

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 # S371C110034

Grants.gov Tracking#: GRANT10865174

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"/>
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* 3. Date Received: <input type="text" value="05/09/2011"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	* 5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

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

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="216000529"/>	* c. Organizational DUNS: <input type="text" value="806417911"/>
---	---

d. Address:

* Street1:	<input type="text" value="100 Riverview Plaza"/>
Street2:	<input type="text" value="PO Box 500"/>
* City:	<input type="text" value="Trenton"/>
County:	<input type="text" value="Mercer"/>
* State:	<input type="text" value="NJ: New Jersey"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="08625"/>

e. Organizational Unit:

Department Name: <input type="text" value="Office of Language Arts"/>	Division Name: <input type="text" value="Acad. Standards, Curr. & Asses"/>
--	---

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Mary Jane"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Kurabinski"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="609-633-1726"/>	Fax Number: <input type="text" value="609-943-4752"/>
---	---

* 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 project has the potential, through awarded subgrants, to impact New Jersey's 21 counties and its 591 districts and 90 charters.

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

New Jersey 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.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="150,000,000.00"/>
* b. Applicant	<input type="text" value="464,626.00"/>
* 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="150,464,626.00"/>

*** 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:
New Jersey Department of Education

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

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 495,894	\$ 510,770	\$ 526,071	\$ 541,876	\$ 558,134	\$ 2,632,745
2. Fringe Benefits	\$ 174,307	\$ 179,536	\$ 184,914	\$ 190,469	\$ 196,184	\$ 925,410
3. Travel	\$ 41,063	\$ 34,964	\$ 34,085	\$ 24,925	\$ 23,952	\$ 158,989
4. Equipment	\$ 12,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 12,000
5. Supplies	\$ 21,000	\$ 21,000	\$ 21,000	\$ 21,000	\$ 11,000	\$ 95,000
6. Contractual	\$ 28,580,000	\$ 28,580,000	\$ 28,580,000	\$ 28,580,000	\$ 28,580,000	\$ 142,900,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 621,947	\$ 619,490	\$ 599,690	\$ 587,490	\$ 576,490	\$ 3,005,107
9. Total Direct Costs (lines 1-8)	\$ 29,946,211	\$ 29,945,760	\$ 29,945,760	\$ 29,945,760	\$ 29,945,760	\$ 149,729,251
10. Indirect Costs*	\$ 53,789	\$ 54,240	\$ 54,240	\$ 54,240	\$ 54,240	\$ 270,749
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 30,000,000	\$ 30,000,000	\$ 30,000,000	\$ 30,000,000	\$ 30,000,000	\$ 150,000,000

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 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:
 New Jersey Department of Education

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

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>Anne Corwell</p>	<p>* TITLE</p> <p>Director, Office of Grants Management</p>
<p>* APPLICANT ORGANIZATION</p> <p>New Jersey 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

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: NJ Dept. of Education * Street 1: PO Box 500 Street 2: _____ * City: Trenton State: NJ: New Jersey Zip: 08625 Congressional District, if known: NJ 012		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Striving Readers CFDA Number, if applicable: 84.371	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix: _____ * First Name: N/A Middle Name: _____ * Last Name: N/A Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix: _____ * First Name: N/A Middle Name: _____ * Last Name: N/A Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Anne Corwell * Name: Prefix: _____ * First Name: Anne Middle Name: _____ * Last Name: Corwell Suffix: _____ Title: Director, Office of Grants Management Telephone No.: 609-633-6974 Date: 05/09/2011		
Federal Use Only:		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.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION New Jersey Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Anne"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Corwell"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Director, Office of Grants Management"/>	
* SIGNATURE: <input type="text" value="Anne Corwell"/>	* DATE: <input type="text" value="05/09/2011"/>

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Mary Jane		Kurabinski	

Address:

* Street1:	100 Riverview Plaza
Street2:	PO Box 500
* City:	Trenton
County:	Mercer
* State:	NJ: New Jersey
* Zip Code:	08625
* Country:	USA: UNITED STATES

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

609-633-1726	609-943-4752
--------------	--------------

Email Address:

mary-jane.kurabinski@doe.state.nj

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-NJ Striving Readers-Abstract.pdf**

NEW JERSEY DEPARTMENT OF EDUCATION
NJ STRIVING READERS COMPREHENSIVE LITERACY PROGRAM

ABSTRACT

Project Objectives and Activities

The New Jersey Striving Readers Comprehensive Literacy Program will

- Improve student outcome by increasing the percentages of students, specifically special education students and English language learners, by 5-10 percent per year minimally
- Study and demonstrate instructional strategies that make a difference for struggling readers and writers and share results with a statewide audience. Strategies will form an instructional model(s) for Response-to-Intervention, Universal Design for Learning, and reading and writing in content areas.
- Provide pre-reading and writing and reading and writing skills and strategies to families and early childcare educators and communities.

Activities will include, but not be limited to

- Action research
- Implementation of ELA standards
- Development of customized and flexible strategies for special education students and English language learners
- Work with literacy, bilingual, special education, UDL and RtI experts
- Family literacy outreach plans
- Professional development for teachers, coaches, supervisors and administrators

- A Universal Design for Learning model and meaningful use of technology to support all students
- Building of library and technology resources to support classroom instruction, intervention services, and UDL design.
- Intervention programs, including one-to-one intervention at high school
- Framing of a Response-to-Intervention model that can be scaled to statewide level

Applicable Priorities: The NJ Striving Readers Program seeks to address both absolute priorities of the federal NGO, as well as the competitive priority related to technology.

Proposed Project Outcomes: New Jersey expects that the Striving Readers funding will ensure better outcome for students as evidenced by state assessment data; screening and ongoing assessments; a formative assessment process, and other classroom assessments. The SEA also expects to develop a statewide Response-to-Intervention model, a model for explicit academic vocabulary instruction, and a model for educational technology use. In addition, the SEA expects that all subgrantees will fully implement the Common Core State Standards in ELA and build strong classroom practices that support attainment of the standards for all students.

Number of participants to be served: The SEA expects that the grant will serve approximately 1,000-2,000 students per award (K-12), and 300-400 per award for birth through 5 years old, for a total of 24,000-48,000 students. (If smaller LEAs apply, more grants of smaller funding amounts will be awarded to ensure that a significant number of students are served.)

Number and location of proposed sites: The sites will be determined through an initial inventory of current at-risk districts having high numbers of children in poverty, as well as significant numbers of special education and/or English language learners. Priority will be given to high needs LEAs.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-NJ Striving Readers-Project Narrative .pdf**

Attachment 2:

Title: Pages: Uploaded File: **1238-NJ Striving Readers - resume .pdf**

NEW JERSEY DEPARTMENT OF EDUCATION
STRIVING READERS COMPREHENSIVE LITERACY PROGRAMS GRANT

PROJECT NARRATIVE

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BACKGROUND AND CAPACITY

The state of New Jersey operates 591 school districts, serving 1.38 million students in kindergarten through grade 12 programs. In addition, the state sets policy for and oversees implementation of 39 full-time preschool programs serving 44,152 students and 96 school districts that must offer at minimum half day of kindergarten to all at-risk four-year-olds. An additional 24 districts receive some program aid to offer preschool programs to at-risk three and four-year-olds in full day programs. The two latter categories serve 5,423 half day students and 2,624 full day students (based on most recent ASSA data).

