there was a decrease from 30% to 16% of students scoring Level 1. This is illustrated in the chart below.



Middle School Reading Achievement Statewide 2001-2010

Beginning in 2001, 48% of the tested 6, 7, and 8 grade students scored on grade level or above (Level 3) and 30% scored Level 1. Over time, student performance has improved with school year 2010 showing 64% of the 6, 7, and 8 grade students scoring on grade level or above (Level 3), and 16% scoring

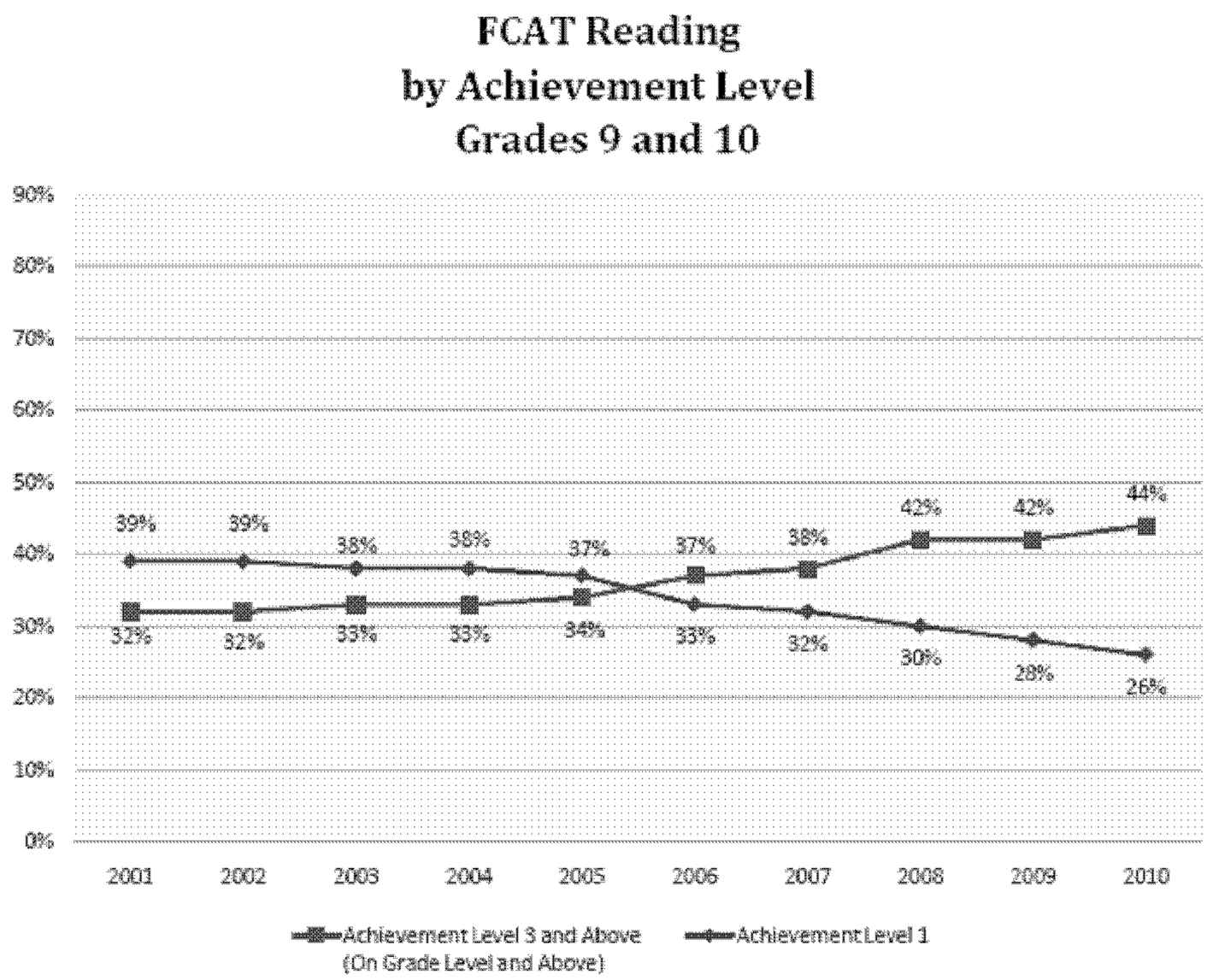
Level 1. From 2001 to 2010, there was an increase from 48% to 64% of students scoring on grade level or above and there was a decrease from 30% to 16% of students scoring Level 1. This is illustrated in the chart below.



High School Reading Achievement Statewide 2001-2010

Beginning in 2001, 32% of the 9th and 10th grade students scored on grade level or above (Level 3) and 39% scored Level 1. Over time, student performance has improved with school year 2010 showing 44% of the 6, 7, and 8 grade students scoring on grade level or above (Level 3), and 26% scoring Level 1.

From 2001 to 2010, there was an increase from 32% to 44% of students scoring on grade level or above and there was a decrease from 32% to 26% of students scoring Level 1. This is illustrated in the chart below.



The data suggest that Florida needs a continuous improvement model emphasizing teaching reading through the application of scientifically based reading research. One of the key elements in Florida's comprehensive literacy plan is the focus on making accurate, timely, relevant, and effective use of data for informed decision-making. In order to foster the continuous improvement of children's literacy and language development, Florida will:

- continue to focus on early literacy acquisition;
- focus on differentiated teaching across all classrooms;
- accentuate content areas teachers teaching students to think as they read discipline specific texts;
- emphasize accountability to ensure all students read frequently to deepen reading skills; and
- teach students to use writing to support text understanding.

Florida's SRCL student achievement goals are aligned to Florida's Race to the Top outcome goals that will lead to College and Career Readiness. Florida's SRCL investments will assure the realization of increased student achievement in an expedited time frame. Florida's SRCL plan builds toward the goal of preparing our students to graduate from high school and succeed in college and careers. Florida's key goals for student achievement are the following:

1. Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year's worth of college credit;
2. Cut the achievement gap in half by 2015;
3. Increase the percentage of students scoring at or above proficient on NAEP by 2015, or beyond the performance levels of the highest-performing states;
4. Increase the percentage of students in the participating schools scoring Level 3 on FCAT in grades 3-10 by fifty percent (50%) during the lifetime of the grant; and
5. Decrease the percentage of students in the participating schools scoring Level 1 and 2 on the FCAT in grades 3-10 by fifty percent (50%) during the lifetime of the grant.

State Level Policy: Changes Focusing on Reading

(iii) In order to effectively teach all children to read, the components of reading-related knowledge and skills must be integrated within a coherent instructional design and delivery of high quality comprehensive literacy instruction. FLDOE will ensure the instructional design for each approved subgrantee will be examined for sufficient intensity, and direct instruction of a multi-strategy approach to comprehensive literacy instruction rather than an isolated skills approach.

The Just Read, Florida! Office will ensure adherence to the submission of each approved SRCL by making certain ELC facilitators and district facilitators provide initial and ongoing staff development to Early Childhood Education Providers (ECEPs), district staff, school administrators, school-based coaches, and teachers. School-based coaches will follow a detailed implementation plan to provide this staff development to grade level/department heads and teachers in a systematic grade level/department approach. This support will consist of a coherent instructional design including explicit instructional

strategies, coordinated instructional sequences, ample practice opportunities, and aligned scientifically based literacy materials. The school-based instructional plan will address the allocation of time, ensuring a protected, uninterrupted block of time for reading instruction of at least 90 minutes per day at the elementary level and single or double block of reading as needed at the middle and high school level. Other elements of a high-quality, research-based reading/comprehensive literacy instruction include assessments that screen children for early reading difficulties, diagnose their learning needs, and monitor their progress in acquiring essential reading instruction. In addition, high quality literacy instruction will include a professional development plan that ensures teachers have the skills and support necessary to effectively teach all aspects of reading and comprehensive literacy skills.

Research generally supports the idea that systematic and explicit instruction is effective for children from various social and economic levels. However, it is also true that this type of instruction is particularly beneficial for children whose pre-school environments have prepared them less well for learning to read, or for children who are weak in some of the specific linguistic talents required in learning early reading skills (Foorman & Torgesen, 2001). Thus it is important for ECEPs, schools and teachers serving large groups of children at-risk for reading difficulties to develop the capacity to deliver high quality, systematic and explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Effective, explicit instruction includes thinking processes made visible through modeling, all skills taught directly, multiple opportunities to maintain and transfer skills, opportunities for student responses with corrective feedback, background information provided before new knowledge is introduced and pre-teaching key vocabulary and concepts.

A critical element of our technical assistance will be ensuring all SRCL schools/providers deliver appropriate immediate intensive intervention. The most direct way to increase learning rate is by increasing the number of positive, or successful, instructional interactions per school day. Intensity is increased by decreasing the group size, increasing the amount of time in instruction and making instruction more explicit. Part of every instructional day should allow the classroom teacher to work with small groups of children that are flexibly organized according the children's specific instructional needs.

It may be necessary to bring additional professionals into the classroom to provide more intensive reading instruction for some children in a way that is beyond the capacity of the classroom teacher to deliver (Foorman & Torgesen, 2001). Any additional reading teachers or reading coaches that are hired with funds from SRCL to provide immediate intensive intervention must have documented learning gains in reading for the level that they are hired to teach that are aligned to the requirements of Florida's Race to the Top and School Improvement Grant initiatives. Increased instructional intensity can be accomplished in several different ways, but these methods all have in common an increase in the number of instructional interactions available to the child during the school day. Meta-analyses consistently show positive effects of grouping practices that increase instructional intensity (Elbum, Vaughn, Hughes, & Moody, 1999). In addition to small group interventions in the classroom conducted by carefully educated and highly skilled teachers, other methods for providing immediate intensive intervention for struggling readers include: 1) peer tutoring and partner reading activities (Fuchs, Fuchs, Mathes, & Simmons, 1997; Mathes, Torgesen, & Allor, 2001); and, 2) use of universal access through computer technology to provide additional instruction and practice opportunities (Kamil & Lane, 1998).

Striving Readers Comprehensive Literacy Goal #1: Prevent the literacy achievement gap from starting

It is easier to prevent literacy achievement gaps from starting during the early literacy years than it is to close achievement gaps once they have emerged (Institute for Literacy, 2006; National Reading Panel, 2000; Snow, Burns & Griffin, 1998). Each year, participating schools serving students in Pre-K through second grade will have at least 80% of students making annual growth, and as needed annual growth and catch-up growth, as measured by a combination of learning gains on the outcome assessment measures.

Striving Readers Comprehensive Literacy Goal #2: Close the literacy achievement gap where it exists

Once literacy achievement gaps emerge, they become increasingly difficult to close. The unfortunate reality is that literacy achievement gaps are apparent even in the readiness for literacy of many kindergarten children. The goal of closing literacy achievement gaps will not be achieved until all students who exhibit delays in language and literacy development receive intervention support in addition to daily literacy instruction across the curriculum. A responsive and student-centered approach to intervention instruction recognizes that student success in achieving literacy may well depend upon the extent to which educators recognize the need to intervene and provide the targeted support for individual students that addresses learning difficulties.

During the Pre-K years, it is important that subgrantees provide intensive support for children identified with significant language or cognitive delays and provide targeted support to build skills for success in the kindergarten program including developing vocabulary and background knowledge, phonemic and print awareness, and familiarity with books (Snow, Burns, & Griffin, 1998).

During the early literacy years, intervention instruction will be provided to students who demonstrate weaknesses in the foundational skills of learning to read. Intervention instruction is provided in addition to effective daily literacy instruction and its intensity varies according to instructional needs based upon formative data. This initiative relies on formative, as well as outcome data associated with each of the five dimensions of early reading to drive decisions regarding appropriate interventions of sufficient intensity to close the literacy achievement gap before it deepens for K-3 students. Response to Intervention (RtI) in the Individuals with Disabilities Education Act of 2004, also requires not only high quality daily reading instruction for all students, but supplemental classroom intervention with differentiated attention to areas of need for those students who have not acquired foundational reading skills. In addition to this supplemental instruction, RtI also requires intensive individualized or small group intervention instruction specifically targeted to those students who are most at risk for reading difficulties.

During the adolescent literacy years, the urgency to provide intervention support in addition to effective daily literacy instruction integrated with content area instruction intensifies. Schools are required to provide students in grades 4-12 reading below grade level intervention support in individual or small group settings in addition to daily literacy instruction integrated with content area teaching. Each year participating schools in grades 3-10 will have at least an annual decrease of 10% of the number of students scoring Level 1 or Level 2 on FCAT Reading.

Striving Readers Comprehensive Literacy Goal #3: Ensure all students achieve proficient and advanced literacy in their use of reading and writing skills.

The growing demands of the knowledge-based global economy suggest that Florida's students must become sophisticated in their use of language and literacy skills in support of content knowledge if they are to be productive and contributing members of the 21st Century Society. Supporting advanced literacy begins early in a PreK-3 curriculum that encourages reading of high quality narrative, expository, and persuasive text integrated with writing and discussion along with projects that showcase advanced literacy skills. Success in achieving advanced literacy during the early years sets many students on pathways toward advanced disciplinary literacy in middle and high school as well as success in post-secondary education. FLDOE will ensure that all curricula and instructional approaches for adolescent literacy are based upon scientific evidence to increase reading, writing, and discussion for authentic purposes across disciplines. This prepares students for success in the college curriculum and should result in a decreased need for remedial courses at the college level. Each year participating schools in grades 3-10 will achieve at least an annual increase of 10% of the number of students scoring Level 3 or above on FCAT Reading.

Evaluation

(iv) The implementation process and the outcomes from activities funded by Florida's SRCL grant will be rigorously evaluated using both quantitative and qualitative measures. The evaluation will occur at two levels. One evaluation will be conducted by the Florida Center for Reading Research (FCRR), an

independent entity guided by reading researchers at Florida State University. These researchers are very sophisticated in their knowledge of reading research and research methodology, and are familiar with procedures to ensure high quality data collection and evaluation. The FCRR will provide a comprehensive evaluation of outcomes and changes occurring at the ELC and ECEP level and LEA and school level. This evaluation will focus primarily on an examination of changes in student literacy achievement. Assigning the more intensive aspects of SRCL evaluation to FCRR draws upon FCRR's well established capacity for scientifically valid, ongoing assessment of efforts to improve literacy instruction at all levels (Pre-K through high school) throughout the State. The state of Florida will also contract with an independent evaluator having experience in evaluation of large-scale educational initiatives. This second level evaluation will focus on state level processes such as the effectiveness of leadership activities within the FLDOE, the reliability and utility of data provided by FCRR, and the quality and impact of professional development provided the FLDOE.

Specific questions to be addressed at the school and district level by FCRR:

1. To what extent do the activities, processes, and materials supported by SRCL awards improve reading outcomes in participating schools and districts?

   a. Does average performance on outcome measures appropriate at each level from Pre-K through high school improve across each year of implementation?

   b. Does the proportion of children performing below grade level and at "serious risk" for reading failure diminish across each year of program implementation?

   c. What is the specific effect of SRCL activities on the achievement of students with limited English proficiency, low income, racial/ethnic minority status, or identified disabilities? For all categories of students, we will be interested in the extent to which SRCL activities are successful in "closing the gap" in reading achievement between these students and students who are making normal progress in reading growth.

2. What are the major differences in program features and implementation between schools that show the strongest levels of improvement vs. those that show less improvement from SRCL grants?

3. To what extent has each school and district receiving a SRCL award implemented all the components of their proposed program as described in their application for award?

4. To what extent are referral rates for special education reduced as a result of SRCL activities?

Evaluation methodology

The evaluation methodology will be described as it relates to two groups of questions: a) student level reading outcomes; b) extent to which all elements of the district literacy plans supported by SRCL grants are implemented.

Student level outcomes. A cornerstone of our evaluation of SRCL outcomes is the requirement that all schools receiving grant support from this program use a common set of screening, progress monitoring and outcome assessments from Pre-K through high school. A commitment to administer these assessments according to a specific timetable and to follow specific procedures to send the data to the Progress Monitoring & Reporting Network (PMRN) will be a requirement for award of a SRCL sub-grant to LEAs. Over time, Florida has developed and implemented valid and reliable screening and general outcome progress monitoring assessments at every grade level from Pre-K through grade 12. For school-age children the *Florida Assessments for Instruction in Reading* (FAIR) are offered in a version for grades K-2, and a version for grades 3-12.

The K-2 FAIR system is composed of: 1) a Broad Screening portion that is designed to identify students at risk for reading below grade level at the end of the year; 2) a Broad Diagnostic Inventory that assesses reading (grades 1 and 2) and listening (kindergarten) comprehension and vocabulary; and 3) a Targeted Diagnostic Inventory that provides more detailed assessment of such things as letter knowledge, phonemic awareness, word analysis skills, and fluency for students who are identified as at risk on the Broad Screen. The Broad Screen and appropriate follow-up tests will be administered three times a year (fall, winter, spring) to all participating students, and more detailed progress monitoring tests from the measure can be administered more frequently to students receiving interventions. The FAIR K-2 item response theory (IRT) precision estimates at the cut-points for Broad Screen tasks, are consistently above .85.

The test has been reviewed positively by the Buros Center for Testing and can be found in Appendix B (Carlson, et al., 2010). The test is teacher administered, and the data transferred to the Progress Monitoring & Reporting Network (PMRN) for storage and reporting purposes. The PMRN provides web-based reports at the student, classroom, school, and district level, as well as providing printed reports to parents for individual children.

The 3-12 FAIR system is computer administered and is composed of: 1) a Broad Screening that uses item response theory (IRT) based computer adaptive technology to assess complex reading comprehension in a way that is highly predictive of success on Florida's year end outcome assessment in reading; 2) a Maze test that assesses efficiency of text reading and low level comprehension; and, 3) a Word Analysis test that assesses students knowledge of phonological and orthographic spelling rules in English. All of the tests in the 3-12 FAIR system meet conventional standards of reliability and validity for screening and progress monitoring tests (see Technical Manual: Torgesen, Foorman, Schatschneider, and Petscher, 2009). Generic estimates of reliability from item response theory (IRT) range from .90 in 3rd grade to .92 in grades 5–12. These tests are administered three times a year, and the data automatically enters the PMRN so that teachers, principals, district leaders, and parents can obtain timely information about student growth in reading. The assessment assists teachers and school leaders in making decisions about: 1) which students are making adequate progress toward year end literacy goals; and 2), which students may be in need of more intensive interventions to help them meet year end literacy goals. The 3-12 FAIR system also contains an informal diagnostic tool kit allowing teachers to explore in more detail the reading skills of students who may require some form of intervention. This toolkit provides assessments for: 1) word analysis skills; 2) sight word inventory; 3) scaffolded discussion templates for comprehension assessment; 4) lexiled passages for assessment of oral reading proficiency.

The pre-literacy assessment (the Florida VPK assessment) has been recently developed by Drs. Christopher Lonigan and Beth Phillips at FCRR. The VPK Assessment includes three versions of four measures to assess children's oral language, phonological awareness, print knowledge, and math skills.

The measures of the four constructs are intended to be given three times during children's Pre-K year to screen and monitor progress. The measures were built around the Florida Early Learning and Development Standards for Four-Year-Olds (2011).

The measures are strong psychometrically (subtest reliabilities above .80), and were developed using IRT methodology. Current evidence for validity comes from a study of concurrent validity with the Test of Preschool Early Literacy (TOPEL) and the Test of Early Math Achievement (TEMA). Analyses using ROC Curves (VPK to relevant subtest of TOPEL or TEMA) provides support for the validity of the four VPK assessments, with AAUs > .80.

These screening and progress monitoring assessments satisfy the requirement in the SRCL program description for valid and reliable screening and progress monitoring assessments, and provide FCRR reliable data with which to monitor growth on critical literacy both within and across years. However, they are not suitable for evaluating year end outcomes in reading. Schools participating in SRCL subgrants will all be required to administer a valid and reliable year end outcome assessment that is appropriate to each grade level. In grades 3-12, this assessment will be the Reading Comprehension portion of the FCAT. The test provides student proficiency Levels 1-5, with Level 1 being the lowest and Level 5 being the highest. It also provides a Developmental Scale Score to assess change in reading ability from year to year. For grades K-2, FCRR will use a bidding process to select a valid and reliable group administered literacy outcome assessment. Examples of such assessments would include the Reading Comprehension subtests of the Stanford Achievement Test (10th edition), the Group Reading and Diagnostic Evaluation, or the Metropolitan Achievement Test. All participating schools will be required to use the same outcome measure in grades K-2.

For oral language outcomes in Pre-K, FCRR will use a similar bidding process to select a valid and reliable standardized measure of oral language skills which will be administered to all children participating in the project. Examples of potential individually administered measures include the Peabody Picture Vocabulary Test, The Expressive One Word Picture Vocabulary Test, or the Test of Preschool Early Literacy.

For the screening and progress monitoring tests, within 24 hours after entering data, the teacher, or school principal will be able to enter the PMRN website using special identification codes to obtain a report that identifies students who are making inadequate progress both in terms of absolute level of performance and gain in performance since the last assessment. All schools will have their own copy of the data that they can use immediately to make educational decisions for individual children, but the reports from PMRN will provide a perspective for interpretation of child level, school level, and district level data that is broader than can be achieved within an individual classroom or school. This data provides FLDOE with "early warning signs" of schools that may be having trouble implementing some or all aspects of their SRCL grant. If data collection requirements for progress monitoring are not met, the FLDOE will implement immediate follow-up with leadership staff at the district level. Florida already has in place an extensive system of student identification, with student surveys being conducted several times a year that report student identification numbers, LEP status, racial/ethnic category, free reduced lunch status, student exceptionality status, birth date, and primary instructor. These data, for example will allow us to determine whether an individual child has been at a given school for the entire school year, and it will allow us to follow individual children longitudinally. The data for outcome assessments will also be electronically entered into the PMRN, so that schools and districts have available to them all data on student progress and outcomes within a single reporting system.

Although most school districts have FAIR master trainers, this training will be reinforced for schools and districts participating in SRCL grants in order to ensure that all assessments are administered and interpreted correctly. Both this training, as well as the short turn-around time for availability of data from the screening and progress assessments, will help to ensure that data on student progress is used to help make important placement and instructional decisions at each participating school.

With data from standardized outcome measures, several ways of evaluating progress toward improving literacy outcomes for all students will be available. First, the average data for classrooms, schools, and districts will be available. This data is informative only in the sense that it is a global measure of improvement for all children, and average performance on these tests should increase from

year to year as SRCL programs are implemented. If average scores are not increasing from year to year, it is a first level warning sign that effectiveness of literacy programs is not improving significantly. Second, reports will include the percent of children who fall in three categories, *At Grade Level*, *Moderately Below Grade Level* and *In Need of Additional Intervention, Seriously Below Grade Level and In Need of Substantial Intervention* as shown below.

Striving Readers Data Reporting Categories	
At Grade Level	On measures that have a national norming sample, the child achieves a score at the 50th percentile or higher.
Moderately below grade level and in need of additional intervention	For tests with national norms, this will be indicated by performance from the 20th to the 49th percentile. On the FCAT, this is performance at level 2.
Seriously below grade level and in need of substantial intervention	For test with national norms, this will be indicated by achievement below the 20th percentile. For the FCAT, this represents achievement at level 1.

By reporting outcomes at these three levels of proficiency both for the entire sample, and for important demographic groups, we will be able to determine with more precision the overall impact of the changes supported by SRCL grants, specifically whether children most at risk for reading difficulties are being impacted by the changes that are made.

Extent to which all elements of SRCL plans are implemented. At the end of each year of implementation of its SRCL subgrant, each LEA and ELC will be required to complete a survey form describing the elements of their SRCL plan that were implemented that year. These forms will be individually prepared for each LEA and ELC that receives a SRCL grant, and they will indicate whether each identified element from their proposal was fully, partially (describe what parts), or not implemented during the past year. For elements that were not implemented, or were only partially implemented, they will be asked to provide an alternate plan or to explain how they will be implemented in the coming year. They will also be asked to identify the strongest parts of their implementation, and to discuss areas that need improvement for the coming year.

Questions to be addressed about state level activities that will be investigated by an independent evaluator: 1. To what extent has the FLDOE involved a variety of organizations or

stakeholder groups in providing support for effective implementation of SRCL funded school improvement efforts in the state? 2. What specific mechanisms and procedures are used by the state level leadership to provide overall guidance and leadership to SRCL efforts in Florida. 3. How rigorous, consistent, and transparent was the process used to evaluate LEA applications for competitive awards of SRCL funds? 4. How useful and timely are the progress monitoring and outcome reports provided by FCRR to school districts, school principals, and classroom teachers? 5. What is the nature, frequency, and duration of professional development efforts afforded teachers, principals, and intervention specialists, including both district and state sponsored events and processes? 6. From the perspective of the LEAs and ELCs that receive SRCL grants, what are the strengths and weaknesses of the training, support, and assistance provided from state level resources?

Outline of methodology used to answer questions. The FLDOE will go through a competitive bid process to identify an external evaluator to provide answers to the questions outlined above. We would anticipate that the evaluator will use a variety of both quantitative and qualitative methods to "triangulate" on answers to these questions. The contract for the evaluation will be awarded according to state of Florida procedures to an organization with a demonstrated record of high quality evaluations, with demonstrated knowledge of evidence-based practices in education, and with an appropriate and economically feasible plan to provide answers to all questions.

Statewide dissemination of project outcomes

(v) FCRR will publish a report summarizing the statewide student level outcomes disaggregated by student subgroups in feeder pattern schools included in the grant by August 15th of each year. Publication at the beginning of the school year will provide participating districts and schools additional decision-making information to formulate proactive measures across feeder schools. SEA will make this information available in formats that are easily understood by, and accessible to, the public including varied groups such as families, educators, researchers, other experts, early childhood education partners and state leaders.

(B) Quality of State subgrant competition.

(i-iv) In this section, we will address the methods FLDOE will use to ensure the SRCL subgrants awarded in the state are of the highest possible quality and effectiveness. We will also present a draft summary of the guidance that will be given to LEAs and ELCs to help them prepare applications consistent with the goals of the SRCL program. Our guidance document will demonstrate our commitment and strategy for ensuring that SRCL subgrants address all critical elements of a high quality, evidence-based program for classroom, teacher, and district level improvements in literacy instruction and leadership.

Priorities for subgrant competition

There will be four absolute priorities and two competitive priorities which will ensure alignment of sub-grant applications to the overarching goals of the SRCL program. Two additional competitive priorities (beyond those in the Federal guidance document) will be established based on our own judgment about program elements that are likely to contribute to significant improvements in literacy outcomes in Florida schools.

Absolute requirements for award of an SRCL grant in Florida.

1. *Applications must be focused on improving student literacy outcomes in preschools, elementary, middle, and/or high schools that serve a high proportion of economically and/or linguistically disadvantaged students.* To be eligible for an award, participating preschools or schools must have a proportion of students eligible for free or reduced lunch support that is 60% or higher, or a proportion of English Language Learners (ELL) of 15% or higher. Both of these figures are significantly above the state averages of 50% for economically disadvantaged students and 8.7% for ELL students. Establishing these percentages will ensure that SRCL funds are allocated to districts and schools with substantial instructional challenges arising from either the socio-economic or linguistic backgrounds of their students. Applications for SRCL support involving high schools may qualify for grant awards if the middle schools contributing 80% of the high school's incoming students have an average of at least 60% of students qualifying for free or reduced price lunch support; this circumvents the high school students' reluctance to identify themselves as qualifying for free or reduced price lunch support.

