

# **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 # S371C110028**

**Grants.gov Tracking#: GRANT10865057**

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.).

**Application for Federal Assistance SF-424**

Version 02

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

* 3. Date Received: <input type="text" value="05/09/2011"/>	4. Applicant Identifier: <input type="text"/>
----------------------------------------------------------------	--------------------------------------------------

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="736017987"/>	* c. Organizational DUNS: <input type="text" value="809929649"/>
---------------------------------------------------------------------------------------------------	---------------------------------------------------------------------

**d. Address:**

* Street1:	<input type="text" value="2500 North Lincoln Boulevard"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Oklahoma City"/>
County:	<input type="text" value="Oklahoma"/>
* State:	<input type="text" value="OK: Oklahoma"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="73105"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Standards and Curriculum"/>	Division Name: <input type="text" value="Titles I, II, VI, X"/>
---------------------------------------------------------------------------	--------------------------------------------------------------------

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

Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Andrea"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Wheeler"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="405-522-5310"/>	Fax Number: <input type="text" value="405-521-2998"/>
---------------------------------------------------------------	-------------------------------------------------------

\* Email:

**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.):**

The state of Oklahoma, which includes 77 counties, will be eligible to apply for subgrants.

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

Striving Readers Comprehensive Literacy Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="75,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="75,000,000.00"/>

**\* 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:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**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:  
Oklahoma State Department of Edu...

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	\$ 240,000	\$ 240,000	\$ 240,000	\$ 240,000	\$ 240,000	\$ 1,200,000
2. Fringe Benefits	\$ 72,000	\$ 2,000	\$ 72,000	\$ 72,000	\$ 72,000	\$ 290,000
3. Travel	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000	\$ 110,000
4. Equipment	\$ 10,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 10,000
5. Supplies	\$ 10,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 15,000	\$ 85,000
6. Contractual	\$ 320,750	\$ 325,750	\$ 325,750	\$ 325,750	\$ 330,750	\$ 1,628,750
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 14,260,000	\$ 4,255,000	\$ 14,255,000	\$ 14,255,000	\$ 14,255,000	\$ 61,280,000
9. Total Direct Costs (lines 1-8)	\$ 14,934,750	\$ 4,864,750	\$ 14,934,750	\$ 14,934,750	\$ 14,934,750	\$ 64,603,750
10. Indirect Costs*	\$ 65,250	\$ 65,250	\$ 65,250	\$ 65,250	\$ 65,250	\$ 326,250
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 15,000,000	\$ 4,930,000	\$ 15,000,000	\$ 15,000,000	\$ 15,000,000	\$ 64,930,000

**\*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?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_

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

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)?



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 Oklahoma State Department of Edu...

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

## 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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Andrea Wheeler</p>	<p>* TITLE</p> <p>State Superintendent of Public Instruction</p>
<p>* APPLICANT ORGANIZATION</p> <p>Oklahoma State Department of Education</p>	<p>* DATE SUBMITTED</p> <p>05/09/2011</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Oklahoma State Department of Education * Street 1: 2500 North Lincoln Boulevard    Street 2: _____ * City: Oklahoma City    State: OK: Oklahoma    Zip: 73105 Congressional District, if known: OK-005		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> United States Department of Education	<b>7. * Federal Program Name/Description:</b> Striving Readers CFDA Number, if applicable: 84.371	
<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix: _____ * First Name: None    Middle Name: _____ * Last Name: None    Suffix: _____ * Street 1: _____    Street 2: _____ * City: _____    State: _____    Zip: _____		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix: _____ * First Name: None    Middle Name: _____ * Last Name: None    Suffix: _____ * Street 1: _____    Street 2: _____ * City: _____    State: _____    Zip: _____		
<b>11.</b> 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. <b>* Signature:</b> Andrea Wheeler <b>* Name:</b> Prefix: Dr.    * First Name: Janet    Middle Name: _____ * Last Name: Barresi    Suffix: _____ <b>Title:</b> State Superintendent of Public Instruction <b>Telephone No.:</b> 405-521-3310 <b>Date:</b> 05/09/2011		
<b>Federal Use Only:</b>		Authorized for Local Reproduction 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.**

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> Oklahoma State Department of Education	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Dr.	* First Name: Janet Middle Name:
* Last Name: Barresi	Suffix:
* Title: State Superintendent of Public Instruction	
<b>* SIGNATURE:</b> Andrea Wheeler	<b>* DATE:</b> 05/09/2011

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mrs.	Andrea		Wheeler	

Address:

* Street1:	2500 North Lincoln Boulevard
Street2:	
* City:	Oklahoma City
County:	Oklahoma
* State:	OK: Oklahoma
* Zip Code:	73105
* Country:	USA: UNITED STATES

\* Phone Number (give area code) Fax Number (give area code)

405-522-5310	405-521-2998
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Email Address:

andrea_wheeler@sde.state.ok.us
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**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**3. Human Subjects Research**

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

Yes  No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

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**Please attach an explanation Narrative:**

	Add Attachment	Delete Attachment	View Attachment
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# Project Narrative

## Abstract Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1234-OK Project Abstract SRCL.pdf**

## Project Abstract

Oklahoma's education system faces a crisis with reading proficiency levels far below where they must be for students to compete in the new knowledge economy. *But we can turn that crisis into an opportunity.* Superintendent Janet Barresi often says that "every child can learn, regardless of socioeconomic conditions. And every child in Oklahoma deserves a chance to learn." A strong literacy component is a vital part of the Superintendent's strategy to ensure that Oklahoma high school graduates are ready to enter college successfully. Work ready and college ready must be synonymous.

To achieve this goal, Oklahoma must embrace a new paradigm. Oklahoma's comprehensive state literacy plan is a part of what Superintendent Barresi calls the New 3Rs for Oklahoma's future: rethink, restructure, and reform.

The goals for the Oklahoma Striving Readers Comprehensive Literacy grant are:

1. Students enter kindergarten with all necessary preliteracy skills.
2. All students read on or above grade level.
3. All students acquire the literacy skills needed to comprehend complex text across content areas.
4. Oklahoma high school graduates are college and career ready.

**Project objectives and activities** for the Striving Readers Comprehensive Literacy Grant are:

1. OSDE will assist LEAs that have an infrastructure currently in place to provide increased opportunity and improved language and literacy instruction for all students, birth through grade 12. This will be accomplished through the implementation of literacy coaches, instructional leaders, professional development, research based materials, protected

reading block, tiered intervention, parent liaison, community support, State standards, planning tools, and effective use of assessments.

2. OSDE will require LEAs to use an online data collection system to collect, analyze, and provide high quality and timely data to improve instructional practices, policies, and student outcomes grades K-12. Participating early learning educational providers will also use a common assessment to provide consistent data. Data Retreats and Reviews will be a part of the program planning and evaluation for Striving Readers sites.
3. OSDE will use technology for assessment and data collection, analysis, and management. LEAs will use technology integration strategies to enhance literacy instruction and to increase access to curriculum (UDL), student engagement, and motivation.

**The Applicable Priorities** for Oklahoma’s SRCL application are:

1. Improving Learning Outcomes
2. Enabling More Data-Based Decision Making
3. Effective Use of Technology

OSDE **proposes to serve** 10,500 students with the Striving Readers Comprehensive Literacy Grant. The **proposed location of sites** to be served will be both urban and rural districts in the state of Oklahoma.

The **number of sites** by developmental bands is:

Early childhood providers- 20

Elementary sites- 20

Middle schools – 10

High schools – 10

# Project Narrative

## Project Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1241-OKSRCL Application Narrative.pdf**

### Attachment 2:

Title: Pages: Uploaded File: **1242-OK Table of Contents SRCL.pdf**

## **Introduction**

Oklahoma's vision is to improve literacy learning for all children, birth to postsecondary. Our future economic success is dependent on well-educated and literate citizens. Consequently, increasing student literacy achievement in Oklahoma is critical to our children being well-prepared for college and the work force. Improving literacy learning from early childhood through postsecondary requires high quality instruction. The Oklahoma legislation, READ (Reading Enhancement and Acceleration Development) focuses on early intervention, so that educators can identify problems and adopt individualized learning strategies with children in PK through kindergarten. To document secondary student literacy proficiency, the Achieving Classroom Excellence (ACE) legislation requires all students to demonstrate proficiency on four of seven End of Instruction assessments in order to graduate from high school. A comprehensive, systematic and results-driven effort to prepare all students for college and careers has begun with Oklahoma's adoption of the Common Core State Standards. The Oklahoma Nine Essential Elements systems' framework provides the foundation for this work.

An effective and rigorous literacy curriculum is grounded in the belief by all stakeholders that the right to be literate is afforded to every child. To ensure this right, we must ensure that learners receive, from their earliest interactions with language, the best support from family, school, and community as they grow to become fully productive members of society. The Oklahoma State Literacy Team has endorsed these statements as a context for the right to literacy:

- Literacy is the conduit through which we communicate ideas and understandings of the present, reflections on the past, and visions of the future. Through reading, writing, listening,

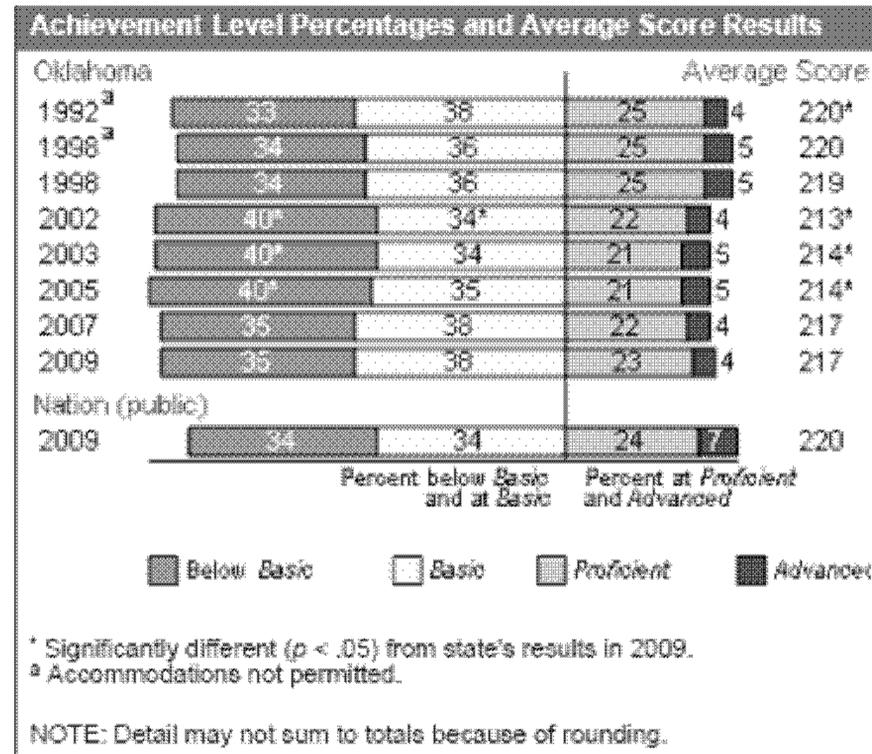
speaking, and viewing we learn to appreciate, integrate, and apply what is learned for real purposes in our homes, schools, communities, and workplaces.

- Parents are their children's first and most important teachers, and should have access to programs designed to maximize a child's overall development during the first three years of life and lay the foundation for school success.
- Early childhood programs must provide a literacy-rich environment and exposure to a wide variety of information and literacy experiences.
- A clearly articulated sequence of literacy expectations for all learners in all subjects is the foundation for high achievement in grades pre-kindergarten through twelve.
- Students in all grades and all content areas require explicit and systematic instruction in order to acquire literacy strategies.
- Literacy instruction addresses the technology skills that 21<sup>st</sup> century learners will require to access, manage, and create information.
- Classrooms and schools that support literacy are led by teachers and administrators who apply evidence-based, student-centered instructional practices. These practices teach learners to build on what they know and can do and collaborate to learn more.
- All students can take ownership of their literacy.

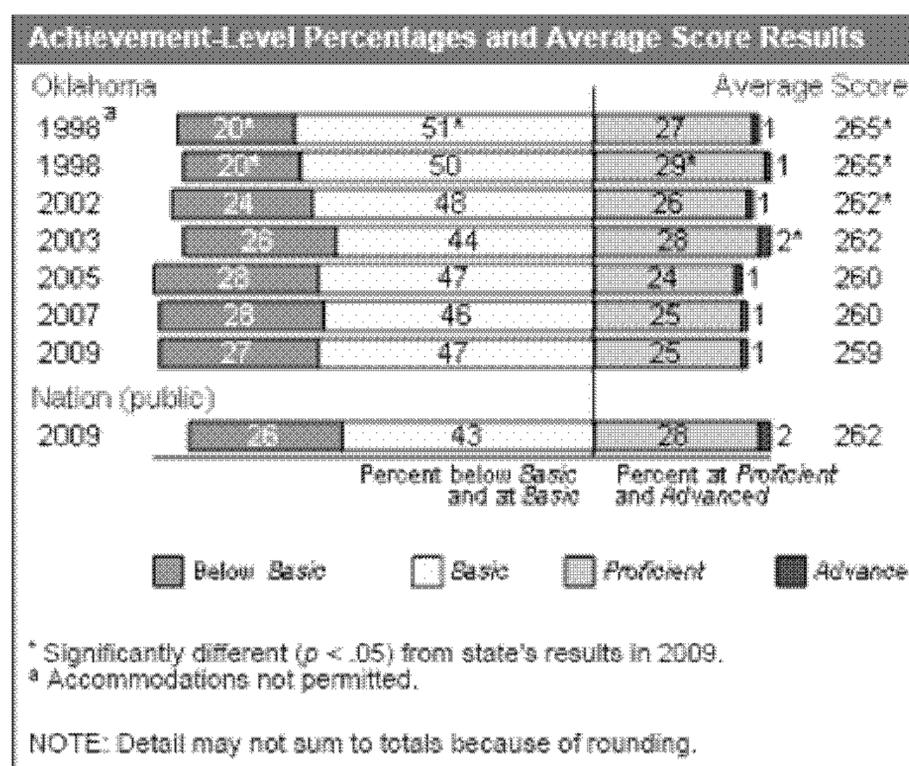
### **Oklahoma's Current Data**

According to the National Center for Educational Statistics (NCES), publisher of The Nation's Report Card, in 2009:

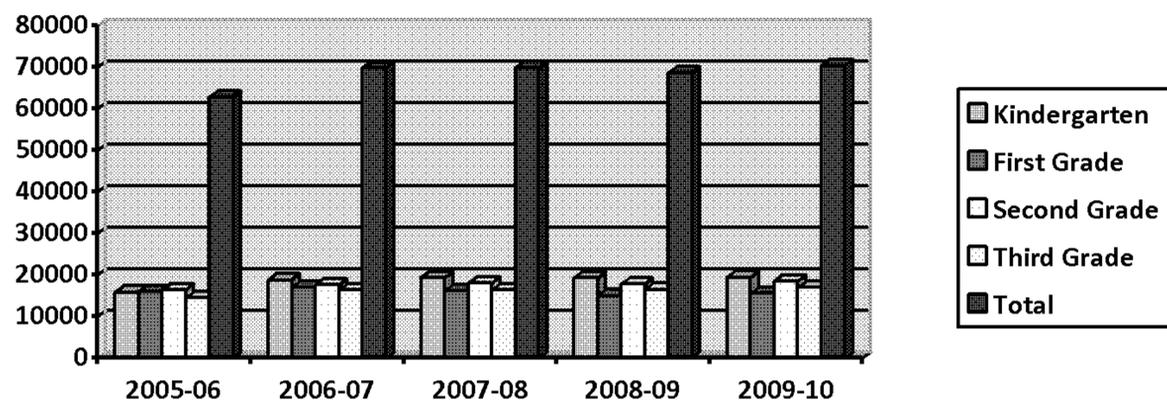
- The average score of fourth-grade students in Oklahoma was 217, lower than the average score of 220 for public school students in the nation.