As the recipient of a William F. Goodling Even Start Family Literacy Grant (Title I, Part B, subgrant 3) New Jersey also administers grant programs through seven programs serving nearly 600 families. Federal funding for the Even Start program ends September 30, 2011.

Seventy-three charter schools (recognized as LEAs in NJ) currently operate in the state, and the number of applications for charters continues to grow, with 23 charters approved this year and another 58 applications currently under review. By fall, the state anticipates that nearly 100 charters will join the ranks of our traditional districts.

As a measure of the success of our programs in New Jersey, students take a state summative assessment – the NJ Assessment of Skills and Knowledge (ASK) – annually in grades three

through eight, and a high school assessment in grade 11, the High School Proficiency Assessment (HSPA). The HSPA is a graduation requirement in NJ and serves as the accountability measure for high school.

The results of our assessments indicate a need for improvement among special populations (special education students and English language learners). According to the 2011 Report, *New Jersey Kids Count: The State of Our Children*, just 26 percent of children ages three to four in New Jersey were not enrolled in nursery school, preschool or kindergarten in 2009. This statistic speaks to the importance that the state places on early childhood education and the potential that the grant would have on reaching most of our very youngest children.

According to the same report, and based on figures supplied by the NJ Department of Education, the percentage of students passing the NJASK 3, the state assessment for third grade over the last four years demonstrates the gap between our general population and our population of students in low income households; the gap also persists for children for whom English is a second language.

Percentage of students passing third grade assessments (rounded)

	2005-06	2008-09	2009-10
General Education students	82	63	60
Limited English Proficient students	48	36	33
Students – low income households	67	42	40

Percentage of students passing fourth grade assessments (rounded)

	2005-06	2008-09	2009-10
General Education students	80	63	60
Limited English Proficient students	44	33	28
Students – low income households	63	41	38

Percentage of students passing eighth grade assessments (rounded)

	2005-06	2008-09*	2009-10
General Education students	74	82	83
Limited English Proficient students	16	40	39
Students – low income households	51	64	66

*cut score reset

Percentage of students passing the 11th grade assessment (rounded)

	2005-06	2008-09	2009-10
General Education students	84	84	87
Limited English Proficient students	29	31	35
Students – low income households	63	67	73

The achievement gap (defined by this report as the percentage gap between economically disadvantaged and non-economically advantaged students passing state tests for all grade levels for all tests) has remained consistent (26 percent in 2005-06; 27 percent in 2008-09, and 26 percent in 2009-10).

The percentage of children living in low income households in New Jersey has increased from 27% in 2005, to 29% in 2009.

In New Jersey, those percentages translate to large numbers of children:

Below 50% of poverty line	121,000	family of four with income of \$10,878
Below 100% of poverty line	273,000	family of four with income of \$21,756
Below 150% of poverty line	435,000	family of four with income of \$32,634
Below 200% of poverty line	591,000	family of four with income of \$43,512.

In 2010, 317,819 children were receiving food stamps in New Jersey. Nearly 359,000 children were eligible for free school meals; an additional 86,152 were eligible for reduced school meals.

The SEA has undertaken an aggressive campaign to improve literacy in the state. In 2002, the Governor initiated a reading coach program, placing coaches in underperforming school districts that were not the recipients of targeted funds for the most at-risk schools, but were in need of serious intervention to thwart declining assessment results. The program, which was funded for four years, became the model for school districts as they began to hire coaches to work with classroom teachers and administrators to improve teaching and learning.

In addition, the department, under mandate of the New Jersey State Supreme Court in 2002, intervened in 42 schools that showed little or no progress in improving student outcome. In nearly all those schools, scores improved, and, most important, teaching practices improved.

Additional schools and districts, several at their own urging, received training on the New Jersey state's Intensive Early Literacy (IEL) Model. In many of the elementary schools where the state worked to improve literacy through the IEL model, students demonstrated proficiency on state assessments, showing improvement in both assessment results and teaching practices in literacy.

In a presentation at Erikson Institute (*A Bird's Eye View: Spotting Changes at the National and Federal Level*) on March 31, 2011, Lisa Guernsey of the New America Foundation reported that one of the reasons that Elizabeth Public Schools in New Jersey was able to boost student achievement on state assessments, was its "IEL program in partnership with the State." With Striving Readers funding, the SEA would build on this and other successful partnerships in high poverty, large, urban, ELL districts by scaling up and improving these practices in schools. Many of the districts served through the Intensive Early Literacy framework now recognize the need to develop plans for English Language Learners coming into their schools as a result of natural disasters in Haiti and Japan and civil and political strife in all corners of the world, as well as changing demographics within the state.

In middle grades (4-8), the department developed and piloted, with some state seed money, a Literacy is Essential for Adolescent Development and Success (LEADS) model that successfully integrated language arts and other content areas (history/social studies and science) into a framework that focused on reading and writing as reciprocal processes, integration of content area and increased use of informational text, project-based learning, small group instruction and intervention. The model, based on the research of Strickland, Kamil, Alvermann, et al., currently exists in 19 districts. In one of NJ's largest districts, Elizabeth Public Schools, plans are

to take the model into grade 9. Union City Public Schools, an Intensive Early Literacy and LEADS district, has already taken the model to Grade 9.

One of the first LEADS districts, Perth Amboy, saw scores for its eighth grade general education students rise from 56.1 percent in 2004 to 68.7 percent in 2010. For special education students, pass rates rose from 10.5 to 28.8, from 2004-2010; for LEP (limited English proficient) students, pass rates rose from 3.9 in 2004 to 22.5 percent in 2010. While these scores represent a good deal of work still to be done, the district has improved scores steadily while serving large populations of ELLs and serving a population of economically disadvantaged students.

In one of the largest urban districts in New Jersey, Elizabeth Public Schools saw a rise in scores after initiating the LEADS framework into their middle grades. General education scores went from 51.4 percent pass rate in 2006 to 75.8 in 2010. For special education, pass rates rose from 7 percent in 2006 to 22.4 percent in 2010. LEP pass rates rose from 2.7 percent in 2006, to 41.1 percent in 2010, outperforming the state LEP population by 11 points in 2010.

If the recipient of Striving Readers funds, New Jersey hopes to capitalize on these successes and bring to scale some of the instruction-changing expectations that have now been crystallized in the recently-adopted Common Core State Standards for English Language Arts & Literacy in Social Studies/History, Science and Technical Subjects (adopted by the NJ State Board of Education in June 2010).

Proposed State Level Activities – Striving Readers

In December 2010, a NJ State Literacy Team convened to discuss the efforts of the department and, most important, direction for improving student outcome in literacy. The team, lead by national literacy expert, Dr. Dorothy Strickland, as well as representatives of higher education, libraries, school districts, charter schools, and department staff and other stakeholders developed a plan for addressing the literacy needs of the state.

At the heart of the discussion was the need to bring higher education to the forefront of any discussions about literacy instruction. The challenges are to train teachers in elementary school to be well-developed teachers of reading and to train content area teachers on the teaching of reading and writing strategies that belong to their discipline. As the state transitions to the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects, the need for integrating reading, in particular academic vocabulary and access to dense, content-specific text in content areas, is paramount. Our work in districts throughout New Jersey indicates that educators need more professional development to address these strategies and modify instruction. It is critical that higher education also recognize and address the need among preservice teachers.