2. *Identifying clusters of participating schools that constitute a feeder pattern for high schools.* In order to make significant long term improvements in literacy outcomes for students in high school, students must improve each year in the literacy skills developed in the earlier grades. LEAs must propose a project describing significant improvements to be made across multiple levels of schools constituting a coherent feeder pattern for a participating high school. For example, districts identify a high school that meets the level of educational challenge identified in the first absolute priority for this competition. After this, feeder middle schools that account for at least 80% of students who enter that high school would be identified, and beyond that, feeder elementary schools that account for at least 80% of students entering two or more of those middle schools would be identified. Competitive priority points will be awarded if this "feeder pattern" group is extended to the Pre-K level. LEAs will develop an application applying for funding through high school feeder patterns. LEAs can classify feeder pattern school support into one of three categories and design funding accordingly:

- High need – less than 50% of students proficient in reading (FCAT Level 3 or above)
- Moderate need – between 50-70% of students proficient in reading (FCAT Level 3 or above)
- Low need – greater than 70% of students proficient in reading (FCAT Level 3 or above).

Since Florida is a leader in accessing and reporting student outcome data at the student level through the use of unique student identifiers in our database, evaluation of outcomes from such feeder pattern projects will determine the "value added' to high school change efforts from change efforts in schools that provide them with their entering students.

A unique challenge for LEAs proposing an SRCL project organized by feeder pattern is the requirement that at least 15% of SRCL funds be spent on children from birth to age 5, 40% on students in grades K-5, and 40% at the middle and high school level. Although this requirement applies specifically at the state level and not at the LEA level, feeder pattern projects must follow this pattern of distribution of funds in order to make it possible for the state to follow the distribution pattern precisely at the state level.

3. *Plan for holding school leaders accountable for implementation and outcomes from SRCL subgrants.* Both the research literature on factors important to long-term school improvement (Newmann, & Wehlage, 1995) and evidence-based strategies for rapid school turn around (Herman, et al., 2008) indicate the critical importance of strong school level leadership. To qualify for this competitive priority, LEAs must describe their specific methods for holding school leaders accountable for both the implementation and outcomes from SRCL funded projects. LEAs should design professional development to increase the number of school leaders capable of increasing student achievement and establishing conditions for continuous improvement. LEAs will create opportunities for leaders across the schools to interact and learn from each other thereby building lateral capacity. Policies that promote risk taking, greater effort, enhance problem solving, coordinate clear, collective action and generate extraordinary effort should be developed.

4. *Applications must describe methods, training, and support processes designed to improve data based instruction at the classroom, school, and district level.* All schools participating in SRCL subgrants are required to administer the screening and progress monitoring tests within the FAIR system three times a year in K-10. ECEPs participating in an SRCL funded project must use the VPK assessments administered three times a year to monitor progress of their students in acquiring critical pre-literacy skills, and must enter the data into the VPK online system. An additional requirement for LEAs receiving SRCL grants is having at least one district level person qualified as a master trainer for the FAIR system within the first year of the grant award. FLDOE will offer two separate 3 hour workshops (elementary, middle, and high school) on the use of data from the FAIR system to support decision making at the classroom, school, and district level during each year of implementation of SRCL projects. Participating schools must agree to send the school principal and one other person to each workshop, and the participating district must have at least one supervisory level person present as well. Separate workshops will be offered for ECEPs, elementary, middle, and high schools. ECEP workshops will discuss use of data from the VPK Assessments to support data based decision making. Schools and ECEPs must describe a plan to increase the use and effectiveness of informal, classroom based, progress monitoring

assessments over the course of the grant period. One part of this plan must be to send at least one teacher from each grade level to two separate 3 hour workshops on classroom based formative assessments that will be offered by FLDOE and LEAs and ELCs in each year of grant implementation. LEAs must also describe school level practices (meetings, processes, reports, etc.) that support and encourage the use of data based instructional decision making.

Competitive Priorities

1. *Collaboration between LEA and ELC applicants.* Competitive priority points will be awarded for collaboration between LEAs and ELCs in establishing a "feeder pattern" group extending from the Pre-K level to high school.

2. *Using technology to address student learning challenges.* All schools and districts participating in SRCL projects are required to use the screening and progress monitoring assessments contained within the FAIR and VPK Assessment systems, and to report their data to the PMRN or the VPK Online Reporting System. One of five recommendations from a recent practice guide published by the Institute for Education Sciences (Hamilton, et al., 2009) was for districts to establish a reliable and sustainable data management system. The PMRN and VPK Online Reporting Systems meet that requirement with a high degree of sophistication and utility.

All schools and districts participating in SRCL projects will use FAIR and VPK Assessment systems to support data based decision making, in order to qualify for this competitive priority.

Additionally, applicants must describe other uses of technology to support high quality instruction. A topical report on beginning reading from the What Works Clearinghouse (2007) reported significant impacts on word-level reading skills in young children from five of seven software programs that had been evaluated in high-quality experimental research. Furthermore, there is broad research to support the idea that reading practice is most productive for improving fluency and comprehension when text is of an appropriate level of difficulty for individual students (Samuals & Farstrup, 2006; Shanahan, et al., 2010). This research helps provide an evidence-based rationale for the use of technology that identifies texts at the right level of difficulty for reading practice for students in late elementary, middle, and high school.

In planning for the use of technology to improve student outcomes with SRCL funded projects, we encourage LEAs to consider technology as it supports principles of universal design for learning. These principles involve the use of technology to provide flexibility in the ways information is presented, and in the ways students are engaged in order to offer appropriate accommodations to enhance learning in all students, including those with disabilities.

Procedures for review of subgrant applications

What follows is an outline of the specific procedures that will be followed in reviewing SRCL sub-grant applications from LEAs. The review process will be conducted at the Just Read, Florida! Office, and assistance in finding university faculty members to participate in the review process will be provided by FCRR.

1. All applications will be reviewed by a team of three people consisting of: 1) a university faculty member; 2) a school district employee; and, 3) a representative of the FLDOE. Each application will be individually read and scored by each representative, and a consensus rating will be achieved by discussion. All individuals on the review team will have knowledge of evidence-based instructional practices that promote growth in literacy.

2. Points will be assigned to each application in accordance with the district's answers to the review questions outlined in the next section. A specific guidance document about preparing a high quality response in each category will be distributed to each district, and described in the next section. A total of 100 points may be earned with a perfect score in each of the 12 scoring criteria, with an additional 15 points awarded to applications that propose high quality plans to meet the two competitive priorities.

3. Applications that do not agree to the following program requirements will not receive funding. These program requirements include:

a) The first absolute priority requires that schools must have a proportion of students eligible for free or reduced lunch support that is at least 60%, or a proportion of ELL students of 15% or higher.

b) The second absolute priority requires LEA applicants must propose a project describing significant improvements to be made across multiple levels of schools constituting a coherent feeder pattern for a participating high school.

c) The third absolute priority requires school leaders to be held accountable for implementation and outcomes from the SRCL subgrants. Statements must be signed by school leaders for all participating schools or ECEPs to indicate that they and their teaching staff understand the proposed project and agree to implement it to the full extent possible should they be awarded a subgrant.

d) The fourth absolute priority requires that applications describe methods, training, and support processes that are designed to improve data based decision making at the classroom, school, and district level.

e) LEAs and ELCs must agree to use funds from the SRCL grants to support teacher attendance at all professional development provided by the FLDOE and LEAs/ELCs and described in this application.

f) LEAs and ELCs must agree to participate in the statewide evaluation of outcomes from SRCL projects by completing implementation surveys and they must also be willing to respond to requests from external evaluators for information about their SRCL programs.

g) LEAs and ELCs must agree to administer the VPK and FAIR assessments according to the specified time table and enter the data into the PMRN and the VPK online system on a timely basis. They must also agree to administer outcome measures at PreK and grades K-2 that are identified by the FLDOE and FCRR through a competitive bidding process. As a matter of state law, all students in grades 3-10 will receive the FCAT as their year end outcome assessment.

h) Districts must make all required assurances to state and federal officials.

4. Only applications that receive at least 80% of the points available under each review criteria will be awarded a SRCL subgrant. Thus, it is important for sub-grant applicants to carefully address each of the 12 grant review criteria. Other than the 80% criteria, grants will be awarded to applicants that receive the highest overall point totals, with a maximum possible score being 110. This is a competitive program, and we anticipate being able to provide funds to only a relatively small percent of eligible schools, since

the goal is to award individual grants that are large enough to support significant improvements in student literacy outcomes. We expect that those receiving SRCL subgrants will develop instructional and leadership practices that will serve as models for other schools in Florida.

5. Following the grant competition, all of the submitted applications (both successful and unsuccessful), with reviewer scores and comments, will be posted on the FLDOE website. Further, a webinar will be provided for all LEAs and ELCs that submitted grants to share outcomes with them.

Specific Scoring Criteria for SRCL subgrants in Florida

The requirements for SRCL subgrants described in this application contain criteria explicitly addressing curricula, instructional and assessment procedures, personnel, funding, and professional development. The guiding principle is that all elements of the proposal must be consistent with the best evidence from currently available research, and outcomes must be consistent with Next Generation Sunshine State Standards for Language Arts and with alignment to recently adopted Common Core State Standards or the Florida Early Learning and Development Standards for Four-Year-Olds (2011). The number of points that will be awarded for each section of the application is given after each guiding statement.

1. Describe the rationale and method for selection of participating schools and ECEPs. *(5 points).*
2. Describe the rationale and method for selection of participating schools according to the feeder pattern. Competitive priority points will be awarded for collaboration between LEAs and ELCs in establishing a "feeder pattern" group extending from the Pre-K level to high school. *(5 points plus an additional 5 points if the 1st competitive priority is successfully addressed).*
3. Describe the curriculum and instructional materials that will be used to achieve improvements in literacy for all students, including those at risk for reading difficulties because of socio-economic, socio-cultural, and linguistic differences, as well as those with specific learning disabilities. Also include in this section a description of any technology that will be used to help achieve these

aims. *(15 points plus an additional 5 points if the 2nd competitive priority is successfully addressed).*

4. Describe the use of assessments to improve instruction. Include in this section both a description of the assessments themselves and classroom and school level processes to support and improve the use of data from these assessments in instructional decision making. *(15 points).*
5. Describe the nature, intensity, and scheduling of interventions to accelerate the reading growth of students who are reading below standards for grade level proficiency. *(15 points).*
6. Describe the plan for professional development to support the elements of instructional and leadership improvement described in this application. *(10 points).*
7. Describe how the LEA or ELC will ensure that strong leadership is provided, at both the district/ELC and school/ECEP level, to ensure high quality implementation of the program elements described in the current proposal. If specific procedures are developed related to accountability of school level leadership for implementation and improvements in student outcomes, they should be described in this section. *(10 points).*
8. Describe how the LEA or ELC will involve other agencies, nonprofit organizations, community-based organizations, and families in activities that will support the literacy improvement goals described in this application. *(5 points).*
9. Describe how SRCL funds will be used to support the development or improvement of language- and text-rich classroom, school, and early learning program environments that support growth of important pre-literacy and literacy skills. *(5 points).*
10. Describe how the LEA ELC will leverage other State and Federal Funds (including funds under Title I, Title II-A, and Title II of the Elementary and Secondary Education Act of 1965, the Head Start Act, the Individuals with Disabilities Education Act of 2006) to enhance and align the activities proposed in this application to increase the effectiveness of literacy instruction for disadvantaged students. (*5 points*).

11. Provide evidence that the LEA or ELC has the capacity to successfully implement all elements of its proposal. *(5 points*).
12. Describe the personnel and processes that will be involved in ensuring that the effectiveness of the literacy program described in this application improves continuously over the period of support of the SRCL grant. (*5 points*).

Guidance to Districts for preparing applications that meet essential criteria for the SRCL sub-grant competition in Florida

In "Preventing Reading Difficulties in Young Children," the National Research Council (Snow, Burns, & Griffin, 1998) concluded that effective classroom instruction in grades K-3 is the "first line of defense" against reading failure. However, classroom reading programs work best when effective implementation of the instruction in the classroom is embedded within an effective school model for preventing and overcoming reading difficulties. The other broad elements of effective school organization and practices to ensure that all students receive appropriate instruction include: 1) the use of valid and reliable assessments to guide literacy instruction and monitor its outcomes; 2) methods to provide additional or more intense instruction to children who are lagging behind in reading; 3) an ongoing program of high-quality professional development for all school personnel who instruct and assess children as well as those who lead them; and 4) strong instructional leadership at the school and district level (Torgesen, Houston, Rissman, & Kosanovich, 2007). Although effective classroom instruction in reading in middle and high schools is typically delivered by content area teachers, the essential elements of effective literacy programs (data based decision making, effective interventions, professional development, and strong leadership) remain the same for secondary schools. (Torgesen, Houston, & Rissman, 2007). These elements are also considered to be an essential part of effective literacy programs in pre-school.

The whole school model for preventing reading difficulties might be thought of as "Classroom instruction PLUS". In the application for SRCL sub-grants, applicants are to describe the model or models that will be implemented in SRCL schools, preschools, or other educational settings to increase

literacy outcomes for all students. Applicants are not required to implement all elements of their long-term plan in the first year but should describe the program as it will develop and maintain itself over a four year implementation period.

Specifically, LEAs and ECEP must:

1. **Describe the rationale and method for selection of participating schools.**

The description should include information about both: 1) the level of need in the schools selected, and 2) their readiness to make important changes as well as the LEAs or ELCs willingness to provide strong support for those changes. Evidence of the willingness of the LEA or ELC to support change in the selected schools or ECEPs might come, for example, from an indication that they either have allocated, or propose to allocate, funds or resources from other programs to support the changes proposed in the SRCL application.

All schools or ECEPs must meet the student demographic criteria as part of the first absolute priority for award of SRCL subgrants. They must serve a student population that has at least 60% of students that qualify for free or reduced price lunch, or they must have at least 15% ELL students.

2. **Describe the rationale and method for selection of participating schools according to the feeder pattern.**

LEAs must propose a project describing significant improvements to be made across multiple levels of schools constituting a coherent feeder pattern for a participating high school. For example, districts identify a high school that meets the level of educational challenge identified in the first absolute priority for this competition. After this, feeder middle schools that account for at least 80% of students who enter that high school would be identified, and beyond that, feeder elementary schools that account for at least 80% of students entering two or more of those middle schools would be identified.

3. **Describe the curriculum and instructional materials that will be used to achieve improvements in literacy for all students, including those at risk for reading difficulties because of socio-economic, socio-cultural, and linguistic differences, as well as those with specific learning disabilities. Also include in this section a description of any technology that will be used to help achieve these aims.**

In addition to being responsive to well documented needs within the LEA and ELC, the most important requirement for high-quality proposals is that they be consistent with the Next Generation Sunshine State Standards for Language Arts and with alignment to the Common Core State Standards or Florida Early Learning and Development Standards for Four-Year-Olds (2011). In the SRCL competition, literacy is defined broadly to include pre-literacy skills, reading, and writing. We strongly recommend that LEAs and ELCs consult the major research consensus documents produced to help guide educators toward evidence based instructional and assessment practices to improve literacy outcomes. In particular, the Institute for Education Sciences has produced at least six practice guides that are relevant to improving literacy instruction in school-age children.

4. **Describe the use of assessments to improve instruction.** Include in this section both a description of the assessments themselves and classroom and school level processes to support and improve the use of data from these assessments in instructional decision making.

All K-12 students participating in SRCL projects in Florida will use the screening and progress monitoring assessments in the Florida Assessment for Instruction in Reading (FAIR) system. Students in K-2 will receive the individually administered K-2 assessments, and students in grades 3-12 will take the computer administered assessments for older students. The FAIR assessments may be administered three times a year (fall, winter, and spring), and specific tests within the system may be given as frequently as once per month for a more detailed assessment of progress. In addition, the 3-12 FAIR system has a set of informal diagnostic measures to obtain more specific information about the reading skills of students in need of specific reading interventions. Student data from the K-12 FAIR system will be entered into Florida's Progress Monitoring and Reporting Network (PMRN), which will provide web-based reports at the individual student, classroom, school, and district level. It can also be used to provide progress reports to parents.

The VPK Assessment system contains general outcome assessments that can be used to monitor growth in three important pre-literacy skills: phonemic awareness, print knowledge, and vocabulary. These measures provide valuable information that can be used to help target instruction appropriately, but

they do not provide detailed information about the extent of knowledge or skill within a domain (i.e. which letter names the child has mastered) that may be important for some instructional decisions.

Classroom based formative assessments are administered continually (daily) by teachers and are used to assess progress toward immediate learning goals. They are tailored specifically to the subject of current lessons, and they provide information that is very useful in making day-to-day instructional adjustments. This type of assessment, when linked to responsive instructional adjustments, has the potential to significantly increase learning in the classroom (Black and William, 1998). However, as Stiggins (2007) has suggested, most teachers struggle with using classroom based formative assessments effectively, and the need for high quality professional development in this area is great. As part of the second absolute priority, grant recipients are required to send representatives to training in the use of classroom based formative assessments provided by the FLDOE.

In this section, districts must describe the classroom, school, and district level processes they will use to increase the effectiveness of data based decision making using data from the FAIR or VPK Assessment system.

5. **Describe the nature, intensity, and scheduling of interventions to accelerate the reading growth of students who are reading below standards of grade level proficiency.**

Since the goal of SRCL subgrants is to improve literacy outcomes for students that typically have difficulty acquiring proficiency in this area, it is expected that all applications will propose various methods for providing special interventions to students whose growth lags behind grade level expectations in this area. Proposals should address such questions as: 1) how will interventions be scheduled; 2) how will the quality of interventions be assured; 3) how frequently will intervention groups meet and for what duration; 4) what will be typical size of intervention groups; 5) how will integration of intervention with classroom instruction be assured; and 6) who will provide the interventions?

6. **Describe the plan for professional development to support the elements of instructional and leadership improvement described in this application.**

Preferred mechanisms for providing the kind of effective professional development outlined above include: classroom coaching, data analysis teams, observations of classroom practices by school leaders and coaches, and the provision of common planning times to foster collaboration among teachers. These methods can productively be supplemented by other methods including workshops, multi-day institutes, or on-line learning opportunities.

A limited amount of professional development for recipients of SRCL subgrants will be directly provided by the FLDOE in each year of implementation for the SRCL grants. These professional developments include:

1. At least two separate 3-hour workshops on the use of data from the FAIR system to support decision making at the classroom, school, and district level during each year of implementation of SRCL projects. At least two separate 3-hour workshop on use of data from the VPK assessments to support data based decision making. Participating pre-schools must send at least two representatives to these workshops.
2. At least two separate 3-hour workshop on the development and use of classroom based formative assessments to guide instruction in the classroom. It is expected that LEAs and ELCs will invest SRCL grant funds in other forms of professional development for teachers and school leaders. In this section, applicants must describe a professional development plan that extends over four years of implementation of the subgrant. Applicants will describe how the focus of the professional development will be determined, how it will be delivered (including who will deliver it and how much time will be devoted to it), and how its effectiveness will be monitored.

7. **Describe the plan for strong leadership at the school and district level to ensure successful implementation of the SRCL subgrant.**

In this section, LEAs and ELCs must describe the leadership structures and practices they will put in place to ensure successful implementation of plans to improve student literacy outcomes. How will the district provide leadership and support to schools that receive funding through SRCL subgrants? What

practices and leadership strategies will be followed at the school level? How will principals and other school leaders be held accountable for their work in support of school improvement efforts?

Applicants should also describe their plan for holding school administrators accountable for improvements in student literacy outcomes. What data will be used to hold school administrators accountable? Who will make judgments (and in what time frame) about whether the goals in the SRCL subgrant have been met? What will be the consequences for failure to achieve goals for student literacy outcomes, and how will successful accomplishment of the goals be acknowledged? How will teams of administrators work together for improvement in student literacy outcomes?

8. **Describe how the LEA or ELC will involve other agencies, nonprofit organizations, community-based organizations, and families in the effort to improve student literacy outcomes**.

In this section, the LEA or ELC should describe the ways they plan to involve families and other organizations in their efforts to improve student outcomes in literacy. How will families be made aware of the change efforts at the school? What materials will be provided and what training offered to assist families in their efforts to support literacy development in their children? Can technology (such as the internet) be used to help parents monitor their student's school assignments or performance? Are there ways to use the internet to help parents support their students' literacy growth? How can community libraries be involved in helping to achieve goals for literacy improvement? How can unique organizations be incorporated within the effort to improve student literacy outcomes?

9. **Describe how SRCL funds will be used to support language- and text-rich classroom, school, and early learning program environments.**

One characteristic of students at risk for reading difficulties because of socio-economic or socio-linguistic factors is not having rich language examples or exposure to text and reading examples within their homes and neighborhoods. Sometimes, schools or Pre-K programs that serve these students are also relatively impoverished in their opportunities to explore language or lack access to appropriate and engaging texts to read.

In this section, LEAs and ELCs should describe their plans to increase the quality of language exposure and text availability in the classrooms served. Such efforts could include professional development for teachers or purchases for school and classroom libraries. They might also draw upon resources from local libraries or other community-based organizations.

10. **How will the LEA or ELC leverage other State and Federal Funds to support the activities and goals described in the subgrant application?**

Substantial funds are already available from both the state and the federal government to assist schools in their efforts to help all students acquire proficient literacy skills. This is particularly true for students who are at risk for problems in literacy development because of socio-economic or socio-linguistic factors. In this section, LEAs and ELCs must describe how they will allocate funds from other state and federal agencies to support the specific activities in their grant application.

For example, will federal Title I funds be used to help support interventions for students lagging behind in reading growth? Will federal and state funds allocated to support professional development be aligned with the goals of this grant to improve the quality and extent of professional beyond what is possible from the grant itself?

11. **Provide evidence that the LEA or ELC has the capacity to successfully implement all elements of its proposal.**

The activities proposed for SRCL subgrants must be realistic in terms of the personnel and funds available to support them. Most of the material that will be evaluated in response to this criteria will be taken from the budget section. Other evidence will be derived from the description of personnel involved in implementation of the grant. However, additional support can be provided in narrative form by identifying other sources of funds or resources that will be used to support the goals and activities of the grant.

12. **Describe the personnel and processes that will be involved in ensuring that the effectiveness of the literacy program described in this application improves continuously over the period of support of the SRCL grant.**

In this section, the LEA or ELC must address the methods to ensure that needed adjustments to the literacy improvement efforts identified in the grant are made continuously throughout the grant period. Some of the processes described may have been described in responses to earlier criteria (i.e. accountability of schools for literacy outcomes, ways data will be used to guide professional development efforts), but all of these should be described here as part of a coherent, continuous improvement plan.

Specific questions that should be addressed include: 1) what personnel at the district and school level will be involved in continuous improvement efforts; 2) what kind of data will inform efforts to improve outcomes from grant supported activities; and, 3) what kind of decision and support procedures will be used to assist schools in their continuous improvement efforts?

(C) <u>Project Management.</u>

(i) Florida's SRCL effort will be led by the Executive Director of Just Read Florida! and the Office of Early Learning. The State Literacy Team will direct all leadership and management activities for districts and schools participating in the SRCL program. The highest priority of the State Literacy Team is the successful implementation of Florida's SRCL initiative for continual escalation in the literacy progress of participating students throughout all years of the grant.

<u>State Responsibilities, Timelines, and Recipient Requirements:</u>

1. The FLDOE is responsible for providing technical assistance and guidance regarding the LEA/ELC applications.
    - September, 2011 - Release of LEA/ELCs SRCL Request for Proposals and guidance document to Florida school districts. Technical assistance will be provided through webinars, conference calls, and regional meetings.
    - October, 2011 – LEAs/ELCs submit SRCL grant applications with signed partnership agreement to FLDOE.

- November, 2011 – The state will review applications and award LEA/ELC SRCL grants. All applications will be reviewed by grant evaluation teams consisting of FCRR-recommended university faculty members, representatives of FLDOE, and district representatives with expertise in evidence-based assessment methods and comprehensive literacy instruction.
- After LEA/ELC award notifications, representatives from the SEA, LEAs, ELCs, schools, and ECEPs will attend a two day technical assistance meeting in Washington DC in each year of the project period.

2. In order to ensure successful and effective grant implementation, the FLDOE will provide oversight and management of the SRCL grant. Grant awards for LEA and ELC recipients will include the following requirements:

    - Signed partnership agreement by each LEA, school, ELC and ECEP.
    - Agreement to attend all Federal, SEA and LEA staff development sessions.
    - Hiring of district facilitators for elementary and secondary levels and ELC facilitators. All district and coalition facilitator positions will be hired with input and approval from FLDOE.
    - Leadership and instructional staff development for district and ELC facilitators, teacher leaders, department heads, reading coaches, and administrators. Ongoing professional development for classroom teachers, content area teachers, intensive reading teachers, and career/technical teachers.
    - Documentation of the validity of their choice of instructional materials for use in the implementation of SRCL in the following ways: 1) provide scientifically valid evidence that the program is effective at the grade levels being served with children whose general characteristics are similar to those being served in SRCL schools; or 2) provide evidence that the program has been carefully reviewed, and that its instructional content and

methods are consistent with scientifically based research in reading and comprehensive literacy instruction.

- Agreement to participate in annual state evaluator activities that result in a report that is provided each year.

Milestones

- November, 2011 – LEAs and ELCs selected for the grant will receive written notification from FLDOE. SRCL funding negotiations will be based upon students' needs ascertained from student achievement data.
- January/February, 2012 – LEA and ELCs receiving a SRCL grant will hire elementary, secondary, and ELC facilitators.
- Quarterly, 2012-2016 – Train-the-Trainer staff development for district and ELC facilitators will be provided by FLDOE. Facilitators will receive staff development on modules they will deliver to SRCL schools. The modules will address use of assessment for data-based decision making and highly effective literacy instruction.
- June-August, 2011-2015 – A five-day institute will be held for school-based administrators, reading coaches, and teachers. Professional development will be differentiated in order to meet district, school, and ECEP needs during the length of the grant. The FLDOE in collaboration with district facilitators and ELC facilitators will provide staff development to SRCL schools/providers within the district on the following topics:

a. Common Core State Standards – Teachers will implement the new Common Core State Standards in Reading, aligning literacy instruction with these standards in order to meet the goal of improved student literacy outcomes.

b. Comprehension Instructional Sequence – Teachers will implement this instructional sequence that uses multiple research-based strategies to engage students in close reading, higher critical thinking, writing, and text-based discussion to improve literacy skills.

c. Next Generation Content Area Reading-Professional Development (NGCAR-PD) – Middle and high school content area teachers will improve instruction with the goal of helping every student become a proficient reader/writer using critical literacy skills for a variety of purposes.

d. Administration of FAIR/VPK/Formative assessments and data-based decision making with the use of technology – Teachers will learn how to administer FAIR/VPK/Formative assessments, analyze data, use online reporting system reports to monitor student progress, and use the data to guide instruction to meet student needs.

e. Reading instruction/intervention – Teachers will utilize research-based instructional strategies during literacy instruction for improved student literacy outcomes.

f. Curriculum, Standards, and Instruction for Four-Year-Olds – Instructors will implement research-based curriculum appropriate for four-year-old children. Using developmentally appropriate instructional techniques, teachers will implement the Florida Early Learning and Development Standards for Four-Year-Olds (2011) that describe what children should know and be able to do by the end of their prekindergarten year.