- The average score of eighth-grade students in Oklahoma was 259, lower than the average score of 262 for public school students in the nation.



- Since 1999, the Oklahoma Reading Sufficiency Act required all students K-3 to be screened in order to identify young readers at-risk and provide intervention. The Oklahoma Reading Sufficiency data in the graph below displays an increase in need for remediation in kindergarten through third grade for years 2005-2010.



Despite these statistics (Investing in Oklahoma, 2010), merely maintaining Oklahoma’s flat achievement trajectory is not enough. While a little more than 27.5 percent of Oklahoma’s college freshmen must begin with non-credit bearing remedial English coursework (Oklahoma Regent for Higher Education, 2011), nearly one-third cannot expect to make a grade of “C” or better in a regular English course, and almost half cannot expect at least a “C” outcome in reading-intensive college courses. Improvement must begin early and in earnest.

Quality of State-Level Activities

*(i) How the SEA will carry out the required State-level activities (described in the Additional Requirements section of this notice) and how it will align those activities with its comprehensive State literacy plan.*

Improving literacy learning from birth through twelfth grade requires high quality instruction. By focusing on improving the quality of literacy instruction, it is possible to accelerate this priority into reality. A comprehensive, systematic and results-driven effort is needed to accomplish this task. The Oklahoma State Literacy Plan is based on a large body of research related to literacy development, literacy instruction, as well as student and teacher learning.

The Oklahoma State Department of Education (OSDE) is focused on continuing reform through the implementation of the Common Core State Standards (CCSS), implementing aligned

and ongoing assessments that drive instruction, and integrating technology to promote student engagement and achievement. OSDE is dedicated to providing appropriate instruction and intervention designed to improve school readiness and success through grade 12 in the area of language and literacy development for all students.

The Oklahoma State Literacy Plan is developed around the Oklahoma Nine Essential Elements. The Nine Essential Elements were developed to provide a comprehensive, forward-thinking, research-based framework. The elements define best practices and systems that support student achievement in our schools. The Nine Essential Elements are organized within three sections: 1) Academic Learning and Performance; 2) Professional Learning Environment and Effective Teachers; and, 3) Collaborative Leadership and Effective Leaders. Please see the descriptions on the following page that identify how OSDE will carry out the required State-level activities at it relates to the Nine Essential Elements and how the activities align with the Oklahoma State Literacy Plan.

# College and Career Ready

<b>Academic Learning and Performance</b>	<p><b>CURRICULUM</b></p> <ul style="list-style-type: none"> <li>• Oklahoma State Standards</li> <li>• Common Core State Standards</li> </ul> <p><b>INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• Protected Literacy Block</li> <li>• Response to Intervention</li> <li>• SBRR Curriculum</li> <li>• Resources and Materials</li> <li>• Technology to Address Principles of Universal Design of Learning</li> <li>• Strategies to Improve Student Learning and Engagement</li> </ul> <p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• Assessment, Data Collection, Analysis and Management System</li> <li>• Data Retreat ® and Data Review</li> </ul>
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<b>Professional Learning Environment and Effective Teachers</b>	<p><b>SCHOOL CULTURE</b></p> <ul style="list-style-type: none"> <li>• Instructional Coaches</li> <li>• Professional Learning Communities</li> </ul> <p><b>FAMILY AND COMMUNITY</b></p> <ul style="list-style-type: none"> <li>• Parent Liaison</li> <li>• Community Support</li> <li>• Parent Involvement Analysis Tool</li> <li>• <i>PASS</i> for Parents</li> </ul> <p><b>PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Strategies to Improve Teacher Effectiveness</li> <li>• Webinars and Podcasts</li> </ul>
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<b>Collaborative Leadership and Effective Leaders</b>	<p><b>LEADERSHIP</b></p> <ul style="list-style-type: none"> <li>• Principal Academy and Leadership Training</li> </ul> <p><b>RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Windows on Curriculum</li> <li>• Professional Learning Communities</li> <li>• Collaboration Time</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>• Ways to Improve School Effectiveness (WISE) Tool</li> <li>• Parental Involvement Online Analysis (PIA)</li> </ul>
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## **Section 1: Academic Learning and Performance**

OSDE's goals for improving student literacy outcomes involve implementation of the following research and evidence based strategies as outlined in the State Literacy Plan:

### **1. Oklahoma State Standards**

**OSDE will require the Local Education Agencies (LEAs) to implement the *Priority Academic Student Skills (PASS)* in all literacy instruction and assessments.** *PASS* are the learning standards for the State of Oklahoma. The reading and writing *PASS* objectives provide learner standards to enable students to progressively learn to read, analyze, and write in various modes.

### **2. Common Core State Standards**

**OSDE will require LEAs to transition into the CCSS in English/Language Arts and Literacy.** The Oklahoma State Board of Education adopted the Common Core State Standards (CCSS) in English/Language Arts, Literacy, and Mathematics on June 24, 2010. In April 2011 Oklahoma became a governing state in the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium.

A four-year implementation timeline allows OSDE to develop a variety of resources to support districts. Full implementation of CCSS in English/Language Arts, Literacy and Mathematics will be required in the 2014-2015 school year. In the 2014-2015 school year, common assessments will be available to assess student mastery on those standards. School districts will develop a transition plan that leads to full implementation in 2014-2015.

### **3. Protected Literacy Block**

According to research, students need a minimum of 90 minutes of uninterrupted reading instruction per day in order for sufficient student reading development to read on grade level.

**OSDE will require the Local Education Agencies (LEAs) to establish an uninterrupted literacy block with a designated protected amount of time for teachers to provide instruction in reading, spelling, and writing.** It is recommended at the elementary level to block out a minimum of 90 minutes for instructional time. At middle schools and high schools, an uninterrupted literacy block would come under the school's instructional schedule, some utilizing block scheduling while others may adhere to a 45 minute class period. (National Reading Panel 2000)

#### **4. Response to Intervention**

**OSDE will require the LEA to implement a tiered model of instruction in order to provide additional supports for students at risk of falling behind grade-level standards.** The OSDE recommends a three-tiered support system of instruction for students needing additional help on developing key skills. The Three-Tier Reading Model provides intensive early intervention for students most at-risk for reading difficulty, yet provides a means for reducing reading difficulties in students. (National Center on Response to Intervention 2007)

#### **5. Scientifically Based Reading Research Curriculum**

**OSDE will require LEAs to select instructional materials that are scientifically research based and support all areas of literacy development including phonemic awareness, phonics, vocabulary, fluency, comprehension, spelling, and writing as is skill/age appropriate.** These materials may include supplemental and intervention programs as well as technology integration to enhance the core program. Materials should provide a broad experience of rich text to include fiction, nonfiction, informational and expository text. Materials should also represent a diverse population including English language learners, learning and/or

physically disabled students as well as addressing diverse learning styles. (National Reading Panel 2000)

## **6. Supplemental Resources and Materials**

Supplemental instruction includes additional time and intensity outside of the core literacy block. **OSDE will require LEAs to provide additional personnel to deliver supplemental services, adaptations, and accommodations necessary to support the diverse needs of students in the areas of reading and/or writing. LEAs will utilize research based materials that target identified students needs and use technology to enhance and support student achievement in reading and writing.**

## **7. Assessment, Data Collection, Data Analysis, and a Data Management System**

Assessments must be reliable and valid and based on scientific research. Assessments will provide data to determine how students are progressing and identify further instructional needs. Data provided by assessments are also used to help determine the effectiveness of classroom instruction based on *PASS* and CCSS. **OSDE will require LEAs to assess all pre-K through twelfth grade students using standards based reading assessments through Wireless Generation.**

## **8. Technology to Address Principles of Universal Design of Learning (UDL)**

**OSDE will require LEAs to use technology principles of UDL to ensure through planning, provision of equipment, materials, resources, and differentiated and accommodating curriculum that students' diverse needs are met.** Technology applications and software programs provide assistance for those with visual, auditory, motor skill, and/or learning challenges. Technology integration using software applications provide visual opportunities for ELL students to collaborate and create projects to increase their literacy.

## **9. Strategies to Improve Student Learning and Engagement**

**OSDE will require the LEAs to utilize strategies to improve student learning and engagement that have proven to be effective through evidence-based practices.** Research confirms that engagement in learning and reading is related to academic achievement that is relevant for ethnic groups and genders.

### **Section 2: Professional Learning Environment and Effective Teachers**

OSDE's goals for improving student literacy outcomes involve the implementation of the following research and evidence based strategies as outlined by the State Literacy Plan:

#### **1. Instructional Coaches**

**OSDE will require the LEAs to provide a Striving Readers coach for the purpose of providing support and guidance to site-based staff.** Coaches will participate in training, Data Retreat® process, and monthly coaches' meetings. Coaches will assist with professional development, assessment, data analysis, and implementation of effective instructional practices.

#### **2. Professional Development**

**OSDE will require the LEAs to provide professional development that is research based. LEAs will also be required to attend professional development provided by OSDE.** Effective professional development is the key to effective teaching which leads to positive student performance. (Martinez-Beck & Zaslow, 2005)

#### **3. Professional Learning Communities (PLC)**

**OSDE will require the LEA to establish PLCs within each grade span to improve the reading culture.** PLCs are collaborative teams whose members work interdependently to achieve a common goal. PLCs are action oriented teams in that they create a vision and action steps to see the vision through to fruition in order to get results. (DuFour and Eaker 2008)

#### **4. Parent Liaison**

**OSDE will require LEAs to provide a parent liaison.** The purpose of a parent liaison is to help parents of school-age children effectively work in partnership with school district personnel to increase student achievement (NCLB, Section 1118).

#### **5. Community Support**

**OSDE will require the LEAs to involve community members to be a part of the literacy program.** This partnership is created to improve students' social, emotional, and academic development. Business leaders provide opportunities for students to discuss skills and technology integration necessary in the workplace (Sanders 2006).

#### **6. Parent Involvement Analysis Tool**

**OSDE will require the LEAs to utilize the Parent Involvement Analysis tool.** The Parent Involvement Analysis (PIA) online tool guides a school-based team through an inventory and self-assessment of parent involvement policies and practices, resulting in recommendations for improvement that can become part of the school improvement plan.

#### **7. *PASS* for Parents**

**OSDE will require LEAs to make *PASS* for Parents and CCSS available to parents and community members.** Parent guides summarize Oklahoma's *PASS* in parent friendly language, explaining essential skills and concepts students will learn at each grade level.

#### **8. Data Retreats®**

**OSDE will require LEAs to participate in the Data Retreat®.** This workshop for Striving Readers site-based leadership teams addresses the data analysis process and informs instructional decisions and schools effectiveness. (Cooperative Educational Service Agency 7)

#### **9. Data Review**

**OSDE will require LEAs to participate in data reviews.** Data reviews are led by the Striving Readers coach for the purpose of reviewing summative and formative data. Types of data collected: student, professional development, family and community, and student/teacher attendance. Collaboration meetings address objectives, strategies, progress monitoring, evaluation, and sustainability.

#### **10. Strategies to Improve Teacher Effectiveness**

**OSDE will require LEAs to implement strategies to improve teacher effectiveness.**

Strategies to be implemented by the LEAs will include: Motivation Acquisition eXtension (MAX) teaching model, Windows on Curriculum (WOC) data collection process, coaching, professional development, and technical assistance provided by the OSDE.

#### **11. Webinars and Podcasts**

**OSDE will require LEAs Striving Readers coaches, principals, and teachers to participate in webinars and podcasts that provide professional development in the areas of grant implementation, specific reading strategies and components, data collection and analysis.** High-quality professional development provides ways teachers can implement the necessary changes in practice that result in improved outcomes for students.

### **Section 3: Collaborative Leadership and Effective Leaders**

OSDE's goals for improving student literacy outcomes involve the implementation of the following research and evidence based strategies as outlined by the State Literacy Plan:

#### **1. Principal Academy and Instructional Leadership Training**

**OSDE will require principals of LEAs to attend Instructional Leadership Training.** The principal holds the primary responsibility for developing and maintaining a strong reading culture in the school. The reading culture is created by developing and sharing a vision, mission,

and goals for the school; establishing positive expectations and standards; and promoting professional development (Murphy, 2004).

## **2. Windows on Curriculum**

**OSDE will require LEAs to ensure that principals, coaches and leadership team members attend training on WOC.** This training equips instructional leaders with skills necessary to analyze high-quality curriculum, teaching and learning as identified by the Oklahoma Nine Essential Elements by conducting brief classroom walkthrough visits.

## **3. Professional Learning Communities**

**OSDE will require LEA administrators and leadership team members to establish Professional Learning Communities (PLCs).** PLC teams collaborate with administration to work on common goals. This type of team collaboration builds capacity within schools as members learn from one another and are empowered in the decision making process.

## **4. Collaboration Time**

**OSDE will require LEA administrators to provide collaboration time for teachers.** Teachers and administrators who participate in team collaboration to discuss student work, data, and curriculum alignment are able to maintain a better focus on improving instruction and setting and achieving goals. (McClure 2008)

## **5. Ways to Improve School Effectiveness (WISE) Tool**

**OSDE will require LEA administrators and leadership team members to utilize the Ways to Improve School Effectiveness planning tool.** WISE is a Web-based planning and coaching tool that provides literacy performance indicators and rubrics related to literacy learning for the district needs assessment and for establishing literacy improvement goals. (Redding 2006)

## 6. Parent Involvement Analysis

OSDE will require LEA administrators and site-based team to utilize the Parent Involvement Analysis (PIA) tool including the resources for the purpose of increasing parental involvement. The WISE Ways includes research and practice briefs linked to each topic in PIA, and includes a resource library with downloadable materials on every aspect of parent involvement, including many materials in both English and Spanish.