New Jersey recognizes the need, and has acted on it in its development of literacy models, for seamlessly integrating the teaching of academic vocabulary, access to content area text and text features and inquiry-based writing in content area classrooms. New Jersey also recognizes that such access to informational text must begin as young children learn to read. In order to

advance these practices, the department will require subgrantees to partner with an institute of higher education to place preservice teachers into classrooms to conduct action research on improvements in student reading and writing as a result of practices that seamlessly integrate literacy practices and skills into other disciplines. Teacher candidates will work with classroom teachers at multiple grade levels to study the effect of explicit teaching of academic vocabulary (Academic vocabulary is the vocabulary critical to understanding the concepts of the content taught in schools and reading and writing strategies in content area classrooms).

Studies will, at minimum, document the effect of such explicit, refined teaching on student learning through writing, project based learning projects and oral and digital presentations. Rubrics will be developed that align to the Common Core State Standards. Postsecondary educators will be asked to use the results of the action research to inform courses and preservice placements for aspiring teachers as a way of building capacity for the teaching of complex text and the scaffolding of instruction that brings a student to increased understanding of content area through the intentional use of reading strategies in those content areas. The department will support this collection and use of action research data through its Office of Language Arts Literacy Education and grant-funded literacy specialists. Data will be used to prepare instructional materials for wider distribution throughout the state, thus building capacity among New Jersey's districts and continuing a model of collaboration already begun in some of our counties.

In addition to the emphasis on preparing teachers for the classroom, the NJ state literacy team focused its discussions on the need for targeted professional development that focuses on the

deep implementation of the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science and Technical Studies. Subgrantees will be required to develop a systemic approach to implementing the standards through demonstration of a strong curriculum, evaluation of implementation at each grade level, with emphasis on the areas for assessment, and differentiation of instruction purposefully intended to address the needs of English language learners and special education students. Subgrantees must develop plans to address any persistent achievement gaps, along with evaluations that will accurately measure the closing of gaps both qualitatively and quantitatively. In order to develop these plans, subgrantees will comb their data to identify the gaps for subgroups and will develop plans to address instructional issues through targeted professional development for teachers, coaches, supervisors and principals.

The department will support the efforts of both higher education and the subgrantees by providing literacy specialists, employed by the department, who will work with teachers to develop their plans and collaborate with preservice teachers, classroom teachers, support teachers and administrators to scale up successful practices in kindergarten through high school.

The department will also require that subgrantees work with bilingual and ESL (English as a Second Language) experts to ensure that students use native language to make the transition to English, e.g., using cognates from romance languages and transferring the skills learned through reading and writing in native language. The department will contract with expert consultants in a meaningful and scientifically-sound research model. Working within New Jersey's already strong bilingual code requirements, the department will require that subgrantees attend training

sessions by these experts. The training sessions will be followed by job-embedded follow up in districts (by DOE literacy specialists supported by the grant). The specialists will work with teachers to employ strategies that support native language while scaffolding the learning of English. Teachers will be asked to keep portfolios that demonstrate the progress of students.

The portfolios will encourage regular conferences with teachers and meetings between teachers and families that build communication and keep families involved in the school community.

Subgrantees will be required to develop plans for families that include siblings not yet in school, e.g., family literacy nights, community events, outreach to local pediatrician offices and hospitals to begin literacy efforts from birth.

Subgrantees will also be required to use Special Education experts to develop specific strategies and lesson plans for all teachers so that lessons can be differentiated. Whenever appropriate for the student, the SEA supports an inclusion model for special education students who require additional differentiated instruction beyond the classroom core instruction. The grant will require that special education teachers go into general education classrooms to work with struggling readers and writers, that the educators share with classroom teachers, strategies for differentiating lessons that will help not only those students who are identified with special needs, but all students.

In order to support the work in classrooms, the subgrantees will be required to supplement their classroom libraries and school bookrooms to support guided and independent reading in nonfiction; trade books that support thematic units; technology (hardware and software) that

supports the UDL model (addressed in this application); intervention materials targeted to the specific needs of students as determined through reading screening measures and formative assessment processes.

Screening measures will be required for all students at the beginning of each school year, kindergarten through grade 6, and for students in grades 7-11 not yet meeting proficiency on the state assessments. New Jersey already has in statute provision for intervention for any student not meeting proficiency in 8th and 11th grades. Intervention must be developed and delivered for each of these students. Interventions currently take the form of classes or small groups as well as individual attention. Subgrantees would be required to provide one-to-one intervention sessions for any student in grades 6-11 who is reading below grade level as determined by screening and diagnostic assessments. The frequency and duration of such tutoring will be determined by the level of remediation needed. Intervention teachers, who might be hired with grant funding, will receive professional development on RtI (Response to Intervention) framework as supported by the International Reading Association. The SEA will support the development of the RtI model among subgrantees, using experts who will provide professional development and consulting to districts. SEA Literacy Specialists will also support the work of classroom teachers through job-embedded coaching. Successful components of the RtI framework developed by the subgrantees will be taken to scale throughout the state.

For students with disabilities and English language learners, educators who are certified in those areas, will work with individual students, and will also work with classroom teachers to ensure

differentiation that improves the outcome for these students. Intervention services will always be in addition to classroom instruction, not as a replacement.

For our youngest children, *birth to age 5*, the early childhood subgrantees will be required to address ways to include communities in the literacy development of young children.

Subgrantees who request funding to serve this youngest population must develop a program based on the development of oral language skills and pre-reading skills. LEAs and providers must also develop a plan to develop materials, hold workshops and engage families in development.

Subgrantees should include, whenever possible, home visits that support language and literacy development. Subgrantees should make language and literacy materials available to families while teaching, modeling and coaching parents and families on interactive literacy activities that equip family members to be partners in their children's learning and development. Subgrantees will be encouraged to consider appropriate birth- 3 year old activities found in The Creative Curriculum Teaching Strategies Learning Games, Gold Performance Based Assessment, and NAEYC Guidelines for 0-3 years Language Arts Literacy.

Early childhood subgrantees will be encouraged to hire Parent and Community Literacy Outreach Coordinators with specific knowledge of infant and toddler development to provide workshops in family literacy education, with particular emphasis on racially and culturally diverse populations, English language learners, special needs students, foster families, homeless and/or displaced families and migrant families. These Parent and Community Outreach

Coordinators would provide professional development for professionals, teachers and caregivers in family engagement and family literacy, and would conduct outreach efforts.

Early childhood subgrantees would be encouraged to hire Home-Based Language Arts Literacy Educators with specific knowledge in infant and toddler development to make home or family visits (in community settings for families not comfortable with home visits) to coach families on parenting skills, language development and literacy skills and connect parents as needed to community resources. Professionals would supply literature, manipulatives, and toys to the home or family setting to model, demonstrate, coach and include families in activities that will provide interactions and environments critical for optimal language and literacy learning and development.

Subgrantees will be required to create an evaluation component that examines the impact of the Striving Readers Program by looking at, at minimum, parent-child interaction, child language development, language/literacy environment. Collaboration with a research entity or university will be required.