- August/September, January/February, April/May (2011-2016) - Schools will administer a set of common screening and progress monitoring measures to all students in SRCL schools included within the grant. All data from screening and progress monitoring assessments will be sent by schools to the PMRN, Florida's online data management system. Reports on student progress will be available to relevant stakeholders.
- October, February (2011-2016) - Staff development will be provided for administrators, reading coaches, and teachers on using assessment to guide instruction and high quality literacy instruction after Assessment Periods 1 and 2. District and ELC facilitators, in collaboration with FLDOE, will provide professional development after each assessment period on data analysis and instructional implications of FAIR and the VPK Assessment that leads to higher quality literacy instruction and student literacy development.
- June-July (2012-2016) - Annual analysis of all state assessment data will be conducted on school and district progress. Schools not meeting achievement goals will be identified, and an action plan will be formulated in collaboration with each school's LEA and/or ELC in order to strengthen instruction and monitor student achievement. If student achievement goals are not met in the following year, schools and ECEPs may be discontinued as part of the SRCL initiative.
- August 15 (2013-2016) - FCRR will publish a report summarizing statewide student level outcomes in feeder pattern schools included in the grant by August 15th of each year. Publication at the beginning of the school year will provide participating districts and schools additional decision-making information to formulate proactive measures across feeder schools.
- August 15 (2013-2016) – An independent evaluator will review and publish a report summarizing statewide implementation status, grant activities and outcomes for SRCL by August 15th of each year to ensure opportunity for proactive measures on the part of the SEA.

(ii) Qualifications of Key Personnel

1. SRCL Project Manager - Stuart Greenberg, Executive Director, Just Read, Florida! and the Office of Early Learning in the FLDOE will serve as project manager. As Executive Director, Mr. Greenberg provides leadership for Florida's PreK-12 reading initiative and the Voluntary Prekindergarten (VPK) Education Program. He works directly with state, district and school leadership to provide strategic supports to increase student achievement for all students. Prior to working at the FLDOE Mr. Greenberg was the Associate Director for The Florida Center for Reading Research at Florida State University. He has also served as the Deputy Director of the Eastern Regional Reading First Technical Assistance Center (ERRFTAC), providing technical support on the implementation of *Reading First* throughout the East Coast. Mr. Greenberg has been a classroom teacher and district administrator in one of the largest urban school districts in the country. He has presented at workshops on improving achievement at the federal, state and local levels for the past 12 years.
2. SRCL Curriculum and Instruction Specialist – Cari Miller, Deputy Director, Just Read, Florida! Office will serve as Curriculum and Instruction Specialist for the grant. Mrs. Miller has served as the Director of *Reading First* in Florida providing statewide leadership, coordination and technical assistance to support reading instruction in low performing elementary schools and coordinating statewide professional development. In addition, during her 13 years of experience in education, she has served as a classroom teacher, elementary reading coach, and state elementary reading specialist with the FLDOE.
3. SRCL Curriculum and Instruction Specialist – Melinda Webster, Director of Program Standards and Curriculum, Office of Early Learning will serve as Curriculum and Instruction Specialist for the grant. In her current role, Ms. Webster provides leadership and support in the development of Voluntary (VPK) professional development resources. In addition, during her 26 years in education she has served as a classroom teacher, reading coach, district elementary reading supervisor, and state reading specialist with the FLDOE.

4. Grant Partner - Policy Analyst for Reading Research- Dr. Barbara Foorman, Director of the Florida Center for Reading Research (FCRR) will serve as a policy analyst. With over 40 years of experience in education, Dr. Foorman is appointed as an Eppes Professor in the College of Education at FSU along with her appointment to the faculty of FCRR. She recently completed a term as the Commissioner of Educational Research for the National Institute of Education Sciences, and is internationally recognized for her research on reading instruction and reading assessment.

Resumes of key personnel can be found in Appendix C.

(iii) Diversity of Perspectives

The members of the State Literacy Team will provide leadership and expertise to ensure a diversity of perspectives in the design and implementation of the SRCL project.

The Florida State Literacy Team Members are represented below.

- Commissioner of Education
- Chancellor, K-12 Public Schools
- Executive Director of Just Read, Florida! and the Office of Early Learning
- Director, Program Standards & Professional Development for the Office of Early Learning
- Deputy Director, Just Read, Florida!
- Deputy Chancellor for Educator Quality
- Deputy Chancellor for Curriculum, Instruction, and Student Services
- Deputy Chancellor for School Improvement and Student Achievement
- Deputy Commissioner, Division of Accountability, Research and Measurement
- Bureau Chief, Exceptional Student Education
- Bureau Chief, Bureau of Federal Education Programs
- Bureau Chief, Bureau of Student Achievement Through Language Acquisition
- Director, Florida Center for Reading Research
- Director of Child Care Services, Department of Children and Families

- A Representative from the Florida Education Association (FEA)
- A Representative from the Florida Association of District School Superintendents (FADSS)

Statewide Management Plan

Striving Readers Comprehensive Literacy Program Activities

Management Plan Timeline Overview 2011-2016

Activity	September, 2011-June 30, 2012	July 1, 2012-June 30, 2013	July 1, 2013-June 30, 2014	July 1, 2014-June 30-2015	July 1, 2015-June 30-2016
Development of State Literacy Plan Technical Assistance	June, 2011 Distribute State Literacy Plan to school districts, early learning coalitions, and other stakeholders with technical assistance provided				
Release of LEA/ELC SRCL RFP and Technical Assistance	September, 2011 webinars, conference calls, regional meetings				
LEAs/ELCs submit SRCL grant applications	October, 2011				
Review LEA/ELC SRCL Applications/ Awards made	November, 2011				

Activity	September, 2011-June 30, 2012	July 1, 2012-June 30, 2013	July 1, 2013-June 30, 2014	July 1, 2014-June 30-2015	July 1, 2015-June 30-2016
Professional Development	Staff Development for SEA, LEA, ELC, ECEP School	Differentiated Staff Development building upon prior year for SEA, LEA, ELC, ECEP, School	Differentiated Staff Development building upon prior year for SEA, LEA, ELC, ECEP, School	Differentiated Staff Development building upon prior year for SEA, LEA, ELC, ECEP, School	Differentiated Staff Development building upon prior year for SEA, LEA, ELC, ECEP, School
LEA-level Evaluative Analysis & Reporting		June-July, 2013 2012-2013 analysis of school and district progress	June-July, 2014 2013-2014 analysis of school and district progress	June-July, 2015 2014-2015 analysis of school and district progress	June-July, 2016 2015-2016 analysis of school and district progress
Statewide Reporting and Student Achievement Analysis		June-July, 2013 FCRR: 2012-2013 reports DOE:FLKRS and FCAT analysis	June-July, 2014 FCRR 2013-2014 reports DOE:FLKRS and FCAT analysis	June-July, 2015 FCRR 2014-2015 reports DOE:FLKRS and FCAT analysis	June-July, 2016 FCRR 2015-2016 reports DOE:FLKRS and FCAT analysis
Statewide Evaluative Analysis		July, 2013 Identify achievement & formulate 2013-2014 plan	July, 2014 Identify achievement & formulate 2014-2015 plan	July, 2015 Identify achievement & formulate 2015-2016 plan	June, 2016 Final evaluation

(D) Adequacy of resources.

Florida's five-year proposed budget is based on the allocation amount of $50,000,000. Florida's SRCL five-year proposed budget reflects a state-level commitment in that the FLDOE will make a maximum of 31 grants awards to ELC's providing comprehensive literacy support services. FLDOE will make a maximum of 40 grant awards to school districts to provide comprehensive literacy support to K-12 feeder patterns.

(i) The overall objective of Florida's SRCL grant is to develop and implement assessment and instructional leadership activities that will improve literacy outcomes for all students, particularly those students with an educational disadvantage, because of socio-economic, socio-cultural, or socio-linguistic factors, as well as students with disabilities. In order to meet this objective, the FLDOE has strategically budgeted for essential activities. One way the FLDOE will maximize funds is through the use of existing funds to support one SRCL Project Director, and two SRCL Curriculum and Instruction Specialists. Stuart Greenberg, Executive Director of Just Read, Florida! and the Office of Early Learning will be the Project Director, and Melinda Webster, Director of Program Standards and Professional Development of the Office of Early Learning, and Cari Miller, Deputy Director of Just Read, Florida! will be the two SRCL Curriculum and Instruction Specialists.

Travel ($148,790 – year one, $152,986.09 – subsequent years)

To ensure full support to districts and schools, and coalitions and providers with SRCL implementation, travel is required on behalf of FLDOE. Travel will be minimized through the use of technology (conference call, webinars, etc) when appropriate, but face-to-face staff development is critical to SRCL success. The FLDOE will deliver all Train-the-Trainer staff development and Summer Institutes each year of the project period. Awarded LEAs/ELCs will use grant funds to support their attendance to all FLDOE provided staff development and USDOE technical assistance meetings each year.

Contractual ($2,270,000)

- $800,000 - The Florida Center for Reading Research (FCRR) will provide a comprehensive evaluation of outcomes and changes occurring at the school and district level. Subgrantees must agree to administer outcome measures at Pre-K and grades K-2 that are identified by the FCRR in collaboration with FLDOE through a competitive bidding process. In order to provide equal access to assessments and online data reporting, FCRR, in collaboration with FLDOE, will provide yearly programming updates for the VPK Assessments and FAIR online reporting to ensure enhancements occur each year to meet the needs of schools/ECEPs. In addition, FCRR, in

collaboration with FLDOE, will provide FAIR Kits and VPK Assessment materials to SRCL schools. FCRR will provide ongoing FAIR/VPK data analysis to the Department as requested.

- $200,000 - Independent Evaluator of SEA activity

  The FLDOE will contract with an independent evaluator having experience in evaluation of large-scale educational initiatives. This second level evaluation will focus on state level processes such as the effectiveness of leadership activities within the FLDOE, the reliability and utility of data provided by the FCRR, and the quality and impact of professional development provided the FLDOE. The FLDOE will go through a competitive bid process to identify an external evaluator to provide answers to the questions outlined above. The contract for the evaluation will be awarded according to FLDOE procedures to an organization with a demonstrated record of high quality evaluations, with demonstrated knowledge of evidence-based practices in education, and with an appropriate and economically feasible plan. An external evaluation of SEA activity will provide direction for improvements of SRCL implementation on a yearly basis.

- $1,270,000 - Consortium Support to School Districts

  On-going staff development and follow-up support is essential to improve teacher practice and impact student achievement. FLDOE will contract with a designated consortium to serve as the fiscal agent for the Summer Institutes and Train-the-Trainer (TtT) expenses, including Summer Institute participant stipends/substitute pay, staff development materials for TtT and Summer Institutes, and a consortium facilitator. LEAs/ELCs will be reimbursed for participant stipends of any eligible SRCL PreK-12 educator in attendance at the Summer Institute and TtT's. The designated consortium will maintain an electronic database showing record of payment to educators participating in the Summer Institute and TtT's.

(ii) **LEA/ELC Subgrants**

The FLDOE will award a maximum number of 31 awards for ELCs and 40 awards for K-12 feeder patterns to ensure that Florida's most at-risk students are provided with the necessary services to improve their literacy skills and become proficient readers. The budget breakdown representing 15% for

ELCs, 40% for the elementary level, and 40% for the secondary level is delineated in the following charts.

Early Learning Coalitions (Pre-K) 4-year-olds
Funding - 15% of total award equaling $7.5 Million
Absolute Priority: School administration/provider staff commitment **Competitive Priority:** Collaboration with K-12 Feeder Pattern **Personnel:** ELC Facilitator **Technology:** VPK Assessment Online Reporting System, and instructional software **Professional Development:** • 2 day USDOE Technical Assistance meeting • 2- 6 hour SRCL Implementation staff development focused on the following: o VPK Standards, Curriculum, and Instruction • 2- 6 hour VPK Assessments and formative assessment PD's following AP1 & AP2 **Required Assessments:** VPK Assessments, assessment of oral language skills - outcome measure

Elementary
Funding - 40% of total award equaling $20 Million

Absolute Priority: K-12 Feeder Pattern
Absolute Priority: School administration/school staff commitment
Competitive Priority: Collaboration with ELC
Personnel: SRCL District Facilitator, Instructional Literacy Coaches, and Intervention Teachers
Technology: FAIR/PMRN, technology to support CIS implementation, and instructional software
Professional Development:
• 2 day USDOE Technical Assistance meeting
• 2- 6 hour SRCL Implementation staff development focused on the following:
  o Reading Instruction/Intervention
  o Comprehension Instructional Sequence (CIS)
  o CCSS implementation K-5
• 2- 6 hour FAIR and formative assessment PD's following AP1 & AP2
Required Assessments: FAIR, literacy outcome assessment K-2, and FCAT 3-5

Middle School Grades 6-8
Funding - 20% of total award equaling $10 Million

Absolute Priority: K-12 Feeder Pattern
Absolute Priority: School administration/school staff commitment
Competitive Priority: Collaboration with ELC
Personnel: SRCL District Facilitator, Instructional Literacy Coaches, and Intervention Teachers
Technology: FAIR/PMRN, technology to support NGCAR-PD and CIS implementation, and instructional software
Professional Development:
• 2 day USDOE Technical Assistance meeting
• 2- 6 hour SRCL Implementation staff development focused on the following:
  o NGCAR-PD
  o Reading Instruction/Intervention
  o Comprehension Instructional Sequence (CIS)
  o CCSS implementation 6-8
• 2- 6 hour FAIR and formative assessment PD's following AP1 & AP2
Required Assessments: FAIR and FCAT

High School Grades 9-12
Funding - 20% of total award equaling $10 Million

Absolute Priority: K-12 Feeder Pattern
Absolute Priority: School administration/school staff commitment
Competitive Priority: Collaboration with ELC
Personnel: SRCL District Facilitator, Instructional Literacy Coaches, and Intervention Teachers
Technology: FAIR/PMRN, technology to support NGCAR-PD and CIS implementation, and instructional software
Professional Development:
• 2 day USDOE Technical Assistance meeting
• 2- 6 hour SRCL Implementation staff development focused on the following:
  o NGCAR-PD
  o Reading Instruction/Intervention
  o Comprehension Instructional Sequence (CIS)
  o CCSS implementation 9-12
• 2- 6 hour FAIR and formative assessment PD's following AP1 & AP2
Assessment: FAIR and FCAT

(iii) Substantial funds are already available from both the state and the federal government to assist schools in their efforts to help all students acquire proficient literacy skills. This is particularly true for students who are at risk for problems in literacy development because of socio-economic or socio-linguistic factors. In the LEA application the LEA or ELC will have to detail how they leverage other state and federal funds to support the activities and goals described in the subgrant application. At the SEA level all professional development from Race to the Top, School Improvement Grant (SIG) initiative and Title I will be aligned with the goals of this grant to improve the quality of comprehensive literacy instruction.

(iv) The focus of the Striving Readers application must be on addressing the needs of disadvantaged students and proposes to implement activities in schools and early learning programs with the highest levels of need and capacity for improvement. Improving the language and literacy development of disadvantaged students is essential to improving academic achievement for these students in all content areas.

LEAs will develop an application applying for funding through high school feeder patterns. LEAs can classify feeder pattern school support into one of three categories and design funding accordingly:

High Need- less than 50% of students proficient in reading (FCAT Level 3 and above)

Moderate Need – between 50-70% of students proficient in reading (FCAT Level 3 and above)

Low Need – greater than 70% of students proficient in reading (FCAT Level 3 and above)

In addition, ELCs may develop an application delineating levels of support for ECEPs, prioritizing funding to meeting the needs of the most at-risk programs.

The plan requires a school-wide model with substantial district and state support and integrates a powerful instructional model across the PreK-12 grade continuum with scientifically research-based instructional programs and strategies. This instructional model is supported by high quality, job-embedded professional development for teachers and school and district leaders that builds and enhances their knowledge and teaching of comprehensive literacy instruction.

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1237-Key Personnel Resumes.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1238-Appendix A References.pdf**

Attachment 3:
Title: Pages: Uploaded File: **1239-Appendix B Buros Final Report.pdf**

Attachment 4:
Title: Pages: Uploaded File: **1240-Appendix C Key Personnel Resumes.pdf**

Attachment 5:
Title: Pages: Uploaded File: **1241-Indirect Cost Rate Determination Letter.pdf**

Appendix C

Key Personnel Resumes

C

Stuart Greenberg

(b)(6)

EDUCATION

- **Nova University** Florida
  Degree: Master of Science, Educational Leadership (1987) Certified in Educational Leadership K-12
- **Florida Atlantic University** Florida
  Degree: Bachelor of Arts, Exceptional Education (1982)
- **Hiwassee College** Tennessee
  Degree: Associate of Arts Degree, Education (1980)

FLORIDA DEPARTMENT OF EDUCATION

Executive Director Just Read, Florida and the Office of Early Learning July 2010- Present

- Overall responsibility for the implementation of Florida's statewide reading initiative
- Provide technical support on research into literacy-related skills for the lowest performing students in persistently low achieving schools.
- Provide technical support on the development of the Next Generation of Florida's Content Area Reading Professional Development for teachers in grades 6-12
- Overall responsibility for the implementation of Florida's statewide Voluntary
- Pre-Kindergarten Program (VPK)
- Provide ongoing support to the 31 Early Learning Coalitions to ensure support to 6,500 providers of VPK .

Regional Executive Director August 2009- July 2010

- Overall responsibility for the implementation of Florida's Differentiated Accountability Model in 10 school districts in the Florida Panhandle
- Provide technical support on research into literacy-related skills for the lowest performing students in persistently low achieving schools
- Continued collaboration with Just Read, Florida, Response to Intervention Project and the Office of Accountability Research and Measurement in providing staff development to teachers and administrators in schools with low student achievement.
- Conduct school site visits and facilitate staff development to teachers in grades Pre K-12 on using data to inform instruction. Also, assisting elementary, middle and high schools in developing reading intervention schedules and providing administrators with strategies to perform effective Principal "walk through" visits.

FLORIDA CENTER FOR READING RESEARCH, FLORIDA

Associate Director, September 2007 – 2009

- Overall responsibility for the day to day operations of one of the nation's largest reading research centers in the United States providing supervision for the 318 employees in 5 locations.
- Provide budget oversight to the 16 federal research grants totaling over $25.5 million with additional federal contracts for $6.6 million annually. Combined with our state appropriation, FCRR has over $34.8 million in active funding to address all aspects of reading research.
- Provide technical support on research into literacy-related skills for typically developing readers and those who struggle, studies of effective prevention and intervention, and psychometric work on formative assessment.
- Continued collaboration through participation and leadership with Leon, Alachua, Manatee and Broward County Public Schools to develop the Florida Assessments for Instruction in Reading.
- Continued Collaboration with Just Read, Florida, Response to Intervention Project and the Office of Differentiated Accountability in providing staff development to teachers and administrators in schools with low student achievement.
- Conduct school site visits and facilitate staff development to teachers in grades Pre K-12 on using data to inform instruction. Also, assisting elementary, middle and high schools in developing reading intervention schedules and providing administrators with strategies to perform effective Principal "walk through" visits.
- Continue to deepen understanding of Florida's implementation of Differentiated Accountability Plan, No Child Left Behind requirements and district policies related to school improvement through staff development to teachers.

Associate Director, Eastern Regional Reading First Technical Assistance Center, November 2004 - September 2007

- Assisted 16 states and numerous school districts in implementing Reading First by establishing expectations and procedures for monitoring student achievement in Reading First Schools.
- Created and coordinated staff development for the 3 Regional Technical Assistance Centers and the US Department of Education Office of Reading First on the use of data to improve reading outcomes at the classroom, school, district, and state level.
- Directed and provided technical assistance to state education departments, principals, reading coaches, and teachers in seventeen states and territories in the eastern region of the United States which included developing materials and presenting workshops on scientifically-based reading research and instruction, differentiated instruction, data analyses and utilization, reading centers, and planning.
- Provided technical assistance to the states and one territory in the eastern region of the United States that included presentations at state/ regional conferences and workshops focusing on SBRR, SBRI, leadership, coaching, using data, and action planning.
- Directed the cooperative development and implementation of technical assistance to seventeen states and one territory in the eastern region. Tasks included developing annual technical assistance plans, developing materials and sessions at the request of states to deepen knowledge of the five components of reading, coaching, leadership, utilizing data, and action planning.
- Wrote summaries of school and district visits that have been shared with the public at large, schools boards, state officials, administrators, teachers and parents.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Director Curriculum Support K-12, July 1994-November 1994

- Developed, implemented and administered a $3 million dollar budget, for educational support to 34 elementary school, 6 middle and 6 high schools
- Hired, supervised and provided staff development to more than 30 coaches under my direct supervision
- Created, planned, and directed programs and personnel which directly supported the delivery of quality educational services to schools in need of improvement
- Evaluated programs and initiatives under my supervision for results and efficacy
- Designed a blueprint for Broward Schools that coordinated the efforts of several departments to focus on the improvement of student achievement
- Provided comprehensive staff development for teachers and school administrators
- Developed individualized use of data with each school administrator across 46 schools
- Initiated and supported staff development to Area Superintendents and Area Directors on school improvement processes
- Reviewed the research and outcome data and developed specific protocols for district and schools to be reflective of current practice as it aligns to the latest research findings of effective teaching strategies-framework became known as "Superintendent School's Project" in Broward County.
- Work with a diverse group of Cabinet level staff to provide monthly updates on all aspects of the implementation of school improvement in the "Superintendents Schools"

Coordinator Alliance of Quality Schools, 1988-1994

- Initiated a school reform model in Broward County that became known as The Alliance of Quality Schools
- Led school improvement process for 40 Title I schools
- Developed and administered district budgets in excess of $3.2 million
- Provided curriculum support in the area of reading, writing, mathematics and classroom management to 34 elementary schools, 3 middle schools, and 3 high schools that are all school-wide Title I schools
- Assisted in the development of school-wide master schedule for schools ranging in size from 300-1800 students with up to 120 faculty and staff members
- Supervised 24 teachers on task assignment working as curriculum coaches
- Developed a coaching model whereby coaching was provided based upon data through a defined process
- Diagnosed, prescribed, and provided initial staff development with follow-up activities for teachers in grades PK–10 based on the needs and data of the individual schools
- Reviewed on-going student generated data and used that data to develop and implement interventions used to increase student achievement
- Facilitated the development of Broward Benchmark Assessments for reading and math in grades 3-10
- Provided staff development to 50 schools on the implementation of the Continuous Improvement Model
- Conducted monthly analysis of school data and trend analyses
- Developed strategies and coaching formats to increase student achievement in schools that were flagged by the State of Florida as critically low-achieving schools
- Developed a classroom walk through process for Superintendent's Cabinet, Principals and Assistant Principals

- One of the first to work with the eight-step process developed by Brazosport ,Texas. The process is based on the Plan-Do-Check-Act cycle of Total Quality Management which became the foundation of Florida Continuous Improvement Model.
- Provided training on models that improve student achievement for Principals and Assistant Principals
- Taught schools how to develop and implement a "March to March" curriculum focus to ensure students are being taught from bell to bell throughout the school year.

Educational Specialist for Public Law 89-913/ Chapter I Handicapped and Educational Specialist for Cluster Improvement Program, 1989-94

Central Area Behavior Specialist, 1987-1989

Teacher, Pine Ridge Center, 1982-1987

Cari Miller

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Education

Special Student- Coursework in Educational Leadership 2008-2009

Florida Agricultural and Mechanical University

Tallahassee, Florida

Special Student- Coursework in Reading & Language Arts 2006-2008

Florida State University

Tallahassee, Florida

B.S., Elementary Education 1996-1998

University of South Florida

Tampa, Florida

Professional Experience

Deputy Director, Just Read, Florida! 2010-present

Florida Department of Education

Manage the Just Read, Florida! office; plan, develop, and deliver an array of reading professional development to district staff, parents, teachers, and DOE employees; provide guidance and assistance with third grade progression; provide staff development on the Next Generation Sunshine State Standards/Common Core, Next Generation Content Area Reading Professional Development (NGCAR-PD); manage State Literacy Plan development and roll out; plan, develop, provide technical assistance on the K-12 Comprehensive Resarch-Based Reading Plan for district staff, schools, and parents; plan, organize, manage, develop, and deliver the Just Read, Florida! Summer Professional Development

Institutes; serve as the Florida Assessments for Instruction in Reading (FAIR) expert, providing professional development and technical assistance to districts and schools, including management of FAIR Master Trainers/Advanced Master Trainers.

Elementary Reading Specialist, Just Read, Florida! 2009-present

Florida Department of Education

Serve as one of the Department's content experts for elementary reading; plan, develop, and present an array of reading professional development to district staff, parents, teachers, and DOE employees; provide guidance and assistance with third grade progression; provide input on the Next Generation Sunshine State Standards/Common Core; plan, develop, provide technical assistance on the K-12 Comprehensive Resarch-Based Reading Plan for district staff, schools, and parents; plan, organize, manage, develop, and deliver the Just Read, Florida! Summer Professional Development Institutes; serve as the Florida Assessments for Instruction in Reading (FAIR) expert, providing professional development and technical assistance to districts and schools, including management of FAIR Master Trainers/Advanced Master Trainers.

Director, Reading First, Just Read, Florida! 2005-2009

Florida Department of Education

Total operation of the Reading First grant for Florida elementary schools. Responsibilities include statewide leadership, coordination and technical assistance to support reading instruction in low performing elementary schools; ensuring that all districts and schools are provided with technical assistance in the operation and implementation of the Reading First grant; ensuring that funding operations work smoothly managing two university projects that formed Reading First's triangle for success; serving as a liaison for the USDOE; and facilitate and conduct professional development within our state for Reading First grantees.

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Elementary Reading Specialist, Just Read, Florida! 2004-2006

Florida Department of Education

Serve as one of the Department's content experts for elementary reading; plan, develop, and present an array of reading professional development to district staff, parents, teachers, and DOE employees; provide guidance and assistance with third grade progression; write Reading Instructional Materials specifications for the 2007 Reading Adoption; train reading adoption committee members.