### Additional Requirements:

(a) *Must develop or update, implement, and continuously improve a comprehensive State literacy plan as defined in this application.*

The Oklahoma State Literacy Team will meet annually to review, revise, and update the current Oklahoma Comprehensive Literacy Plan based on data and identified state needs. Continuous improvements to the plan will be based upon review of current literacy information and research, district input, program observation, technical assistance, surveys, and independent program evaluation.

(b) *Must align the use of Federal and State funds and programs within the SEA and in LEAs in the State, to support a coherent approach to funding and implementing effective literacy instruction (as defined in this application) for disadvantaged students.*

Please see the chart below for how OSDE aligns federal funds to support a coherent approach and implement effective literacy instruction for disadvantaged students.

The OSDE will align the usage of Federal and State funds in the following ways:		
Title	Funding Source	Description
Data Retreat®	School Improvement	(Kindergarten – Twelfth Grade) - The Data Review process involves a full year cycle of continuous improvement. Information is disseminated to the staff in order to make the necessary changes in instruction and interventions to ensure improved student achievement.
The Achieving	ACE Remediation	(Ninth – Twelfth Grade) - A statewide effort that

Classroom Excellence Act (ACE)	OSDE	provides a framework for all Oklahoma school systems to implement standards, curriculum, and assessments with the rigor and relevance necessary for Oklahoma students to be prepared for college and the world of work.
Three Tier Model – Response to Intervention	IDEA Part B Special Education	(Prekindergarten – Twelfth Grade) - Response to Intervention (RtI) is a data-based model of instruction based on assessment, used to monitor a student's response to a particular evidence-based intervention designed to address a specific need.
Advanced Placement (AP)/ Summer Institutes	OSDE	(Ninth – Twelfth Grade Teachers) - Oklahoma provides AP training and incentives so that high schools can offer courses designed to prepare students for college while earning college credits.
SoonerStart	OSDE	(Birth to 3 years) - A joint effort of the Oklahoma Department of Education, Department of Human Services, Department of Health, Mental Health Services, the Commission on Children and Youth, and the Oklahoma Health Care Authority, SS is Oklahoma's early intervention program for children birth to three with disabilities and developmental delays.
Oklahoma Parents as Teachers Program	OSDE	(Birth to 3 years) - Oklahoma Parents as Teachers (OPAT) is a free home visitation program for families with children birth through age 3. OPAT supports parents to become effective first teachers and helps parents prepare their children for a successful school future.
School Support Teams	School Improvement 1003(a) 1003(g)	Oklahoma School Support Teams provide technical assistance to schools. Based on the Oklahoma Nine Essential Elements, reports are provided to sites with recommendations and documentation of strengths.
Ways to Improve School Effectiveness (WISE) Tool	Provided by the Center on Innovation and Improvement	The WISE tool is a Web-based planning and coaching tool for navigating effective and efficient school improvement. This planning and coaching tool provides literacy performance indicators and rubrics related to literacy learning.
Even Start Program	Title I, Part B	Even Start is an education program for the nation's low income families that is designed to improve the academic achievement of parents and their young children, especially in the area of reading.
Reach Out and Read	Reach Out and Read National Center (nonprofit)	This program promotes early literacy and school readiness during well-child visits by giving new books to children and advice to parents about the importance of reading aloud.
Head Start	Department of Health and Human Services	Provides a comprehensive program of health, education, parent involvement, social services for children with disabilities, all of which are coordinated with community

		based service systems.
<b>Statewide professional development opportunities:</b>		
Building Academic Vocabulary	Title IIA	(Kindergarten – Twelfth Grade) Educators take part in an interactive session in which the six-step BAV process is introduced by Dr. Robert Marzano.
MAX Teaching with Reading and Writing by Mark Forget	Title I A	(Fourth – Twelfth Grade) –Educators are introduced to the various strategies with an interactive process to engage students in purposeful reading and writing.
Literacy Strategies Across the Curriculum	Title IIA	(Prekindergarten – Twelfth Grade) Professional development is provided in the use of strategies involving graphic organizers, purposeful reading across content areas, literacy circles, inner-outer circles, grand conversations, leveled questions, book talk, and journaling.
Differentiated Instruction	OSDE	(Prekindergarten – Twelfth Grade) – These professional development sessions present ways to differentiate instruction for the varied levels and skills of students.
Curriculum Alignment and Mapping	OSDE	(Kindergarten –Twelfth Grade) – Educators use the textbook and resources to plan and then align their curriculum with colleagues.
Curriculum Mapping Knowledge Base	Mid-Continent Comprehensive Center	(Kindergarten – Twelfth Grade) –This is an online toolkit for implementing curriculum maps at the site and district level, developed in partnership with Mid-Continent Comprehensive Center.
Reading and Writing Workshops	OSDE	(Kindergarten – Twelfth Grade) –Educators are given resources and materials to help them organize reading and writing workshops within their classrooms.
Master Teacher Project	Title II A	(Kindergarten –Twelfth Grade Teachers) – Candidates for OSDE Master Teachers Project participate in a three-day intensive institute where professional development is given within the content area. These Master Teachers then become teacher leaders and serve in a leadership capacity at their sites.
Master Teachers Project 2	Title IIA	(Kindergarten – Twelfth Grade Teachers) - Members of Master Teachers Project 2 continue developing leadership capacity by conducting a needs assessment, then planning and implementing a school improvement project.
Regional Curriculum Conferences	Title IIA	(Prekindergarten – Twelfth Grade Teachers) – OSDE provides six regional curriculum conferences on a variety of diverse presentations involving standards and research based strategies.
Encyclo-	OSDE/funded by	(Birth – Postsecondary) - Features nationally renowned

Media™ Conference	registration fees and exhibitors	speakers and Oklahoma educators that will help participants enhance students' literacy and prepare them for the lifelong learning necessary for success beyond school.
What Works in Schools Annual Conferences	School Improvement	(Kindergarten – Twelfth Grade) - Includes topics in literacy for schools in need of improvement which features nationally recognized speakers and researched laboratories.
Adolescent Literacy Conferences	School Improvement	(Fourth – Twelfth Grade) – This is a two day conference in effective literacy strategies for teachers and administrators.
Principal Leadership Academy	School Improvement	(Kindergarten –Twelfth) - The OSDE supports the Cooperative Council of Oklahoma School Administrators (CCOSA) Principal Leadership Academy with federal funds and with presentations from OSDE related to the Oklahoma Nine Essential Elements.
Oklahoma First-Year Superintendents	OSDE	The state provides training to superintendents in their respective districts to maximize leadership and efficient management to ensure strong educational programs.
Windows on Curriculum (WOC)	Title IIA	(Kindergarten – Twelfth) - WOC is designed as a systemic change process which provides a brief classroom visit structure designed to collect data on teaching and learning for improvement.
What Works in Oklahoma Schools Institutes	School Improvement	(Kindergarten – Twelfth Grade) - Dr. Robert Marzano and staff lead this institute as well as provide face-to-face coaching with principals. The follow-up sessions provide strategies for next steps for these schools in the areas of reading and mathematics.
Professional Development for Teachers of English Language Learners	Funded by Title III, Part A – LEP and Title III, Part A- Immigrant Children and Youth	(Kindergarten through Twelfth Grade) –Professional development assists with developing high-quality language acquisition programs; training for identification, assessment, and placement of English language learners; and strategies for teaching English language learner and immigrant students.

Please see the chart below for how LEAs can align federal funds with state and local funds to support a coherent approach and implement effective literacy instruction for disadvantaged students.

<b>Funding Name</b>	<b>Description</b>	<b>Allowable Areas/Topics</b>
<b>Title I, Part A - Improving Basic</b>	Provides supplemental resources to help schools with high	Personnel including interventionists and literacy coaches, professional

<b>Programs</b>	concentrations of students from low-income families to provide high-quality education.	development, assessment, technology software/hardware, and curriculum materials.
<b>Title I, Part C - Migrant Education</b>	Supports high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves.	Academic instruction; remedial and compensatory instruction; bilingual and multicultural instruction; vocational instruction; counseling and testing services; health services; and preschool services.
<b>Title II, Part A - Teacher and Principal Quality and Effectiveness</b>	The purpose of this grant is to improve teacher and principal quality and increase the number of highly qualified teachers and principals.	Literacy coaches and instructional facilitators; professional development for teachers and administrators
<b>Title III, Part A - English Language Acquisition</b>	Provides high-quality instructional programs so limited English proficient (LEP) and immigrant children can attain English proficiency and meet challenging State academic standards.	Schools use funds to enhance language instruction and educational programs designed to help LEP students achieve state content and English language and proficiency standards.
<b>Individuals with Disabilities Education Improvement Act, Part B</b>	15% of funds can be used to develop and implement coordinated early intervening services for students who have not been identified as needing special education or related services.	Personnel, professional development, assessment, equipment, materials, programs, evaluation (non restrictive use).
<b>IDEA-B - Special Education - Grants to States</b>	The purpose of this program is to help LEAs ensure that eligible students with disabilities ages 3-21 are provided with a free appropriate public education.	Personnel (special education teachers); costs associated with related services personnel; direct services, technical assistance and personnel preparation.
<b>IDEA-C - Early Childhood</b>	IDEA, Part C makes available early intervention services for infants and toddlers with disabilities (from birth to age three) and their families.	Through evaluation and assessment, services are identified to address the developmental needs of infants and toddlers with disabilities.
<b>Carl D. Perkins Vocational and Technical Education Act of 1998</b>	This Act is to develop more fully the academic, vocational, and technical skills of secondary students and postsecondary students.	Upgrading technology in the classroom such as Smart boards, projectors, computers, software, printers, digital equipment, etc.

*(c) Must make the process and the results of its review of subgrant applications publicly available, including the procedures the OSDE used to review and judge the evidence base and alignment with State standards for the curricula and materials LEAs propose to use.*

OSDE will make the process and the results of its review of subgrant applications publicly available to administrators and district stakeholders, including the procedures OSDE used to review and judge the evidence base and the alignment with State standards for the curricula and materials LEAs propose to use, through 1) letter mail outs, 2) OSDE Web site, and 3) information sent out on the listserv.

OSDE will also disseminate information on project outcomes, disaggregated by student subgroups, in partnership with the State Early Childhood Advisory Council (SECAC). SECAC will disseminate information through its website, board and stakeholder meetings, and network of 18 communities.

*(d) Must ensure that SRCL subgrant funds are used to implement a comprehensive and coherent literacy program that serves students from birth through grade 12, or as determined by a needs assessment, and includes each of the components of effective literacy instruction.*

OSDE will ensure that the subgrant funds are used to implement a comprehensive and coherent literacy program birth through grade twelve. LEA administrators and the leadership teams will utilize a needs assessment to determine how students will be served birth through grade twelve. Program requirements for elementary schools will include the five components of reading and writing while middle and high schools ensure exposure to different genres and elements of writing.

*(1) Provides effective professional development in literacy, including instructional strategies to meet the literacy need of disadvantaged students such as limited-English-proficient*

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

OSDE will require LEA administrators to ensure opportunities for professional development in literacy in birth through grade twelve will include the following:

<b>Birth - 5</b>	<b>Elementary</b>	<b>Secondary</b>
Oral language development	Oral language development	Differentiated instruction to meet the literacy needs of all students
Pre-literacy skills	Differentiated instruction to meet the literacy needs of all students	Effective instructional strategies including strategies for English Language Learners (ELL), student with disabilities, and disadvantaged students
OPAT certification	Effective instructional strategies including strategies for English Language Learners (ELL), student with disabilities, and disadvantaged students	Instructional strategies for students who have mastered the material ahead of their peers
Effective instructional strategies including strategies for English Language Learners (ELL) and student with disabilities	Tiered intervention services for students not meeting grade level standards in Tier I instruction	Tiered intervention services for students not meeting grade level standards in Tier I instruction
Interactive and dialogic reading strategies	Technology integration to enhance lessons and student engagement in literacy	Content literacy that incorporates different genres of reading and elements of writing
Utilization of literacy centers to improve listening, writing, reading, and speaking skills	Digital literacy that incorporates different modes of technology to support literacy instruction	Digital literacy that incorporates different modes of technology to support literacy instruction
Administration of formative/summative assessments	Administration of formative/summative assessments	Administration of formative/summative assessments
Data analysis to inform decisions about instruction and curriculum	Data analysis to inform decisions about instruction and curriculum	Data analysis to inform decisions about instruction and curriculum
<i>PASS</i>	<i>PASS</i> and CCSS	<i>PASS</i> and CCSS

*(2) Uses curriculum and instructional materials that are aligned with State standards, incorporate the components of effective literacy instruction, and, as appropriate, incorporate*

*and principles of universal design for learning to support children and youth diverse learning needs, including disadvantage students;*

**OSDE will require LEAs to use scientifically research based curriculum and intervention materials that align to *PASS*.** All curriculum and intervention materials must include the components of effective literacy instruction and support learning for children with diverse learning needs. As part of the allocation, sites may use funds to support or enhance current curriculum and intervention materials to meet the requirements of the grant including technology integration such as iPads and student response systems.

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

**OSDE will require LEAs to use a data management system which seeks to provide teacher access to tools to develop, administer, and modify instruction based on assessments.**

OSDE has partnered with Wireless Generation to provide Striving Readers sites with the mCLASS Assessment Platform. Assessment results are available to teachers as soon as the data is uploaded. The reporting and analysis tools provide fast access to data on students, allowing teachers and administrators to find the information needed to impact classroom instruction quickly. Teachers can target instruction for whole class, small group, and individual students based on data results. Reports are designed and provided for the LEA, as well as the OSDE, to view disaggregated and longitudinal data. The mCLASS Assessment Platform provides valid

and reliable screening, diagnostic and progress monitoring with appropriate accommodations as deemed appropriate. Teachers, administrators, and coaches will be required to attend training on the administration of this assessment, data collection, management, analysis, and using the data to drive instruction.

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

**OSDE will require LEAs to employ interventionists who are highly qualified and certified in one of the following areas: Early Childhood, Elementary, Reading/English/Language Arts, Special Education or Reading Specialist.** OSDE recommends a three-tiered framework of assessment and intervention to provide additional supports for students at risk of falling below grade level. A brief description of each tiered instruction and intervention is provided below:

- Tier 1: Core literacy curriculum with differentiated instruction is provided to all students in whole and small group settings in a protected block of time.
- Tier 2: Supplemental targeted instruction is provided in small groups necessary to meet the needs of those students who do not make adequate progress in Tier 1. This level of intervention is in addition to Tier 1.
- Tier 3: Intensive targeted instruction is provided individually or in small groups to those students who do not respond to Tier 1 and Tier 2 instruction.

**OSDE will require LEAs to provide additional supports to students who have mastered grade level materials ahead of their peers.** Supports may include a pull-out model

for advanced learning at the elementary level or Pre-advanced Placement and Advanced Placement classes at middle schools and high schools.