For three- and four-year-olds, LEAs and providers would be expected to include family lending libraries equipped with technology (iPods, listening center materials such as cd roms and players, etc.), manipulatives, literature and toys that support language arts literacy development.

Subgrantees will be required to hire a Parent Community Outreach Coordinator to provide professional development in supporting the language and literacy development of preschool-age

children and families for child care and preschool teachers and assisting in the creation and coordination of family lending libraries in centers, preschools and family child care homes.

The subgrantees will also be required to hire Home-Based Language Arts Literacy Educators with specific knowledge in preschool child development to make home or family visits (in community settings) to coach families on parenting skills, language development and literacy skills and connect parents, as needed, to community resources. These professionals would bring literature, manipulatives, and toys into the home to model, demonstrate and coach and include families in activities that will improve the basis for building enriched environments necessary for optimal literacy learning.

Subgrantees will create an evaluation component that examines the impact of the program by looking at parent-child interaction, child language development, language/literacy environments, etc. Collaboration with a research entity or university will be required.

In addition, subgrantees serving children between birth to age 5 and kindergarten through grade 5 will be required to develop a family literacy program comprised of interactive literacy activities between parent/guardian and child, parenting education to train parents how to be more effective as their children's first teacher.

Interactive literacy activities will be designed to allow positive interactions through literacy-based activities. Activities may include, but not be limited to,

- Teaching/creating songs and rhymes

- Reading and talking about books
- Creating books
- Making and following recipes
- Visiting the local and school libraries
- Listening to celebrity readers
- Staging a play through readers theater
- Facilitating language development activities to build children's oral language and expand vocabulary.

Family literacy programs will be centrally located to provide access for the entire community.

The LEA or provider will include a lending library of various genres, reading levels and languages that represent the languages of the school community. Provisions should also be made to purchase books for children to keep so that they can build a home library for themselves and siblings.

Specific to kindergarten through grade 5 instruction, subgrantees will be required to conduct 90-minute, uninterrupted literacy blocks with most of the instruction in small groups. Guided reading and writing conferences will form the nucleus of instruction, with attention to short term intervention and differentiation of classroom instruction as dictated by student needs. All students will be seen in a conference setting individually by the classroom teacher at least once per week for reading and once per week for writing conference. Struggling readers will be seen every day. LEAs will be encouraged to collaborate with the Reading and Writing projects at Rutgers and Columbia Universities. Partnerships with in-state universities for Professor-in-

Resident programs will be supported through grant funding. Struggling students, defined as those needing long term intervention, will be seen daily, in short, well prepared sessions that are defined by ongoing assessments, e.g., running records, miscue analysis, anecdotal records, writing conference results, etc. Subgrantees will be asked to design a specific protocol for both screening for and providing interventions. A framework for addressing RtI will be required of all subgrantees. The framework will be built on the needs of the students and schools. It will not be a program designed as a one-size-fits-all solution, but rather a reflective look at each individual student needing intervention. Plans for each student will include topics/areas for intervention as determined via screening and diagnostic assessment; specific, targeted interventions; timelines (for sustained intervention); outcomes as a result of the intervention, and additional, refined plans for students for whom other intervention has not worked.

Specifically, but not exclusively, for grades 6-12, subgrantees will be required to use technology in classrooms in ways that have been determined (through studies already conducted) to increase literacy and embed literacy strategies into content areas. Experts in this field, including Michael Kamil, Ph.D., Emeritus, Stanford University, has agreed to share his work and to act as a consultant to the SEA and its subgrantees as the department develops protocols and conducts studies. Dr. Kamil has studied the use of technology in literacy instruction as well as bilingual education and adolescent literacy. The potential for collecting data that will inform the larger audience is guaranteed through his involvement.

Grades 6-12 students must also receive targeted interventions as described above, building a Response-to-Intervention framework for each student needing intervention. Middle grades

classrooms must devote 80-minutes per day to Language Arts, with additional time for students needing intervention. Content area teachers will be required to participate in professional development related to building literacy in other academic disciplines.

New Jersey's mobile population provides some challenges for districts. For all grades, subgrantees will be required to develop a literacy plan to meet the needs of students who enter their schools in mid-to-late year. The plan will include immediate screening for both reading level and English-language proficiency level (for students whose native language is other than English). The plan must address the text complexity required at each grade level as demanded by the Common Core State Standards for English Language Arts & Literacy in Social Studies/History, Science and Technical Subjects. The department will provide technical assistance in the development of these plans, and sample plans will be developed at the state level so that districts that are not subgrantees can replicate the successful practices. Teachers will be asked to maintain portfolios for all students that demonstrate, at minimum, work towards proficiency in reading and writing, speaking and listening in English. All ESL and/or Special Education teachers involved with the student must contribute to the work through regular and sustained intervention and conferences with student, teachers, and family. All conferences must be documented and timelines must be developed.

Technology and Universal Design for Learning (UDL)

New Jersey recognizes the need to infuse educational technology into literacy and content area instruction, both for the engagement of students and for the expanded learning opportunities offered by internet access and software programs.

All subgrantees will be required to develop, as part of their comprehensive literacy plan, a design for incorporating meaningful use of technology. In order to engage all learners, subgrantees will incorporate the elements of Universal Design for Learning (UDL). Subgrantees will ensure that students have multiple means of representation, i.e., instruction will be presented in ways that capture each student's full measure of engagement. Subgrantees will also ensure multiple measures of action and expression, i.e., students will be provided with a full range of options when responding to learning and when presenting their work. Engagement will be ensured through the appropriate use of technology – both software and web-based.

For all students, but particularly for students with disabilities and for English language learners, UDL will offer opportunities for specialized learning opportunities. Subgrantees will use UDL as a map for goals, methods, materials and customized and flexible assessments.

In addition, technology will be incorporated into learning opportunities for all students on a daily basis. Whenever appropriate and required for student learning, assistive technology will be used. Professional development will include training on the use of technology for all students, and for the needs of students with disabilities and English language learners. One entire day of early professional development will be dedicated to UDL and the use of technology to support special populations in classrooms K-12. The SEA is looking at training by CAST and other experts in the field as an initial step in getting subgrantees ready for expanded technology use in their classrooms and schools.

Goals of the NJ Striving Readers Program

1. To increase student performance on NJ state summative assessments by 5-10 percent per year minimum.
2. To fully implement the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects across all grades levels and in all academic disciplines.
3. To create a framework for RtI which becomes the district model, as well as a model for development in non-subgrantee districts.
4. To develop a plan for screening, diagnostic and ongoing assessment, and a system for formative processes that inform instruction.
5. To develop, through action research, models for the explicit teaching and learning of academic vocabulary as demonstrated by students' ability to write and speak using appropriate register and forms of discourse.
6. To fully incorporate the use of technology into subgrantee classrooms, using assistive technology and the UDL model to improve student learning.

7. To develop models for integrating literacy instruction into other academic disciplines in departmentalized settings, specifically middle and high schools.
8. To design and disseminate instructional materials for use among multiple audiences, i.e., families, students, community, higher education, etc.
9. To inform higher education programs through action research initiatives among subgrantees schools.
10. To develop a systemic approach to professional development that includes job-embedded coaching and capacity building in subgrantee schools.