SRA/McGraw-Hill Per Diem Consultant 2003 – 2004

Responsibilities include providing professional development on the effective implementation of K-5 SRA/McGraw-Hill, Open Court throughout the state

Reading Coach (grades K-5) 2003 – 2004

Leon County Schools, Astoria Park and Hartsfield Elementary Schools

Responsibilities include monitoring student progress, supporting teachers with planning instruction according to individual student needs, gathering reading materials for the teachers, observe, model, and coach teachers with delivering effective reading instruction, including core reading program implementation, facilitate and conduct reading professional development

Third Grade Teacher 1999 – 2003

Leon County Schools, Hartsfield Elementary School

Responsibilities include providing quality instruction through incorporating technology and reading programs into the curriculum to meet the needs of individual students in all subject areas; third grade team leader responsibilities include coordination and submission of nine week plans, scheduling and facilitating team meetings to plan instruction and share ideas, and material and textbook inventory and ordering

Reading Resource teacher (grades 3rd, 4th, and 5th) 1998-1999

Leon County Schools, Hartsfield Elementary

Responsibilities include providing effective reading intervention for students identified with a reading deficiency, coordinating intervention through collaboration with the general education teachers

Professional Development/Technical Assistance Activities

Next Generation Content Area Reading – Professional Development (NGCAR-PD) Trainer, 2011

FAIR Advanced Master Trainer, 2009

FAIR On-going Progress Monitoring (OPM), 2009

Just Read, Florida! Program Specific Professional Development (PSPD), 2009

Just Read, Florida! K-5 Reading Academy, 2004-2009

Just Read, Florida! K-12 Leadership Conference, 2005-2008

Reading Walk-Through Training, 2007-2008

Reading First Guidance and Technical Assistance, 2005-2009

K-12 Comprehensive Research-Based Reading Plan Guidance and Technical Assistance, 2005-2010

State Reading Adoption Committee Training, 2007

Third Grade Progression Technical Assistance, 2004-2011

Licenses

Elementary Education (Grades 1-6)

Florida Professional Educator's Certificate, 2013

Melinda Webster

(b)(6)

(b)(6) E-Mail: Melinda.Webster@fldoe.org

Experience: 2010-present *Office of Early Learning* Florida Department of Education

Director, Program Standards and Professional Development

- Provide leadership and support in the development of Voluntary (VPK) professional development resources
- Provide technical assistance and support to early learning coalitions and district VPK contacts regarding Off ice of Early Learning initiatives

2007-present *Just Read, Florida! Office* Florida Department of Education

Elementary Reading Specialist

- Education Reform and Accountability: Provide technical assistance and support in the development and implementation of the K-12 Reading Plan, Sunshine State Standards, elementary reading adoption, third grade progression, and other Florida Department of Education initiatives and products to assist improvement of reading instruction. Conduct school site visits for monitoring reading instruction. Assist in the implementation of school improvement activities statewide, especially for low performing schools, as well as assist appropriate agencies and organizations in the development, dissemination, distribution and implementation of reading instruction K-5.

2004-2007 *Curriculum and Staff Development* School District of Lee County

Elementary Reading and Language Arts District Coordinator

- Elementary Reading and Language Arts: Provide and coordinate district-wide professional development and support for elementary teachers regarding effective instructional strategies and curriculum. Monitor implementation of the elementary K-12 Comprehensive Reading Plan and coordinate district support as needed. Analyze data for program evaluation. Facilitate monthly district technical assistance meetings with elementary school reading and language arts contacts. Coordinate weekly professional development for Reading First Reading Coaches. Facilitate curriculum writing for the Elementary K-5 Reading and Language Arts District Academic Plan. Communicate program information to all elementary teachers and administrators.
- Reading Endorsement Program: Facilitate writing of the District K-12 Reading Endorsement Add-On Certification Program. Communicate program information to all teachers and administrators. Facilitate the design and delivery of professional development for Reading Endorsement Competency #1 (Foundations in Language and Cognition), Competency #3 (Foundations of Assessment), and Competency #6

(Practicum). Correspond and work with DOE for training, program implementation and data collection on participants.

2002-2004 *Curriculum and Staff Development* School District of Lee County

Reading First Reading Coach

- Lead Reading Coach: Plan and facilitate weekly professional development for district Reading First Reading Coaches.
- Professional Development: Analyze school data to plan and deliver reading professional development, coaching, and modeling for K-3 teachers. Facilitate school based Literacy Council.

1982-2001 *Caloosa Elementary School* School District of Lee County

Reading Specialist

- Professional Development: Organize and coordinate school-based Literacy Council. Plan and provide training for teachers on effective teaching strategies and reading curriculum.
- Progress Monitoring: Oversee and provide support for teachers to monitor student progress through the Academic Improvement Plan (AIP) process. Administer student diagnostic reading assessments for the purpose of assisting teachers in meeting student instructional needs.

Teacher

- Grades K-4 Instructor- reading
- Grade 2 Instructor – all academics
- Grade 4 Instructor – all academics

Education:

2009-2011 *Florida State University* Tallahassee, FL

Doctoral Coursework Doctoral student in Educational Leadership and Policy Studies

2002-2004 *University of Central Florida* Florida Gulf Coast University

Doctoral Coursework

- Curriculum - 12 semester hours
- Leadership - 9 semester hours

1999-2001 *Florida Gulf Coast University* Fort Myers, FL

Master of Education in Reading

1978-1982 *Florida Southern College* Lakeland, FL

Bachelor of Science, Elementary Education

Florida Certification Elementary Education K-6, Specific Learning Disabilities K-12, Gifted Endorsement, ESOL Endorsement

National Certification National Board Certification – National Board of Professional Teaching Standards (2001)

Presentations/ Presenter, NAEYC (2009-10)

Presenter, Just Read, Florida! Leadership Conference (2006-08)

Presenter, Florida Association for Staff Development Conference (2007)

Presenter, Florida Reading Association Conference (2006-10)

Presenter, Florida School Boards Association Conference (2005)

Florida Reading First Academy Trainer (2003)

Recognitions Cape Coral Chamber of Commerce Teacher of the Year (1999)

References

(b)(6)

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE
Barbara Foorman	Professor

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)*			
INSTITUTION AND LOCATION	DEGREE *(if applicable)*	YEAR(s)	FIELD OF STUDY
Stanford University, Stanford, CA	B.A.	1970	English
Harvard University, Cambridge, MA	M.A.T.	1972	Language Arts/Reading
University of California, Berkeley, CA	Ph.D.	1977	Educational Psychology
(California Life Elementary and Secondary Teaching Credentials)		1972	

A. Positions and Honors (selected)

2006–present	Francis Eppes Professor of Education and Director of the Florida Center for Reading Research, Florida State University, Tallahassee, Florida
2005	Commissioner of Education Research, Institute of Education Sciences (IES), U.S. Department of Education
1997-2006	Professor, Dept of Pediatrics, and Director of the Center for Academic and Reading Skills (CARS), University of Texas-Houston Health Science Center
1978–1997	Professor, Dept of Educational Psychology, University of Houston, Houston, TX

1977–1978	Associate in Human Development & Assistant Director of the Early Childhood Education Center, Dept of Applied Behavioral Sciences, UC Davis, California
2011-present	Chair, IES Practice Guide on Foundational Reading Skills
2006-present	Co-Editor, *Journal of Research on Educational Effectiveness*
2006-present	Member of the board for the Society for Research on Educational Effectiveness
2009-2010	Member, English language arts review team, Common Core State Standards
2009-2010	Member of the IRA/NICHD advisory group on measuring classroom instruction
2007-2009	Member, Task Force on Conflict of Interest, American Ed Research Association
2003-2004	Member, Carnegie/RAND Study Group on Reading to Learn
2003-2004	Member, National Children's Study Advisory Committee, National Institute of Child Health & Human Dev.
2003	Member, Planning Committee for the reading framework of the 2009 National Assessment of Educational Progress (NAEP)
2002	Member, Panel on Learning and Instruction for the Strategic Education Research Program (SERP), National Academy of Sciences/National Research Council
2001-2002	Member, National Education Research Policy and Priorities Board, Office of Educational Research & Improvement, U.S. Department of Education
2000-2006	Member, Exec Committee, Neuroscience Research Cntr, U. of Texas Med Sch
1999-2000	Technical Advisor, National Reading Panel
1997-1999	Member, Primary Literacy Standards Expert Panel
1996–1997	Member, National Research Council Committee on Preventing Reading Difficulties in Young Children
1995–2000	Member, Executive Board, Society for the Scientific Study of Reading
2001	Nationally Recognized Honor in Clinical Service, Univ of Texas Houston Health Science Center (for work on the Texas Primary Reading Inventory)
1999	Profiled by *Texas Monthly* as one of the 20 most influential Texans for 1999
1994	Research Excellence Award, University of Houston College of Education
1990–1992	Member, Exec Committee, Division C., American Educational Research Assoc

B. Peer-Reviewed Publications (selected)

Foorman, B.R., & Connor, C. (2011). Primary reading. In M. Kamil, P. D. Pearson, & E. Moje (Eds.), *Handbook on Reading Research, Vol. IV* (pp. 136-156). NY: Taylor & Francis.

Foorman, B., Arndt, E., & Crawford, E. (2011). Important constructs in literacy learning across disciplines. *Topics in Language Disorder*, *31*(1), 73-83.

Foorman, B., & Petscher, Y. (2010). Development of spelling and differential relations to text reading in grades 3-12. *Assessment for Effective Instruction*, *36*(1), 7-20.

Kim, Y., Petscher, Y., Schatschneider, C., & Foorman, B. (2010). Does growth rate in oral reading fluency matter in predicting reading? *Journal of Educational Psychology*, 652-667.

Kim, Y., Petscher, Y., Foorman, B., & Chengfu Zhou. (2010). The contribution of phonological awareness and letter-name knowledge to letter-sound acquisition—A cross classified multilevel model approach. *Journal of Educational Psychology*, *102*(2), 313-326.

Branum-Martin, L., Mehta, P.D., Francis, D.J., Foorman, B.R., Cirino, P.T., Miller J.F., & Inglesias, A. (2010). Pictures and words: Spanish and English vocabulary in classrooms. *Journal of Educational Psychology*, (2), 341-355.

Foorman, B., Petscher, Y., Lefsky, E., & Toste, J. (2010). Reading First in Florida: Five years of improvement. *Journal of Research on Literacy*, *42*(1), 71-93.

Foorman, B. R. (2009). Text difficulty in reading assessment. In E.H. Hiebert (Ed.), R*eading more, reading better* (pp. 231-247) New York, NY: Guilford.

Foorman, B.R., York, M., Santi, K.L., & Francis, D.J. (2008). Contextual effects on predicting risk for reading difficulties in first and second grade. *Reading and Writing*, *21*, 371-394.

Cirino, P., Pollard-Durodola, S.D., Foorman, B.R., & Carlson, C.D., & Francis, D.J. (March, 2007). Teacher characteristics, classroom instruction, and student literacy and language outcomes in bilingual kindergarteners. *Elementary School Journal.107*(4), 341-364.

Saunders, W.M., Foorman, B.R., Carlson, C.D. (November, 2006). Do we need a separate block of time for oral English language development in programs for English learners? *Elementary School Journal*, *107*(2), 181-198.

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Foorman, B.R., & Ciancio, D.J. (2005). Screening for secondary intervention: Concept and context. *Journal of Learning Disabilities*, *38*(6), 494-499.

Mehta, P., Foorman, B.R., Branum-Martin, L., & Taylor, W. P. (2005). Literacy as a unidimensional multilevel construct: Validation, sources of influence, and implications in a longitudinal study in grades 1-4. *Scientific Studies of Reading*, *9(2)*, 85-116.

Schatschneider, C., Fletcher, J., Francis, D., Carlson, C., & Foorman, B. (2004). Kindergarten prediction of reading skills: A longitudinal comparative study. *J of Educ Psych*, *96*, 265-282.

Foorman, B.R., Francis, D.J., Davidson, K., Harm, M., & Griffin, J. (2004). Variability in text features in six grade 1 basal reading programs. *Scientific Studies in Reading*, *8(2)*, 167-197.

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Foorman, B.R., & Breier, J.I. (2003). Interventions aimed at improving reading success: An evidence-based approach. *Developmental Neuropsychology*, *24*, 613-639.

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Foorman, B.R., & Torgesen, J.K. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. *Learning Disabilities Research and Practice*, *16*(4), 202-211.

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Foorman, B., Francis, D., Novy, D. & Liberman, D. (1991). How letter-sound instruction mediates progress in first-grade reading and spelling. *J of Educational Psych*, *83*, 456-469.

C. Prior Research Support

Principal Investigator, B.R. Foorman 7/1/09-6/30/10 25% effort

Florida Assessments for Instruction in Reading (FAIR) and Response-to-Intervention projects, $2.5 million from the Florida Department of Education. The major goals of these projects are: 1) Host and maintain PMRNv3.0 and oversee the completion of FAIR's ongoing progress monitoring tasks; 2) Provide technical assistance and professional development on FAIR to Florida master trainers; 3) field test additional listening and reading comprehension passages and vocabulary items for the K-2 FAIR system; and 4) provide professional development on RTI to Florida teachers.

R305W020001, B.R. Foorman (PI) 9/1/02-9/18/07

IES, U.S. Dept. of Education ($6.6 million), Scaling up Assessment-Driven Intervention Using the Internet and Handheld Computers

This research examined the value added to primary-grade achievement of levels of teacher support and real-time data capture techniques in administering early reading assessment.

R01 HD38346 A.C. Papanicolaou (PI) 9/1/00-6/30/04

NICHD, NIH ($271,057), Brain Activation Profiles in Dyslexia: An MEG Study

The goals were to map brain areas used in word recognition and language skills in children with dyslexia and attention-deficit hyperactivity disorder using magnetoencephalography and magnetic resonance imaging. My role as Co-PI was to design reading stimuli.

P01 HD39521 D.J. Francis (PI), NICHD ($1.5 million) 6/1/00-5/31/05

Oracy/Literacy Development in Spanish-Speaking Children

The major goal of this program project was to identify the factors and conditions under which children who speak Spanish develop proficient literacy skills in English and Spanish. I was PI on Project III, The Language of Instruction.

Annual contracts of approximately $0.5 million from the Texas Education Agency to develop the Texas Primary Reading Inventory (1997-2006) and annual grants of approximately $1.6 million from the Texas Education Agency to provide technical assistance and professional development for Reading First (2003-2006).

R01 HD30995 B.R.Foorman (PI), NICHD ($2.4 million) 7/1/93-6/30/02

Early Interventions for Children with Reading Problems

The goals of this project were to evaluate the efficacy of early intervention and treatment programs for children at risk for learning disabilities or with identified reading disabilities.

9979968 J.M. Fletcher (PI), NSF ($3.9 million) 10/1/99-9/30/02

Early Development of Reading Skills: A Cognitive Neuroscience Approach

The 3 projects were: 1) early interventions for firsst graders at-risk for reading problems; 2) magnetoencephalographic studies of the first graders at-risk of reading problems; and 3) studies of the influence of text decodability on the development of reading skills in first graders. As Co-PI, I directed #3.

R01 HD/DC35938 J. Breier (PI), NICHD ($740,197) 8/1/98-7/31/01

Auditory Temporal Processing in Children with Dyslexia

The major goals of this project were to address the psychoacoustic and cognitive processing in children with dyslexia. I served as Co-PI.

P50 HD25802 B.A. Shaywitz, NICHD ($1.2 million) 12/1/89-11/30/00

Center for Learning and Attention Disorders (Methodology Core)

The major goals of this project were to study attention and reading disorders in children in relationship to functional neuroimaging event related potentials, pharmacological response to stimulation, and effectiveness of reading interventions. I served as a Co-PI.

P01 HD21888 B.A. Shaywitz, NICHD ($4.5 million) 4/1/88-3/31/98

Psycholiguistic and Biological Mechanisms in Dyslexia

This research investigated the classification of reading and learning disorders in relationship to cognitive variables, response to instruction, and neuroimaging and neuroendocrine variables. I served as a Co-PI.

R01 HD28712 D.J. Francis 6/1/92-5/31/97

NICHD, NIH ($769,617); Detecting Reading Problems by Modeling Individual Growth

The goals of this project were to evaluate the utility of individual change models for early identification and definition of reading disabled children in a large population of kindergartners in relationship to (a) reading precursors; (b) predictive ability; and (c) definition of reading disability. I served as a Co-PI.

D. Current Research Support

Principal Investigator 7/1/10-6/30/15 30% effort

IES-US Department of Education Subcontract from Educational Testing Service (Sabatini, PI) for R305F10005: Assessing Reading for Understanding: A Theory-Based, Developmental Approach, $4,447,990. Also, Co-I on subcontract to the University of Texas at Austin for 8%, Understanding Malleable Cognitive Processes and Integrated Comprehension Interventions, $1.5

Principal Investigator 3/1/10-2/28/13 20% effort

IES-US Department of Education R305A100301: Measuring Reading Progress in Struggling Adolescents, $1.5 million.

Principal Investigator 7/1/10-6/30/11 5% effort

Florida Department of Education, $456,000 for continued support of the Florida Assessments for Instruction in Reading (FAIR) and the Progress Monitoring and Reporting Network (PMRN).

Principal Investigator 7/1/10-6/30/11 3% effort

Florida Department of Education, $187,000 for a teacher quality grant to provide professional development to English & social sciences middle & high school teachers (3-year grant).

Principal Investigator 7/1/05-6/30/11 3% effort

Subcontract from RMC for the Center on Instruction—Reading Strand; $0.5 million per year.

PIRT faculty 9/1/09-8/31/14 3.75% effort

IES-US Department of Education R305B090021: Lonigan, C., PI

Predoctoral Interdisciplinary Research Training (PIRT) grant to Florida State University and to train graduate students in the education sciences.

Appendix A

References

References

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Appendix B

Buros Center for Testing Report: Evaluating Reading Tests for the State of Florida

BUROS
Center for Testing

Evaluating Reading Tests for the State of Florida:

Dynamic Indicators of Basic Early Literacy Skills, 6th Edition (DIBELS)

and

Florida Assessments for Instruction in Reading (FAIR)

Prepared for the
Florida Department of Education
by:

Janet F. Carlson, Ph.D.
Anja Römhild, M.A. (Doctoral Student)
Carina McCormick, M.A. (Doctoral Student)
Katherine Chin, M.S. (Doctoral Student)
Kurt F. Geisinger, Ph.D.
Leslie Shaw, M.A. (Doctoral Student)
Brett P. Foley, M.S. (Doctoral Student)

April 28, 2010

Questions concerning this report can be addressed to:
Kurt F. Geisinger, Ph.D.
Buros Center for Testing
21 Teachers College Hall
University of Nebraska – Lincoln
Lincoln, NE, 68588-0353
kgeisinger2@unl.edu

PR/Award # S371C110021

Executive Summary

The Florida Department of Education asked the Buros Center for Testing to review two reading tests that have been used and may continue to be used in the future in the Florida schools. The Buros Center for Testing, specifically its Buros Institute of Mental Measurements, is without question the best known and largest test evaluation center in the world, with a history of some 75 years working as the "Consumer Reports" of the testing industry.

The two tests reviewed were **DIBELS: Dynamic Indicators of Basic Early Literacy Skills (6th Edition)** and **FAIR: Florida Assessments for Instruction in Reading.** The former instrument is widely available and used in many places and was previously reviewed by Buros in the **Mental Measurements Yearbook**. The latter is an instrument developed by the Florida Department of Education in conjunction with the Florida Center for Reading Research. Although this page represents an executive summary, it obviously would be impossible to summarize some 45 pages of technical text on a page. Both reviews follow the same outline as has been used in the **Mental Measurements Yearbook** series for many years. They open with a description of the instrument and its use, follow with a portrayal of its development, provide a summarization of the technical information by which all educational measures are evaluated, and conclude with both a commentary and a summary. The technical section includes a discussion of standardization and scoring issues, reliability and validity. Evaluative comments are offered primarily in the commentary section, although some evaluative comments occur in other sections in order to place reported information in context.

In accordance with the proposal upon which this description is based, the reviews are not comparative. Each of these instruments has relative strengths and weaknesses. The State of Florida and its competent staff need to consider these reviews in light of the needs it has and decide which test meets which specific purposes.

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Review of the

Dynamic Indicators of Basic Early Literacy Skills, 6th Edition (DIBELS)

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Kurt F. Geisinger, Ph.D.
Buros Center for Testing
21 Teachers College Hall
University of Nebraska – Lincoln
Lincoln, NE, 68588-0353
kgeisinger2@unl.edu

Description

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of brief, individually administered pre-reading and early reading tests designed to assess phonological awareness, alphabetic awareness, and automaticity/fluency in children in Kindergarten (K) through Grade 3. Since its inception, the grade range for which the DIBELS may be used has expanded to include Grades 4 through 6, although most of the related research has centered on K through Grade 3. Assessment in the upper grade range typically involves only oral reading fluency. As well, some use of DIBELS in the pre-Kindergarten range has occurred, but evidence supporting this use is tenuous and not specifically sanctioned by the test developers. Currently in its sixth edition, the next iteration of DIBELS is expected to be available later in 2010 as "DIBELS Next."

Students complete benchmark assessments three times each year, the results of which are used to evaluate individual student progress in developing early literacy skills. An overview of DIBELS benchmark assessments is presented in Table 1. It includes the following measures: Initial Sound Fluency (ISF; administered in Kindergarten), Letter Naming Fluency (LNF; administered in K – Grade 1), Phoneme Segmentation Fluency (PSF; administered in K – Grade 1), Nonsense Word Fluency (NSF; administered in K – Grade 2), Word Use Fluency (WUF; administered in K – Grade 3), Oral Reading Fluency (ORF; administered in Grades 1 – 3), and Oral Retelling Fluency (RF; administered in Grades 1 – 3). The TORF (Test of Reading Fluency) represents an earlier version of the ORF that is frequently referenced in the DIBELS materials, especially in the technical reports. Under these circumstances, the DIBELS ORF often is referred to as the DORF in order to distinguish it from its predecessor.

Table 1. Overview of Dynamic Indicators of Basic Early Literacy (DIBELS)

	Grade Level			
	K	1	2	3
Initial Sound Fluency (ISF)	x			
Letter Naming Fluency (LNF)	x	x		
Phoneme Segmentation Fluency (PSF)	x	x		
Nonsense Word Fluency (NSF)	x	x	x	
Word Use Fluency (WUF)	x	x	x	x
Oral Reading Fluency (ORF or DORF) / TORF (Test of Reading Fluency)		x	x	x
Oral Retelling Fluency (RF)		x	x	x

Large print versions of DIBELS K-3 stimulus materials are available for downloading from the user site and Braille versions are available at cost to schools. A Spanish version of the DIBELS, known as the Indicadores Dinámicos del Éxito en la Lectura (IDEL), was developed separately from the DIBELS. Although its developers used the DIBELS structure as a springboard for development, the IDEL is not merely a translation of the DIBELS. Review of the IDEL is beyond the scope of the present review; information is available on the DIBELS website. A brief version of the DIBELS, DIBELS Deep, appears to be in development. Information about it is scarce, and no materials are available currently for viewing, downloading, or purchase at the DIBELS user site.

Consistent with the "dynamic" portion of its name, DIBELS was built upon the principles of curriculum-based measurement (CBM) that use *in vivo* methods to gauge student abilities and/or progress. The methodology involves taking brief samples of the

behavior of interest (e.g., reading fluency) frequently, typically within the regular educational setting. Descriptions of CBM generally refer to the idea of inserting a "probe" into a learning context that is authentic (e.g., within a child's regular classroom). It is tantamount to taking a snapshot during an ongoing adventure.

Chief among the manifold purposes of DIBELS are the identification and progress monitoring of students with underdeveloped basic literacy skills. These children are unlikely to meet state standards for reading when reading is assessed in third grade. DIBELS assessments are intended to be used as screening measures, in that they comprise a "rapid, rough selection process [that is] not followed by further selection procedures" (Anastasi & Urbina, 1997, p. 160). DIBELS provides formative assessment of phonological awareness in young children that may be used to inform diagnostic assessments, yet results may not be used as the sole basis for educational decision making. DIBELS should be used only in conjunction with other diagnostic procedures to establish the presence of reading disabilities. In addition, test results may be used to assess the effectiveness of reading instruction for individual students, as well as for groups of students (e.g., by class or by school).

DIBELS measures are individually administered by teachers or other educational professionals who have been trained in DIBELS administration and scoring. Assessment materials may be downloaded at no charge. Several fee-based data management services are available to help facilitate progress monitoring and score report generation within schools or school districts. These services are not affiliated with DIBELS. Each service has different features, so the extent to which test users can access data beyond the district level (e.g., regional or statewide data) is not known. The test developers offer a variety

of training options, including workshops and an online option. Although training is offered and available, it is not explicitly required, as downloading materials does not require that one submit evidence that one has completed training. Two days of in-person training are regarded as sufficient to prepare test givers to administer and score the test. It seems that two additional days of training prepare test givers to provide training to others seeking to become qualified to administer and score the DIBELS assessments. All DIBELS measures are strictly timed; verbal instructions and directions for administering individual items are precisely scripted. During online training, trainers emphasize standardized administration and caution trainees to "give directions verbatim and time carefully" (Module 1 of online training). They suggest using a stopwatch that keeps time in hundredths of a second, which strikes us as of dubious value, given the ability of most people to operate a stopwatch at this level of precision.

Number of correct responses within a specified period of time (1 minute) comprise the raw scores. The DIBELS benchmark assessments use a database of longitudinal student data to establish minimum performance levels, termed benchmark goals, as well as risk levels for individual DIBELS measures that are considered indicative of future student success or failure in reading. Benchmark assessments are best conceptualized as criterion measures, as the goal is for all students to meet benchmark goals. Locally derived percentile ranks may be developed by individual users to place scores in context, either using 20th and 40th percentiles or other values to index performance deemed appropriate for local needs. Students identified as "at risk" complete progress monitoring assessment throughout the school year. Students classified as at "some risk" should receive targeted instructional support in specific skill areas

where their performance is weakest (J. Wallin, personal communication, April 23, 2010). Progress monitoring assessments include all of the foregoing assessments, except LNF. Test score results provide formative assessments of instructional interventions.

The test developers assert that the DIBELS assessments may be used with the vast majority of students in regular and special education settings, with only a few exceptions. Students who are specifically excluded include students who are deaf, students with speech dysfluency disorders, students learning to read in a language other than English, and students with severe disabilities whose IEPs do not include reading connected text. The Administration and Scoring Guide presents an extensive list of "approved accommodations" that purportedly preserve the integrity of the meaning and interpretation of scores achieved on the assessments. Data-based support for this assertion is not provided. Nevertheless, users are cautioned that results obtained from assessments that are not administered in the standard manner or are not administered using approved accommodations cannot be interpreted and resultant data should not be entered into the web-based data system. Modifying or eliminating time constraints is expressly forbidden as an accommodation. According to the test developers, scores obtained under altered timing or without time limits would not carry similar meaning as scores obtained under standard conditions and would not be interpretable.

Some of the approved accommodations (e.g., providing a quiet setting) comprise commonsense solutions that reduce or eliminate conditions that are unrelated to literacy skills but that may interfere with the assessment process for particular students. Other accommodations incur more risk as far as impacting the meaning and interpretability of test scores. For example, using alternative stimulus pictures in the ISF assessment

depends on the judgment of the examiner both in terms of whether this accommodation is appropriate for a particular child and in terms of selecting the actual stimulus pictures.

Development

DIBELS was developed in an effort to produce an efficient and economical means to gauge student progress towards achieving reading success. The measures align with the reports of both the National Reading Panel (2000) and the National Research Council (1998) that described essential early literacy domains (Hintze, Ryan, & Stoner, 2003; Lundberg, Frost, & Peterson, 1988). It uses techniques of curriculum-based measurement, developed in the 1970s and 1980s, and has been in development and under revision since the late 1980s. DIBELS currently is in the 6th edition, which was published originally in 2002 and revised in 2007. Information from the DIBELS website suggests that release of the 7th edition is imminent.