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

**OSDE will require LEAs to use a curriculum which incorporates language arts in early childhood classrooms.** The learning environment itself should be rich with language through the use of word walls, labeling, and access to print. Classroom instruction will include whole group, small group, and centers. Centers which foster language development include: literacy center, library center, listening center, and the writing center. Children practice essential skills for reading, writing, spelling and communication, which provide opportunities for mastery.

Also, Reach Out and Read (ROR) programs in Oklahoma require partnering physicians to provide literacy-rich waiting rooms for the children and families they serve. When possible, volunteers read to children in the waiting room, modeling reading strategies and a love of reading for families.

*(6) Informs continuous improvement by monitoring program implementation and outcomes, including the effectiveness of professional development, and tracking implementation and outcomes at the LEA or early childhood education provider, school, classroom, and student levels.*

#### Birth to Age 5:

Evidence-based programs serving parents and young children monitor and track implementation and outcomes, including the effectiveness of professional development. Oklahoma Parents as Teachers submits reports indicating information about families and

children served and other reports or program information as deemed necessary by the OSDE to the Child Services Demonstration Center. OPAT is evaluated by Oklahoma Technical Assistance Center (OTAC) which reports OSDE outcomes and results in their yearly program evaluation.

Reach Out and Read (ROR) National Center uses the MYROR Data System to track well-child visits, book distribution, program reporting, training of providers and annual surveying of Health Centers/clinics, all of which contribute to program quality. The ROR Medical Provider Survey seeks ROR providers' assessment of how they and their colleagues are implementing the Reach Out and Read program in their practice.

#### Kindergarten –Twelfth Grade

OSDE will review Wireless Generation data to determine program implementation strengths and weaknesses and effectiveness. This data will be disaggregated and analyzed at the district, school, classroom, and student levels by the Wireless Generation platform. OSDE will monitor program implementation through site visits, classroom observations and exit interviews. Classroom instruction will reflect best practices presented in professional development required by the SRCL program.

*(ii)The SEA's goals for improving student literacy outcomes throughout the State for all students, including a description of the data that the SEA has considered or will consider.*

The goals for the Oklahoma Striving Readers Comprehensive Literacy grant are:

1. Students enter kindergarten with all necessary preliteracy skills.
2. All students read on or above grade level.
3. All students acquire the literacy skills needed to comprehend complex text across content areas.
4. Oklahoma high school graduates are college and career ready.

### Birth to Age 5:

OSDE believes parents are their children's first and most important teachers, and that they should have access to programs designed to maximize a child's overall development during the first three years of life to lay the foundation for school success. Oklahoma currently implements several evidence-based programs that target young children and their parents to maximize parents' opportunity to support their child's healthy development. Expanding these programs to reach more disadvantaged children, specifically children from low-income homes, from homes in which English is not the primary language, and children with disabilities is an efficient and effective way to support our state literacy plan's goal to assist stakeholders in intervening early and preparing students to be work and college ready. Both the Reach Out and Read and OPAT programs screen children to ensure early identification and intervention if needed. Children with parents that have participated in these programs have demonstrated stronger literacy skills in multiple studies nationally. Combining these programs with a high-quality prekindergarten experience strengthens a child's developmental foundation, paving the way for future school and life success.

The State of Oklahoma, Maternal and Child Health Services Title V Needs Assessment 2011 -2015, documents the need for early identification and intervention for better child outcomes. We know 9.1% of children 4 months to five years are at high-risk for developmental, behavioral or social delays and another 17.1% are at moderate risk. Of our children 10 months to five years, 40.5% have parents with one or more concerns about their child's physical, behavioral or social development. When social-emotional issues are addressed early, children are less likely to be referred to special education and more likely to finish school and hold a job

as adults. Currently, however, only 20.8% of our children 10 months to five years receive a standardized screening for developmental or behavioral problems. In addition, 93,494 (14.5%) children served during the 2008-2009 school year qualified for special education services.

In addition to estimated risks and parental concerns, our economic environment presents challenges. We are an economically poor state, ranking only above 4 states for two-year average household income for 2006-2007 (\$41,578; national average \$49,901). According to Profiles 2009 State Report of the 2008-2009 school year, 637,762 children were served, of which 362,547 qualified for free or reduced price lunch (56.3%). This is an increase of 8 percentage points in 10 years. In our largest urban school district, 85.5% of our children qualify for free or reduced price lunch (Profiles 2009 Oklahoma City District Report).

#### Kindergarten – Twelfth Grade

Every student enrolled in a tested grade level in an Oklahoma public school must participate in testing. All students will be administered either the Oklahoma Core Curriculum Test (OCCT) or an alternate assessment. The OSDE’s goals for improving student literacy outcomes are detailed in the following charts:

**OCCT Reading Results and Goals - Grades 3-8**

Grade	% Proficient 2009	% Proficient 2010	Goal: % Proficient 2011	Goal: % Proficient 2012	Goal: % Proficient 2013	Goal: % Proficient 2014	Goal: % Proficient 2015
3	67	69	71	74	79	81	82
4	63	65	67	70	75	77	78
5	65	65	67	70	75	77	78
6	65	64	66	69	74	76	77
7	70	67	69	72	77	79	80
8	67	70	72	75	80	82	83

**The Lowest Obtainable Scaled Score and Highest Obtainable Scaled Score values assigned to all OCCT operational tests were 400 and 990, respectively. The Proficient cut score for reading is 700 for all tests.**

### OCCT Writing Results and Goals– Grades 5-8

Grade	% Proficient 2009	% Proficient 2010	Goal: % Proficient 2011	Goal: % Proficient 2012	Goal: % Proficient 2013	Goal: % Proficient 2014	Goal: % Proficient 2015
5	83	82	85	87	89	90	91
8	89	89	92	94	96	97	98

The Lowest Obtainable Scaled Score and Highest Obtainable Scaled Score values assigned to End-of-Instruction English II and III operational tests were 440 and 999, respectively. The Proficient cut score is 700.

### ACE English II and ACE English III Results and Goals

	% Proficient 2009	% Proficient 2010	Goal: % Proficient 2011	Goal: % Proficient 2012	Goal: % Proficient 2013	Goal: % Proficient 2014	Goal: % Proficient 2015
English II	77	84	86	87	88	89	90
English III	77	80	82	83	84	85	86

The Achieving Classroom Excellence Act (ACE) is a statewide effort to raise expectations for student achievement in Oklahoma public schools. ACE sets forth requirements that must be met in order for a student to earn a diploma from an Oklahoma public high school.

Proficiency percentages for student taking the OMAAP assessments increased at every grade level by at least 2 percent. Students scoring proficient on the Modified English II assessment increased by 13 percent, making this sub-group equal to the general group in percent proficient (84 percent).

Data will be disaggregated into the following subgroups: special education, English language learner, socioeconomic status, ethnicity, and gender to ensure improved student literacy outcomes for all students. A needs assessment, found in the WISE tool, will be required for all LEAs for the purpose of individualizing goals.

*(ii) A clear and credible path that SEA will take to achieve these goals.*

SRCL will give Oklahoma districts the resources and support to implement a literacy program that ensures students are college and career ready when they graduate from high school.

Through an established infrastructure of strong, research based literacy instruction, SRCL subgrantees will use best practices in curriculum, instruction, assessment, school culture, family and community support, professional development, leadership, resources, and planning to improve student achievement in literacy. The OSDE will achieve a program that will improve learning outcomes, enable more data-based decision making, and contribute to an effective use of technology.

OSDE, with the support of its LEAs, will partner with parents from the time their child is born to be their child's first and most important teacher. Evidence-based, state-wide programs serving parents and young children from high-risk groups will be expanded to ensure parents have the tools and resources they need to ensure their child's literacy development. These programs also provide developmental screenings to ensure developmental, behavioral, and/or social issues are identified and addressed early. Sooner Start is Oklahoma's early intervention program for children birth to three with disabilities and developmental delays. Early intervention has proven to be beneficial for children and has positive economic impact as well (Glascoe & Shapiro, 2004).

The Oklahoma Nine Essential Elements performance indicators support educators as they make decisions about how best to facilitate student learning in their schools. The WISE tool incorporates a self assessment check list of the performance indicators, site and district disaggregated data, and provides rubrics and research for districts to set annual goals and plan for professional development, as districts continue to improve student achievement. The Striving

Readers Comprehensive Literacy program will allow districts the resources necessary to implement this plan for continuous student achievement and to meet identified OSDE goals.

*(iii) How the SEA will provide technical assistance and support to its SRCL subgrantees to enable them to implement a high-quality comprehensive literacy program and to improve student achievement in core academic subjects.*

OSDE will provide technical assistance and support to the SRCL subgrantees (and at the OSDE's discretion, to other LEAs or early childhood education providers) to enable them to implement a high-quality comprehensive literacy program and to improve student achievement in core academic subjects. OSDE will provide LEAs technical assistance for the subgrant application process via webinars, face to face meetings, and videoconferences. Technical assistance will be provided to schools through site visits that include classroom observations, debriefing sessions, data review, and recommendations for improved program implementation. Professional development will be identified and supported by the OSDE for principals, coaches, and teachers to attend. Regularly scheduled coaches' meetings will provide opportunities for collaboration among coaches and dissemination of program information. Wireless Generation will provide technical assistance for assessment and data management.

*(iv) How the SEA will evaluate the State's progress in improving achievement in literacy for children and youth from birth through grade 12, including disadvantaged students, including: (1) whether the evaluation will be conducted by an independent evaluator; (2) whether the evaluation will use methods that are thorough, feasible, and appropriate to the objectives of the proposed project; and (3) how the SEA will use evidence to inform and continuously improve the design and implementation of its activities.*

OSDE will evaluate the State's progress in improving achievement in literacy birth through grade 12, including disadvantaged students, by utilizing Wireless Generation data reports, district feedback/input, and program observation for the level and intensity of technical assistance required by the subgrantees, surveys, and independent program evaluation through Southwest Educational Development Laboratory (SEDL).

OSDE will use evidence to inform and continuously improve the design and implementation of its activities. The independent evaluator's annual report will be reviewed and all recommendations will be addressed in full by the OSDE to ensure high level implementation of all aspects of improving achievement in literacy.

Wireless Generation will provide OSDE extensive data reports of progress of all LEAs. This data will be reviewed quarterly by OSDE to provide feedback and technical assistance to all LEAs quarterly.

*(v) How the SEA will disseminate information on project outcomes, disaggregated by student subgroup, and in formats that are easily understood by, and accessible to, the public, and how the OSDE will make that information useful to varied groups.*

OSDE will disseminate information on project outcomes, disaggregated by student subgroup, and in formats that are easily understood by and accessible to the public through the OSDE Web site, webinars, and prepared press releases. The Oklahoma State Board of Education and local school boards will receive updated reports on project outcomes. Reports to schools will be disaggregated by student subgroups and in formats that are easily understood. Student subgroups include students with disabilities, gifted/advanced placement, limited-English-proficient, socio-economic status, ethnicity, and gender.

Webinars, reports to school boards, press releases, and the OSDE website will provide useful information that includes project outcomes, data, suggestions for improvements, and assist stakeholders in determining next steps for program implementation and improvement.

#### *Quality of State Subgrant Competition*

*(i) The extent to which the SEA will run a rigorous, high-quality competition for subgrants, including how it will review and judge:*

*(a) The LEA's or early childhood education provider's capacity to successfully implement its proposal.*

The subgrant selection procedure will include several qualifying points:

- LEAs will be notified of the subgrant competition. An initial videoconference, broadcast across the state, providing a general overview of Oklahoma's Striving Readers Comprehensive Literacy Program and specific details about the subgrant process.
- Trainings regarding Oklahoma's Striving Readers Comprehensive Literacy Program guidance will be presented at regional locations to accommodate eligible school districts statewide.
- If an LEA plans to proceed with the grant application process, they will be required to:
  - submit a letter of intent signed by the superintendent, site principal(s), and early childhood education provider; and
  - sign an Assurance Statement committing to the adherence of all Striving Readers Comprehensive Literacy Program guidelines.

Prior to the reading of subgrants, a conference (via telephone or video) with the grant readers will occur to review the grant application criteria, priorities, and guidance that was provided to applicants, and information related to the technical assistance provided to districts at the

regional training sessions so that grant readers are prepared for the process. Grant readers will review and rate all LEA grant applications to determine potential recipients based on the grant evaluation form (rubric). After the grant applications are received, OSDE will:

- Review applications to determine if all elements are addressed.
- Interview district/site principal(s) and early childhood education provider to determine their knowledge of the grant requirements and the reading programs and assessments described in their grant application, and their commitment to the Striving Readers Comprehensive Literacy Program.
- Evaluate the grant applications remaining. After all applications have been thoroughly read and reviewed by the expert team, those receiving “Exceed Standards” or “Meet Standards” rating will be scored according to the following procedure:
  - Each category receiving a “Meet Standards” rating will be given one point.
  - Each criteria adequately addressed in the “Exceeds Standards” category will be given one additional point per criteria.
  - No points will be given for “Does Not Meet Standards.”
  - Receiving a “Does Not Meet Standards” on any section will cause the application to be disqualified.

Eligibility will be determined using data reported to the OSDE from the state-mandated Oklahoma Core Curriculum Test (OCCT) for grades 3-8 and End of Instruction (EOI) assessments for grades 9-12. In addition, identified LEAs will also have a significant percentage of children who are counted for allocations under Title I, Part A (census poverty data). This includes both urban and rural areas and provides for geographic diversity across the state. The OSDE believes applicant pool size to be sufficiently targeted to ensure LEAs receive adequate

funding and support. At the same time, the OSDE believes it is broad enough to ensure only the highest quality applications will be funded. Priority will be given to grade spans of 0-12<sup>th</sup> grade that currently have components of an effective and systematic comprehensive literacy program in place that can be expanded to meet the needs of diverse learners at all grade levels.

*(b)The extent to which each SRCL subgrant applicant has proposed a comprehensive high-quality literacy program that meets all of the requirements set out in paragraph (d) of the Additional Requirements section in this notice.*

The high-quality competition for subgrants will include several qualifying points. An awarded subgrant must ensure the subgrant funds are used to:

- Implement a comprehensive and coherent literacy program that serves students from birth through grade 12, or at any period in the birth through grade 12 continuums, as determined by a needs assessment, and includes each of the components of effective literacy instruction;
- Adhere to qualities of effective literacy instruction including: professional development in literacy and in instructional strategies to meet the needs of disadvantaged students such as limited-English-proficient students and students with disabilities, to teachers of reading, English, language arts, core curriculum area, and for teachers or instructional providers for children from birth through age five;
- Implement a common comprehensive reading curriculum and instructional materials that are researched-based, aligned with *PASS* and CCSS, incorporate the components of effective literacy instruction including principles of universal design for learning to support children and youth with diverse learning needs, including disadvantaged students;

- Use coherent assessment systems that are aligned with State standards. Subgrantees will utilize the common assessment and data management system designated by OSDE for birth through 3 years and grades Pre-K through 12. Assessments include valid and reliable screening measures or strategies, valid and reliable diagnostic and progress-monitoring measures, systematic usage of assessment data to inform instruction, interventions, professional development, and continuous program improvement;
- Select and use interventions to ensure that all children and youth, including both children and youth who have mastered the material ahead of their peers and children and youth struggling with the material are served appropriately.
- Develop language-and text-rich classrooms, schools, and early learning program environments that engage and motivate children and youth in speaking, listening, reading, and writing; and
- Monitor program implementation and outcomes for the purpose of continuous improvement including the effectiveness of professional development, and tracking implementation and outcomes at the LEA or early childhood education provider, school, classroom, and student levels.