Support of subgrantees by the SEA

1. The NJ DOE will hire and supervise the work of five literacy specialists. The specialists will provide technical assistance for all plans required of the subgrantees. They will also provide ongoing, job-embedded professional development through regular coaching. All of the specialists will hold a minimum of a master's degree in reading or related field and will be trained by the department to provide guidance on the grant requirements, effective literacy practices grounded in research, the Common Core State Standards, state and common assessments. Specialists will be hired and assigned based on their grade level expertise (K-5; 6-8, high school). At least one specialist will have training in

bilingual/ESL education; at least one in special education, and at least one in early childhood (birth – age 8).

2. The NJ DOE will contract with experts in the field to train subgrantee teachers and DOE literacy specialists on the newest research in the fields of ELLs, special education, and evidence-based literacy practices. The DOE will also provide training on the Common Core State Standards and work with the subgrantees to build lesson plans and units that reflect the standards while differentiating instruction for struggling students.
3. The department will provide regular training for subgrantees on literacy practices, including, but not limited to: academic vocabulary instruction; writing argument; intervention plans and strategies, Response to Intervention (RtI), and working with increasingly complex text. The department will include content area teachers (History/Social Studies, Science, Math, etc.) in this training to ensure that the intent of the Common Core State Standards for integration of literacy skills is met.
4. The department will make available DOE staff with expertise in special education and bilingual/ESL education for workshops and job-embedded coaching. To supplement their work, the department will sponsor training by experts in the field who will be assigned to schools to build capacity.

5. Wherever necessary, the department will provide guidance on the leadership needed to effectively structure the school environment necessary to help struggling readers. The department will work with its Office of Professional Standards and its Office of Leadership Development to provide DOE staff to support teacher and principal development. The DOE will also contract with outside professional organizations and consultants, known for their success in these areas, to provide training to schools and districts. No training will be considered in isolation, with follow up by DOE literacy specialists in all subgrantee schools within three weeks of the professional development.

6. The department will hold summer academies bringing together all grantee schools, and other schools in the state, to share experiences and hear from researchers and practitioners. New Jersey has a long history, through other federal grant programs, of producing summer events that draw large groups of teachers, supervisors, and administrators to hear experts from Stanford University, Madison University, Rutgers, the State University of New Jersey, New Jersey City University, et al. These leaders have expressed interest in remaining active in these roles and we would call upon them to continue their work with the state. Again, the summer academies would be followed by fall visits to subgrantee schools to provide coaching from the start of the academic year. Subgrantees would be required to assess their own instructional methods and to refine or change at minimum one strategy school wide, ensuring deep implementation and fertile ground for professional learning conversations horizontally and vertically across grades.

7. The department will draw on its experience as an Even Start grantee to develop community outreach via the internet and brochures to encourage families to develop early literacy skills. Advice will be presented by experts and disseminated through the department's Office of Family Outreach. All materials will be translated into Spanish, Portuguese, Guadjarti and Haitian Creole, at minimum, with additional languages as funding and availability of translators allow.

Evaluation: Progress towards SEA Goals

The department will evaluate project outcomes via an internal look at data (school/district and NJ DOE); as well as an external review. The department will contract with an external evaluator for the duration of the project to assist the Striving Readers staff with providing high-quality technical assistance, monitoring, and oversight to local districts and schools. Subgrantees will work cooperatively with the external evaluators and any state and national program advisors in the collection and reporting of data for the purposes of evaluating the Striving Readers Program.

Each year of the grant, the external evaluator will look at, at minimum,

- Student outcome and growth
- Action research by preservice university students and their mentors
- Evidence of change in instructional practices

- Data collected via summative, screening, and ongoing assessments and formative processes.

All assessment results will be available on the NJ DOE website annually. In addition, program outcomes will be required to be disseminated by the LEA or provider receiving funds.

The SEA will collect and report all USDE required data and forms.

SUBGRANT COMPETITION

Once awarded funding, the department will write the Notice of Grant Opportunity (NGO) and disseminate to all districts, charter schools, and early child care providers in the state. The application will be available online, notice will also be sent to all LEAs, charters and preschool providers via electronic mail. The Office of Language Arts Literacy Education will work with the Office of Grants Management to hold regional technical assistance sessions. The sessions will be open to all potential subgrantees who meet the criteria set by the NGO, that, at minimum, the school and/or district serves a sufficient number of English language learners and students with disabilities to develop a plan to improve the learning outcome for these and all of its students. The Office of Language Arts Literacy Education will work with the SEA's Title I Office and Division of Early Childhood to ensure that a preliminary list of potential applicants can be used to encourage applications from districts, charters and providers with high poverty,

large enrollments of striving readers, large populations of ELLs and special education students so that the program can be developed at a significant scale. The longer term plan is to further scale up successful programs so that other districts can take advantage of lessons learned through development of local Striving Readers Comprehensive Literacy Programs.

The SEA will run three competitions: one for at least \$4.275M for LEAs and providers serving children from birth to age 5, one for at least \$11.4M for kindergarten through grade 5 programs, and a third at least \$11.4M for grade 6-12 programs, with equal distribution between middle and high school programs. Potential subgrantees will be able to apply for one or all grade levels, or concentrate across several schools at a cluster of grade levels, but must provide evidence of capacity to administer the grant and improve student outcome. Subgrantees will also be required to provide plans for scaling their success to the rest of their LEA population. For birth through age 5 programs, subgrantees (LEAs and/or providers) will be eligible for up to \$475,000, allowing for the funding of a minimum of nine programs. Subgrantees who serve populations of fewer students will be eligible for funding levels based on number of children served as determined by an inventory of potential providers as well as potential children as yet unserved through any program. The SEA will conduct this inventory prior to release of the NGO.

For K-12, subgrantees will be eligible for up to \$1,100,000, per school for the each year of funding, making it possible for the state to award a minimum of 22 subgrants (11 to K-5 programs, and 11 to middle/high school programs). Preference will go to programs serving high poverty populations and significant numbers of ELLs and special education students. The award

amount allows a school of significant size, the funds to administer the program and hire any additional certified staff, particularly in the areas of bilingual and special education.

All subgrantees will be required to budget for materials and for travel and attendance at state professional development offerings. Cadres of educators who are trained are expected to turnkey the professional development in their district, charter or provider setting. SEA literacy specialists will assist with this professional development, with the goal of building capacity, facilitating professional learning communities, and identifying teacher leaders. All professional development will be aligned to the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects, with an emphasis on intervention for students not yet meeting benchmarks.

Subgrantees will be evaluated on a rubric developed by the SEA to measure the research base of its literacy program in order to ensure that care has been taken to provide evidence-based strategies for struggling students. For early childhood, this means developmentally appropriate practices and oral language development; for K-5, focus is on phonics instruction, building comprehension, writing, reading informational text, and explicit teaching of academic vocabulary; for grades 6-12, it means an emphasis on writing argument, research, academic vocabulary, identifying credible sources, and reading increasingly complex text.

Subgrantees will be required to conduct a needs assessment as part of the application process and to choose (or describe) screening, diagnostic and summative assessments to be used for kindergarten through grade 11, and grade 12 for students not yet meeting proficiency on the state

assessment Subgrantees who receive funds for 3- and 4-year olds programs, will be required to use a screening (reading measure) for students

Subgrantees will also develop a plan and timeline to collect summative data with the SEA as a mechanism for determining success across all funded schools.