Theoretical underpinnings of the DIBELS are not described specifically in test materials themselves, such as the Administration and Scoring Guide or the various Technical Reports produced by the test developers. Subtests comprising the DIBELS assess pre-literacy and literacy skills that are generally and widely recognized as essential precursors to reading success. A substantial body of research over about the past 25 years affirms the critical link between phonological awareness, the alphabetic principle, and reading acquisition (Hintze, Ryan, & Stoner, 2003; Roehrig, Petscher, Nettles, Hudson, & Torgesen, 2008). Research also has stressed the importance of several specific skills that represent phonological awareness, some of which are included in the DIBELS (e.g., phoneme segmentation).

Little information is provided in the test materials or on the website about the development of items and stimulus materials (e.g., item writers or sources used to generate items), size of initial item pool, procedures used to review (and, conceivably, revise, delete, or retain) items (e.g., by bias review panels), item tryouts and related analyses (e.g., differential item functioning, Item Response Theory), or pilot testing.

Technical

Standardization

The DIBELS measures were designed to link to specific benchmark goals and to associate specific performance levels with risk categories. Cut-scores for individual performance goals and for the different performance levels were based on longitudinal data collected during the 2001-2002 academic year through the DIBELS Web data system (Good, Wallin, Simmons, Kame'enui, & Kaminiski, 2002). The Web system included data from many participating schools and school districts from the academic year. No evidence could be located that addressed the extent to which participants (i.e., schools and school districts) reflected U.S. demographic characteristics, including geographical location. Good, Wallin, et al. (2002) offer a caveat that the Web data system may have had greater appeal to schools and districts that are "invested in the important beginning reading core areas of phonemic awareness, phonics, and fluency with connected text . . . [and that] . . . endorse the importance of research-based reading curricula and instruction" (p. 2). The acknowledgment of the possibility of differential participation rates appears warranted, but may be incomplete in that it implies that choices and values held by school personnel and leadership are responsible for determining participation. In 2001, widespread availability of Internet access was less

common in school districts than it is today, especially where economic conditions in the surrounding community were strained. Because Web data entry involves a fee and presumably did so in 2001-2002 as well, lack of funds also seems a viable explanation for non-participation by some schools and/or districts.

Overall the total number of students, schools, and districts that participated in specific test administration windows (fall, winter, or spring) and grade levels (Kindergarten through Grade 3) is quite large. Total numbers of students participating ranged between 36,112 and 39,325 in Kindergarten and first grade across the DIBELS measures (with the exception of the LNF measure, where the sample size was 13,221). In Grade 2 and Grade 3, total participants numbered between 10,941 and 16,841. Descriptive information about participants is limited to the distribution of student numbers within participating districts and schools, and these numbers vary widely, ranging from as low as 1 student per school or district to as high as 4,589 students within a district and 721 students within a school. Sample characteristics such as proportions of students from various racial and ethnic backgrounds, qualifying for free/reduced lunch programs, attending public or private schools, and so forth would be needed in order to evaluate the adequacy of the norming sample as a whole.

Cut-scores associated with specific risk levels were determined on the basis of multiple criteria, which took into consideration the predictive utility of specific cut-scores. The test developers relied upon receiver-operating characteristic curves to optimize false positive/false negative ratios and also considered the overall percentage of students identified within each performance/risk category (i.e., “low risk,” “some risk,” and “at risk’’). For the “low risk” category, the cut-score for a particular DIBELS

measure was set such that "the odds in favor of achieving subsequent goals meant that approximately 80% or more of students with the pattern would achieve the goal" (Good, Simmons, Kame'enui, Kaminski, & Wallin, 2002, p. 3). Similarly, the cut-score for the "at risk" category was set so that approximately 20% of students would reach subsequent goals. Finally, the total percentage of students within "at risk" and "some risk" categories at a given test administration window was held to be approximately 20% each. Findings from research conducted by Hintze et al. (2003) indicate that DIBELS cut-scores – notably those for ISF, PSF, and LNF – over-identify students as at risk for related reading difficulties, compared to another widely used measure (Comprehensive Test of Phonological Processing; Wagner, Torgesen, & Rashotte, 1999). Use of alternative cut-scores was suggested as a way to improve classification accuracy – a proposal that was echoed by Nelson (2008), who observed a high false positive rate (67% or higher) for the at-risk cut-score. Results obtained by Roehrig et al. (2008), were generally similar to those of Hintze et al. (2003) and Nelson (2008), but less dramatic as recalibrated cut-scores were found to identify similar proportions of students in risk categories meeting end-of-year benchmarks as original cut-scores. For a screening measure where scores are used primarily to provide formative assessment and to offer a means to monitor progress, over-identification – when it occurs – may not be especially troubling unless it is severe and, therefore, costly. Most educators would agree that it is better to provide services to a child who may not need them than to fail to provide services to a child who does need them.

Some aspects of the cut-score determination process remain unclear. For example, it is generally not known which DIBELS measures were used as criterion

benchmark goals in determining the cut-scores for each DIBELS measure at each of the relevant test administration windows. Technical Report No. 11 (Good, Simmons, et al., 2002) includes tables meant to assist in the formation of instructional interventions based on various patterns of performance on the DIBELS measures. The information in these tables is not exhaustive and includes only some of the possible DIBELS measures that could serve as criterion measures. No rationale is provided as to why these were included and others not. Summary information is provided concerning both overall student sample sizes per grade level/administration window as well as sample size distributions across school districts and schools. However, because information from these samples was not used to generate actual norms, appropriateness of the sample sizes cannot be evaluated, per se.

Reliability

Reliability is addressed in the form of alternate-form reliability coefficients and, to a lesser extent, test-retest reliability coefficients for individual DIBELS measures. These values are reported in the Administration and Scoring Guide (Good & Kaminski, 2002), Technical Report No. 9 (Good, Wallin, et al., 2002), as well as a document currently on the DIBELS website entitled "Assessment Committee Analysis of Reading Assessment Measures" (https://dibels.uoregon.edu/techreports/dibels_5th_ed.pdf).

Evidence supporting reliability is incomplete, as information is not provided for all relevant grades (e.g., no reliability information for Grade 3 is presented) and little or no information is provided concerning sample characteristics or specific calculations that were implemented. Coefficients and sample sizes are presented as ranges, making evaluation of individual measures imprecise. In general, reliability coefficients trend in

the moderate to moderately high ranges. With the largest sample referenced at 231, sample sizes appear modest, at best.

Curiously, the test developers describe most alternate-forms reliability evidence using data collected from multiple administrations (between 5 and 7) spread throughout an academic year, each of which used a different form of the test. In the absence of further information about the actual calculations, it appears that these coefficients reflect test score stability across time as well as across forms of the test. Unfortunately, test-retest and alternate-forms reliability are confounded under this methodology. Nevertheless, reliability evidence is reported in terms of alternate-forms reliability for all measures and as test-retest reliability for the ORF (TORF and DORF). This information is summarized in the following paragraph, the previously noted dearth of specific information that would help contextualize these values notwithstanding.

The alternate-form reliability coefficient for the ISF was reported as .72, following administration in January of the Kindergarten year. Repeating the administration four times increased the average coefficient to .91. Identical data were reported for Onset Recognition Fluency (OnRF), the precursor of the ISF. Data collected at five times over the course of an academic year using alternate forms yielded coefficients ranging from .51 to .73, with a median value of .61. The largest sample size reported was 135. It appears that some sample sizes were not reported. Reliability coefficients for the PSF were reported as .88 and .79, based on a 2-week and 1-month testing interval, respectively, in May of the Kindergarten year. For Kindergarten, data collected at five times over the course of an academic year using alternate forms yielded coefficients ranging from .66 to .79, with a median value of .74 and a reported sample

size range from 63 to 215. For Grade 1, data collected at five times over the course of an academic year using alternate forms yielded coefficients ranging from .60 to .70, with a median value of .67 and a reported sample size range from 80 to 231. The alternate-form reliability coefficient for the NWF was reported as .83, based on a 1-month testing interval during January of the Grade 1 year. Data collected at seven times over the course of an academic year using alternate forms yielded coefficients ranging from .67 to .88, with a median value of .83 and a reported sample size range from 77 to 231. The coefficient for the LNF was reported as .88, based on a 1-month testing interval of the Kindergarten year. For Kindergarten, data collected at seven times over the course of an academic year using alternate forms yielded coefficients ranging from .86 to .92, with a median value of .89 and a reported sample size range from 71 to 215. For Grade 1, data collected at seven times over the course of an academic year using alternate forms yielded coefficients ranging from .80 to .87, with a median value of .86 and a reported sample size range from 80 to 231.

Test-retest reliability coefficients for the TORF and the DORF are very high, generally at the .90 level or higher, with median values near the mid-.90 range (cf. Good, Wallin, et al., 2002). Test-retest intervals are not specified.

Validity

The primary use of DIBELS results is to indicate which students may be at risk for reading below grade level. Results also are used to formulate interventions for students identified as at risk for reading difficulties. Progress monitoring and assessment of educational intervention comprise other potential uses of test results. Validity

evidence offered explicitly by the distributors of DIBELS centers primarily on its use as a screening measure.

Validation evidence attributable to the developers of DIBELS is quite limited. During online training, coverage of technical properties is given only cursory treatment. In one of the ten modules that comprise online training, a single slide is presented with a column of validity coefficients. The trainer makes a brief comment that affirms the technical robustness of DIBELS. However, in the absence of additional information pertaining to the participants and methodology, these data cannot be meaningfully interpreted.

Good, Wallin, et al. (2002) report validity information for the ISF, PSF, NWF, and LNF measures by providing concurrent and predictive evidence. Concurrent evidence was derived from comparisons of performance by Kindergarten and Grade 1 students on the individual DIBELS measures and the Readiness Cluster of the Woodcock-Johnson Psycho-Educational Battery. Resulting correlation coefficients were .36, .54, .36 (in January of Grade 1; in February of Grade 1 the correlation coefficient was .59), and .70, respectively. Individual DIBELS measures were used to predict later performance on the ORF measure in Grade 1. Corresponding correlation coefficients were .45, .62, .82, and .71, respectively. Performance on individual DIBELS measures also were compared to subsequent performance on the Total Reading Cluster score of the Woodcock-Johnson Psycho-Educational Battery, all presumably in Grade 1. Corresponding correlation coefficients were .36, .68, .66, and .65, respectively. A few additional coefficients of similar magnitude were reported for other pairings (e.g., ISF with PSF during January of the Kindergarten year yielded a coefficient of .48).

Criterion evidence supporting validity of the ORF measure was assessed in a series of eight studies that were conducted in the 1980s and reported by Good and Jefferson (1998). The studies used the TORF and reported correlation coefficients in the moderate to high ranges, from .52 to .91. The DORF was "developed to be consistent in readability, reliability, and validity to the TORF passages" (Good, Wallin, et al., 2002, p. 9). Concurrent validity coefficients between TORF and DORF were very high, ranging from .92 to .96.

The bulk of validity evidence must be sought out in studies undertaken by researchers who apparently are not affiliated with the University of Oregon or the DIBELS test authors or developers. A partial list of empirical studies related to the psychometric properties is available on the DIBELS website, in no particular order and without annotation. The ever-widening use of DIBELS seems to have prompted a great deal of related research, such that there is now an extensive body of research, including scores of doctoral dissertations. Much of the available validity evidence concerns the degree to which DIBELS scores correspond with scores from other similar measures and the extent to which DIBELS scores can predict reading performance on reading or reading-related tests.

Overall, correlation coefficients reported in numerous external studies are similar in magnitude to those reported by Good, Wallin, et al. (2002) – generally moderate levels with a fairly wide range of values. For example, Hintze et al. (2003) compared scores obtained on the DIBELS measures with those achieved on the Comprehensive Test of Phonological Processing (CTOPP; Wagner et al., 1999). Phonological Awareness (PA) and Phonological Memory (PM) composite scores from the CTOPP were moderately

correlated with DIBELS measures (ISF, PSF, and LNF). Coefficients ranged from .53 to .60 and from .39 to .52, respectively. The authors conclude that DIBELS and CTOPP assess similar constructs. Burke, Hagan-Burke, Kwok, and Parker (2009) used a longitudinal framework to predict DIBELS ORF and other reading measures in Grades 1 and 2. Some predictive relationships were noted between DIBELS measures administered in Kindergarten and subsequent performance on ORF and other measures administered in Grades 1 and 2, but coefficients rarely exceeded .50. Pressley, Hilden, and Shankland (2005) reported results of a regression analysis, regressing TerraNova (CTB/McGraw-Hill, 2002) scores on DIBELS ORF scores. The resulting coefficient was characterized as relatively low ($r = .446$; $R^2 = 20\%$). However, considering the brevity of the DIBELS ORF, we would probably characterize the coefficient as moderate. Pressley et al. (2005) also questioned the probity of assessing reading fluency by using a test of decoding speed – to the near exclusion of comprehension (correlation coefficients of .16 and .32 were noted between ORF scores and oral retelling of idea units).

Comparisons of ORF scores to state-mandated reading achievement scores for Grade 3 yielded moderately high coefficients of .67 (Good, Simmons, & Kame'enui, 2001), .70 (Buck & Torgesen, 2003), and ranging from .73 to .80 (Barger, 2003; Shaw & Shaw, 2002; Wilson, 2005, all as cited in Riedel, 2007). Research by Riedel (2007) used forward stepwise logistic regression to demonstrate that the ORF was the best predictor of Grades 1 and 2 reading comprehension evaluated at the end of the academic year. Coefficients were .77 and .80 for ORF assessed at the middle and end of Grade 1, respectively, and .67 and .71 for ORF assessed at the middle and end of Grade 2, respectively. Coefficients for the other DIBELS measures administered at the same times

were appreciably lower, ranging from .53 to .69 for Grade 1 and from .54 to .67 for Grade 2.

Research by Roehrig et al. (2008) examined predictive and concurrent evidence related to the ORF scores in Florida, using the Reading portion of the Florida Comprehensive Assessment – Sunshine State Standards (FCAT) and the Stanford Achievement Test 10th edition (SAT-10) scores in Grade 3. Overall, correlation coefficients ranged from .66 to .71 and from .68 to .71 for the FCAT and SAT-10, respectively. The researchers also investigated whether the ORF appeared to demonstrate predictive bias across demographic subgroups, using large calibration (n = 16,539) and cross-validation (n = 16,908) samples of Florida third graders, stratified to match several demographic features of the state's population (i.e., race/ethnicity, English Language Learners, students with disabilities, students in gifted programs; 75% of the sample were eligible for free or reduced-price lunch). Logistic regression analysis indicated no significant interactions between ORF scores and membership in the focal groups.

Several authors (Hintze et al, 2003; Riedel, 2007) have observed that the measures comprising DIBELS were developed to reflect reading skills emphasized by the National Reading Panel report (National Institute of Child Health and Human Development, 2000), including the alphabetic principle, phonemic awareness, and fluency. Empirical support for the theoretical foundation of DIBELS has been provided in various reviews and meta-analyses of the research literature (e.g., Ehri, Nunes, Stahl, & Willows, 2001; Ehri, Nunes, Willows, et al., 2001; Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg, 2001; Snow, Burns, & Griffin, 1998). However, we could not locate specific information about precisely who wrote test items or developed reading

passages. As well, information about item review processes (e.g., how many items were initially developed and what retention guidelines were followed) was not evident. Whether item review panels were convened or used in any way (e.g., to flag items that are potentially biased) is unknown.

Commentary

By design, the DIBELS measures provide formative information and offer a variety of tools and tasks intended for use between more formal assessments – that is, for instructional purposes. The development of tasks appropriate for such ongoing progress monitoring speaks directly to this issue and is responsive to the needs of individuals in the classroom – students and teachers. That so many of the DIBELS materials may be downloaded for free makes them attractive to a wide audience. Online availability of DIBELS materials probably comprises both a plus and a minus. Ready access to test materials is convenient and appealing to many educational professionals and virtually assures widespread use. The website includes a warning to parents advising them not to access test materials. Although there is no easy way to monitor who downloads materials, we believe that the warning is well stated and that the ultimate goals of the DIBELS measures may be reasonably well preserved by the effort to limit access. At the same time, we wonder about the unintended consequences (e.g., on test score validity) that unfettered access to test materials may produce.

Oral reading fluency is recognized as an important correlate of reading comprehension. Of all the DIBELS measures, the strongest empirical support surrounds the ORF. Other DIBELS measures have fared less well, when it comes to establishing an

empirical base that follows from the theoretical one. Overall, results have been mixed and statistically significant coefficients, when observed, have been modest in size.

All DIBELS measures are "fluency based," where fluency is operationalized as speed of accurate performance or responding. Some evidence supports this decision for certain subtests (e.g., ORF), but many writers have expressed ongoing concern about whether speed comes at the expense of other important aspects of reading such as comprehension. We share these concerns and also wonder whether the need for speed is communicated adequately to test takers and whether test administrators can reliably time 3 seconds (the typical length of time after which an item is passed over and the next item administered). We echo concerns expressed by Samuels (2007) about whether fluency, as operationalized throughout the DIBELS, is an appropriate descriptor. As stated by Samuels, "it is the simultaneity of decoding and comprehension that is the essential characteristic of reading fluency….Secondary characteristics of fluency such as speed, accuracy, and expression are indicators, but not the essential characteristics" (p. 564).

The absence of a Technical Manual constitutes a grave concern. It is our understanding that the next iteration of DIBELS eventually will consolidate technical information in an Assessment Guide and a Technical Manual. More complete documentation that not only consolidates but provides much needed contextual detail concerning psychometric information and evidence is sorely needed. In addition, DIBELS training requirements are vague, although it is difficult to imagine learning the ins and outs of test administration and scoring without some type of formal training. Administration is replete with instances where test administration or scoring of items depends on a subjective decision by the examiner. Several DIBELS measures require

that scoring be completed "on the fly," which may be problematic as far as accuracy and also may disrupt rapport, diminish motivation, or raise anxiety. Despite the trainers' calls for adherence to standardized procedures in administration, there is plenty of room for slippage. In this context, the absence of evidence supporting inter-rater reliability is troubling. As an individually administered test, administration and scoring of DIBELS depends greatly upon the skill of the examiner including the precision with which timing of 3 seconds occurs. We would encourage greater specificity in DIBELS materials regarding the essential nature of training.

We note that the test developers evaluate test-retest reliability using intervals that collectively span an entire academic year. However, DIBELS is meant to assess skill development in reading. Measures taken at different points in time separated by many weeks or months would be expected to reflect growth (i.e., increased performance) rather than stasis (i.e., consistent performance). We would encourage additional investigations of test-retest reliability using shorter time intervals and the same test form, in order to produce clear evidence of the DIBELS short-term temporal stability.

It is not apparent how decisions to accommodate students' needs are rendered. To us, this decision seems to lie largely or entirely within the administrator's discretion, as long as the accommodation is on the list of approved accommodations. It also appears that it is up to the test giver whether to regard a child's articulation difficulties as acceptable for that child based on the administrator's on-the-spot judgment or, possibly, prior knowledge of that child's speech patterns. Data to support the use of "approved accommodations" are most certainly needed. It appears that the test developers used a subjective approach to determine which accommodations they thought would not affect

the interpretations or utility of resultant scores. Ultimately, however, the impact of accommodations s is an empirical question, the answer to which requires the accumulation of data showing how score interpretations remain valid after given accommodations have been implemented.

The work of Riedel (2007) and Roehrig et al. (2008) notwithstanding, further empirical evidence is needed to establish the utility of the DIBELS measures (especially PSF and NWF) using "students with a broad range of reading abilities in high poverty urban settings" (Riedel, 2007, p. 550). Data reported from 2001-2002 include system wide percentile ranks for DIBELS benchmark assessment (Good, Wallin, et al., 2002), available at https://dibels.uoregon.edu/techreports/DIBELS_Percentiles.pdf, effectively constitute the norms for the DIBELS. These data need to be updated and need to specify demographic characteristics of the sample.

Summary

The DIBELS represent a reading measure currently in wide use throughout the nation for students in Grades K-6, with primary use in Grades K-3. Its components are readily available for free downloading at the DIBELS website and are quick to administer. Scoring is complicated and, in places, subjective. The main purpose of DIBELS is to provide formative assessments that can be used to guide instruction that ultimately improves reading education for all students. Performance on the DIBELS measures is used to identify students who are considered "at risk", at "some risk", or at "low risk" for failing to meet grade level reading standards. Although the DIBELS measures have been available for many years, documentation remains weak. Psychometric evidence is scattered throughout the professional literature making it

difficult for prospective users to evaluate the test's suitability for their intended uses. A considerable body of research related to DIBELS offers a moderate amount of evidence that supports its use, more so for the oral reading fluency measure than for the other measures. However, some authors argue that the DIBELS measures emphasize speed (fluency) at the cost of sufficient emphasis or information on reading comprehension. Some of its shortcomings may be resolved soon, as the next iteration of DIBELS (DIBELS Next) is slated to be released within the present calendar year and a "comprehensive Technical Manual" is to follow next year (J. Wallin, personal communication, April 23, 2010).

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BUROS
Center for Testing

Review of the

Florida Assessments for Instruction in Reading (FAIR)

Prepared for the
Florida Department of Education
by:

Janet F. Carlson, Ph.D.
Carina McCormick, M.A. (Doctoral Student)
Anja Römhild, M.A. (Doctoral Student)
Katherine Chin, M.S. (Doctoral Student)
Kurt F. Geisinger, Ph.D.
Leslie Shaw, M.A. (Doctoral Student)
Brett P. Foley, M.S. (Doctoral Student)

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Questions concerning this report can be addressed to:
Kurt F. Geisinger, Ph.D.
Buros Center for Testing
21 Teachers College Hall
University of Nebraska – Lincoln
Lincoln, NE, 68588-0353
kgeisinger2@unl.edu

PR/Award # S371C110021

Description

The Florida Assessments for Instruction in Reading (FAIR) are a set of brief, individually administered literacy tests designed to assess early reading or pre-reading skills (K-2) and reading skills (Grades 3-12). The assessments are administered three times a year, either by the classroom teacher (K-2) or through a computer adaptive testing protocol (Grades 3-12). Teachers in Grades K-2 may enter data using a computer program that allows student data to be submitted through Florida's Progress Monitoring and Reporting Network (PMRN), a "state-wide web-based system that provides reports of student progress at the individual student, classroom, school, district, and state level" (FAIR K-2 Administration Manual, p. 4).

By design, classroom teachers administer the FAIR in Grades K-2, following training that is provided by the Florida State Department of Education. Teachers complete approximately one and a half days of grade-specific training provided by a master trainer. Teachers receive training in assessment administration, data entry, the electronic scoring tool, and instructional implications. The electronic scoring tool also helps guide administration indicating, for example, which test to administer next. Although assessments administered in K-2 differ from those administered in Grades 3-12 in that they are not "adaptive" technically, certain decisions regarding which passage to administer are based on earlier performance. Likewise, students who commit errors on more than 10% of the words in a given reading comprehension passage are interrupted and the next lower level passage is administered. Training for Grades 3-12 is completed in one day and covers online test administration, instructional implications, and the PMRN system.

The FAIR is intended to be used with the majority of students in general and special education settings in the state of Florida. The FAIR Administration Manuals (K-2 and Grades 3-12) present extensive lists of "approved accommodations" grouped into five categories depending on what aspect of standard testing is altered: Presentation, Responding, Scheduling, Setting or Tester, and Assistive Devices, while allowing for the possibility that the FAIR may not be an appropriate assessment for some students with disabilities or for some English Language Learners. Using any of approved accommodations purportedly preserves the integrity of the meaning and interpretation of scores achieved on the assessments. However, data-based support for this assertion is not provided. Nevertheless, users are cautioned that results obtained from assessments that are not administered in the standard manner or that are not administered using approved accommodations cannot be interpreted. Some of the approved accommodations (e.g., providing a special room with minimal distractions, complete quiet, or specialized lighting) comprise commonsense solutions that reduce or eliminate conditions that are unrelated to literacy skills but that may interfere with the assessment process for particular students.

Test components vary by grade levels in the early grades and also by assessment periods. At all grade levels, all students complete a Broad Screen/Progress Monitoring measure (hereafter, Broad Screen), the results of which are used to calculate success probabilities (Probability of Reading Success, or PRS, in K-2 and FCAT Success Probability, or FSP, in Grades 3-12). FAIR K-2 includes two additional inventories of tests – the Broad Diagnostic Inventory and the Targeted Diagnostic Inventory. FAIR Grades 3-12 includes the Targeted Diagnostic Inventory. The latter inventories are used

to gather more specific information related to student instructional needs. Tasks used for Ongoing Progress Monitoring in K-2 as well as tasks in the Grades 3-12 Informal Diagnostic Tool Kit are highly similar or even identical to components of the FAIR, but are not used as tests, per se. Tasks comprising the Informal Diagnostic/Progress Monitoring Assessment for Grades 3-12 Took Kit are used primarily by intervention teachers to monitor progress very closely and to inform everyday instructional decision making.

In light of the foregoing, we restrict the remainder of this review to the formal measures comprising the FAIR, which are administered thrice a year during prescribed assessment periods. Each assessment period is 34 instructional days in length. Assessment Periods 1, 2, and 3 occur during the fall, winter, and spring, respectively, and include Instructional Days 6 – 40, 66 – 100, and 136 – 170, respectively. Teachers may administer the assessments on any instructional day that falls within the range associated with the corresponding assessment period. Table 1 summarizes the FAIR components and tests within the components.

Table 1. Overview of the Florida Assessments for Instruction in Reading (FAIR)

	Grade Level			
	K	1	2	3-12
Broad Screen/Progress Monitoring				
Letter Names and Sounds	x			
Phonemic Awareness	x			
Word Reading	x	x x		
Reading Comprehension				x
Broad Diagnostic Inventory				
Letter Sound Knowledge	x			
Listening Comprehension	x	x[b]	x[b]	
Vocabulary	x	x x		
Reading Comprehension	x[a]	x	x	
Spelling			x	
Targeted Diagnostic Inventory				
Print Awareness	x			
Letter Name and Sound Knowledge	x	x		
Phoneme Blending	x	x		
Phoneme Deletion	x	x	x	
Letter Sound Connections	x			
Word Building	x	x	x	
Multisyllabic Word Reading			x	
Maze				x
Word Analysis				x

[a] Assessed with readers only, at Assessment Period 3.
[b] Assessed with non-readers.

Kindergarten-level tests comprising the Broad Screen component consist of Letter Names and Sounds, Phonemic Awareness, and Word Reading. The resulting PRS score is used to distinguish levels of literacy competence – red success zone, yellow success zone, and green success zone, that reflect, respectively, < 15%, 16% - 84%, and > 85% chance of performing successfully on the end-of-year reading assessment. The PRS

score, which is expressed as a percent probability, is derived from a calculation that predicts the probability of the student scoring at or above the 40th percentile on the end-of-year test (i.e., SESAT Word Reading), consistent with standard federal reporting requirements. Tests in the Broad Diagnostic Inventory are used to provide specific information related to individual students' needs in reading instruction. These tests include Letter Sound Knowledge (optional test for students with PRS > 85%), Listening Comprehension, and Vocabulary; Comprehension Placement Word List and Reading Comprehension are administered to students with PRS > 85% during the final assessment period. Tests in the Targeted Diagnostic Inventory are administered to students with PRS < 85% and include tasks linked to Florida's Sunshine State Standards and key instructional reading skills. These tests include Print Awareness (an optional test), Letter Name and Sound Knowledge, Phoneme Blending, Phoneme Deletion (2 variants), Letter Sound Connections (2 variants), and Word Building (3 variants).