*(1) Addresses 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.*

LEAs will be required to include in their request for proposal the strategies currently in place to meet the needs of all learners. The competitiveness of the proposals will be increased to the extent that LEAs can explain additional strategies that will be implemented to expand their current level of services and their capacity for improvement in meeting the needs of

disadvantaged students at all levels. The degree to which applicants are sufficiently knowledgeable about the subgrant program and its requirements, committed to the full implementation, evaluation and maintenance of the program, and are ready to implement new instructional methods to improve school readiness and success through grade 12 in the area of language and literacy development for disadvantaged students would need to “Meets Standards” on the Evaluation Strategies portion of the grant evaluation rubric.

*(2) Is informed by a needs assessment described in the application and is designed to support effective teaching and to improve student achievement of struggling readers.*

A needs assessment has been developed by OSDE in conjunction with the WISE tool. The WISE tool is a web-based planning and coaching tool for navigating effective and efficient school improvement. This planning and coaching tool provides literacy performance indicators and rubrics related to literacy learning. LEAs will be required to complete the needs assessment as a part of their application.

LEAs will be required to include in their request for proposal the strategies currently in place to meet the needs of all learners. This is also a requirement of the Evaluation Strategies portion of the grant evaluation rubric.

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

LEAs will be required to include in their request for proposal the extent to which other agencies, nonprofit organizations, community-based organizations, and families will be involved in activities that promotes the implementation of effective literacy instruction for disadvantaged

students. Priority will be given to applications that include any of the following agencies or similar organizations:

- **SoonerStart:** A joint effort of the Oklahoma Department of Education, Department of Human Services, Department of Health, Mental Health Services, the Commission on Children and Youth, and the Oklahoma Health Care Authority, is Oklahoma's early intervention program for children birth to three with disabilities and developmental delays.
- **Oklahoma Parents as Teachers Program:** Oklahoma Parents as Teachers (OPAT) is a free home visitation program for families with children birth through age 3. OPAT supports parents to become effective first teachers, and helps parents prepare their children for a successful school future through personalized visits, parent group meetings, resources and referrals, developmental screenings, and an early partnership between home and school.
- **Head Start:** This program provides a comprehensive program of health, education, parent involvement, social services and services for children with disabilities, all of which are coordinated with community based service systems.
- **Early Head Start:** This program provides services to low income families with infants and toddlers, and pregnant women.
- **Center for Early Childhood Professional Development (CECPD):** A partnership between the Department of Human Services and the University of Oklahoma that is focused on the professional development of those employed to provide care and education for our youngest children.
- **Reach Out and Read:** This program promotes early literacy and school readiness during well-child visits by giving new books to children and advice to parents about the

importance of reading aloud. Reach Out and Read is available in 50 clinics statewide and is serving young children and their families through 18,000 well-child visits per year.

- **Celebration of Reading and the Library System Summer Reading Program:** The Celebration of Reading is sponsored by the Oklahoma Reading Association and OSDE. The purpose of the event is to challenge students from first through eighth grade to read more.

The inclusion of involvement with other agencies, nonprofit organizations, community-based organizations, and families in activities that promote the implementation of effective literacy instruction for disadvantaged students is requirement of the Evaluation Strategies portion of the grant evaluation rubric.

*(c) The extent to which each SRCL subgrant applicant demonstrates that it will implement a coherent strategy to improve literacy instruction that aligns activities under the SRCL subgrant with literacy instruction supported with other Federal funds, including with funds the entity receives under Title I, Title II-A, and Title III of the EOSDE and, as appropriate, the Head Start Act, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act of 2006, and State and local funds.*

LEAs will be required to include in their request for proposal the extent to which implementation of the SRCL subgrant with literacy instruction will coincide with other Federal funds, including the entity received under Title I, Title II-A, and Title III of the EOSDE and, as appropriate, the Head Start Act, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act of 2006, and State and local funds. LEAs will submit a budget proposal as a part of their application. The alignment of funds is a requirement

of the Evaluation Strategies portion of the grant evaluation rubric. The Funding Matrix, on page 18 of this application, will be provided to LEAs to assist with alignment of funds.

*(ii) The extent to which the SEA will give priority to LEAs or providers of early childhood education that propose to serve high-poverty schools or a high-poverty population, based on a definition of poverty and process for applying the priority provided by the State.*

Oklahoma has a particularly difficult set of circumstances when it comes to poverty. Many Oklahoma counties have a far greater percentage of children in poverty than any other state in the nation. Literacy challenges in the State of Oklahoma are significant as evidenced by the poverty and illiteracy percents of Oklahoma children and families. These levels of poverty and illiteracy have an undeniable impact on student reading achievement. We continue to need on-going monetary and human resources to carry us to higher accomplishment levels. LEAs or providers of early childhood education which have 50% or more of their students in poverty or the number of children counted for allocations under Title I, Part A (free and reduced lunch data) will receive priority on the rubric.

*(iii) The extent to which the SEA will give priority to LEAs or providers of early childhood education whose applications are supported by the strongest available evidence.*

Based upon the level of funding of each request by the providers of early childhood education or LEAs, the maximum number of top-rated grant applications will be flagged for potential funding.

Priority will be given to LEAs who:

- Submit data/documentation of current reading assessment scores and, level of poverty;
- Show evidence of current initiatives or infrastructure for sustainability purposes;
- Indicate the level of community partnerships;

- Will participate in an aligned birth to grade 12 program; and
- Will agree to assurance statements for fidelity to the grant.

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

Oklahoma is a textbook adoption state. A textbook committee appointed by the Governor reviews all instructional materials, programs, and strategies to see that they are aligned with state standards, before placing them on the textbook adoption list. If the instructional program, strategies, or materials do not meet the OSDE or USDE's guidance for scientifically based reading research instruction in all five essential areas, the district/site will have to choose another program to replace the existing program or supplement it with a program that is a scientifically based reading research program.

All supplemental instructional strategies and programs must contain instructional materials and student resources that are aligned to PASS and CCSS, the program, strategies, and approaches themselves.

OSDE will require that LEAs:

- Demonstrate in their plan how all of these components will be implemented;
- Integrate and coordinate all scientifically based resources and materials, including supplemental and intervention materials with the comprehensive core reading program;
- Describe how they intend to use scientifically based reading research to accelerate student performance and monitor individual progress of students who are reading below grade level;

- Use a consistent, comprehensive, core literacy program in grades k-5 for the purpose of continuity of instruction; and
- Provide documentation in support of supplemental and intervention programs for those children identified as struggling readers. Technology programs that provide additional support to struggling readers also may be used with the comprehensive reading program.

The criteria required for documentation of the supplemental and intervention materials and programs includes:

- Providing valid evidence that the supplemental and intervention materials and programs are effective with the population being served (SES, ethnicity, rural or urban, school size, ELL, students with disabilities, gifted);
- Provide evidence that the supplemental and intervention materials and programs have been reviewed and are based upon scientifically based reading research;
- Provide a “Needs Assessment” and/or site-based survey of the comprehensive program to show the areas of additional instructional need; and
- Demonstrate and support that a supplemental or intervention program will continue to support and strengthen the core comprehensive program.

There will be a SRCL webpage on the OSDE website where this process of review of curricula and materials will be publicly available.

#### *Project Management.*

*(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.*

The OSDE will use the following timeline to implement the objectives of the Striving

**Readers Comprehensive Literacy Program:**

<b>Objective</b>	<b>Timeline</b>	<b>Implementation</b>
<b>Hire Striving Readers director</b>	August 2011	The OSDE will hire a Striving Reader director to carry out Striving Readers activities and coordinate as a member of the state leadership Team
<b>Release of Striving Readers grant</b>	September 2011	Notify OSDE leadership team of Striving Readers grant award. Notify, announce, and advertise Striving Readers subgrants. Make Striving Readers grant applications available to eligible sites via mail, list serve, and OSDE Web site.
<b>Establish Striving Readers link to OSDE Web site for Striving Readers grant applications.</b>	September 2011	Striving Reader director in coordination with the Technology director will add information to the current OSDE site.
<b>Striving Readers videoconference and webinar</b>	September 2011	Provide Striving Readers videoconferences and webinars including program overview and subgrant application process.
<b>Pre-application technical assistance to eligible districts</b>	October 2011	The Striving Readers State Team will conduct regional Striving Readers workshops for eligible districts.
<b>Provide orientation meeting for grant readers of Striving Readers grant applications</b>	November 2011	OSDE Striving Reader Director conducts training for grant readers on OSDE guidance, application, and evaluation rubric via videoconference and/or webinar.
<b>LEAs submit Striving Readers grant applications</b>	November 2011	Eligible districts will submit applications for eligible schools that agree to meet Striving Readers requirements.
<b>Review of grant applications</b>	November 2011	All applications will be evaluated and reviewed by an expert review team consisting of individuals actively involved in literacy research, knowledgeable about SBR programs and valid and reliable assessments.
<b>Announce Striving Readers grant awards</b>	December 2011	Present recommendations for Striving Readers grants to the State Board of Education. Mail Striving Readers grant award notification.
<b>Evaluation and administrative planning</b>	December 2011	Prepare Request for Proposal for the external evaluator.
<b>Create Striving Readers listserv and web links</b>	December 2011	The Striving Readers Director and the Technology Director will create the Listserv and Web links and continually provide updates

		for districts.
<b>Provide orientation meeting for grant recipients</b>	December 2011	The Striving Readers Director will conduct an orientation meeting to provide required implementation details and timeline to grant award districts.
<b>Technical assistance provided via technology communications</b>	December 2011	The Striving Readers Director will continually provide updates for districts awards grants.
<b>Assure all teachers are trained in procedures for administering assessments</b>	January 2012	Wireless Generation will train all elementary coaches and identified secondary facilitators, who in turn, train all teachers in the administration and interpretation of procedures to be used for diagnostic tests chosen by their district.
<b>Windows on Curriculum classroom data collection training</b>	January – May 2012	OSDE staff trains all teachers and administrators in Windows on Curriculum protocol.
<b>Administration update and planning</b>	January 2012	Maintain listserv, web site, and web links
<b>Begin state evaluation process</b>	February 2012	Award contract to external evaluator
<b>State meeting with elementary site coaches</b>	March 2012	Part I: The State Team will meet with the elementary site coaches to discuss implementation, coaching requirements, and grant specifications.
<b>State meeting with elementary site coaches</b>	May 2012	Part II: The State Team will meet with the elementary, middle, and high school coaches to discuss implementation, coaching requirements, and grant specifications.
<b>MAX Teaching in Reading and Writing secondary site training</b>	June, July 2012	All middle school and high school faculty receive two-day training in MAX Teaching.
<b>Data Retreat</b>	June, July 2012	All school leadership teams (administrators, teacher leaders, site coaches) will attend the data retreat.
<b>Monthly elementary coaches' meetings</b>	August 2012 – June 2016	The State Team will meet monthly with the elementary site literacy coaches to provide professional development and technical assistance.
<b>Continued communication with Striving Readers districts/sites</b>	August 2012-2016	Maintain listserv, web site and web links
<b>On-going professional development and technical assistance</b>	August 2012	Broadcast monthly webinar series: Response to Intervention

<b>On-going professional development and technical assistance</b>	September 2012	Broadcast monthly webinar series: Phonemic Awareness
<b>MAX Teaching in Reading and Writing secondary site follow-up visits</b>	September 2012 – March 2013	MAX Teaching consultants make site visits to each middle and high school site.
<b>On-going professional development and technical assistance</b>	October 2012	Broadcast monthly webinar series: Phonics
<b>Continued technical assistance and professional development plans</b>	November 2012	Provide follow-up training in Research-based interventions, peer coaching, and effective use of valid and reliable assessments.
<b>On-going professional development and technical assistance</b>	November 2012	Broadcast monthly webinar series: Fluency
<b>On-going professional development and technical assistance</b>	December 2012	Broadcast monthly webinar series: Vocabulary
<b>On-going professional development and technical assistance</b>	January 2013	Broadcast monthly webinar series: Comprehension
<b>On-going professional development and technical assistance</b>	February 2013	Broadcast monthly webinar series: Instructional Leadership
<b>Develop training modules for the summer Striving Readers Teacher Academies</b>	February – April 2013	The Oklahoma striving Readers team will modify the Reading First Teacher Reading Academies materials for Striving Readers.
<b>On-going professional development and technical assistance</b>	March 2013	Broadcast monthly webinar series: Student Engagement
<b>Identify secondary site coaches</b>	April 2013	OSDE, MAX Teaching consultants, and middle school and high school sites identify teachers who have best implemented MAX Teaching strategies to become site coaches.
<b>On-going professional development and technical assistance</b>	April 2013	Broadcast monthly webinar series: Explicit and Systematic Instruction
<b>On-going professional development and technical assistance</b>	May 2013	Broadcast monthly webinar series: Differentiated Instruction
<b>On-going professional development and technical assistance</b>	June 2013	Broadcast monthly webinar series: Data Collection and Analysis

<b>Provide Striving Readers Teacher Academies for prekindergarten through fifth grade regular education, special education, and ELL education teachers</b>	June, July 2013	The Striving Readers training teams, under the supervision of the Director, will provide scientifically based professional development which includes the components of reading, valid and reliable assessments, and effective reading strategies for prevention and intervention.
<b>MAX Teaching secondary coaches camp</b>	June, July 2013	Identified teachers attend five-day MAX Teaching Coaches Camp to become certified site coaches.
<b>MAX Teaching administrators' workshop</b>	June, July 2013	Site administrators receive training on supervision of instruction to support the MAX Teaching model.
<b>On-going professional development and technical assistance</b>	July 2013	Broadcast monthly webinar series: Content Area Literacy Instruction
<b>On-going Professional Development and Technical Assistance</b>	August 2013	Broadcast monthly webinar series: Effective Strategies for English Language Learners
<b>WISE tool training</b>	August 2013	Site principals and coaches will attend a full day training on using the WISE tool to plan for reform.
<b>Parental Involvement Analysis tool training</b>	September 2013	Site principals and coaches will participate in training to use the PIA tool via webinar.
<b>MAX Teaching on-site coaching clinics</b>	September 2013 – June 2016	MAX Teaching consultants continue on-site and virtual coaching of secondary coaches through duration of grant.
<b>On-going professional development and technical assistance</b>	October 2013	Broadcast monthly webinar series: Effective Strategies for Students with Learning Disabilities
<b>On-going professional development and technical assistance</b>	November 2013	Broadcast monthly webinar series: Effective Strategies for Students in Poverty
<b>On-going professional development and technical assistance</b>	December 2013	Broadcast monthly webinar series: Effective Strategies for Intervention
<b>Wise tool webinar</b>	January 2014	Site principals and coaches will attend a webinar for follow up on the WISE tool.
<b>Program evaluation</b>	February 2014	External Evaluator prepares report of Oklahoma's Striving Readers program.
<b>Stakeholder's meeting</b>	March 2014	External Evaluation Report will be shared with Striving Readers stakeholders.
<b>Wise tool webinar</b>	April 2014	Site principals and coaches will attend a webinar for follow up on the WISE tool.