Subgrantees will develop a plan and timeline to develop and use a formative assessment process to include, at minimum,

- Data collection (qualitative and quantitative)
- A mechanism for sharing data with teachers of the student, families, and, when appropriate and useful, with grade-level teams and professional learning communities to facilitate discussions about improving literacy instruction for all students

Subgrantees will be required to develop a plan to engage

- Childcare providers and other feeder schools and programs
- Service agencies
- Community organizations
- PTO/PTAs and other family groups
- Families and students

through literacy events and celebrations of student work held in schools, libraries, community events throughout the community, early childcare provider locations, etc. Early childcare providers will make home visits and reach out to new parents through hospital

visits and materials in community locations, pediatrician offices, banks, churches, places of worship, etc.

For all LEAs receiving Title I, Title IIA, and Title III ESEA funding, and, as appropriate Head Start, Individuals with Disabilities Act (IDEA) funding, and Carl D. Perkins Careers and Tech Education funding, State and local funding, specific plans must be included to address implementation to improve literacy through coordinated use of funds and resources.

Priority will be given to LEAs and providers who propose to serve high poverty school populations as determined by free and reduced lunch designations. All applicants will be required to demonstrate ability to develop and execute a successful program to address the needs of struggling students, particularly English language learners and special education students. Applicants must include an agreement with local universities to provide preservice and graduate teachers to work with students to develop action research (as described previously) that will further the implementation of the Common Core State Standards in English Language Arts and begin to positively influence classroom teaching and student learning.

The department will develop a series of protocols for classroom visits to monitor changes to instruction, improvements to classroom environments, and availability and use of classroom materials. The SEA will also develop student questionnaires and family surveys to determine changes in motivation and student and family engagement.

Grant Review Process

The SEA, for each of three grant reviews, will publish the NGO, allow for submission period and simultaneously provide technical assistance sessions. Once the SEA receives the applications, a review team of at minimum four readers will read each application, score using a rubric developed by the SEA Office of Grants Management in collaboration with the SEA Office of Language Arts Literacy Education. The review team will consist of two external and two internal SEA readers, chosen for their expertise in literacy education. All reviewers will be trained by the SEA Office of Grants Management. Members will be required to review all grants and to attend all meetings scheduled by the SEA and relevant to the review process.

Subgrantees will be notified of their approval or non-approval. Funded applicants will meet with SEA to review first year budgets, set up reporting mechanisms and reimbursement procedures and SEA Literacy Specialists will be assigned to begin work as the subgrantees plan for and begin their first operational year.

PROJECT MANAGEMENT

Year 1	Year 2	Year 3	Year 4	Year 5
SEA releases NGO	LEAs and providers - academic year program			
Technical Assistance	SEA-PD and summer academies			
Application Review	Year 2 evaluation	Federal review for continued funding	Year 4 evaluation	Development of plans for sustaining
Awards-subgrantees				
Planning, purchasing				
Hiring-SEA & LEA				

Summer PD-Academies		Year 3 evaluation		successes
Begin literacy program implementation				Year 5 evaluation
Initial evaluation				Final evaluation and reporting to USDE

Key SEA personnel will include a full-time program administrator (project manager) and five literacy specialists. The program administrator will be responsible for the development of the NGO (with coordination by the SEA’s Office of Grants Management and the Office of Budget and Accounting), technical assistance sessions, facilitation of all professional development sessions, and coordination of the work of all literacy specialists. The person will hold a minimum of a master’s degree in education or a related field and a minimum of six years teaching experience.

Literacy specialists will work with LEAs and providers during the planning period to ensure a coordinated literacy curriculum is in place that fully aligns to the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects. They will also begin to work immediately with LEA and provider teachers to ensure that teachers effectively employ evidence-based strategies, screen and continually assess students, and intervene with struggling students to bring them to reading, writing, speaking and listening at grade level expectations.

Literacy specialists will be trained by the SEA to coach teachers and to build capacity among teachers, as well as identify teacher leaders who will sustain literacy program efforts when the grant period ends.

Building administrators and English Language Arts Supervisors and coaches in all subgrantee schools will be required to attend all professional development sessions as well as a minimum of one session per year planned exclusively for them.

Striving Readers staff will work with the NJDOE Offices of Student Achievement and Accountability (Title I); Bilingual Education; Special Education; Charter Schools; Professional Standards, Budget and Accounting, Human Resources, and Student Learning Assessments to ensure that the SEA's full resources are allocated to the Striving Readers Program as necessary to ensure success throughout the five year grant period.

Throughout the project, a diversity of perspectives will be invited through the continued meeting of the State Literacy Team. The team is comprised on a national expert on literacy, State Board of Education members, teachers, central office administrators and supervisors, librarians, a charter school lead, representatives of bilingual/ESL education, special education and early childhood, and SEA staff.

ADEQUACY OF RESOURCES

The SEA will ensure that the NGO it releases allows LEAs and providers to target funds for its most struggling readers while ensuring that funds are allocated

- At least 15% to children birth through 5 years of age
- At least 40% to students in kindergarten through grade 5
- At least 40% to students in middle and high schools (with an equal percentage to each grade span),

The SEA will use other federal funds as appropriate to support and sustain literacy gains through shared professional development, technical assistance and leadership training.

The SEA will support LEAs and providers by

- Helping to develop protocols for and use of screening measures that will identify students early for intervention services
- Working with Title I schools to scale successful intervention programs and strategies to non-Title I schools and students as a way of building capacity throughout the district and state
- Working with Title II professional development providers to ensure that action research efforts and results are shared and serve as the basis for improved professional development and well-developed lesson plans, units, curriculum and interventions.

Subgrants will be provided subgrants of sufficient size to ensure that the LEA or provider can

- Hire Reading Specialists, coaches and/or intervention teachers to work directly with teachers and students
- Negotiate an agreement or memorandum of understanding with a university for action research
- Provide professional development on the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects; Universal Design for Learning; Response-to-Intervention, and academic vocabulary, text complexity and writing, at minimum. In addition, professional development will be offered to prepare teachers in culturally responsive teaching strategies and critical teaching behaviors to reduce the disproportionate representation of culturally diverse students in remedial classes and special education.
- Hire experts to work in schools.

Subgrantees might also hire part-time intervention teachers or trained preservice teachers to work with small groups in classrooms and/or in before or after school programs and individually with high school students.

Research and Resources for NJ Striving Readers Program

- Alvermann, D. E. (2001). *Effective literacy instruction for adolescents*. Executive summary and paper commissioned by the National Reading Conference, Chicago, IL: National Reading Conference.
- Biancarosa, G., and Snow, C. E. (2006). *Reading next – A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York* (2nd ed.). Washington, DC: Alliance for Excellent Education.
- Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects. New Jersey Department of Education.
- Graham, S., and Perin, D. (2007). *Writing next – Effective strategies to improve writing of Adolescents in middle and high schools: A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.
- Guernsey, L., (March 31, 2011). *A bird's eye view of preK-3rd: Spotting changes at the national and federal level*. New America Foundation presentation at Erikson Institute.
- Hyland, K. (2003). *Second Language Writing*. Cambridge: Cambridge University Press.
- Kamil, M. L. (2003). *Adolescents and literacy: Reading for the 21st century*. Washington, DC: Alliance for Excellent Education.
- Kamil, M. L., Intrator, S., & Kim, H. S. (2000). Effects of other technologies on literacy and literacy learning. In M. Kamil, P. Mosenthal, P. D., Pearson, R. Barr (eds.), *Handbook of Reading Research*, Vol. 3. Mahwah, NJ: Lawrence Erlbaum Associates.
- Lehr, F., Osborn, J., and Hiebert, E. H. (2004). *A focus on vocabulary*. US Department of Education.
- Marzano, R. and Pickering, D. (2005). *Building academic vocabulary: Teacher's manual*. Alexandria, VA: ASCD.