In Grade 1, the Broad Screen includes one test – Word Reading. As with Kindergarten, the Broad Screen yields a PRS score that is used to distinguish levels of literacy competence (red, yellow, or green zone) associated with the probability performing successfully on the end-of-year reading assessment – SAT-10 Reading Comprehension. Tests in the Broad Diagnostic Inventory include Comprehension Placement Word List, Reading Comprehension (if performance on placement list so indicates, Listening Comprehension may be used instead), and Vocabulary. Tests in the Targeted Diagnostic Inventory (for students with PRS < 85%) include Letter Sound Knowledge, Phoneme Blending, Phoneme Deletion (2 variants), and Word Building (4 variants).

In Grade 2, the Broad Screen includes also includes the Word Reading test. As with Kindergarten and Grade 1, the Broad Screen yields a PRS score that is used to distinguish levels of literacy competence (red, yellow, or green zone) associated with the probability performing successfully on the end-of-year reading assessment – SAT-10 Reading Comprehension. Tests in the Broad Diagnostic Inventory include Comprehension Placement Calculation Procedure, Reading Comprehension (2 variants), Vocabulary (optional for students with PRS > 85%), and Spelling (which is group administered). Tests in the Targeted Diagnostic Inventory (for students with PRS < 85%) include Phoneme Deletion (2 variants), Word Building (3 variants), and Multisyllabic Word Reading.

In Grades 3-12, the Broad Screen includes the Reading Comprehension test, which "intentionally mirrors" (FAIR Grades 3-12 Administration Manual, p. 85) the Florida Comprehensive Assessment Test (FCAT). Performance on this measure is combined with prior-year FCAT performance to generate an FCAT Success Probability (FSP) score that is used to distinguish levels of literacy competence (red, yellow, or green zone) based on the probability of scoring at an acceptable level (i.e., Level 3) on the current year's FCAT. Tests in the Targeted Diagnostic Inventory are required for students with an FSP < 85% and optional for students with an FSP > 85%. The tests include Maze and Word Analysis. All measures may be used as tasks for ongoing progress monitoring purposes within classroom settings.

In addition to the PRS scores (K-2) and FSP scores (Grades 3-12), a variety of other types of scores are available. For Grades 3-12, the Broad Screen measure itself can be used to obtain several other types of scores in addition to the FSP, including Percentile

Ranks, Standard Scores, Developmental Ability Scores, Reading Comprehension Ability Ranges, Cluster Area Scores, Lexile Measures, and Lexile Ranges. The Developmental Ability Scores were constructed using complex pretesting and equating procedures to produce a useful scale that can show growth across assessment periods within a school year, as well as growth across school years. Developmental Ability Scores are also available for the Reading Comprehension task in Ongoing Progress Monitoring and for Word Analysis in Grades 3-12. Adjusted Fluency Scores are available for Grades 1-5 and are reported in the PMRN for Ongoing Progress Monitoring – Oral Reading Fluency. Adjusted fluency equates difficulty across reading passages, thereby allowing a student's performance to be compared throughout the school year. The standard error of measurement around Developmental Ability Scores represents the Ability Range Scores. Cluster Area Scores are calculated based on questions answered correctly for the passages read, but because the test is adaptive, these scores do not necessarily correspond to grade-level expectations for performance. Because Cluster Area Scores are based on small numbers of items per cluster, they are expressed simply using ranges: High, Medium, or Low.

Within the Broad Diagnostic Inventory in Grades K-2, Listening Comprehension and Reading Comprehension produce percent correct scores for implicit and explicit questions. In addition, Reading Comprehension produces Fluency and Words Correct per Minute scores, which are each based on passages selected according to each student's instructional reading level. The Vocabulary and Spelling tests produce only percentile rank scores.

Within the Targeted Diagnostic Inventory in Grades 3-12, Percentile Ranks and Standard Scores are available for each assessment, Maze and Word Analysis. In addition, each has a score type unique to its identity as an adaptive (Word Analysis) or non-adaptive (Maze) test. Word Analysis provides Developmental Ability Scores, while Adjusted Maze Scores, adjusted for difficulty of passages within the grade level, are available for the Maze task.

Development

The Technical Manual offers a concise and heavily referenced discussion of the foundational principles upon which the assessments were developed. "In an alphabetic orthography such as English, children must learn the conventional and intentional relations between letters and sounds—the alphabetic principle. Sensitivity to the sound structure of the spoken language to which the letters relate (i.e., phonological awareness) is an important predictor of success in mastering the alphabetic principle" (FAIR K-2 Technical Manual, p. 1). Well-documented major research findings concerning the prediction of success in learning to read were used to guide test and item development. In the early grades specifically, phonological awareness, word reading, listening comprehension, and reading comprehension predict success. Details regarding the development of specific tasks comprising the FAIR K-2 (i.e., Reading Comprehension, Vocabulary, and Spelling) are presented in the Technical Manual. A preliminary version of the FAIR was tried out in 2008-2009 using about 150 teachers and about 2,000 students. The final version incorporated changes suggested by teachers and administrators for statewide implementation in 2009-2010.

For Grades 3-12, the FAIR was developed in response to the recognized need for formative assessment throughout the academic year, the results of which can be used to identify instructional needs, monitor progress, and assist instructional efforts that will increase reading ability toward grade-level standards. The FAIR Grades 3-12 Technical Manual references an important document recently published by the National Center on Instruction concerning the importance of literacy assessment with adolescents (Torgesen & Miller, 2009) and notes that development of tasks for Grades 3-12 were responsive to two of the three purposes of literacy assessment with adolescents articulated therein. Details regarding the development of specific tasks comprising the FAIR 3-12 (i.e., Reading Comprehension, Maze Task, and Word Analysis) are presented in the Technical Manual.

Performance on FAIR items was analyzed using Item Response Theory (IRT) to determine item difficulty and item discrimination. Items were dropped from the active item pool if item difficulty was < -4.0 or > +4.0 or if item discrimination was < 1.0. According to the test developers, 24 of the 461 items originally developed for the Grades 3-12 item pool were dropped. We assume that the vast majority of 24 items that were dropped had item discrimination values that were < 1.0, because item difficulty (theta) levels tend to range between -3.0 and +3.0. Item retention decisions for Reading Comprehension required modification of the foregoing procedures, as passages rather than individual questions associated with the passages were evaluated. The modified procedure considered inter-rater reliability to evaluate "correct" responses and test information functions to assess information provided by each passage.

In addition, retained items were evaluated using a differential item functioning (DIF) analysis that compared performance of Black/White students, Latino/White students, Black/Latino students, students eligible/ineligible for Free or Reduced Lunch, and English Language Learners/non-English Language Learners. DIF testing was performed by grade, using the Mantel-Haenszel procedure and controlling for multiple tests with a Linear Step-Up procedure. Results are reported for Kindergarten and Grade 1 in the FAIR K-2 Technical Manual. Relatively few items demonstrated DIF for the majority of comparisons. Letter Names, Letter Sounds, and Phonological Awareness tasks had no more than 2 items flag across all comparisons and assessment periods. Word Reading had the greatest number of items showing DIF, most notably for English Language Learners as might be expected. Further, comparisons involving Latino/White (K), Black/Latino (K), and students eligible/ineligible for Free or Reduced Lunch (Grade 1) had 10, 10, and 6 items, respectively, showing DIF. Although details are not provided, the FAIR K-2 Technical Manual (p. 13) states that "Items demonstrating DIF were flagged for further study in order to ascertain why groups with the same latent ability performed differently on the items." There is no indication of whether or how many items ultimately were removed or modified. The FAIR Grades 3-12 Technical Manual (p. 24) reports the use of similar DIF procedures, but does not present the results.

Technical

Standardization

In 2007-2008, an initial sample of students was used for item calibration and linking, where needed. This calibration sample was drawn from students in three counties: Leon, Alachua, and Manatee. Demographic information for this sample is

provided for all grades in the respective Technical Manuals. In 2008-2009, a second sample was used to gather additional data and to test the implementation of the assessment system. This implementation sample was drawn from students in the same counties as the calibration sample, plus the addition of Broward County. Demographic information for this sample is provided for Grades 3-12 in the Technical Manual but not for K-2.

For K-2, from the materials and information provided to Buros, it is not entirely clear which sample (i.e., the calibration sample or implementation sample) was used for the calculation of certain scores and norms. For Vocabulary, the test developers informed us that they "opted to create a look-up table that reflects scoring from a theoretical normal distribution of data" (B. Foorman, personal communication, April 16, 2010) to be used on an interim basis, while data are collected during the current school year that will allow empirically derived estimates to be developed. We assume that data collected during the 2009-2010 administration may be used to enhance or adjust other norms as well, given the expectation of very large numbers of students completing the FAIR over the course of 2009-2010. For Grades 3-12, the calibration sample provided the norms for the Maze task and Word Analysis, while the implementation sample was used to develop norms for the Broad Screen.

Materials provided on the Florida Center for Reading Research website (http://www.fcrr.net/files/3-12_Score_Types.pdf) describe the percentile rank norms as based upon a representative sample of Florida students. The Technical Manuals describe the samples as "roughly representative" of the Florida student population. The latter characterization may be accurate, although we noted a number of fairly large

discrepancies when grade-by-grade sample demographic data were compared to the state figures. Most concerning, a pattern of overrepresentation of Black students and underrepresentation of Hispanic students appears to characterize both the calibration and implementation samples. In each case, all but 2 of 21 comparisons of percentages followed the pattern we identified. We did not determine whether these differences differed in a statistically significant manner. In some cases, the departures were substantial (e.g., Black students comprise 23.7% of the Grade 3 population of Florida, whereas Black students comprised 54.3% and 37.0% of the calibration and implementation samples, respectively).

Reliability

Broad Screen

IRT makes it possible to report the precision of individual score points, and is particularly useful in evaluating the precision of scores at or near the cut-point. The FAIR K-2 Technical Manual provides IRT precision estimates at the cut-points for certain Broad Screen tasks, using a scale similar to that used for alpha coefficients. Reported estimates are consistently above .85, as all estimates are .86 or .87, with the exception of the first assessment period during Kindergarten. Thus, decisions based on the test scores can be rendered with confidence. We are not entirely sure how these cut-points were determined for individual tests in Kindergarten because for each assessment period in Kindergarten, two tasks are combined to produce a PRS. According to the test developers, precision estimates for the Broad Screen in Grade 2 are not appropriate to report because the test is timed.

Standard error plots across the ability scale are provided for some of the Broad Screen Tasks in the appendix of the FAIR K-2 Technical Manual. These plots are useful for examining the precision of estimates across the range of student abilities. However, because the standard errors are plotted against the IRT ability estimate rather than reported scores, we do not know how these standard errors correspond to locations of scores on the reported score metric.

Test-retest reliability estimates for the K-2 Broad Screen across assessment periods range from .44 (Kindergarten Assessment Period 1 with Assessment Period 3) to .84 (Grade 2 Assessment Period 2 with Assessment Period 3), with a median value of .69. Because each assessment period spans 34 Instructional Days and assessment periods are separated by some number of Instructional Days, the testing intervals could range from a minimum of 26 Instructional Days (between the end of Assessment Period 1 and the beginning of Assessment Period 2) to a maximum of 164 Instructional Days (between the beginning of Assessment Period 1 and the end of Assessment Period 3). The pattern of observed coefficients is as expected, with greater consistency noted at older ages and for contiguous assessment periods. Estimates would be expected to be lower as a function of the extent to which different tasks are used across assessment periods, as is especially the case in Kindergarten.

Internal consistency estimates for Grades 3-12 are expressed as generic reliability coefficients, because of the adaptive nature of the FAIR Grades 3-12. The coefficients across grades are very high, all hovering closely around .90. The test developers applied this (conservative) standard and found that only 8% of students had precision estimates

lower than .80, while 40% of students had precision estimates between .80 and .89. The remaining 52% demonstrated ability scores that met or exceeded the .90 threshold.

Broad Diagnostic Inventory (Grades K-2)

Test-retest reliability results are reported for tests in the Broad Diagnostic Inventory for Grades K-2. Across assessment periods, the vast majority of coefficients were in the moderate range – in the .40s, .50s, or .60s, probably due in part to the fact that the construct being assessed is developmental in nature, such that changes (i.e., increases) in abilities/scores would be expected as time goes by. As well, the intervals between testing sessions are not specified, but could be quite variable, given that intervals are reported by assessment periods, which themselves are quite broad.

For Listening Comprehension in Kindergarten and Reading Comprehension in Grades 1 and 2, the same passages were correlated across the three assessment periods. For Listening Comprehension (in Kindergarten), across assessment periods and passages, coefficients ranged from .49 to .63, with a median value of .565. For Reading Comprehension in Grade 1, across assessment periods and passages, coefficients ranged from .40 to .62, with a median value of .47. For Reading Comprehension in Grade 2, across assessment periods and passages, coefficients ranged from .25 to .62, with a median value of .46. Overall, test-retest correlations were slightly higher for Listening Comprehension than for Reading Comprehension. For Spelling in Grade 2, a reliability study was conducted that used alternate forms across assessment periods. The resultant coefficient was .83, quite high given the context.

Standard error plots are also provided for Comprehension and Vocabulary. The plots for Vocabulary are provided only for Assessment Period 3. For nearly the entire

range of ability and for each grade, standard errors correspond to coefficient alpha values of .80 or higher. To the extent that these standard errors are similar for Assessment Periods 1 and 2, the test can be said to produce reliable scores for assessing expressive vocabulary. Spelling standard errors are also relatively low (i.e., corresponding to a coefficient alpha of at least .80) for the range of students between two standard deviations below the mean and two standard deviations above the mean, encompassing 95% of students.

Targeted Diagnostic Inventory

Internal consistency estimates for the K-2 Targeted Diagnostic Inventory tasks are reported as alpha coefficients. In Kindergarten, coefficients range from .27 to .92, with a median value of .75. In Grade 1, coefficients ranged from -.12[1] to .84, with a median value of .77. In Grade 2, coefficients were .68 and .73 for Word Building and Multisyllabic Word Reading, respectively. Tasks with reliability values above .70 are generally regarded as adequate in social science contexts. Given the intended uses of the FAIR as a formative assessment used to guide the development of instructional strategies, somewhat lower coefficients are probably tolerable. Of the 18 coefficients reported for the K-2 Targeted Diagnostic Inventory tasks, 13 are greater than .65. The smallest coefficients reported are associated with the smallest sample sizes. The negative reliability coefficient observed for one of the Word Building tasks may have resulted from a small sample size (n = 42), coupled with the small number of items on the test (n = 5), both of which can lead to erratic values for reliability coefficients.

[1] Negative alpha coefficients are normally reset to 0.00 because the coefficient theoretically cannot be less than 0.

For the Word Analysis task in the Grades 3-12 Targeted Diagnostic Inventory, generic reliability was calculated using the same formula as for the Broad Screen. Coefficients exceeded .90 at each grade level, ranging from .92 to .95. These ranges are more than adequate and are aided by the adaptive administration of the test. For the Maze task in the Grades 3-12 Targeted Diagnostic Inventory, internal consistency was calculated using the split-half technique in which scores from one passage were correlated with scores from the second passage, and then corrected for length using a standard statistical (Spearman-Brown) formula for correction. For all grades, corrected coefficients were at least .80, with the exception of Grade 7 where the coefficient was .77. These values are certainly appropriate to support the intended uses of the FAIR.

Validity

Evidence supporting the validity of test scores must be evaluated in tandem with the intended uses of the test scores. The stated purposes of the FAIR system center on evaluating progress towards the end-of-year benchmarks, diagnosing learning needs and setting instructional goals accordingly, and monitoring instructional progress. Simply put, "the purpose of these tests is to provide data at the beginning and throughout the school year for use by teachers, schools, and district leaders to strengthen instruction for all students, but particularly for students who may struggle to meet grade level standards in reading" (FAIR Grades 3-12 Technical Manual, p. 1).

For tests of educational achievement, a major source of validity evidence is based on test content. A second source of evidence derives from relationships to other variables that may be demonstrated through correlations between the FAIR tests and other widely-recognized measures of the same skills. A third source that also derives from

relationships to other variables includes a criterion measure that FAIR test scores may predict. In this case, studies that examine the relationship between FAIR test scores and end-of-year tests (i.e., SESAT and SAT-10 for K-2, and the FCAT Reading test for Grades 3-12) were used to provide evidence of the predictive validity of test scores.

Grades K-2

In Kindergarten, the Broad Screen is used to predict performance on the end of year SESAT test, and in Grades 1 and 2, the Broad Screen is used to predict performance on the end of year SAT-10. As previously described, the score associated with the Broad Screen in Grades K-2 is the Probability of Reading Success (PRS), which quantifies students' likelihood of scoring at or above the 40th percentile on the SESAT or SAT-10. The FAIR K-2 Technical Manual presents a series of 2 x 2 contingency tables that compare students' classification on the Broad Screen (i.e., above or below a PRS score of 85%) to whether the student later scored above or below the 40th percentile on the end-of-year test. The publishers chose to use negative predictive power to evaluate the strength of the predictive relationship. Negative predictive power reflects the percent of students correctly identified as not-as-risk by the screening measure, using the end-of-year assessment results as the comparison. The test developers established a target goal of 85% negative predictive power, meaning that 85% of students classified according to their PRS or FSP scores as not-at-risk would end up not-at-risk on the outcome measure (SESAT, SAT-10, or FCAT). The test met the established criterion outright in Assessment Period 1. Negative predictive power for Assessment Periods 2 and 3 were .81 and .79, respectively. In Grade 1, negative predictive power approached or surpassed .90 at each assessment period. In Grade 2, negative predictive power met the criterion in

Assessment Period 3 (.86), and nearly met the criterion in Assessment Period 2 (.84) and Assessment Period 1 (.81).

The Technical Manual describes a second validity study relating to prediction, in which PRS scores were entered as a single predictor in a logistic regression analysis. Logistic regression is used to calculate, for given values of a predictor or of multiple predictors, the probability of a yes-or-no outcome; as well, it can be used to calculate the percent of variance in the outcome accounted for by the predictor or predictors. The outcome variable in these analyses was the end-of-year test, SESAT Word Reading subtest for Kindergarten and SAT-10 Reading Comprehension Subtest in Grades 1 and 2. For Kindergarten, the percent of variance in the outcome that is accounted for by the predictor(s) in the model was 17%, 26%, and 23% for Assessment Periods 1, 2, and 3, respectively. For Grade 1, percent of variance accounted for was 41%, 46%, and 56% for the respective Assessment Periods. For Grade 2, percent of variance accounted for was 23%, 26%, and 29% for the respective Assessment Periods. For a short test, these are sizeable percent values. Sample sizes are not specified for these analyses; we presume they are the same samples shown for the 2 x 2 classification contingency tables.

Although certain groups may be classified as at-risk more than other groups, an important piece of information for evaluating test bias is whether the test predicts performance as well for members of these groups as for students who are not members of these groups. The FAIR K-2 Technical Manual presents a series of 12 tables summarizing findings from analyses that examined differential accuracy of the regression equations across different demographic groups. For each grade, results are presented for Black students, Latino students, students who are English Language Learners (ELL), and students eligible for Free/Reduced Lunch. Sample sizes ranged from 230 to 506. A

significant interaction would indicate that the accuracy of prediction was significantly different for members of these groups than for those not part of the groups.

Results for Kindergarten and Grade 2 indicate no significant interactions between risk status as determined by the Broad Screen and any of the four demographic characteristics. In Grade 1, however, significant interactions were noted between risk status and Latino/non-Latino students at Assessment Period 1, between risk status and ELL at Assessment Period 1, and between risk status and Free/Reduced Lunch eligibility at Assessment Period 3. In addition, the interaction between risk status and Latino/non-Latino student approached significance ($p = .06$) at Assessment Period 3. These results raise concerns about the utility of the FAIR in Grade 1, especially for Latino students who also may be learning English. The test developers acknowledge the need to examine these results more closely as they relate to differential validity (FAIR Grades K-2 Technical Manual, p. 32). Otherwise, these results support the use of the Broad Screen with members of diverse populations in Grades K-2, within the caveats noted in an earlier section of this review regarding results of DIF analyses.

Concurrent evidence of test score validity derives from a study in which a sample of students ($n = 370$) from Grades K, 1, and 2 completed the FAIR and the Expressive Vocabulary Test, 2nd edition (EVT-2; Williams, 2007). Correlations between the EVT-2 and the FAIR Vocabulary test were moderately high, ranging from .75 to .83 across grades.

Grades 3-12

For Grades 3-12, the Broad Screen is used to predict performance on the FCAT Reading test. As previously described, scores on the Broad Screen at each assessment period are combined with performance on the prior year's FCAT score to produce FCAT

Success Probability (FSP) scores, which quantify students' likelihood of scoring at or above Level 3 on the FCAT Reading test administered at year's end. (The exception is Grade 3, which does not have a previous year's FCAT score.) Procedures for examining the validity of the Broad Screen follow those of Grades K-2.

The FAIR Grades 3-12 Technical Manual presents a series of 2 x 2 contingency tables that compare students' risk classification on the Broad Screen (i.e., FSP > 85% and FSP < 85% for not-at-risk and at-risk, respectively) to whether the student later scored at or above grade level on the end-of-year test (i.e., Level 3 or higher on FCAT Reading). The publishers chose to use negative predictive power to evaluate the strength of the predictive relationship, noting that a goal of 85% negative predictive power was sought. Negative predictive power ranged from .54 (Grade 10) to .98 (Grades 3, 4, and 5), with a median value of .925. Across grade levels, the test met the established criterion as negative predictive power was at least .85, with the exception of Grade 10, where the sample of students classified as not-at-risk was very small (n = 13). Consequently, for most grades, there is only a small chance that a student classified as not-at-risk based on his or her FSP score will fail to reach Level 3 or above on the current year's FCAT.

The FAIR Grades 3-12 Technical Manual also presents a table that lists correlations between (a) Broad Screen performance and current year FCAT score and (b) prior year FCAT score and current year FCAT score. Coefficients were relatively high, ranging from .62 to .74 and from .75 to .83, respectively. We requested and received more information from the Florida Department of Education about the combination of the Broad Screen and prior year's FCAT in predicting performance on the current year's FCAT. For each grade, once prior year's FCAT is included in the logistic regression,

adding Broad Screen improves prediction only slightly. However, one benefit of including the Broad Screen in the FSP score is that students can show improvement on the Broad Screen throughout the year, which of course is not possible with the previous year's FCAT score. In fact, predicting test performance is somewhat incidental to the stated purposes of FAIR, which center on instructional improvement for all students, but especially for those struggling to meet grade level expectations in reading.

We also requested but did not receive the specific weights used to calculate the FSP score from its two component variables. Apparently, this information is deemed proprietary (B. Foorman, personal communication, May 3, 2010). Therefore, we cannot comment specifically upon how much the Broad Screen measure itself contributes to the prediction of end-of-year success on the FCAT Reading test.

Regarding differential accuracy of prediction, the FAIR Grades 3-12 Technical Manual presents the results of a series of logistic regressions predicting FCAT Reading success, based on risk status as determined by FSP scores. Demographic variables examined included Black and Latino students, students identified as English Language Learners, and students eligible for Free/Reduced Lunch. No significant interactions were observed between risk status and the demographic characteristics. Thus, the evidence provided supports the utility of the FAIR Broad Screen with members of various diverse populations in Grades 3-12.

In addition, the test developers offer evidence of score validity for the Maze and Word Analysis tasks, by demonstrating that students who perform at different FCAT levels also perform differently on these FAIR tasks.

Commentary

FAIR is a very recently published test (2009), developed for a highly specific target population and purpose. It appears to have been developed with careful attention to many important test development standards. Overall, we commend the FAIR test developers for their efforts and accomplishments in creating the FAIR.

In the context of a newly developed measure, the documentation accompanying the FAIR is of exceptionally high quality, and we expect that a few mostly minor errors or omissions we noticed will be corrected as the test, its manuals, and other materials are further refined and developed. For example, it would be desirable to include sample sizes along with tabulated information throughout the Technical Manuals. Also, it would be desirable to provide more specific information about the development of percentile rank norms for tasks that ordinarily are not taken by all students at each assessment period – Vocabulary and Spelling in K-2 and the Maze task and Word Analysis in Grades 3-12.

FAIR was developed specifically for use within the state of Florida. We regard this fact as beneficial to Florida's students. The test developers have a vested interest in the quality of education within the state and also have firsthand knowledge of Florida's standards as reflected in the FCAT. They appear invested in assessment practices that go beyond merely responding to accountability demands – although accountability is certainly an essential outcome. By design, the FAIR provides formative information and offers a variety of tasks and tools intended for use between assessment periods – that is, for instructional purposes. The development of ongoing progress monitoring tasks speaks directly to this issue. These latter uses respond to the needs of individuals in the classroom – students and teachers.

We applaud the combination of FAIR-derived and previous year's FCAT scores toward the end of identifying students who are at risk. One of the most commonly cited maxims in testing is that no single score should be used alone by itself. Nevertheless, under No Child Left Behind, decisions are often made on this basis. Therefore, we believe that the approach embodied in the FAIR is a well informed one.

The inclusion of Lexile Measures and Ranges should prove useful in assisting teachers and librarians in selecting texts for students that are appropriate for their reading levels. We are impressed that the FAIR test developers undertook the requisite linking study. Because the Broad Screen is administered at three assessment periods throughout the academic year, student progress reflected in this scale can be used to help teachers and librarians to continually adjust text selections accordingly.

It is our understanding and expectation that during the first year or two of use (and possibly longer), data collected through the PMRN data entry system will be used to refine and update technical information for the FAIR. This approach would be a responsible course of action as doing so could strengthen an already good test by increasing both the size and representativeness of its reference groups.

In considering future development work on the FAIR, we note that evidence to support the use of "approved accommodations" is most certainly needed for both the FAIR K-2 and the FAIR Grades 3-12. It appears that the test developers relied upon a subjective approach to determine which accommodations they thought would not affect the interpretations or utility of resultant scores. Ultimately, however, the impact of accommodations is an empirical question the answer to which requires the accumulation

of data showing how score interpretations remain valid after given accommodations have been implemented.

Examination of the standard error plots presented in the appendix of the FAIR K-2 Technical Manual leads us to agree with the caveat presented in the Technical Manual (p. 16) that the Comprehension tasks provide "descriptive information about a student's emerging comprehension skills rather than reliable quantitative information." We were pleased to confirm that this limitation is mentioned in the training materials for teachers and other individuals who work with FAIR scores (B. Foorman, personal communication, May 3, 2010).

Negative predictive power was used consistently to evaluate the accuracy of classification decisions. As cited in the Technical Manuals, other methods of evaluating classification decisions include positive predictive power, sensitivity, and specificity. We agree with the test publisher that, for FAIR, the consequences of failing to identify students as at-risk in time to provide needed instruction and intervention is the most important classification error to avoid. Whenever a test is used, there will always be false positives, as well as false negatives. Each has its own costs. For example, costs for falsely identifying students as at-risk include teachers spending extra time with students who do not need extra help and having less time to spend with students who do need additional assistance. Although not explicitly addressed in the test materials, we trust these costs were at least implicitly considered when choosing the PRS/FSP cut score of 85%. In our opinion, it would be beneficial to address costs associated with false positives as well as false negatives in the FAIR Technical Manuals.

