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 # S371C110035
Grants.gov Tracking#: GRANT10865196

Closing Date: MAY 09, 2011

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

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

Application for Federal Assistance SF-424

Version 02

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

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

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received: 05/09/2011

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Arizona Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN): 86-6004791

* c. Organizational DUNS: 8047460970000

d. Address:

* Street1: 1535 West Jefferson Street

Street2:

* City: Phoenix

County:

* State: AZ: Arizona

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 85007

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

* First Name: Kathryn

Middle Name:

* Last Name: Hrabluk

Suffix:

Title: Associate Superintendent,School Effectiveness

Organizational Affiliation:

* Telephone Number: 602-364-1985

Fax Number:

* Email: Kathryn.Hrabluk@azed.gov

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

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Striving Readers

*** 12. Funding Opportunity Number:**

ED-GRANTS-031011-002

* Title:

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

13. Competition Identification Number:

84-371C2011-1

Title:

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

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

Arizona SRCL Grant

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

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

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: AZ/all

* b. Program/Project: AZ/all

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 08/01/2011

* b. End Date: 09/30/2016

18. Estimated Funding ($):

* a. Federal	30,000,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	30,000,000.00

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

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

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

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

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

☐ Yes ☒ No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	
* First Name:	John
Middle Name:	
* Last Name:	Stollar
Suffix:	
* Title:	Chief of Programs and Policy
* Telephone Number:	602-542-5441
Fax Number:	
* Email:	John.Stollar@azed.gov
* Signature of Authorized Representative:	Peter Laing
* Date Signed:	05/09/2011

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

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Arizona 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	$ 542,035	$ 555,586	$ 569,475	$ 583,712	$ 598,305	$ 2,849,113
2. Fringe Benefits	$ 195,133	$ 202,789	$ 210,706	$ 218,892	$ 227,356	$ 1,054,876
3. Travel	$ 54,070	$ 47,864	$ 46,116	$ 43,865	$ 38,399	$ 230,314
4. Equipment	$ 14,820	$ 14,820	$ 7,410	$ 3,705	$ 0	$ 40,755
5. Supplies	$ 57,870	$ 47,870	$ 47,870	$ 47,870	$ 45,370	$ 246,850
6. Contractual	$ 300,848	$ 289,840	$ 281,056	$ 273,667	$ 267,970	$ 1,413,381
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 28,665,408	$ 28,669,953	$ 28,663,941	$ 28,653,390	$ 28,646,454	$ 143,299,146
9. Total Direct Costs (lines 1-8)	$ 29,830,184	$ 29,828,722	$ 29,826,574	$ 29,825,101	$ 29,823,854	$ 149,134,435
10. Indirect Costs*	$ 169,816	$ 171,278	$ 173,426	$ 174,899	$ 176,146	$ 865,565
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? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 1/1/2011 To: 7/30/2011 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[X] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Arizona Department of Education

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Peter Laing	Chief of Programs and Policy
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Arizona Department of Education	05/09/2011

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

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

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

4. Name and Address of Reporting Entity:

☒ Prime ☐ SubAwardee

** Name* Tamara Darnall

** Street 1* 800 Governors Drive *Street 2*

** City* Pierre *State* SD: South Dakota *Zip* 57501

Congressional District, if known: 00

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:** Tamara Darnall

***Name:** *Prefix* ** First Name* Tamara *Middle Name* L

** Last Name* Darnall *Suffix*

Title: Director Office of Finance and Management **Telephone No.:** 605-773-6231 **Date:** 05/09/2011

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to**: U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

RESPONSE TO SECTION 427 OF GEPA.pdf | Add Attachment | Delete Attachment | View Attachment

RESPONSE TO SECTION 427 OF GEPA

Section 427 of the General Education Provisions Act (GEPA) requires a description of the steps that will be taken to ensure equitable access to, and participation in, federally assisted programs for students, teachers and other program beneficiaries. To ensure equitable participation and access project resources, the following considerations will be made:

- When requested, the Arizona Department of Education will produce dissemination materials (e.g., direct mailings, e-mails, on-line announcements) in both English and Spanish. Other considerations will be made to ensure the document is readily accessible to traditionally underrepresented groups.
- The project staff will coordinate the process of cooperation and collaboration between and among the project participants to ensure equitable access and participation of recipients of the project funds.
- The project staff will conduct accessibility assessments of their programs' physical and instructional environments.
- The project staff will eliminate physical and learning barriers in the educational settings and provide reasonable accommodations to those being served.
- The project staff will carefully consider issues of cultural diversity and sensitivity by reviewing instructional elements of the program. Careful attention to topics covered in the program will be considered based on how participants might respond, react, or perceive information being presented.
- Training on cultural, gender, race, and national origin will be provided to all personnel associated with this project.

The Arizona Department of Education shall maintain non-discriminatory learning environments to ensure that participants are not excluded from participation in, denied the benefits of or otherwise subjected to discrimination in any program or activity of the district on the basis of race, color, ethnicity, religion, gender, disability or national origin. The right of any student to attend and participate in school activities will be limited only when the welfare of others may be threatened. When students act irresponsibly they will be held accountable so as to preserve an appropriate educational setting for others. These provisions are supported in the proposal as well as in the Department's policies and rules supporting diversity.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	Arizona Department of Education
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	
* First Name:	John
Middle Name:	
* Last Name:	Stollar
Suffix:	
* Title:	Chief of Programs and Policy
* SIGNATURE:	Peter Laing
* DATE:	05/09/2011

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

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

Address:

* Street1: 1535 West Jefferson Street
Street2:
* City: Phoenix
County:
* State: AZ: Arizona
* Zip Code: 85007
* Country: USA: UNITED STATES

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

602-364-1985

Email Address:

Kathryn.Hrabluk@azed.gov

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:

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Project Narrative

Abstract Narrative

Attachment 1:
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Arizona SRCL Grant – Project Abstract

First and foremost, we must recognize that we are a literacy-driven society. In the simplest of terms, across the span of our history, we have sought to understand each other, and in return, be understood. Through the act of listening and speaking in conversation, to the more independent interaction of reading and writing, we learn, think and respond to each other. The 21st century, though, has changed the breadth and scope of our communication, bringing a unique sense of urgency to the need for deep, rich language development. In these rapid-changing, fast paced, sometimes chaotic times, it is critically important that citizens in our communities have high level literacy skills that allow them to fully participate in the world around them. It is the responsibility of most of us to ensure that the children and youth in our state develop the necessary literacy skills to allow them to contribute as adults and have fulfilling, productive lives. Effective human communication has always propelled change forward at the personal, community, and world levels.

The Arizona State Literacy Plan creates a cohesive, seamless roadmap for all stakeholders that clearly and articulately outlines the stages of literacy development from birth through grade twelve. In addition, the Plan provides guidance on the support that is required at all stages of growth, to ensure learning is maximized. Arizona's Plan transitions logically from a literacy framework to an articulated, comprehensive action plan that defines performance measures and specific outcomes. The intended outcome of the Plan is that Arizona's high school graduates will have developed a deep well of specific skills, content knowledge, and expertise that clearly demonstrates a fluid integration of oral language and literacy skills. Proficiency in listening, speaking, reading, and writing across the content areas will ensure our graduates are well prepared for the 21st century. With this State Plan in place, and fully supported by the

Superintendent of Public Instruction, Arizona is poised and ready to commit its collective energy and expertise to this effort. The additional resources of the Striving Readers Comprehensive Literary grant will greatly enhance our moving forward quickly to implement the State Literacy Action Plan. With SRCL funding, Arizona expects to be in a position to fund approximately forty sites, impacting 1,040 educators 6,600 students, and 15,000 parents and community members across the birth through grade 12 spectrum.