New Jersey kids count: 2011 State of our children. Newark, NJ: Advocates for Children of New Jersey.

Reading Next – A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed.). Washington, DC: Alliance for Excellent Education.

Strickland, D. S., and Alvermann, D., Eds. (2004). *Bridging the literacy achievement gap: Grades 4-12.* New York: Teachers College Press.

Strickland, D.S., Ganske, K., and Monro, J,K, (2001). *Supporting struggling readers and writers: Strategies for classroom intervention 3-6.* Portland, ME: Stenhouse Publishers.

Tatum, A. W. (2005). *Teaching reading to black adolescent males: Closing the achievement gap.* Portland, ME: Stenhouse Publishers.

Universal Design for Learning (UDL). Retrieved from <http://cast.org/udl/index.html>

Mary Jane Kurabinski

(b)(6)

Education:

M.A. in Urban Education, Administration and Supervision
New Jersey City University, Jersey City, NJ
Masters level certification in Elementary Education (N-8)
Kean University, Union, NJ
B.A. in Journalism – Long Island University, Brooklyn, NY

Professional Experience:

NJ Department of Education

Director, Office of Language Arts Literacy Education, Division of Academic Standards, Curriculum and Assessment – June 2007 to present

Currently directs, manages and supervises the Offices of Language Arts Literacy Education (2007-present); the Office of Math and Science Education (2011), and the Office of Academic Standards (2011) and oversees the administration of the Even Start federal grant program. Responsible for the implementation of the Common Core State Standards in ELA and Math; Directs the work of content area standards revision and implementation. Directs the work of NJASK and HSPA LAL content development. Designs and implements professional development; develops policies and procedures governing the implementation of department initiatives, models, and grant programs; directs planning and implementation of professional development and conferences that address literacy teaching and learning; evaluates program goals, operations and performance; develops and implements procedures to improve and meet program objectives; establishes and maintains communication and cooperative working relationships among stakeholders, and supervises and evaluates department Language Arts

Literacy, Math and Science and Academic Standards staff. Develops policy for English Language Arts initiatives.

Elizabeth Public Schools, Elizabeth, NJ

Supervisor, Language Arts Literacy, PreK-Grade 5 – July 2006-June 2007

Provided direct supervision of language arts literacy programs in 19 schools; evaluated staff; developed and improved curriculum in LAL program; trained literacy coaches; analyzed and interpreted data; evaluated LAL program, and supervised Reading First program in nine schools.

Vice Principal – School #29 – November 2005-July 2006

Worked in collaboration with administration and Central Office to open and manage a new school (PreK-8). Supervised and evaluated faculty and staff.

NJ Department of Education

State Coordinator-Urban Literacy, Division of Abbott Implementation – December 2003-November 2005

Collaborated with school districts to assess classroom instruction, and, based on findings and recommendations, provided professional development and technical assistance aimed at the improvement of student achievement. Responsibilities included: data analysis; planning, development and assistance with innovative and locally appropriate programs and activities to improve literacy; ongoing technical assistance and collaboration; designing and providing targeted professional development in school districts.

Assistant to the Directors, Offices of Reading First, Urban Literacy and Early Literacy – July-December 2003

Served as liaison between the offices and the public; worked extensively with Directors, reading coaches, and NJ Reading First program staff to ensure program implementation; provided professional development to reading coaches and to districts; reviewed grant applications and provided technical assistance.

Reading Coach – September 2002-June 2003

Provided professional development at district, school and classroom levels in assigned schools while on leave from the classroom in Perth Amboy.

Perth Amboy Public Schools, Perth Amboy, NJ

Classroom Teacher – 1996-2002

Taught first grade at School #10 (now the Herbert N. Richardson 21st Century School) and Thomas Mundy Peterson School

Substitute Teacher 1993-1996

While in Perth Amboy, served on the School Management Team (now SLT) of both School #10 and Peterson School, and as a member of the District's Instructional Model Committee, Gifted and Talented Design Committee, District Partnership for Academic Excellence, Staff Relations and Facilities Advisory Committees.

Also in Perth Amboy, received the district's nomination for Sallie Mae First Year Teacher Award, and received the NJ Governor's Teacher of the Year Award.

Visiting Nurse Association of Brooklyn, Inc., - Brooklyn, NY

Director of Public Relations – 13 years

Directed the public relations and marketing efforts of this nonprofit agency; served as spokesperson; authored and edited publications; planned, organized and provided staff development; organized public information and fund raising events; responsible for hiring and firing of staff.

Certifications:

NJ Principal Certificate (CE)
NJ Supervisor Certificate
NJ Teaching Certificate (K-8)

Community Involvement:

Perth Amboy Day Care 100 (preschool provider)
Board of Directors – 1999 to 2006

Published work:

Carrigg, F., and Kurabinski, M.J., “The role of comparative data in changing the educational reform conversation,” in *Data-driven school improvement linking data and learning (2008)*. NY: Teachers Press.

References available upon request

Project Narrative

Other Narrative

Attachment 1:

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General Education Provisions Act (GEPA) Section 427 Requirements

It is a policy of the New Jersey State Board of Education and the New Jersey Department of Education (NJDOE) that no person, on the basis of race, color, creed, national origin, age, gender, handicap or marital status, shall be subjected to discrimination in employment or be excluded from or denied benefits of any activity, program or service for which the NJDOE has responsibility (N.J.A.C. 6A:7-1.1). The NJDOE complies with all State and Federal laws and regulations concerning nondiscrimination. In addition, the NJDOE Strategic Plan and Core Curriculum Content Standards contain sections related to equal access and participation.

The NJDOE is an Equal Opportunity Employer and provides educational programs and services throughout the State without regard to race, color, creed, national origin, gender, age, or disability. The Division of Academic Standards, Curriculum and Assessment and its Office of Language Arts Literacy Education provide statewide leadership for and oversight of all of New Jersey's literacy programs and initiatives which serve children from all backgrounds. The Division of Academic Standards, Curriculum and Assessment and its Office of Language Arts Literacy Education are committed to promoting educational opportunities for all children. The Striving Readers Comprehensive Literacy Program grant will benefit all students and all schools in New Jersey, through enhanced resources for literacy programs and initiatives for children from birth through grade 12.

Budget Narrative

Budget Narrative

Attachment 1:

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NEW JERSEY DEPARTMENT OF EDUCATION

STRIVING READERS COMPREHENSIVE LITERACY GRANT PROGRAM

CFDA 84.371C

Budget Narrative

1. Personnel

The SEA proposes to staff the Striving Readers Comprehensive Literacy Program office with a full-time Program Administrator, five (5) additional Literacy Specialists, and one support staff at 50% time. The support staff member's time will be in-kind to the grant for the entire grant period of up to 60 months. The current SEA Director of the Office of Language Arts Literacy Education will also devote 25 percent of time to the program grant in order to ensure that the full resources of the SEA are available to the success of the program. The Director's time will be an in-kind contribution for the life of the grant as well.