<b>Principal academy</b>	June 2014	All site principals will attend the Principal Academy.
<b>Program evaluation</b>	June 2015	External Evaluator prepares report of Oklahoma's Striving Readers program.
<b>Stakeholder's meeting</b>	July 2015	External Evaluation Report will be shared with Striving Readers stakeholders.
<b>Program evaluation</b>	June 2016	External Evaluator prepares report of Oklahoma's Striving Readers program.
<b>Stakeholder's meeting</b>	July 2016	External Evaluation Report will be shared with Striving Readers stakeholders.

*(ii) The qualifications, including relevant training and experience, of key personnel*

**The OSDE will hire a Striving Readers Comprehensive Literacy Director and State Level team.** This team will be responsible for overseeing the implementation of the SRCL program. This includes administering the subgrant competition at the State level, providing technical assistance to all subgrantees, monitoring of implementation, monitoring of site level budgets and fiduciary compliance, providing professional development. All team members will hold a Masters of Education with a Reading Specialist certification and will be trained in effective literacy program implementation. Resumes are attached as Part Six of the application package.

*(iii) The extent to which the State will ensure a diversity of perspectives in the design and implementation of the proposed project, including those of: families, teachers, early childhood education professionals, officials from other State and local agencies, Head Start Advisory Councils, professional organizations, institutions of higher education, community-based organizations, and libraries*

The OSDE has identified and included outside local agencies and partnerships that support the OSDEs efforts in raising student reading achievement. A description is provided for each partner who provides support to the OSDE:

<b>Team Member</b>	<b>Title</b>	<b>Role in Implementation of Striving Readers</b>
<b>Andrea Wheeler</b>	Executive Director, Titles I, IIA, VI, X, Reading First, OSDE	Striving Readers Director
<b>Christa Knight</b>	RTI Specialist and Project Coordinator, Special Education, OSDE	Implementation of Response to Intervention
<b>Dr. Cindy Koss</b>	Assistant State Superintendent, Office of Standards and Curriculum, OSDE	Oversee the Striving Readers Project
<b>Dr. Jennifer Watson</b>	Team Leader, Curriculum, OSDE	Oversee the implementation of Windows on Curriculum and Effective Teaching
<b>Dr. Julie Collins</b>	Assistant Professor, College of Education and Professional Studies, University of Central Oklahoma	Consultant for the State Literacy Plan

<b>Dr. Ramona Paul</b>	Former Assistant State Superintendent, Professional Services, OSDE	Consultant in the area of early childhood education
<b>Dr. Stacy Dykstra</b>	Executive Director, Smart Start	Contributed to the birth to five plan for Striving Readers
<b>Erin Nation</b>	Coordinator, Early Childhood Education, OSDE	Consultant for OPAT
<b>Gina Scroggins</b>	Director, Turnaround Office, OSDE	Oversee WISE tool implementation for Striving Readers subgrantees
<b>Janice Maddox</b>	Reading Coach, Oklahoma City Public Schools	Consultant / professional development provider for coaching model
<b>Jennifer Stegman</b>	Assistant Superintendent, Accountability and Assessment, OSDE	Assist with data reporting and outcome assessment
<b>Kathy Dunn</b>	Federal Programs Director, Midwest City – Del City Public Schools	Consultant for state literacy plan
<b>Kristi Kretchmar</b>	Program Specialist, Titles I, IIA, VI, X, Reading First, OSDE	Striving Readers State Level Team Specialist/Technical Assistance Provider
<b>Lucy Trautman</b>	Literacy Technical Assistance Coordinator, MC3	Provides current Research to OSDE
<b>Lynnette Shouse</b>	District Reading First Coordinator, Gifted and Talented Teacher, Tulsa Public Schools	Consultant for implementation of urban districts and assistance in working with advanced students
<b>Melissa McGavock</b>	Director, Bilingual Education/Migrant Education, OSDE	Provides professional development and resources for providing effective instruction for ELL students
<b>Misty Kimbrough</b>	Assistant State Superintendent, Special Education, OSDE	Universal design, assessments for students with disabilities, and professional development
<b>Patty Zody</b>	Librarian, Putnam City Public Schools	Maintaining and implementing an effective literacy program at the school and district level
<b>Phyllis Hartfiel</b>	Language Arts Director, OSDE	Professional development in effective strategies with technology integration, Building Academic Vocabulary
<b>Ranee' Staats</b>	Program Specialist, Titles I, IIA, VI, X, Reading First, OSDE	Striving Readers State Level Team Specialist/Technical Assistance Provider
<b>Scott Goldman</b>	Director of Evaluation and Research, OSDE	Consultant on State Literacy Plan in the area of assessments
<b>Tammy Dillard</b>	Principal, Purcell Public Schools	Consultant for schoolwide program implementation and building instructional leadership capacity

Adequacy of Resources.

*(i) The extent to which the costs described in the SEA's budget are reasonable in relation to the number of objectives, design, and potential significance of the proposed project.*

Ninety-five percent of the Striving Readers Comprehensive Literacy grant funds will be allocated to LEAs that propose a program for birth to grade twelve that fulfill the requirements outlined in this application.

Out of the fifteen percent allocated to serve children from birth to age five, or \$2.25 million, \$198,000.00 would be used to support and expand Reach Out and Read in Oklahoma. Currently, the Reach Out and Read program serves 21,053 of our 266,547 children birth to age five. Reach Out and Read would be expanded to double the number of children birth to five served in our state. The remaining \$2,052,000 would be used to support evidence-based programming for children birth-to-five who live in the districts of the subgrantees. For example, a subgrantee may choose to expand their Oklahoma Parents as Teachers (OPAT) program, and therefore request \$30,000 to add a full-time provider that will reach an additional 50 children birth-to-three and their families.

Of the eighty percent allocated to serve children in kindergarten through grade twelve, or \$12 million, funds would be obligated for literacy coaches, SBRR reading program, required assessments and data management system, instructional materials that include educational technology that is based on SBRR, ongoing professional development for teachers, coaches, and principals, evaluation strategies for data collection, parent liaisons, and travel to attend the USDE annual technical assistance meetings.

Of the remaining five percent allocated for leadership activities, funds will be used for a project director, state level team members, an administrative assistant, external evaluation,

supplies for meetings and trainings, laptops, printers, handheld devices for data collection and management, contracted professional development, Data Retreat® and Review process, and webinars and podcasts.

*(ii) The quality of the SEA's plan to ensure that SRCL subgrant funds are allocated as follows:*

- *At least 15% to serve children from birth to age 5.*
- *At least 40% to serve students in kindergarten through grade 5.*
- *At least 40% to serve students in middle and high school, through grade 12, including an equitable distribution of funds between middle and high schools.*

Grants will be awarded to districts that propose a birth through grade twelve Striving Readers Comprehensive Literacy programs that augments an existing infrastructure that is designed to improve school readiness and success in the area of language and literacy for disadvantaged students. District allocations will be based on the 15/40/40 funding formula.

*(iii) The extent to which the SEA will use the grant to leverage other State and Federal funds in order to maximize the impact of the grant and how it will support LEAs and early childhood education providers in integrating funds with other local, State, and Federal funds in developing a plan for sustaining funding after the end of the subgrant.*

#### Birth to Age Five:

OSDE will give priority to those districts that currently have an evidence-based birth through age 5 early childhood literacy provider/program with which to partner. Current programs will offer supplemental, expanded services under the SRCL program which will assist with sustainability.

The evidence-based programs that meet OSDE's qualifications to be considered in an application require match money, therefore leveraging other state, federal and private funding to maximize the impact of the grant. Oklahoma Parents as Teachers requires a 25% match which may be obtained from various funding sources. Reach Out and Read, after one year of successful implementation, provides 25% of the funding from Department of Education, Department of Defense and corporate donors. Locally, our state Reach Out and Read provides an additional 25% of the funding, which is raised through federal, state and private donors. These leveraged funds also contribute to program sustainability as funding streams diminish.

Kindergarten through Grade Twelve:

OSDE will give priority to those LEAs that submit SRCL subgrant proposals that describe how supplemental funds will align with and support current initiatives. This will help to ensure sustainability and continuous program improvement. OSDE will provide technical assistance to LEAs in writing the subgrant application to include other possible funding sources to supplement and sustain the Striving Readers program. Technical assistance will be given to LEAs on creating a culture of reading to promote a system of change, rather than arbitrary strategies. OSDE will assist LEAs in creating a sustainability plan that will require identification of alternate funding sources to provide same services.

*(iv) The extent to which SEA will award SRCL subgrants of sufficient size to support projects that improve instruction for a significant number of students in the high-needs schools or early learning programs serving children birth through five that the SRCL subgrantee would serve.*

Birth to Age 5:

Currently, the Reach Out and Read program serves 21,053 of our 266,547 children birth to age five. Reach Out and Read would be expanded to double the number of children birth to five served in our state. The expansion would target the children and families served by LEAs. Each OPAT provider serves 50 children birth-to-three and their families. These providers may target specific populations, including those at-risk for developmental disabilities and delays, as well as those for which English is not their first language.

Kindergarten through Grade Twelve:

OSDE will limit the number of subgrant awards to ensure that each district will receive sufficient funds to fully implement all required components as described in this application. All LEAs will be required to submit a proposed budget and justification of how all funds will be used. This budget proposal will be reviewed by the state team and assistance will be provided to districts in determining best use of funds to meet program goals.

In closing, Oklahoma faces real obstacles in improving student achievement scores, due to the shifts in demographics as we continually move towards a minority-majority school population. Administrators and teachers are faced with language barriers, lack of parental involvement and having adequate resources to meet these challenges. However, through extensive training, high quality professional development, common assessments and data analysis, technical assistance, and effective use of technology as outlined in the grant, Oklahoma's vision to improve literacy learning for all children, birth to postsecondary will be achieved. Oklahoma's goals provide a clear and concise pathway for meeting the objectives outlined in SRCL as evidenced by the LEAs through program implementation and increased student achievement.

Oklahoma State Department of Education  
Striving Readers Comprehensive Literacy Grant Application

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# Project Narrative

## Other Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1236-Resume A Wheeler.pdf**

### Attachment 2:

Title: Pages: Uploaded File: **1237-Gina Scroggins Resume.pdf**

### Attachment 3:

Title: Pages: Uploaded File: **1238-KKretchmar resume 2011.pdf**

### Attachment 4:

Title: Pages: Uploaded File: **1239-Ranee Staats Resume.pdf**

### Attachment 5:

Title: Pages: Uploaded File: **1240-Agency 2011 Indirect Cost Agreement.pdf**

## Andrea Wheeler

(b)(6)

### EDUCATION

#### Master of Education

**Educational Leadership**, Southern Nazarene University, Currently attending, graduating December 2012.

#### Master of Education

**Reading Education**, University of Laverne, Bakersfield, CA. Professional Specialization: Reading Specialist. May, 2000.

#### Bachelor of Science

**Elementary Education**, Southern Nazarene University, Bethany, OK. December, 1995.

### EXPERIENCE

#### 2009 – Present

#### **Executive Director, Titles I, II, VI, and X Oklahoma State Department of Education**

Assist public school districts in determining how federal funds are to be spent based on scientific research and federally issued guidance, supervise team of six specialists, review federal funding applications, provide technical assistance and professional development to districts, monitor districts to ensure compliance.

- Wrote the Striving Readers Comprehensive Literacy Grant and will lead State Literacy Team in completing a Literacy Plan for the state of Oklahoma.
- Serve on School Improvement Support Teams to provide technical assistance to schools at risk.

#### 2005 – Present

#### **Team Leader, Reading First Oklahoma State Department of Education**

Implement the Reading First grant according to federal guidance. Support and provide technical assistance to district and school leaders in the implementation process. Train reading coaches to assist teachers in providing research based instructional strategies in reading. Provide training in data analysis and assessment administration, conduct monthly site visits to participating districts to ensure compliance of the Reading First grant, provide technical assistance to districts and school sites, provide professional development in instructional leadership, reading instruction, data analysis, and Response to Intervention.

- Successful implementation of Reading First led to improved reading instruction and reading scores in grades kindergarten through third across the state.
- The Reading First grant was used to provide widespread, intensive professional development to all teachers in Oklahoma, including those at non-Reading First schools.

**2004 – 2005****Title I Reading Teacher, Western Heights Public Schools, OK**

Used assessments to determine instructional needs of students, provided reading intervention using scientifically based strategies to at risk students, participated in Individualized Education Plan (IEP) meetings, provided parent involvement activities as required by Title I law.

**1995 – 2003****Teacher, Mountain View-Birch Tree Public Schools, Missouri Teacher, Greenfield Union Public Schools, California**

Instructed various grade level curricula in reading, math, social studies, and science, assessed student performance through various formal and informal assessments, used data to guide instruction in whole and small group settings.