Summary

The FAIR is a recently developed reading measure currently in use throughout the state of Florida in Grades K through 12. The primary purpose of FAIR is to provide formative assessment that can be used to guide instruction that ultimately improves reading education for all students. Scores representing reading success probabilities are derived from performance on the FAIR, and are used to gauge the likelihood that students will perform successfully on the end-of-year reading assessment associated with their grade level. Test development efforts are to be commended. In general, psychometric evidence is relatively complete and supports the test's intended uses. The test developers appear mindful of the need to continue their development efforts, a process that will be ongoing and feasible due to the corresponding development of a system wide data entry system.

References

Florida Department of Education. (2009). *Florida Assessments for Instruction in Reading administration manual: Grades 3-12.* State of Florida, Department of Education.

Florida Department of Education. (2009). *Florida Assessments for Instruction in Reading administration manual: Kindergarten – grade 2.* State of Florida, Department of Education.

Florida Department of Education. (2009). *Florida Assessments for Instruction in Reading technical manual, 2009-2010 edition: Grades 3-12.* State of Florida, Department of Education.

Florida Department of Education. (2009). *Florida Assessments for Instruction in Reading technical manual, 2009-2010 edition: Kindergarten – grade 2.* State of Florida, Department of Education.

Torgesen, J. K., & Miller, D. H. (2009). *Assessments to guide adolescent literacy instruction.* Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Williams, K. (2007). *Expressive Vocabulary Test,* 2nd edition. San Antonio, TX: Pearson.

Appendix C

Key Personnel Resumes

C

Stuart Greenberg

(b)(6)

EDUCATION

- **Nova University** Florida
  Degree: Master of Science, Educational Leadership (1987) Certified in Educational Leadership K-12
- **Florida Atlantic University** Florida
  Degree: Bachelor of Arts, Exceptional Education (1982)
- **Hiwassee College** Tennessee
  Degree: Associate of Arts Degree, Education (1980)

FLORIDA DEPARTMENT OF EDUCATION

Executive Director Just Read, Florida and the Office of Early Learning July 2010- Present

- Overall responsibility for the implementation of Florida's statewide reading initiative
- Provide technical support on research into literacy-related skills for the lowest performing students in persistently low achieving schools.
- Provide technical support on the development of the Next Generation of Florida's Content Area Reading Professional Development for teachers in grades 6-12
- Overall responsibility for the implementation of Florida's statewide Voluntary
- Pre-Kindergarten Program (VPK)
- Provide ongoing support to the 31 Early Learning Coalitions to ensure support to 6,500 providers of VPK .

Regional Executive Director August 2009- July 2010

- Overall responsibility for the implementation of Florida's Differentiated Accountability Model in 10 school districts in the Florida Panhandle
- Provide technical support on research into literacy-related skills for the lowest performing students in persistently low achieving schools
- Continued collaboration with Just Read, Florida, Response to Intervention Project and the Office of Accountability Research and Measurement in providing staff development to teachers and administrators in schools with low student achievement.
- Conduct school site visits and facilitate staff development to teachers in grades Pre K-12 on using data to inform instruction. Also, assisting elementary, middle and high schools in developing reading intervention schedules and providing administrators with strategies to perform effective Principal "walk through" visits.

FLORIDA CENTER FOR READING RESEARCH, FLORIDA

Associate Director, September 2007 – 2009

- Overall responsibility for the day to day operations of one of the nation's largest reading research centers in the United States providing supervision for the 318 employees in 5 locations.
- Provide budget oversight to the 16 federal research grants totaling over $25.5 million with additional federal contracts for $6.6 million annually. Combined with our state appropriation, FCRR has over $34.8 million in active funding to address all aspects of reading research.
- Provide technical support on research into literacy-related skills for typically developing readers and those who struggle, studies of effective prevention and intervention, and psychometric work on formative assessment.
- Continued collaboration through participation and leadership with Leon, Alachua, Manatee and Broward County Public Schools to develop the Florida Assessments for Instruction in Reading.
- Continued Collaboration with Just Read, Florida, Response to Intervention Project and the Office of Differentiated Accountability in providing staff development to teachers and administrators in schools with low student achievement.
- Conduct school site visits and facilitate staff development to teachers in grades Pre K-12 on using data to inform instruction. Also, assisting elementary, middle and high schools in developing reading intervention schedules and providing administrators with strategies to perform effective Principal "walk through" visits.
- Continue to deepen understanding of Florida's implementation of Differentiated Accountability Plan, No Child Left Behind requirements and district policies related to school improvement through staff development to teachers.

Associate Director, Eastern Regional Reading First Technical Assistance Center, November 2004 - September 2007

- Assisted 16 states and numerous school districts in implementing Reading First by establishing expectations and procedures for monitoring student achievement in Reading First Schools.
- Created and coordinated staff development for the 3 Regional Technical Assistance Centers and the US Department of Education Office of Reading First on the use of data to improve reading outcomes at the classroom, school, district, and state level.
- Directed and provided technical assistance to state education departments, principals, reading coaches, and teachers in seventeen states and territories in the eastern region of the United States which included developing materials and presenting workshops on scientifically-based reading research and instruction, differentiated instruction, data analyses and utilization, reading centers, and planning.
- Provided technical assistance to the states and one territory in the eastern region of the United States that included presentations at state/ regional conferences and workshops focusing on SBRR, SBRI, leadership, coaching, using data, and action planning.
- Directed the cooperative development and implementation of technical assistance to seventeen states and one territory in the eastern region. Tasks included developing annual technical assistance plans, developing materials and sessions at the request of states to deepen knowledge of the five components of reading, coaching, leadership, utilizing data, and action planning.
- Wrote summaries of school and district visits that have been shared with the public at large, schools boards, state officials, administrators, teachers and parents.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Director Curriculum Support K-12, July 1994-November 1994

- Developed, implemented and administered a $3 million dollar budget, for educational support to 34 elementary school, 6 middle and 6 high schools
- Hired, supervised and provided staff development to more than 30 coaches under my direct supervision
- Created, planned, and directed programs and personnel which directly supported the delivery of quality educational services to schools in need of improvement
- Evaluated programs and initiatives under my supervision for results and efficacy
- Designed a blueprint for Broward Schools that coordinated the efforts of several departments to focus on the improvement of student achievement
- Provided comprehensive staff development for teachers and school administrators
- Developed individualized use of data with each school administrator across 46 schools
- Initiated and supported staff development to Area Superintendents and Area Directors on school improvement processes
- Reviewed the research and outcome data and developed specific protocols for district and schools to be reflective of current practice as it aligns to the latest research findings of effective teaching strategies-framework became known as "Superintendent School's Project" in Broward County.
- Work with a diverse group of Cabinet level staff to provide monthly updates on all aspects of the implementation of school improvement in the "Superintendents Schools"

Coordinator Alliance of Quality Schools, 1988-1994

- Initiated a school reform model in Broward County that became known as The Alliance of Quality Schools
- Led school improvement process for 40 Title I schools
- Developed and administered district budgets in excess of $3.2 million
- Provided curriculum support in the area of reading, writing, mathematics and classroom management to 34 elementary schools, 3 middle schools, and 3 high schools that are all school-wide Title I schools
- Assisted in the development of school-wide master schedule for schools ranging in size from 300-1800 students with up to 120 faculty and staff members
- Supervised 24 teachers on task assignment working as curriculum coaches
- Developed a coaching model whereby coaching was provided based upon data through a defined process
- Diagnosed, prescribed, and provided initial staff development with follow-up activities for teachers in grades PK–10 based on the needs and data of the individual schools
- Reviewed on-going student generated data and used that data to develop and implement interventions used to increase student achievement
- Facilitated the development of Broward Benchmark Assessments for reading and math in grades 3-10
- Provided staff development to 50 schools on the implementation of the Continuous Improvement Model
- Conducted monthly analysis of school data and trend analyses
- Developed strategies and coaching formats to increase student achievement in schools that were flagged by the State of Florida as critically low-achieving schools
- Developed a classroom walk through process for Superintendent's Cabinet, Principals and Assistant Principals

- One of the first to work with the eight-step process developed by Brazosport ,Texas. The process is based on the Plan-Do-Check-Act cycle of Total Quality Management which became the foundation of Florida Continuous Improvement Model.
- Provided training on models that improve student achievement for Principals and Assistant Principals
- Taught schools how to develop and implement a "March to March" curriculum focus to ensure students are being taught from bell to bell throughout the school year.

Educational Specialist for Public Law 89-913/ Chapter I Handicapped and Educational Specialist for Cluster Improvement Program, 1989-94

Central Area Behavior Specialist, 1987-1989

Teacher, Pine Ridge Center, 1982-1987

Cari Miller

(b)(6)

Education

Special Student- Coursework in Educational Leadership 2008-2009

Florida Agricultural and Mechanical University

Tallahassee, Florida

Special Student- Coursework in Reading & Language Arts 2006-2008

Florida State University

Tallahassee, Florida

B.S., Elementary Education 1996-1998

University of South Florida

Tampa, Florida

Professional Experience

Deputy Director, Just Read, Florida! 2010-present

Florida Department of Education

Manage the Just Read, Florida! office; plan, develop, and deliver an array of reading professional development to district staff, parents, teachers, and DOE employees; provide guidance and assistance with third grade progression; provide staff development on the Next Generation Sunshine State Standards/Common Core, Next Generation Content Area Reading Professional Development (NGCAR-PD); manage State Literacy Plan development and roll out; plan, develop, provide technical assistance on the K-12 Comprehensive Resarch-Based Reading Plan for district staff, schools, and parents; plan, organize, manage, develop, and deliver the Just Read, Florida! Summer Professional Development

Institutes; serve as the Florida Assessments for Instruction in Reading (FAIR) expert, providing professional development and technical assistance to districts and schools, including management of FAIR Master Trainers/Advanced Master Trainers.

Elementary Reading Specialist, Just Read, Florida! 2009-present

Florida Department of Education

Serve as one of the Department's content experts for elementary reading; plan, develop, and present an array of reading professional development to district staff, parents, teachers, and DOE employees; provide guidance and assistance with third grade progression; provide input on the Next Generation Sunshine State Standards/Common Core; plan, develop, provide technical assistance on the K-12 Comprehensive Resarch-Based Reading Plan for district staff, schools, and parents; plan, organize, manage, develop, and deliver the Just Read, Florida! Summer Professional Development Institutes; serve as the Florida Assessments for Instruction in Reading (FAIR) expert, providing professional development and technical assistance to districts and schools, including management of FAIR Master Trainers/Advanced Master Trainers.

Director, Reading First, Just Read, Florida! 2005-2009

Florida Department of Education

Total operation of the Reading First grant for Florida elementary schools. Responsibilities include statewide leadership, coordination and technical assistance to support reading instruction in low performing elementary schools; ensuring that all districts and schools are provided with technical assistance in the operation and implementation of the Reading First grant; ensuring that funding operations work smoothly managing two university projects that formed Reading First's triangle for success; serving as a liaison for the USDOE; and facilitate and conduct professional development within our state for Reading First grantees.

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Elementary Reading Specialist, Just Read, Florida! 2004-2006

Florida Department of Education

Serve as one of the Department's content experts for elementary reading; plan, develop, and present an array of reading professional development to district staff, parents, teachers, and DOE employees; provide guidance and assistance with third grade progression; write Reading Instructional Materials specifications for the 2007 Reading Adoption; train reading adoption committee members.

SRA/McGraw-Hill Per Diem Consultant 2003 – 2004

Responsibilities include providing professional development on the effective implementation of K-5 SRA/McGraw-Hill, Open Court throughout the state

Reading Coach (grades K-5) 2003 – 2004

Leon County Schools, Astoria Park and Hartsfield Elementary Schools

Responsibilities include monitoring student progress, supporting teachers with planning instruction according to individual student needs, gathering reading materials for the teachers, observe, model, and coach teachers with delivering effective reading instruction, including core reading program implementation, facilitate and conduct reading professional development

Third Grade Teacher 1999 – 2003

Leon County Schools, Hartsfield Elementary School

Responsibilities include providing quality instruction through incorporating technology and reading programs into the curriculum to meet the needs of individual students in all subject areas; third grade team leader responsibilities include coordination and submission of nine week plans, scheduling and facilitating team meetings to plan instruction and share ideas, and material and textbook inventory and ordering

Reading Resource teacher (grades 3rd, 4th, and 5th) 1998-1999

Leon County Schools, Hartsfield Elementary

Responsibilities include providing effective reading intervention for students identified with a reading deficiency, coordinating intervention through collaboration with the general education teachers

Professional Development/Technical Assistance Activities

Next Generation Content Area Reading – Professional Development (NGCAR-PD) Trainer, 2011

FAIR Advanced Master Trainer, 2009

FAIR On-going Progress Monitoring (OPM), 2009

Just Read, Florida! Program Specific Professional Development (PSPD), 2009

Just Read, Florida! K-5 Reading Academy, 2004-2009

Just Read, Florida! K-12 Leadership Conference, 2005-2008

Reading Walk-Through Training, 2007-2008

Reading First Guidance and Technical Assistance, 2005-2009

K-12 Comprehensive Research-Based Reading Plan Guidance and Technical Assistance, 2005-2010

State Reading Adoption Committee Training, 2007

Third Grade Progression Technical Assistance, 2004-2011

Licenses

Elementary Education (Grades 1-6)

Florida Professional Educator's Certificate, 2013

Melinda Webster

(b)(6)

(b)(6) E-Mail: Melinda.Webster@fldoe.org

Experience: 2010-present *Office of Early Learning* Florida Department of Education

Director, Program Standards and Professional Development

- Provide leadership and support in the development of Voluntary (VPK) professional development resources
- Provide technical assistance and support to early learning coalitions and district VPK contacts regarding Off ice of Early Learning initiatives

2007-present *Just Read, Florida! Office* Florida Department of Education

Elementary Reading Specialist

- Education Reform and Accountability: Provide technical assistance and support in the development and implementation of the K-12 Reading Plan, Sunshine State Standards, elementary reading adoption, third grade progression, and other Florida Department of Education initiatives and products to assist improvement of reading instruction. Conduct school site visits for monitoring reading instruction. Assist in the implementation of school improvement activities statewide, especially for low performing schools, as well as assist appropriate agencies and organizations in the development, dissemination, distribution and implementation of reading instruction K-5.

2004-2007 *Curriculum and Staff Development* School District of Lee County

Elementary Reading and Language Arts District Coordinator

- Elementary Reading and Language Arts: Provide and coordinate district-wide professional development and support for elementary teachers regarding effective instructional strategies and curriculum. Monitor implementation of the elementary K-12 Comprehensive Reading Plan and coordinate district support as needed. Analyze data for program evaluation. Facilitate monthly district technical assistance meetings with elementary school reading and language arts contacts. Coordinate weekly professional development for Reading First Reading Coaches. Facilitate curriculum writing for the Elementary K-5 Reading and Language Arts District Academic Plan. Communicate program information to all elementary teachers and administrators.
- Reading Endorsement Program: Facilitate writing of the District K-12 Reading Endorsement Add-On Certification Program. Communicate program information to all teachers and administrators. Facilitate the design and delivery of professional development for Reading Endorsement Competency #1 (Foundations in Language and Cognition), Competency #3 (Foundations of Assessment), and Competency #6

(Practicum). Correspond and work with DOE for training, program implementation and data collection on participants.

2002-2004 *Curriculum and Staff Development* School District of Lee County

Reading First Reading Coach

- Lead Reading Coach: Plan and facilitate weekly professional development for district Reading First Reading Coaches.
- Professional Development: Analyze school data to plan and deliver reading professional development, coaching, and modeling for K-3 teachers. Facilitate school based Literacy Council.

1982-2001 *Caloosa Elementary School* School District of Lee County

Reading Specialist

- Professional Development: Organize and coordinate school-based Literacy Council. Plan and provide training for teachers on effective teaching strategies and reading curriculum.
- Progress Monitoring: Oversee and provide support for teachers to monitor student progress through the Academic Improvement Plan (AIP) process. Administer student diagnostic reading assessments for the purpose of assisting teachers in meeting student instructional needs.

Teacher

- Grades K-4 Instructor- reading
- Grade 2 Instructor – all academics
- Grade 4 Instructor – all academics

Education:

2009-2011 *Florida State University* Tallahassee, FL

Doctoral Coursework Doctoral student in Educational Leadership and Policy Studies

2002-2004 *University of Central Florida* Florida Gulf Coast University

Doctoral Coursework

- Curriculum - 12 semester hours
- Leadership - 9 semester hours

1999-2001 *Florida Gulf Coast University* Fort Myers, FL

Master of Education in Reading

1978-1982 *Florida Southern College* Lakeland, FL

Bachelor of Science, Elementary Education

Florida Certification Elementary Education K-6, Specific Learning Disabilities K-12, Gifted Endorsement, ESOL Endorsement

National Certification National Board Certification – National Board of Professional Teaching Standards (2001)

Presentations/ Presenter, NAEYC (2009-10)

Presenter, Just Read, Florida! Leadership Conference (2006-08)

Presenter, Florida Association for Staff Development Conference (2007)

Presenter, Florida Reading Association Conference (2006-10)

Presenter, Florida School Boards Association Conference (2005)

Florida Reading First Academy Trainer (2003)

Recognitions Cape Coral Chamber of Commerce Teacher of the Year (1999)

References

(b)(6)

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE
Barbara Foorman	Professor

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)*			
INSTITUTION AND LOCATION	DEGREE *(if applicable)*	YEAR(s)	FIELD OF STUDY
Stanford University, Stanford, CA	B.A.	1970	English
Harvard University, Cambridge, MA	M.A.T.	1972	Language Arts/Reading
University of California, Berkeley, CA	Ph.D.	1977	Educational Psychology
(California Life Elementary and Secondary Teaching Credentials)		1972	

A. Positions and Honors (selected)

2006–present	Francis Eppes Professor of Education and Director of the Florida Center for Reading Research, Florida State University, Tallahassee, Florida
2005	Commissioner of Education Research, Institute of Education Sciences (IES), U.S. Department of Education
1997-2006	Professor, Dept of Pediatrics, and Director of the Center for Academic and Reading Skills (CARS), University of Texas-Houston Health Science Center
1978–1997	Professor, Dept of Educational Psychology, University of Houston, Houston, TX

1977–1978	Associate in Human Development & Assistant Director of the Early Childhood Education Center, Dept of Applied Behavioral Sciences, UC Davis, California
2011-present	Chair, IES Practice Guide on Foundational Reading Skills
2006-present	Co-Editor, *Journal of Research on Educational Effectiveness*
2006-present	Member of the board for the Society for Research on Educational Effectiveness
2009-2010	Member, English language arts review team, Common Core State Standards
2009-2010	Member of the IRA/NICHD advisory group on measuring classroom instruction
2007-2009	Member, Task Force on Conflict of Interest, American Ed Research Association
2003-2004	Member, Carnegie/RAND Study Group on Reading to Learn
2003-2004	Member, National Children's Study Advisory Committee, National Institute of Child Health & Human Dev.
2003	Member, Planning Committee for the reading framework of the 2009 National Assessment of Educational Progress (NAEP)
2002	Member, Panel on Learning and Instruction for the Strategic Education Research Program (SERP), National Academy of Sciences/National Research Council
2001-2002	Member, National Education Research Policy and Priorities Board, Office of Educational Research & Improvement, U.S. Department of Education
2000-2006	Member, Exec Committee, Neuroscience Research Cntr, U. of Texas Med Sch
1999-2000	Technical Advisor, National Reading Panel
1997-1999	Member, Primary Literacy Standards Expert Panel
1996–1997	Member, National Research Council Committee on Preventing Reading Difficulties in Young Children
1995–2000	Member, Executive Board, Society for the Scientific Study of Reading
2001	Nationally Recognized Honor in Clinical Service, Univ of Texas Houston Health Science Center (for work on the Texas Primary Reading Inventory)
1999	Profiled by *Texas Monthly* as one of the 20 most influential Texans for 1999
1994	Research Excellence Award, University of Houston College of Education
1990–1992	Member, Exec Committee, Division C., American Educational Research Assoc

B. Peer-Reviewed Publications (selected)

Foorman, B.R., & Connor, C. (2011). Primary reading. In M. Kamil, P. D. Pearson, & E. Moje (Eds.), *Handbook on Reading Research, Vol. IV* (pp. 136-156). NY: Taylor & Francis.

Foorman, B., Arndt, E., & Crawford, E. (2011). Important constructs in literacy learning across disciplines. *Topics in Language Disorder*, *31*(1), 73-83.

Foorman, B., & Petscher, Y. (2010). Development of spelling and differential relations to text reading in grades 3-12. *Assessment for Effective Instruction*, *36*(1), 7-20.

Kim, Y., Petscher, Y., Schatschneider, C., & Foorman, B. (2010). Does growth rate in oral reading fluency matter in predicting reading? *Journal of Educational Psychology*, 652-667.

Kim, Y., Petscher, Y., Foorman, B., & Chengfu Zhou. (2010). The contribution of phonological awareness and letter-name knowledge to letter-sound acquisition—A cross classified multilevel model approach. *Journal of Educational Psychology*, *102*(2), 313-326.

Branum-Martin, L., Mehta, P.D., Francis, D.J., Foorman, B.R., Cirino, P.T., Miller J.F., & Inglesias, A. (2010). Pictures and words: Spanish and English vocabulary in classrooms. *Journal of Educational Psychology*, (2), 341-355.

Foorman, B., Petscher, Y., Lefsky, E., & Toste, J. (2010). Reading First in Florida: Five years of improvement. *Journal of Research on Literacy*, *42*(1), 71-93.

Foorman, B. R. (2009). Text difficulty in reading assessment. In E.H. Hiebert (Ed.), R*eading more, reading better* (pp. 231-247) New York, NY: Guilford.

Foorman, B.R., York, M., Santi, K.L., & Francis, D.J. (2008). Contextual effects on predicting risk for reading difficulties in first and second grade. *Reading and Writing*, *21*, 371-394.

Cirino, P., Pollard-Durodola, S.D., Foorman, B.R., & Carlson, C.D., & Francis, D.J. (March, 2007). Teacher characteristics, classroom instruction, and student literacy and language outcomes in bilingual kindergarteners. *Elementary School Journal.107*(4), 341-364.

Saunders, W.M., Foorman, B.R., Carlson, C.D. (November, 2006). Do we need a separate block of time for oral English language development in programs for English learners? *Elementary School Journal*, *107*(2), 181-198.

Moats, L.C., Foorman, B.R., & Taylor, W.P. (2006). How quality of writing instruction impacts high-risk fourth graders' writing. *Reading and Writing*, *19*, 363-391.

Foorman, B.R., Schatschneider, C., Eakin, M.N., Fletcher, J.M., & Moats, L.C., & Francis, D.J. (2006). The impact of instructional practices in grades 1 and 2 on reading and spelling achievement in high poverty schools. *Contemporary Educational Psychology*, *31*, 1-29.

Foorman, B.R., & Ciancio, D.J. (2005). Screening for secondary intervention: Concept and context. *Journal of Learning Disabilities*, *38*(6), 494-499.

Mehta, P., Foorman, B.R., Branum-Martin, L., & Taylor, W. P. (2005). Literacy as a unidimensional multilevel construct: Validation, sources of influence, and implications in a longitudinal study in grades 1-4. *Scientific Studies of Reading*, *9(2)*, 85-116.

Schatschneider, C., Fletcher, J., Francis, D., Carlson, C., & Foorman, B. (2004). Kindergarten prediction of reading skills: A longitudinal comparative study. *J of Educ Psych*, *96*, 265-282.

Foorman, B.R., Francis, D.J., Davidson, K., Harm, M., & Griffin, J. (2004). Variability in text features in six grade 1 basal reading programs. *Scientific Studies in Reading*, *8(2)*, 167-197.

Foorman, B.R., & Moats, L.C. (2004). Conditions for sustaining research-based practices in early reading instruction. *Remedial and Special Education*, *25*, 51-60.

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Foorman, B.R., & Breier, J.I. (2003). Interventions aimed at improving reading success: An evidence-based approach. *Developmental Neuropsychology*, *24*, 613-639.

Foorman, B.R., Anthony, J., Seals, L., & Mouzaki, A. (2002). Language development and emergent literacy in preschool. *Seminars in Pediatric Neurology*, *9*, 172-183.

Fletcher, J.M, Foorman, B.R., Boudousquie, A., Barnes, M., Schatschneider, C., & Francis, D.J. (2002). Assessment of reading and learning disabilities: A research-based, treatment-oriented approach. *J of School Psychology, 40*, 27-63.

Simos, P.G., Fletcher, J.M., Bergman, E., Breier, J.I., Foorman, B.R., Castillo, E.M., & Davis, R.N., Fitzgerald, M., Papanicolaou, A.C. (2002). Dyslexia-specific brain activation profile becomes normal following successful remedial training. *Neurology*, *58*, 1203-1213.

Rayner, K., Foorman, B., Perfetti, C.A., Pesetsky, D., & Seidenberg, M.S. (2001). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest*, *2*, 31-74. [Also in *Scientific American*, 33-39.]

Foorman, B.R., & Torgesen, J.K. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. *Learning Disabilities Research and Practice*, *16*(4), 202-211.

Schatschneider, C., Francis, D., Foorman, B., & Fletcher, J. (1999). The dimensionality of phonological awareness: An application of item response theory. *J of Educ Psych, 91*, 1-36.

Fletcher, J., Francis, D., Shaywitz, B., Foorman, B., & Shaywitz, S. (1998). Intelligent testing and the discrepancy model for children with learning disabilities. *Learning Disabilities Research and Practice*, *13*, 186-203.

Foorman, B.R., Francis, D.J., Fletcher, J.M., Schatschneider, C., & Mehta, P. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. *Journal of Educational Psychology*, *90*, 37-55.

Foorman, B.R., Francis, D.J., & Fletcher, J.M., Winikates, D., & Mehta, P. (1997). Early interventions for children with reading problems. *Scientific Studies of Reading*, *1*, 255-276.

Foorman, B.R., Francis, D., Fletcher, J., & Lynn, A. (1996). Relation of phonological and orthographic processing to early reading: Comparing two approaches to regression-based, reading-level-match designs. *Journal of Educational Psychology*, *88*, 639-652.

Foorman, B.R. (1995). Research on "The Great Debate": Code-oriented versus whole-language approaches to reading instruction. *School Psychology Review*, *24*, 376-392.

Foorman, B. R., & Francis, D.J. (1994). Exploring the connections among reading, spelling, and phonemic segmentation during first grade. *Reading and Writing*, *6*, 1-26.

Foorman, B.R. (1994). The relevance of a connectionist model of reading for The Great Debate. *Ed Psych Review*, *6*, 25-47.

Foorman, B.R., Jenkins, L., & Francis, D.J. (1993). Links among segmenting, spelling, and reading words in first and second grades. *Reading and Writing*, *5*, 1-17.