The SEA's current Director, Office of Language Arts Literacy Education, will be responsible for developing the Notice of Grant Opportunity (NGO); hiring staff; conducting a review of eligible LEAs; facilitating the Technical Assistance sessions, and planning for the initial professional development. That salary, at 25 per cent represents a cost over the life of the grant of

- Year 1: \$30,501 plus \$10,675 fringes – or \$41,176
- Year 2: \$31,416 plus \$10,996 fringes – or \$42,412
- Year 3: \$32,358 plus \$11,325 fringes – or \$43,683
- Year 4: \$33,329 plus \$11,665 fringes – or \$44,994

- Year 5: \$34,329 plus \$12,015 fringes – or \$46,344

It will be critical for the director to devote the time at the front of the grant period to ensure that the SEA's resources are allocated to the success of the program. The Director will work across offices at the SEA to ensure mobilization of staff to review applications and serve on interview committees for staff.

The SEA will hire a full-time Program Administrator, at a salary determined by the SEA's current salary guide. This person will be responsible for assisting the director with technical assistance sessions for potential applicants; for screening applicants for the Literacy Specialist positions and for planning and designing of professional development for subgrantees so that these sessions can be offered as soon as subgrantees are awarded. This is a critical position since the SEA needs to ensure that the subgrantees are prepared for the academic year. Over the course of the grant, the Program Administrator will earn

- Year 1: \$89,044
- Year 2: \$91, 715
- Year 3: \$94,446
- Year 4: \$97,300, and
- Year 5: \$100,219, plus fringes.

Five Literacy Specialists will be hired to begin work in subgrantees classrooms beginning the first academic year of the grant. They will coach teachers; provide professional development; provide guidance on instructional materials and models; work with the

leadership of schools to develop protocols for classroom visits, and conduct visits to classrooms on a regular basis. Each salary for the grant period will be

- Year 1: \$81,370
- Year 2: \$83,811
- Year 3: \$86,325
- Year 4: \$88,915
- Year 5: \$91,583, plus fringes.

The SEA will dedicate a support person to monitor paperwork, and provide assistance to the Literacy Specialists (photocopying, filing electronic and paper reports; procuring venues for professional development; contractual paperwork with consultants, etc.), at a cost, based on current salary, over the life of the grant

- Year 1: \$34,325 plus \$12,014 fringes – or \$46,339
- Year 2: \$35,354 plus \$12,374 fringes – or \$47,728
- Year 3: \$36,415 plus \$12,745 fringes – or \$49,160
- Year 4: \$37,508 plus \$13,128 fringes – or \$50,636
- Year 5: \$38,633 plus \$13,521 fringes – or \$52,154

Costs are based on current salaries and projected escalation.

2. Fringe Benefits

Fringe benefits for all positions are based on the current fringes as calculated by the SEA, at a rate of 35.15 percent.

3. Travel

For all years of the grant, SRCL program staff will travel to subgrantee schools to monitor the program; provide professional development and technical assistance; assist with the development of plans, and meet with subgrantee leadership to ensure implementation of the program and development of protocols that measure student outcome and teacher effectiveness against program requirements and instructional strategies. Literacy Specialists will be reimbursed for mileage, tolls and, whenever appropriate, parking. These expenses will be reimbursed over the entire grant period.

SRCL program staff will also travel to national and state conferences that present the latest research on areas such as Response-to-Intervention; Universal Design for Learning; English Language Learners and Special Education. In the first year, two program staff will attend the International Reading Association Annual conference, at a cost of approximately \$2,200 per person. All program staff will attend the National Association of Bilingual Educators state meeting at a cost of approximately \$300/person; and two will attend the national meeting at an approximate cost of \$2,000 per person. Other meetings relative to the needs of special education students will be attended by two program members per year at an approximate cost of \$2,000 per person.

4. Equipment

During the first year of the grant, the SEA will purchase six (6) laptops at a cost of \$2,000 each for use by Literacy Specialists and the Program Administrator. The laptops

will be used for program reporting, professional development and collection of data. Cost is based on recent purchases for other SEA projects.

5. Supplies

The SEA will purchase instructional materials and supplies in an amount not to exceed \$21,000, for the first four of the grant years, and \$11,000 for the final year. Instructional materials include brochures for families and communities, and development of digital text for general users. They also include printing and dissemination of sample units, lessons, portfolios and materials for professional development.

6. Contractual

During the first year, the SEA will develop and write an NGO, release to schools and award grants in the amount of \$28,500,000. In subsequent years, subgrantees will submit continuation grant applications as appropriate and submit data substantiating continued funding. At the end of year 3, the SEA will apply for continuation based on outcome to date, as required of the federal NGO.

The SEA has budgeted \$80,000 per year, for a total of \$400,000, for the five-year grant period, for evaluation to be conducted by a New Jersey university through a Memorandum of Understanding.

7. Construction

Not applicable

8. Other

The SEA will run summer academies for teachers, coaches, supervisors and principals, with at least one day exclusively for leadership issues surrounding the program, at a cost of

Year 1: \$160,000

Year 2: \$160,000

Year 3: \$160,000

Year 4: \$160,000

Year 5: \$155,000

Professional development, in monthly sessions for teachers, coaches and supervisors, will be done regionally to ensure full participation as required by the SEA NGO. The SEA will budget \$160,000 per year for the first four years, and \$158,000 for year 5, for a total five-year budget of \$798,000. Budgeted expenses will include costs of venue, food, materials, guest speakers, and audio-visual equipment (as needed).

During at least the first year, the SEA will contract with Michael Kamil, Ph.D., Stanford University to provide consultant services to developing strategies for adolescent readers and for developing instructional technology to support struggling readers. In year 1 and subsequent years, Dr. Kamil and others will be contracted to provide professional

development at summer academies as well as to provide PD opportunities on site in subgrantee schools, for the five-year grant period. Total for contractual services for all consultants

- Year 1: \$160,000.
- Year 2: \$160,000
- Year 3: \$160,000
- Year 4: \$150,000
- Year 5: \$150,000

The SEA will require each subgrantee to conduct action research, using preservice teachers through an agreement between the subgrantee and a university. The SEA will budget funds to support that effort. Funds will be used for data collection, website design and support, state-developed curriculum materials and other instructional materials. All materials would then be made available to the entire state school population.

Year 1:	\$88,900	
Year 2:	\$86,000	
Year 3:	\$66,200	
Year 4:	\$64,000	
Year 5:	\$60,000	Total: \$365,100

The SEA will follow all procedures for procurement under 34 CFR 74.40-74.48 and part 80.36. This will be true for all procurements made on behalf of this grant.

9. **Total Direct Costs:**

Total indirect costs for the grant period are \$270,748:

Year 1: \$53,789

Year 2: \$54,240

Year 3: \$54,240

Year 4: \$54,240

Year 5: \$54,240.

10. **Indirect Cost Rate: 3.90%**

11. **Training Stipends**

Not applicable

12. **Total Costs:** \$150,000,000 (five-year grant period)