**PROFESSIONAL DEVELOPMENT PROVIDED**

Response to Intervention  
Instructional Leadership  
Instructional Coaching  
Using Data to Drive Instruction  
Strategies for English Language Learners

Teacher Reading Academies  
Effective Reading Instruction  
Differentiated Instruction  
Intensive Intervention  
Title IA and IIA Compliance

**PROFESSIONAL DEVELOPMENT ATTENDED**

Reading First Annual Conferences  
National Title I Association Conference  
Instructional Leadership Workshop  
Data Summits  
Oklahoma Reading Association Conference  
Student Engagement

Teacher Reading Academies  
Five Components of Reading  
Instructional Coaching Training  
Instructional Rounds  
DIBELS Institute  
DIBELS Phases I, II, III

**OKLAHOMA TEACHING CERTIFICATIONS HELD**

Elementary Education

Reading Specialist

## Gina Scroggins, M.Ed

(b)(6)

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**Program Specialist, Titles IA, IIA, and VI  
Oklahoma State Department of Education  
State Certified Highly Qualified Teacher - Reading Specialist – Principal -(Superintendent/pending)**

### **Qualifications Summary**

Thorough knowledge of the theories and practices of federal and state school laws, rules and regulations, especially as they pertain to federal programs Titles IA, IIA, and VI. Proven ability to direct the work of others, establish and maintain satisfactory and effective working relationships with fellow employees, public school administrators, teachers and community leaders and the public in general to present facts and opinions clearly and concisely regarding the principles and practices of federal programs. Present strong organizational, technical, and interpersonal skills. Detail-oriented individual with effective multi-tasking skills. Recommended for Executive Director of Titles IA, IIA, and VI by Team Leader Ramona Coats. Position was filled by

### ***Responsibilities include:***

- Compliance Officer Title I, II A, and VI
- Application Reviews Title I, II A, and VI
- Monitor Highly Qualified Teacher Status
- School Improvement School Support Team Member
- Response to Intervention Advisory Board Member
- Presenter for SDE Conferences: Leadership, What Works in Schools, and Federal Programs and Master Teacher
- Grant Reviewer (MSP, RtI, Homeless, SES and Even Start)
- Professional Learning Communities Chair (PLC) and team member
- Committees: Curriculum Consortium, Title I Committee of Practitioners (when requested), Language Arts, various PLCs.
- Site-Visits to Districts
  - District Consolidated Monitoring
  - Title II A Monitoring
  - Neglected and/or Delinquent
  - Homeless
  - Technical Assistance
- Special Projects:
  - Processes and Procedures for Processing Applications manual
  - Employees Training manual
  - Presented for Assistant Secretary of Education on Title IIA Teacher Equity and Effectiveness
  - Title II A USDE Monitoring Team
  - Striving Reader Grant writer
  - Response to Intervention writer/contributor to Guidance Document for Districts
  - Create monitoring documents to align with USDE

### **Professional Experience**

**Oklahoma State Department of Education      Oklahoma City, Oklahoma      2008 to Present**

**Program Specialist, Title I Reading (Titles I, II, V, and VI REAP and RLIS)**

### **Primary Responsibilities as a Program Specialist:**

- **Application Reviews:**
  - Detail review of Titles I, II, V and VI REAP and RLIS applications, claims, and revisions. Review process requires an extensive knowledge base of state and federal laws.
  - Provide, professional, courtesy, and specialized technical assistance to districts through phone calls, email and fax.
  - Review claims status
  - Review of ARRA expenditures for first 50% and application reviews on second 50%.
- **Compliance Officer for Federal Programs:**
  - Monitoring Titles IA, IIA and VI for participating schools; in addition to, monitoring Highly Qualified Teacher Status including teacher corrective action plans.
  - Monitoring consists of assisting districts in meeting federal requirements upon accepting federal funds. Letters are sent to districts providing them with a detailed list of documents requested by SDE. Technical assistance and additional resources are provided in an effort to support districts in this endeavor.
  - Documents are carefully reviewed for determining whether the district is in compliance with federal law. If not, supports are provided.
- **School Support Team Member:**
  - Site-visits to school improvement sites for the purpose of supporting districts in an effort to improve student achievement. Recommendations are made to districts based on observations and discussions with the district's leadership team. On-going support is provided by SDE team members.
- **Response to Intervention Advisory Board Member:**
  - Recently wrote a Guidance document for districts on Rtl and currently working on an implementation guide.
  - Assist with wireless trainings and training for pilot schools
  - Provide technical support to districts
  - Present on Rtl at conferences

### **Knowledge/Abilities/Skills:**

- Assist schools with implementing scientifically based research programs and strategies; recommend methods, materials, teaching media and curricula.
- Organize and conduct workshops specializing in reading programs to disseminate current ideas, methods, techniques, and uses of materials at elementary, middle, and secondary levels. Produce high quality workshop materials, reports, and other documents.
- Knowledge of current trends in technology and ability to use it to maximize efficiency and services.
- Ability to adapt to an automated work environment; provide excellent customer service, to maintain confidentiality; to judge a situation and adopt an effective course of action.
- Conscientious commitment and willingness to provide courteous, consistent, efficient service through the performance of the prescribed job duties.
- Provide technical assistance to districts when needed to comply with state and federal laws and enable schools to help students meet challenging state content standards.
- Support local education agencies in the implementation of scientifically based research programs that enable all students to acquire knowledge and skills included in challenging state content and performance standards.
- Participate as a member of the School Support Teams that assist district and sites identified for School Improvement.
- Proficient in human relations and team work necessary to advance the purposes of the Title I Section and the agency goals.
- Assist schools in their scientifically based research reading programs to better meet the student's needs. Provide professional development and technical assistance for teachers to improve their instructional programs for reading.

**Professional Development Opportunities Include:**

- Marzano's Framework
- Debra Pickering's Building Academic Vocabulary
- John Brown
- Brock Symposium
- Reading First and Title I Symposium
- Schools Attuned: All Kinds of Minds
- Bridges Out of Poverty
- Response to Intervention Summer Institute
- Reading First Teacher Academies
- Reading First State Conference
- Title II State Conference
- Title IIA State Meetings Conference

**References upon request****Qualifications Summary**

Professional educator, goal-oriented, results driven; experienced administrator and teacher. Proven ability to analyze student data; identify deficiencies, and provide solutions to enhance learning and improve student achievement. Successfully lead a team of professionals in implementing requirements of a federally funded reading program and achieved renewal status of said program thus awarded significant funds based on 100% implementation

**Western Heights Public Schools Oklahoma City, Oklahoma 1998 to 2008**

**Reading Interventionist and DIBELS Testing Coordinator (Title 1) 2007 to 2008**

***Primary responsibilities as Reading Interventionist***

- Provide SBRR intensive and strategic reading instruction to struggling students according to academic needs based on assessments.
- Provide struggling students with targeted instruction for specific skills.
- Establish individual goals and track student progress through frequent progress monitoring.
- Administer Diagnostic Testing
- Reading Sufficiency Plans
- Assist with RTI, IEP's and OCCT testing

***Primary responsibilities as DIBELS Testing Coordinator***

- Coordinate DIBELS testing and progress monitoring for students in Kindergarten through 3rd grade. Efforts include scheduling testing and progress monitoring; assessing data, assisting teachers in grouping students according to differentiated needs, recording and reporting results at the local and district level.
- Managing DIBELS data through Wireless Generation. Monitor student progress and collaborate with teachers regarding students' academic needs.
- Conduct DIBELS training for teachers including use of handheld devices, specifically the "palm" where DIBELS testing is administered to students.
- Responsible for installing and managing palm-one software on teachers' computers, palm devices and syncing testing data.

**Reading Coach and Testing Coordinator (Reading First) 2006 to 2007**

***Primary responsibilities as Reading Coach:***

- Assist teachers in an effort to improve reading instruction (materials, assessments, planning, and instruction)

- Observe teachers teaching reading and provide feedback as well as model effective teaching strategies.
- Conduct professional development opportunities to assist teachers in implementing strategies to teach reading which are scientifically based.
- Facilitate grade level meetings and assist teachers in analyzing testing data.
- Establish school-wide action plan to include benchmarks for improving reading instruction.
- Collaborate with the State Department of Education, school superintendent, and school administrators in implementing and sustaining school-wide reading program.
- Coordinate DIBELS testing for teachers K-3<sup>rd</sup> grade; provide reports to teachers, administrators at local and district levels.
- Coordinate ITBS testing with teachers and monitors
- Administer Diagnostic testing specifically the TPRI

### **Classroom Teacher Kindergarten - 2<sup>nd</sup> Grade**

1998 – 2006

- Established classroom teacher experienced in grades Kindergarten, First, Second and Third.
- Provided scientific reading researched-based instruction to students through an SBRR approved reading program and SBRR proven strategies.
- Learning is designed to meet the needs of a diverse population and skill level through differentiated instruction.
- High expectations, effective teaching, classroom procedures, routines and discipline are established.
- Responsible for writing lesson plans on line as well as keeping an online grade book and attendance. Programs consist of Dashboard and Microsoft Class Server.
- Classroom assessments include: Curriculum assessments, District Benchmark testing, Brigance, ITBS, S.T.A.R. and DIBELS (not to exclude Accelerator Reader).
- Defined team leader, mentor and computer technology leader.
- Developed curriculum alignment for district.
- Provided district training in best practices throughout the year.

### **Long-Term Substitute Teacher**

1997 -1998

- Long-term assignment in Moore Public Schools consisted of establishing a first grade classroom at the beginning of the year to include procedures, discipline, and routines. Provided quality instruction and recorded grades as well as maintained organization and order in the classroom and with the students.
- Long-term assignment in Western Heights Public Schools consisted of three months duration of need in Kindergarten towards the end of the school year. Role consisted of creating lesson plans, recording grades, conducting graduation program for Kindergarten students, and end of the year procedures for closing out a classroom (class inventory, completing cum folders, report cards,).

At the conclusion of long-term assignment in WHPS, according to the principal a full-time position in the district was recommended based on demonstrating quality teaching, organization, discipline procedures and ability to work with a team.

## **Education/Licensing**

### **Teacher /Administrator Certification and/or license**

Superintendent-pending results 12/17/10  
Principal High School  
Principal Elementary  
Reading Specialist K-12  
Elementary Education 1-8  
Early Childhood Pre-K -3

### **University of Central Oklahoma** Edmond, Oklahoma

Degree completion June 2008  
Masters in Education  
Reading Specialist

### **University of Central Oklahoma** Edmond, Oklahoma

Degree completion December 1996  
Bachelor of Science in Education  
Early Childhood Certified

### **Moore High School** Moore, Oklahoma

Diploma received May 1987

## **Computer Skills**

Computer skills include: Wise Tool, Dashboard, Mclass Server (Lesson Plans online); Wireless Generation: Mclasshome (DIBELS), Mclass Direct (DIBELS), Voyager, Teacher Universe, Earobics, Web Calendar, Microsoft Office and Chancery

## **Achievements and Activities**

UCO Honor Roll	2006-2008
Teacher of the Year	2004-2005
Masons Award	2004-2005
Commendation WHPS	2004-2005
President of Kappa Kappa Iota Delta Phi	2002-2003
Vice President of Kappa Kappa Iota Delta Phi	2001-2002
UCO Honor Roll	1993-1996

## **Committees and Programs:**

Value Analysis of Application Processes, Title I Application Training, Title II A, Highly Qualified Monitoring, Consolidated Monitoring, Striving Readers, Rtl, Curriculum Alignment/Mapping Committee (implemented reading lessons to include objectives and standards), Staff Development Committee, Principal's Advisory Committee, Discipline Committee, CLEP Committee, Textbook Committee, Reflections Committee Chairman, Social Committee, Events /Calendar Committee (Web-based), Mentor Teacher, Team Leader, Reading Sufficiency Act Tutor , Special Olympics, OETA Telethon, PTA Chairman, Junior Achievement, Training Oklahoma Providers of Service (TOPS).

## **Professional Development**

Title IIA Conference  
The Art and Science of Teaching  
Principal Leadership  
National Center on Response to Intervention  
Reading Across the Content Areas  
Voyager Learning (three years)  
Wireless Generation  
Teacher Reading Academy (Kindergarten, First, and Third)  
Kindergarten Conference (two conferences)  
OK TechMasters Lead Technology Teacher  
Great Expectations (4 sessions)  
Payne Education/Language Basics  
Payne Education/ Alphabet Phonics  
Reading Renaissance/Accelerator Reader  
Singing and Reading Connection with Shirley Handy  
Resolution Conflict Management  
Technology/E-class Grade book and attendance  
Technology Training/Microsoft Class Server  
Technology Training/Lesson Plans on line

Reading First State Conference  
Lessons by Design  
USDE/Ron Friend  
Building Academic Vocabulary  
Parental Involvement  
Voyager Trainer  
Reading First (three years)  
Literacy First  
S.T.A.R.  
Love and Logic  
Earobics  
Teacher Universe Training  
Teacher Universe Trainer  
Develop Lesson Plans on line  
Mentoring program  
The First Days of School  
Technology Training/Chancery  
Voyager Passport  
Wilson Reading Program

## **References**

Available upon request

# Kristi Kretchmar

(b)(6)

## **EDUCATION**

**Post-graduate coursework:** Learning Disabilities, University of Central Oklahoma, 1988-1995

**Master of Education in Reading:** University of Central Oklahoma, May 1982

**Graduate coursework:** Speech and Hearing; Elementary Education Curriculum and Instruction, Oklahoma State University, 1978-1980

**Bachelor of Arts with Distinction in Speech and Hearing:** University of Oklahoma, May 1978

## **RESUME SUMMARY**

**Current position:** (2005 to present) Oklahoma State Department of Education: Titles I, II, and VI Program Specialist, Reading First Program Specialist, Even Start State Coordinator

Provide technical assistance and professional development to Oklahoma school districts and teachers; member of State Literacy Team which developed the Oklahoma State Literacy Plan and wrote Striving Readers Comprehensive Literacy Grant; participate on School Improvement Support Teams which provide technical assistance to schools at risk; review federal funding applications and conduct program monitoring to ensure federal compliance; conduct meetings, video conferences, and onsite visits to assist schools with program management and improved student achievement

**Professional Development Provided:** Literacy Coaching Training, Instructional Leadership, Response to Intervention, Differentiated Instruction, Effective Reading Instruction, Teacher Reading Academies, and Collaboration in Working with Students with Disabilities

**Professional Development Attended:** Instructional Leadership, Data-Driven Instruction, Teacher Reading Academies, Five Components of Reading, Literacy Coaching, Student Engagement, Program Sustainability, Response to Intervention, Instructional Rounds, Classroom Walk-Through Training, Effective Reading Instruction, Differentiated Instruction, Strategies for Students with Disabilities, Working with Students with Dyslexia, Strategies for English Language Learners, Literacy First Phases I, II and III, DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Phases I, II, and III, DIBELS Institute training of trainers, Reading First National Conferences, Oklahoma Reading Association, Data Summits, and Great Expectations

## **PROFESSIONAL POSITIONS**

*Oklahoma State Department of Education:* Titles I, II, VI Program Specialist, Reading First Program Specialist, Even Start State Coordinator

*Reading Specialist:* Tecumseh Public Schools, Moore Public Schools, Harrah Public Schools

# Kristi Kretchmar

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*Special Education Teacher:* Harrah Public Schools, grades K-5

*Classroom Teacher:* Harrah Public Schools, Newcastle Public Schools, and Oklahoma City Public Schools, grades K-4

*Other:* Foster Grandparent Program Advisory Board, Director/Teacher Harrah United Methodist Preschool, Instructor Sylvan Learning Center, Elected Teacher of the Year twice by peers

## **OKLAHOMA TEACHING CERTIFICATES HELD**

Reading Specialist  
Learning Disabilities

Elementary Education  
Language Arts MS

Social Studies MS

# D. RANEE' FOSTER-STAATS

(b)(6)

***“Seeking professional growth through educational opportunities and success for students.”***

**Educator offering degrees in Education enhanced by nineteen years of teaching experience at the elementary, secondary, and college levels.** ~ Individual and group instruction; classroom technology integration. Provides on-site technical assistance in the area of reading and classroom instruction. **Strong skills in leadership, presenting professional development trainings, organizing and planning.** ~ Experience in planning and organizing state level conferences and professional development for teachers. **Self-starter with strong, professional skills in communication and goal setting.** ~ Consistently works by meeting deadlines and professional objectives. Maintains effective communication with district personnel, superintendents, principals, and teachers. **Federal program monitoring.** ~ Reviews and approves federal budgets; processes claims; knowledge of OCAS; monitors classroom instruction. **Professional educator with experience in technology usage.** ~ Utilizes technology for assessments such as a Personnel Digital Assistant (P.D.A.); proficient in Windows and multiple Microsoft Software Applications.