Foorman, B., Francis, D., Novy, D. & Liberman, D. (1991). How letter-sound instruction mediates progress in first-grade reading and spelling. *J of Educational Psych*, *83*, 456-469.

C. Prior Research Support

Principal Investigator, B.R. Foorman 7/1/09-6/30/10 25% effort

Florida Assessments for Instruction in Reading (FAIR) and Response-to-Intervention projects, $2.5 million from the Florida Department of Education. The major goals of these projects are: 1) Host and maintain PMRNv3.0 and oversee the completion of FAIR's ongoing progress monitoring tasks; 2) Provide technical assistance and professional development on FAIR to Florida master trainers; 3) field test additional listening and reading comprehension passages and vocabulary items for the K-2 FAIR system; and 4) provide professional development on RTI to Florida teachers.

R305W020001, B.R. Foorman (PI) 9/1/02-9/18/07

IES, U.S. Dept. of Education ($6.6 million), Scaling up Assessment-Driven Intervention Using the Internet and Handheld Computers

This research examined the value added to primary-grade achievement of levels of teacher support and real-time data capture techniques in administering early reading assessment.

R01 HD38346 A.C. Papanicolaou (PI) 9/1/00-6/30/04

NICHD, NIH ($271,057), Brain Activation Profiles in Dyslexia: An MEG Study

The goals were to map brain areas used in word recognition and language skills in children with dyslexia and attention-deficit hyperactivity disorder using magnetoencephalography and magnetic resonance imaging. My role as Co-PI was to design reading stimuli.

P01 HD39521 D.J. Francis (PI), NICHD ($1.5 million) 6/1/00-5/31/05

Oracy/Literacy Development in Spanish-Speaking Children

The major goal of this program project was to identify the factors and conditions under which children who speak Spanish develop proficient literacy skills in English and Spanish. I was PI on Project III, The Language of Instruction.

Annual contracts of approximately $0.5 million from the Texas Education Agency to develop the Texas Primary Reading Inventory (1997-2006) and annual grants of approximately $1.6 million from the Texas Education Agency to provide technical assistance and professional development for Reading First (2003-2006).

R01 HD30995 B.R.Foorman (PI), NICHD ($2.4 million) 7/1/93-6/30/02

Early Interventions for Children with Reading Problems

The goals of this project were to evaluate the efficacy of early intervention and treatment programs for children at risk for learning disabilities or with identified reading disabilities.

9979968 J.M. Fletcher (PI), NSF ($3.9 million) 10/1/99-9/30/02

Early Development of Reading Skills: A Cognitive Neuroscience Approach

The 3 projects were: 1) early interventions for firsst graders at-risk for reading problems; 2) magnetoencephalographic studies of the first graders at-risk of reading problems; and 3) studies of the influence of text decodability on the development of reading skills in first graders. As Co-PI, I directed #3.

R01 HD/DC35938 J. Breier (PI), NICHD ($740,197) 8/1/98-7/31/01

Auditory Temporal Processing in Children with Dyslexia

The major goals of this project were to address the psychoacoustic and cognitive processing in children with dyslexia. I served as Co-PI.

P50 HD25802 B.A. Shaywitz, NICHD ($1.2 million) 12/1/89-11/30/00

Center for Learning and Attention Disorders (Methodology Core)

The major goals of this project were to study attention and reading disorders in children in relationship to functional neuroimaging event related potentials, pharmacological response to stimulation, and effectiveness of reading interventions. I served as a Co-PI.

P01 HD21888 B.A. Shaywitz, NICHD ($4.5 million) 4/1/88-3/31/98

Psycholiguistic and Biological Mechanisms in Dyslexia

This research investigated the classification of reading and learning disorders in relationship to cognitive variables, response to instruction, and neuroimaging and neuroendocrine variables. I served as a Co-PI.

R01 HD28712 D.J. Francis 6/1/92-5/31/97

NICHD, NIH ($769,617); Detecting Reading Problems by Modeling Individual Growth

The goals of this project were to evaluate the utility of individual change models for early identification and definition of reading disabled children in a large population of kindergartners in relationship to (a) reading precursors; (b) predictive ability; and (c) definition of reading disability. I served as a Co-PI.

D. Current Research Support

Principal Investigator 7/1/10-6/30/15 30% effort

IES-US Department of Education Subcontract from Educational Testing Service (Sabatini, PI) for R305F10005: Assessing Reading for Understanding: A Theory-Based, Developmental Approach, $4,447,990. Also, Co-I on subcontract to the University of Texas at Austin for 8%, Understanding Malleable Cognitive Processes and Integrated Comprehension Interventions, $1.5

Principal Investigator 3/1/10-2/28/13 20% effort

IES-US Department of Education R305A100301: Measuring Reading Progress in Struggling Adolescents, $1.5 million.

Principal Investigator 7/1/10-6/30/11 5% effort

Florida Department of Education, $456,000 for continued support of the Florida Assessments for Instruction in Reading (FAIR) and the Progress Monitoring and Reporting Network (PMRN).

Principal Investigator 7/1/10-6/30/11 3% effort

Florida Department of Education, $187,000 for a teacher quality grant to provide professional development to English & social sciences middle & high school teachers (3-year grant).

Principal Investigator 7/1/05-6/30/11 3% effort

Subcontract from RMC for the Center on Instruction—Reading Strand; $0.5 million per year.

PIRT faculty 9/1/09-8/31/14 3.75% effort

IES-US Department of Education R305B090021: Lonigan, C., PI

Predoctoral Interdisciplinary Research Training (PIRT) grant to Florida State University and to train graduate students in the education sciences.

COPY

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

Florida Department of Education
325 W. Gaines Street, Suite 914
Tallahassee, Florida 32388-0400

EIN: 59-3474751

DATE: May 5, 2010

AGREEMENT NO. 2010-126
FILING REFERENCE: This replaces previous Agreement No. 2007-062 dated July 16, 2007

The purpose of this Agreement is to establish indirect cost rates for use in award and management 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 US 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	07-01-07	06-30-10	17.7%	1/	All	2/
Predetermined	07-01-07	06-30-10	11.1%	1/	All	3/
Predetermined	07-01-10	06-30-13	17.7%	1/	All	2/
Predetermined	07-01-10	06-30-13	11.1%	1/	All	3/

1/ Total direct costs less items of equipment, alterations, renovations, flow-through and contracted services.

2/ For use on all programs except Vocational Rehabilitation Services and Blind Services.

3/ For use on Vocational Rehabilitation Services and Blind Services programs.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87 – Attachment B. Paragraph 8.d.3, terminal leave costs for all employees will be allocated as an indirect cost, except for those employees who are adjusted for the calculation of the restricted indirect cost rate.

Capitalization Policy: Items of equipment are capitalized if the initial acquisition cost is at least $1,000 and the useful life is more than one year.

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 Organization 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 payments of costs hereunder are 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 Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) 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 Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have 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:

Florida Department of Education
325 W. Gaines Street, Suite 914
Tallahassee, Florida 32399-0400

Signature

Jon Manalo
Name

Chief Comptroller
Title

May 24, 2010
Date

For the Federal Government:

US Department of Education
830 First Street, NE
Room 21B2, UCP
Washington, DC 20202-4450

Signature

Mary Gougisha
Name

Director, Indirect Cost Group
Title

May 5, 2010
Date

John Masaitis
Negotiator

(202) 377-3837
Telephone

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1236-Budget Narrative.pdf**

Part 5: Budget Narrative

Florida's five-year proposed budget is based on the maximum amount that may be awarded to Florida for Striving Readers Comprehensive Literacy (SRCL) grant implementation, $50,000,000. Florida's SRCL's five-year proposed budget reflects a state-level commitment in that for the duration of the grant, existing Florida Department of Education (FLDOE) funds will be utilized for personnel responsible for SRCL grant implementation. Below is the five-year budget for each line item:

1. **Personnel**

   Year 1-Year 5 ($0)

   The SRCL program will be managed by one Project Director, and two SRCL Curriculum and Instruction Specialists for the five-year grant duration. The FLDOE will use existing funds to support these positions to ensure quality SRCL implementation. Stuart Greenberg, Executive Director of Just Read, Florida! and the Office of Early Learning will be the Project Director, and Melinda Webster, Director of Program Standards and Professional Development of the Office of Early Learning, and Cari Miller, Deputy Director of Just Read, Florida! will be the two SRCL Curriculum and Instruction Specialists (resumes are located in Appendix C of the Project Narrative).

2. **Fringe Benefits**

   Year 1-Year 5 ($0)

   The FLDOE will use existing funds for fringe benefits.

3. **Travel**

   Year 1 ($148,790)

   To ensure full support to districts and schools, Early Learning Coalitions (ELCs), and Early Childhood Education Providers (ECEPs) with SRCL implementation, FLDOE travel is required. Travel will be minimized through the use of technology (conference call, webinars, etc.) when appropriate, but face-to-face staff development is critical to SRCL success. Estimated at three trips per month per person at an average cost of $500 per trip, including traveling to Washington, DC for the two-day USDOE Technical Assistance Meeting; travel is anticipated to cost $148,790. Travel will be for the purpose of providing

technical assistance, training, and support to each participating Local Education Agency (LEA), which are school districts, and ELC (program staff). All travel will be reimbursed at the authorized state rate of $36 per day for meals or $80 per diem (includes meals and lodging). Lodging costs will be at the prevailing government rates for the geographic area. Typically, travelers will use rental cars for transportation at the rate of $25.75 per day (unlimited mileage). On occasion when the destination is too far away for the traveler to drive, air transportation may be authorized. Travel will support the following activities:

- *USDOE Two-Day Technical Assistance Meeting for SEA staff – yearly*
    - The FLDOE will provide funds to send the SEA SRCL project director and two SRCL Curriculum and Instruction Specialists to attend a two-day USDOE Technical Assistance meeting each year of the project period. For FLDOE staff to attend this technical assistance funds will be needed for travel. Awarded LEAs/ELCs will use grant funds to support district/ELC facilitators' attendance and two school/ECEP representatives to the two-day USDOE Technical Assistance Meeting each year.
- *Five-Day Summer Institute – yearly*
    - Each summer a five-day Summer Institute will be provided by FLDOE, in collaboration with all SRCL district/ELC facilitators. The Summer Institute will be focused on the following areas throughout the duration of the grant:
        - Reading instruction and intervention across the curriculum
        - Use of assessment for data-based decision making
        - VPK assessments, standards, curriculum, and instruction
        - K-12 Common Core State Standards (CCSS)
        - K-12 Comprehension Instructional Sequence (CIS)
        - 6-12 Next Generation Content Area Reading-Professional Development (NGCAR-PD)

      The content will be adjusted yearly based on a needs assessment of the SRCL schools/ECEPs. The Institute will be provided in a location that is centrally located to

minimize the amount of travel as much as possible on behalf of our subgrantees. For FLDOE staff to attend and conduct the Institute, funds will be needed for travel. Awarded LEAs/ELCs will use grant funds to support schools/ECEPs' attendance to the Institute on a yearly basis.

- *Two- 6 hour VPK/FAIR and formative assessment Train-the-Trainer (TtT) following Assessment Period 1 (AP1) and AP2 – yearly*
    - The FLDOE will provide two- 6 hour VPK/FAIR and formative assessment TtTs for the district/ELC facilitators at a central location. This TtT is to prepare SRCL district/ELC facilitators to deliver two-6 hour staff development offerings to SRCL schools/ECEPs focused on VPK/FAIR and formative assessments and data-based decision making twice a year. For FLDOE staff to attend and conduct the TtT for district/coalition facilitators, funds will be needed for travel. Awarded LEAs/ELCs will use grant funds to support their attendance to the TtT twice a year.
- *Two- 6 hour SRCL Implementation Train-the-Trainer (TtT) – yearly*
    - The FLDOE will provide two- 6 hour SRCL Implementation TtTs for district/ELC facilitators at a central location. This TtT is to prepare district/ELC facilitators to deliver two- 6 hour staff development offerings to SRCL schools/ECEPs focused on the following:
        - Reading instruction and intervention across the curriculum
        - Use of assessment for data-based decision making
        - VPK assessments, standards, curriculum, and instruction
        - K-12 Common Core State Standards (CCSS)
        - K-12 Comprehension Instructional Sequence (CIS)
        - 6-12 Next Generation Content Area Reading-Professional Development (NGCAR-PD)

For FLDOE staff to attend and conduct the TtT, funds will be needed for travel. Awarded LEAs/ELCs will use grant funds to support their attendance to the TtT twice a year.

- *Monthly technical assistance and follow-up support*
    - The FLDOE will provide technical assistance and follow-up support for SRCL LEAs/ELCs following TtTs on a regular basis, via face-to-face support.

Year 2-Year 5 ($152,986.09 per year for the duration of the grant)

The FLDOE will continue to provide all the services outlined above for Year 1 which will require the same travel expenses. In addition, the FLDOE will be required to increase travel to support schools/ECEPs that have been identified in need of more support based on outcome data.

4. Equipment

Year 1 ($35,000)

For all FLDOE provided Train-the-Trainer Staff Development, there is equipment that is necessary for effective delivery.

- Technology equipment (4 document cameras, 2 LCD projectors, hosting all staff development materials on a trainer database)
    - Document Cameras: AVerMedia AVerVision CP135 Portable - $514.95/each x 4 = $2,059.80
    - LCD Projector: Epson PowerLite 1220 - LCD projector $549/each x 2 = $1,098.00
    - Webpage host service for all staff development training materials and Next Generation Content Area Reading-Professional Development (NGCAR-PD) and FAIR trainer database- $31,842.20. Estimate is based on a cost analysis provided by Florida Center for Interactive Media, the current host of the FAIR trainer database and training materials

Year 2 ($31,842.20)

Continued webpage host service for all staff development training materials and Next Generation Content Area Reading-Professional Development (NGCAR-PD) and FAIR trainer database- $31,842.20.

Year 3 ($31,842.20)

Continued webpage host service for all staff development training materials and Next Generation Content Area Reading-Professional Development (NGCAR-PD) and FAIR trainer database- $31,842.20.

Year 4 ($31,842.20)

Continued webpage host service for all staff development training materials and Next Generation Content Area Reading-

Professional Development (NGCAR-PD) and FAIR trainer database- $31,842.20.

Year 5 ($31,842.20)

Continued webpage host service for all staff development training materials and Next Generation Content Area Reading-Professional Development (NGCAR-PD) and FAIR trainer database- $31,842.20.

5. **Supplies**

Year 1 ($5,500)

For all FLDOE provided Train-the-Trainer Staff Development, standard office materials and professional development supplies are needed for effective delivery. The following supplies are needed for Just Read, Florida! and the Office of Early Learning to conduct Train-the-Trainers, the Summer Institute, and follow-up staff development.

- Computer Paper: Case of 10 Reams - $39.99 each x 50 = $1,999.50
- Pre-loaded Thumb Drives: $15.96 each x 30 = $478.80
- Post it Notes: 3x3 notes, tropical colors, pack of 12 at $18.99 each x 25 = $474.75
- Self Stick Chart Paper: pack of 6 at $129.99 x 5 = $649.95
- Markers: Mr. Sketch Markers, pack of 192 at $126.99 x 5 = $634.95
- Highlighters: Paper Mate Highlighters, pack of 12 at $6.49 x 80 = $519.20
- Easels: Brand Presentation Easel, Black with Chart Holder, $69.99 each x 5 = $349.95
- Really Useful Boxes® Plastic Storage Box, 0.55 Liter, 1 3/4"H x 4"W x 8 1/2"D, Clear, $2.49/each x 50 = $89.64

- Really Useful Boxes® Plastic Storage Box, 17 Liters, 7"H x 14"W x 19"D, Clear, $11.99/each x 10 = $119.90
- Office Depot® Brand White Index Cards, Ruled, 5" x 8", Pack Of 100, $3.59/each x 50 = $179.50

Year 2 ($4,461.71)

For all FLDOE provided Train-the-Trainer Staff Development, replacement of standard office materials and professional development supplies for effective delivery. The following supplies are needed for Just Read, Florida! and the Office of Early Learning to conduct Train-the-Trainers, the Summer Institute, and follow-up staff development.

- Computer Paper: Case of 10 Reams - $39.99 each x 50 = $1,999.50
- Post it Notes: 3x3 notes, tropical colors, pack of 12 at $18.99 each x 25 = $474.75
- Self Stick Chart Paper: pack of 6 at $129.99 x 5 = $649.95
- Markers: Mr. Sketch Markers, pack of 192 at $126.99 x 5 = $634.95
- Highlighters: Paper Mate Highlighters, pack of 12 at $6.49 x 80 = $519.20
- Office Depot® Brand White Index Cards, Ruled, 5" x 8", Pack Of 100, $3.59/each x 50 = $179.50

Year 3 ($4,461.71)

For all FLDOE provided Train-the-Trainer Staff Development, replacement of standard office materials and professional development supplies for effective delivery. The following supplies are needed for Just Read, Florida! and the Office of Early Learning to conduct Train-the-Trainers, the Summer Institute, and follow-up staff development.

- Computer Paper: Case of 10 Reams - $39.99 each x 50 = $1,999.50
- Post it Notes: 3x3 notes, tropical colors, pack of 12 at $18.99 each x 25 = $474.75
- Self Stick Chart Paper: pack of 6 at $129.99 x 5 = $649.95
- Markers: Mr. Sketch Markers, pack of 192 at $126.99 x 5 = $634.95

- Highlighters: Paper Mate Highlighters, pack of 12 at $6.49 x 80 = $519.20
- Office Depot® Brand White Index Cards, Ruled, 5" x 8", Pack Of 100, $3.59/each x 50 = $179.50

Year 4 ($4,461.71)

For all FLDOE provided Train-the-Trainer Staff Development, replacement of standard office materials and professional development supplies for effective delivery. The following supplies are needed for Just Read, Florida! and the Office of Early Learning to conduct Train-the-Trainers, the Summer Institute, and follow-up staff development.

- Computer Paper: Case of 10 Reams - $39.99 each x 50 = $1,999.50
- Post it Notes: 3x3 notes, tropical colors, pack of 12 at $18.99 each x 25 = $474.75
- Self Stick Chart Paper: pack of 6 at $129.99 x 5 = $649.95
- Markers: Mr. Sketch Markers, pack of 192 at $126.99 x 5 = $634.95
- Highlighters: Paper Mate Highlighters, pack of 12 at $6.49 x 80 = $519.20
- Office Depot® Brand White Index Cards, Ruled, 5" x 8", Pack Of 100, $3.59/each x 50 = $179.50

Year 5 ($4,461.71)

For all FLDOE provided Train-the-Trainer Staff Development, replacement of standard office materials and professional development supplies for effective delivery. The following supplies are needed for Just Read, Florida! and the Office of Early Learning to conduct Train-the-Trainers, the Summer Institute, and follow-up staff development.

- Computer Paper: Case of 10 Reams - $39.99 each x 50 = $1,999.50
- Post it Notes: 3x3 notes, tropical colors, pack of 12 at $18.99 each x 25 = $474.75
- Self Stick Chart Paper: pack of 6 at $129.99 x 5 = $649.95
- Markers: Mr. Sketch Markers, pack of 192 at $126.99 x 5 = $634.95
- Highlighters: Paper Mate Highlighters, pack of 12 at $6.49 x 80 = $519.20

- Office Depot® Brand White Index Cards, Ruled, 5" x 8", Pack Of 100, $3.59/each x 50 = $179.50

6. Contractual

Year 1-5 ($2,270,000 per grant year)

The FLDOE will contract with the following three entities for the successful implementation of data management, evaluating and reporting, and TtT and Summer Institute fiscal management:

- *$800,000 - The Florida Center for Reading Research (FCRR)*
    - FCRR will provide a comprehensive evaluation of outcomes and changes occurring at the school and district level. This evaluation will focus primarily on an examination of changes in student literacy and pre-literacy outcomes, but will also evaluate growth in teacher and leadership knowledge and changes in school and classroom practices. Assigning the more intensive aspects of SRCL evaluation to the FCRR will draw upon FCRR's well established capacity for scientifically valid, ongoing assessment of efforts to improve literacy instruction at all levels (Pre-K through high school) throughout the State. The FCRR is not part of the FLDOE, but rather is an independent entity guided by reading researchers at Florida State University. These researchers are very sophisticated in their knowledge of reading research and research methodology, and are familiar with procedures to ensure high quality data collection and evaluation.

      Subgrantees must agree to administer outcome measures at Pre-K and grades K-2 that are identified by the FCRR through a competitive bidding process. For grades K-2, FCRR will select a valid and reliable group-administered literacy outcome assessment as approved by FLDOE. Examples of such assessments would include the Reading Comprehension subtests of the Stanford Achievement Test (10th edition), the Group Reading and Diagnostic Evaluation, or the Metropolitan Achievement Test. All participating schools will be required to use the same outcome measure in grades K-2.

For oral language outcomes in Pre-K, FCRR will use a similar bidding process to select a valid and reliable standardized measure of oral language skills which will be administered to all children participating in the project. Examples of potential individually administered measures include the Peabody Picture Vocabulary Test, The Expressive One Word Picture Vocabulary Test, or the Test of Preschool Early Literacy. FCRR, in collaboration with FLDOE, will provide electronic updates for the VPK Assessments and FAIR reporting on a yearly basis to ensure enhancements occur each year to meet the needs of schools/ECEPs. As well as provide FAIR Kits and VPK Assessment materials to all SRCL schools/ECEPs via Drummond Press, the current print shop for FAIR materials. Throughout each year, FCRR will provide ongoing FAIR/VPK data analysis to FLDOE as requested.

- *$200,000 - Independent Evaluator of SEA Activity*
    - The state of Florida will contract with an independent evaluator having experience in evaluation of large-scale educational initiatives. This second level evaluation will focus on state level processes such as the effectiveness of leadership activities within FLDOE, the reliability and utility of data provided by the FCRR, and the quality and impact of professional development provided by the FLDOE. FLDOE will go through a competitive bid process to identify an external evaluator to provide answers to the questions outlined above. We would anticipate that the evaluator will use a variety of both quantitative and qualitative methods to "triangulate" on answers to these questions. The contract for the evaluation will be awarded according to state of Florida procedures to an organization with a demonstrated record of high quality evaluations, with demonstrated knowledge of evidence-based practices in education, and with an appropriate and economically feasible plan to evaluate the state's progress in improving achievement in literacy.

- *$1,270,000 – Consortium Fiscal Agent*
    - The FLDOE will contract with a designated consortium to serve as the fiscal agent for the Summer Institutes and TtT expenses, including Summer Institute participant stipends/substitute pay, staff development print materials for TtT and Summer Institutes, and a consortium facilitator. LEAs/ELCs will be reimbursed for participant stipends of any eligible SRCL PreK-12 educator in attendance at the Summer Institute and TtTs. The designated consortium will maintain an electronic database showing record of payment to educators participating in the Summer Institute and TtTs. The database will be available to FLDOE on a biweekly basis or as otherwise requested.

7. Other (LEA/ELC Subgrants)

Year 1-5 ($47,500,000 per grant year)

The FLDOE will award a maximum of 31 awards for ELCs and 40 awards for LEAs to ensure Florida's most at risk students are provided the necessary services to improve their literacy skills and become proficient readers. The budget breakdown representing 15% for ELCs, 40% for the elementary level, and 40% for the secondary level is delineated in the following charts:

Early Learning Coalitions (Pre-K) 4-year-olds
Funding - 15% of total award equaling $7.5 Million
Absolute Priority: School administration/provider staff commitment **Competitive Priority:** Collaboration with K-12 Feeder Pattern **Personnel:** 4 year old (Pre-K) ELC Facilitator **Technology:** VPK Assessment Database, and instructional software **Professional Development:** • 2 day USDOE Technical Assistance meeting • 5 day Summer Institute • 2- 6 hour SRCL Implementation staff development focused on the following: o VPK Standards, Curriculum, and Instruction • 2- 6 hour VPK Assessments and formative assessment PD's following AP1 & AP2 **Required Assessments:** VPK Assessments, assessment of oral language skills outcome measure

Elementary
Funding - 40% of total award equaling $20 Million

Absolute Priority: K-12 Feeder Pattern
Absolute Priority: School administration/school staff commitment
Competitive Priority: Collaboration with ECEP
Personnel: SRCL District Facilitator, Instructional Literacy Coaches, and Intervention Teachers
Technology: FAIR/PMRN, technology to support CIS implementation, and instructional software
Professional Development:
• 2 day USDOE Technical Assistance meeting
• 5 day Summer Institute
• 2- 6 hour SRCL Implementation staff development focused on the following:
  o Reading Instruction/Intervention
  o Comprehension Instructional Sequence (CIS)
  o CCSS implementation K-5
• 2- 6 hour FAIR and formative assessment PD's following AP1 & AP2
Required Assessments: FAIR, literacy outcome assessment K-2, and FCAT 3-5

Middle School Grades 6-8
Funding - 20% of total award equaling $10 Million

Absolute Priority: K-12 Feeder Pattern
Absolute Priority: School administration/school staff commitment
Competitive Priority: Collaboration with ECEP
Personnel: SRCL District Facilitator, Instructional Literacy Coaches, and Intervention Teachers
Technology: FAIR/PMRN, technology to support NGCAR-PD and CIS implementation, and instructional software
Professional Development:
• 2 day USDOE Technical Assistance meeting
• 5 day Summer Institute
• 2- 6 hour SRCL Implementation staff development focused on the following:
  o NGCAR-PD
  o Reading Instruction/Intervention
  o Comprehension Instructional Sequence (CIS)
  o CCSS implementation 6-8
• 2- 6 hour FAIR and formative assessment PD's following AP1 & AP2
Required Assessments: FAIR and FCAT

High School Grades 9-12
Funding - 20% of total award equaling $10 Million

Absolute Priority: K-12 Feeder Pattern
Absolute Priority: School administration/school staff commitment
Competitive Priority: Collaboration with ECEP
Personnel: SRCL District Facilitator, Instructional Literacy Coaches, and Intervention Teachers
Technology: FAIR/PMRN, technology to support NGCAR-PD and CIS implementation, and instructional software
Professional Development:
• 2 day USDOE Technical Assistance meeting
• 5 day Summer Institute
• 2- 6 hour SRCL Implementation staff development focused on the following:
  o NGCAR-PD
  o Reading Instruction/Intervention
  o Comprehension Instructional Sequence (CIS)
  o CCSS implementation 9-12
• 2- 6 hour FAIR and formative assessment PD's following AP1 & AP2
Assessment: FAIR and FCAT

8. **Total Direct Costs**

Year 1-Year 5 ($49,959,290 per grant year)

The amount that is the sum of expenditures, per budget category, of lines 1-8 = $49,959,290.00

9. **Indirect Costs**

Year 1-5 ($40,710 per grant year)

The FLDOE's approved indirect cost rate is 17.7%. Of the 5% SEA funds, $2,270,000 is being subcontracted to FCRR, consortium fiscal agent for participant stipends/substitute pay/consortium facilitator, and an independent evaluator of SEA activity), leaving $230,000 to apply the FLDOE's approved indirect cost rate. The FLDOE's indirect cost will be $40,710.

10. **Total Costs**

Year 1-5 (Total of $250,000,000)

The sum total of direct costs and indirect costs equals $50,000,000.00 for each year of the grant, with a grand total of $250,000,000.00 for the entire 5 year grant project.