## ***EDUCATION & CREDENTIALS***

UNIVERSITY OF CENTRAL OKLAHOMA ~ Edmond, Oklahoma  
**Master of Education in Reading, May 1996**  
**Bachelor of English Education, May 1990**

OKLAHOMA STATE DEPARTMENT STANDARD TEACHING CERTIFICATE #168508L  
**Endorsements: Reading Specialist (K12); Grammar and Composition (7-12)**

### ***Professional Development:***

- Reading First Sustainability Trainer of Trainers Certificate, January 2008
- DIBELS Trainer of Trainers Certificate, November 2006
- Teacher Reading Academy 3<sup>rd</sup> grade Certificate, June 2005
- DIBELS Administration & Scoring Training Certificate, August 2004
- Ruby Payne, Ph.D. Trainer Certificate, February 2001

## ***PROFESSIONAL EXPERIENCE***

### **Teaching**

- Facilitated learning by creating, establishing, and supervising an appropriate educational environment in which all students had opportunities to learn in 7<sup>th</sup> and 8<sup>th</sup> grade English classes English I and Pre-AP English I; Reading classes for 7<sup>th</sup> and 9<sup>th</sup> grades, and English I summer school classes. Responsible for guiding classroom discussions and activities, evaluating students' work products and participating in curriculum review for adult students.
- Presented sustainability of Reading First elements for elementary school Leadership Teams; topics included administrative support, assessment, coaching, professional development and school climate.

*Continued. . .*

**Assessments/Measurements and Evaluation**

- Analyzed DIBELS data for instructional strategies and interventions to identify instructional goals in reading for K-3 students.
- Administered and interpreted a full range of assessments including Texas Primary Reading Inventory (T.P.R.I.) and Peabody Picture Vocabulary Test (P.P.V.T.).

**Management/Administration**

- Provided technical assistance for Reading First coaches, principals, and superintendents in every aspect of the Reading First federal program implementation and monitoring.
- Provided on-site consultation to monitor and support Reading First federal grant and student reading goal attainment.

**Training**

- Assessed professional development needs based upon elementary site visits to K-3 classrooms and reading achievement data review.
- Provided training to sites in administration of screening, diagnostic, and classroom-based instructional reading assessments.

**TITLE I, II, AND VI SPECIALIST  
READING FIRST SPECIALIST**

*State Department of Education, Oklahoma City, Oklahoma*  
August 2005 to Present

**READING FIRST COACH**

*Hayes Elementary, Oklahoma City Public Schools, Oklahoma City, Oklahoma*  
August 2004 to August 2005

**ADJUNCT INSTRUCTOR OF ENGLISH AND WRITING**

*University of Phoenix, Oklahoma City, Oklahoma*  
October 1998 to Present

**ASSISTANT ACADEMIC CENTER DIRECTOR**

*University of Oklahoma Athletic Department, Norman, Oklahoma*  
August 1996 to December 1997

**SECONDARY TEACHER**

*Central Junior High, Moore Public Schools, Moore, Oklahoma*  
August 1998 to August 2004

*Brink Junior High, Moore Public Schools, Moore, Oklahoma*  
August 1990 to August 1998

**STUDENT TEACHER**

*Moore High School, Moore Public Schools, Moore, Oklahoma*  
January 1990 to May 1990



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

JAN 19 2011

RECEIVED

JAN 24 2011

ADMINISTRATIVE SERVICES  
STATE DEPT OF EDUCATION

Ms. Sandy Garrett  
State Superintendent  
Oklahoma Department of Education  
2500 North Lincoln Boulevard, Suite 112  
Oklahoma City, OK 73105-4599

Reference: Agreement No. 2010-165

Dear Ms. Garrett:

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

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

U.S. Department of Education  
OCFO / FIPAO / ICG  
Attention: Mr. Phillip Luster, Rm. 6040  
550 12<sup>TH</sup> Street SW  
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any additional questions concerning this agreement, please contact Phillip Luster at (202) 245-8069 or by e-mail at [phillip.luster@ed.gov](mailto:phillip.luster@ed.gov).

The next indirect cost rate proposal based on fiscal year ended June 30, 2010 is due in this office by December 31, 2010. This proposal should be sent to the above address.

Sincerely,

Mary Gougisha  
Director, Indirect Cost Group  
Financial Improvement and Post Audit Operations

Enclosures

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202  
[www.ed.gov](http://www.ed.gov)

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

COPY

INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

ORGANIZATION:

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

EIN: 736017907

DATE: JAN 19 2011

AGREEMENT NO. 2010-165

FILING REFERENCE: This replaces previous  
Agreement No. 2009-126 (B)  
dated: October 12, 2010

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. This agreement is issued 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)

TYPE	Effective Period		Rate	Base	Coverage	
	From	To			Location	Applicability
Fixed	07-01-09	06-30-10	5.9%	<u>1/</u>	All	All Programs
Fixed	07-01-10	06-30-11	8.7%	<u>1/</u>	All	All Programs

1/ Total direct costs less items of equipment, alterations and renovations, pass-through funds, and subaward expenditures in excess of \$25,000 per subaward.

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.

Capitalization Policy: Any item falling into Equipment Category is so classified. Minimum acquisition cost is \$100 except for furniture. Following object classes are tagged as equipment: 4111 (Office Furniture and Equipment); 4112 (Data Processing.Equipment); 4123 (Telecommunications Equipment); and, 4911 (Interagency Payments for Equipment).

**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 payment 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 been 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.
4. Federal programs currently reimbursing indirect costs to this Organization by means other than the rate(s) cited in this agreement shall be credited for such costs. The applicable rates cited herein shall be applied to the appropriate base to identify the proper amount of indirect costs allocable to the program(s).

Section IV - Approvals

For the State Education Agency:

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

Dr. Janet C. Barresi  
 Signature

Dr. Janet C. Barresi  
 Name

State Superintendent of Public Instruction  
 Title

February 18, 2011  
 Date

For the Federal Government:

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

Mary Goughsha  
 Signature

Mary Goughsha  
 Name

Director, Indirect Cost Group  
 Title

JAN 19 2011  
 Date

Phillip Luster  
 Negotiator

(202) 245-8069  
 Telephone

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-OK Budget Narrative SRCL.pdf**

**Oklahoma State Department of Education  
Striving Readers Budget**

<b>SEA Allocation</b>	<b>\$15,000,000.00</b>
15% for Birth to Age 5	\$2,250,000.00
40% for Elementary Schools	\$6,000,000.00
40% for Middle and High Schools	\$6,000,000.00
5% for Leadership Activities	\$750,000.00

**Leadership Activity Costs**

Examples Include:

- Project Director and State Level Team
- External Evaluator
- Meetings and Trainings
- Laptops, printers, and handheld technology devices for data collection and management
- Contracted professional development
- Supplies for professional development
- Data Retreat and Review Process
- Webinars and podcasts

**Subgrants to LEAs**

Requirements for LEAs:

- Onsite Literacy Coach
- Reading Program based on scientifically based reading research (SBRR) and aligned with State Standards
- Instructional Reading Assessments that are based on Prekindergarten through twelfth grade standards for students attending school. Oral language assessments for birth through Prekindergarten.
- Instructional Materials that include educational technology based on SBRR
- Ongoing professional development for teachers, coaches, and principals
- Evaluation strategies for collecting valid and reliable data based on implementation of SBRR programs and assessments aligned with the state standards
- Onsite Parent Liaison or Oklahoma Parents As Teachers Provider
- Two individuals must attend a two-day technical assistance meeting in Washington, DC

**Oklahoma State Department of Education**  
**Striving Readers**  
**Budget – Year 1 (2011 – 2012)**  
**\$15,000,000**

Budget Category	Description	Budget Amount
Personnel	Striving Readers Director, State Level Team, Administrative Assistant	\$240,000
Fringe Benefits	Director, State Team, Administrative Assistant	\$72,000
Travel	SEA Team to attend out of state federal meetings and conferences (LEA travel for federal meetings is set aside in the LEA allocation.)	\$12,000
Travel	Travel for technical assistance to schools	\$10,000
Equipment	4 computers, 4 printers, 4 iPads for State Team for data collection, management, and reporting	\$10,000
Supplies	Training materials for coaches' meetings, webinars, podcasts, and professional development for teachers, coaches, and principals	\$10,000
Contractual	External Evaluator	\$85,000
Contractual	Wireless Generation Assessment, Data Collection, Data Analysis, and Data Reporting Training	\$50,000
Contractual	Cambium Learning Professional Development for Birth to 5 years and Elementary Schools (Teachers, Coaches, Principals)	\$55,000
Contractual	Mark Forget – Onsite professional development and training for middle schools and high schools	\$130,750
Construction	Not Allowable	\$0
Other	Subgrants to LEAs	\$14,250,000
Other	Printing of handouts and materials for webinars, videoconferences, and podcasts	\$10,000
Indirect Costs		\$65,250
Training Stipends	Not allowable	\$0
Total Costs		\$15,000,000.00

**Oklahoma State Department of Education**  
**Striving Readers**  
**Budget – Year 2 (2012 – 2013)**  
**\$15,000,000**

Budget Category	Description	Budget Amount
Personnel	Striving Readers Director, State Level Team, Administrative Assistant	\$240,000
Fringe Benefits	Director, State Team, Administrative Assistant	\$72,000
Travel	SEA Team to attend out of state federal meetings and conferences (LEA travel for federal meetings is set aside in the LEA allocation.)	\$12,000
Travel	Travel for technical assistance to schools	\$10,000
Supplies	Training materials for WISE tool and PIA tool training	\$5,000
Supplies	Training Materials for Teacher Reading Academies	\$15,000
Contractual	External Evaluator	\$85,000
Contractual	Wireless Generation Assessment, Data Collection, Data Analysis, and Data Reporting Training	\$50,000
Contractual	Teacher Reading Academy trainers	\$50,000
Contractual	Venues for Teacher Reading Academies, WISE tool, and PIA tool training, coaches' meetings	\$10,000
Contractual	Mark Forget – Onsite professional development and training for middle schools and high schools	\$130,750
Construction	Not Allowable	\$0
Other	Subgrants to LEAs	\$14,250,000
Other	Printing of handouts and materials for webinars, coaches' meetings, videoconferences, and podcasts	\$5,000
Indirect Costs		\$65,250
Training Stipends	Not allowable	\$0
Total Costs		\$15,000,000.00

**Oklahoma State Department of Education**  
**Striving Readers**  
**Budget – Year 3 (2013 – 2014)**  
**\$15,000,000**

Budget Category	Description	Budget Amount
Personnel	Striving Readers Director, State Level Team, Administrative Assistant	\$240,000
Fringe Benefits	Director, State Team, Administrative Assistant	\$72,000
Travel	SEA Team to attend out of state federal meetings and conferences (LEA travel for federal meetings is set aside in the LEA allocation.)	\$12,000
Travel	Travel for technical assistance to schools	\$10,000
Supplies	Training materials for Principal Academy	\$5,000
Supplies	Training Materials for Teacher Reading Academies	\$15,000
Contractual	External Evaluator	\$85,000
Contractual	Wireless Generation Assessment, Data Collection, Data Analysis, and Data Reporting Training	\$50,000
Contractual	Teacher Reading Academy trainers	\$50,000
Contractual	Venues for Teacher Reading Academies, Principal Academy, coaches' meetings	\$10,000
Contractual	Mark Forget – Onsite professional development and training for middle schools and high schools	\$130,750
Construction	Not Allowable	\$0
Other	Subgrants to LEAs	\$14,250,000
Other	Printing of handouts and materials for webinars, coaches' meetings, videoconferences, and podcasts	\$5,000
Indirect Costs		\$65,250
Training Stipends	Not allowable	\$0
Total Costs		\$15,000,000.00

**Oklahoma State Department of Education**  
**Striving Readers**  
**Budget – Year 4 (2014 – 2015)**  
**\$15,000,000**

Budget Category	Description	Budget Amount
Personnel	Striving Readers Director, State Level Team, Administrative Assistant	\$240,000
Fringe Benefits	Director, State Team, Administrative Assistant	\$72,000
Travel	SEA Team to attend out of state federal meetings and conferences (LEA travel for federal meetings is set aside in the LEA allocation.)	\$12,000
Travel	Travel for technical assistance to schools	\$10,000
Supplies	Training materials for Principal Academy	\$5,000
Supplies	Training Materials for Teacher Reading Academies	\$15,000
Contractual	External Evaluator	\$85,000
Contractual	Cambium Learning Professional Development for principals, coaches, and teachers	\$50,000
Contractual	Teacher Reading Academy trainers	\$50,000
Contractual	Venues for Teacher Reading Academies, Principal Academy, coaches' meetings	\$10,000
Contractual	Mark Forget – Onsite professional development and training for middle schools and high schools	\$130,750
Construction	Not Allowable	\$0
Other	Subgrants to LEAs	\$14,250,000
Other	Printing of handouts and materials for coaches' meetings, webinars, videoconferences, and podcasts	\$5,000
Indirect Costs		\$65,250
Training Stipends	Not allowable	\$0
Total Costs		\$15,000,000.00

**Oklahoma State Department of Education**  
**Striving Readers**  
**Budget – Year 5 (2015 – 2016)**  
**\$15,000,000**

Budget Category	Description	Budget Amount
Personnel	Striving Readers Director, State Level Team, Administrative Assistant	\$240,000
Fringe Benefits	Director, State Team, Administrative Assistant	\$72,000
Travel	SEA Team to attend out of state federal meetings and conferences (LEA travel for federal meetings is set aside in the LEA allocation.)	\$12,000
Travel	Travel for technical assistance to schools	\$10,000
Supplies	Training Materials for Teacher Reading Academies	\$15,000
Contractual	External Evaluator – final evaluation report	\$90,000
Contractual	Cambium Learning Professional Development for principals, coaches, and teachers	\$50,000
Contractual	Teacher Reading Academy trainers	\$50,000
Contractual	Venues for Teacher Reading Academies, coaches' meetings	\$10,000
Contractual	Mark Forget – Onsite professional development and training for middle schools and high schools	\$130,750
Construction	Not Allowable	\$0
Other	Subgrants to LEAs	\$14,250,000
Other	Printing of handouts and materials for coaches' meetings, webinars, videoconferences, and podcasts	\$5,000
Indirect Costs		\$65,250
Training Stipends	Not allowable	\$0
Total Costs		\$15,000,000.00