The primary objective is to ensure that all young children and students have full access to effective, engaging language and literacy instruction throughout the learning continuum, from birth through grade twelve. A second key objective is to increase the knowledge and expertise of educators so they clearly understand how language and literacy are acquired, they accumulate a deep well of effective teaching strategies and are able to successfully in teach critical literacy skills to all students in their care. These objectives will be accomplished with a carefully constructed three prong approach: high quality professional development, expert technical assistance at the local level in implementing the SRCL model, and site based job embedded coaching. Particular attention will be given to significantly improving learning outcomes for all students, especially those who are most vulnerable to academic challenges. The AZ RTI framework is an integral part of the State Literacy Plan, and is clearly reflected in Arizona's SRCL model. To ensure instruction is truly timely and responsive, SRCL grant sites will be immersed in the ongoing process of analyzing student achievement data to determine instructional next steps. SRCL sites will integrate purposeful educational technology strategies to engage 21st century learners, extend their learning, and provide the opportunity for individualized programs. Educational technology will also support educators in administrating, compiling, and analyzing student achievement data on an ongoing basis.

Project Narrative

Project Narrative

Attachment 1:
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Arizona SRCL Grant *- Arizona Department of Education*

Striving Readers Comprehensive Literacy Grant – CFDA#84.371C

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(a) Quality of State-Level Activities

1. *How the SEA will carry out required State-level activities aligned to literacy plan*

Arizona's State Literacy Plan: Responding to the US Department of Education Striving Readers Comprehensive Literacy (SRCL) Formula grant, Arizona formed a State Literacy Team to begin the important work of creating the Arizona State Literacy Plan. The Arizona State Literacy Plan (AZ SLP) was submitted to the USDOE on February 28, 2011. The State Literacy Team continues to meet regularly to refine and update the Plan – thereby ensuring current research and best practice guide literacy instruction in Arizona. Arizona has significant components in place to support literacy development. The state has successfully implemented a substantial Reading First grant and Early Reading First grant. There is legislation supporting an Early Childhood agency (Arizona First Things First), effective K-3 reading instruction, and high stakes literacy assessments for high school graduation. Arizona's Reading Endorsement has been made more rigorous to ensure students' instruction from well prepared, highly qualified reading teachers. However, the challenge remains in scaling up existing pockets of best practices beyond specific grants or projects. The State Literacy Plan now provides a guiding, unifying voice for Arizona families, educators, and community members to ensure literacy for all of Arizona's children. Arizona's SRCL grant provides the opportunity to both operationalize and evaluate the new State Literacy Plan. Therefore, all components of Arizona's SRCL grant align fully with, and have been designed using, the State Literacy Plan as the foundation and framework.

Alignment of Funds: ***Please refer to section*** **(e) Adequacy of Resources, subsection 3.**

Public Dissemination of the Subgrant Application Process and Review

The Arizona Department of Education (ADE) will make publicly available, through the department's website, all information concerning the SRCL subgrant application and review

process. Included within this information will be the rubric and procedures used to review and judge all subgrant applications to ensure that proposed plans demonstrate alignment with state standards and the evidence base for LEA proposed curricula and materials. Details regarding the SRCL subgrant application process may be found within the **Quality of the State Subgrant Competition** section.

Arizona's SRCL Models for Birth–Grade 12 Comprehensive and Coherent Language and Literacy Programs: The following describes, in detail, the models for comprehensive and coherent language and literacy programs for both the Birth to Five and K-12 continuum that all SRCL subgrantees will be required to implement (based on the grade or age span for which they apply for support). All components of each model fully align with Arizona's State Literacy Plan and represent the implementation component of the Plan.

Components of the Birth to 5 and K-12 Models

Summer Learning Institute: Prior to the beginning of a school year, all teachers of children Birth to Five (including ECE Special Education teachers, Head Start Education Specialists, Quality First Coaches, ECE Mentors, preschool directors and in some cases elementary principals), along with K-12 teachers, teachers of English and Special Education teachers will take part in the Arizona State Literacy Plan Learning Institute sponsored by the ADE, which is committed to bringing what we know from research to be best practice into our classrooms. Summer learning institute topics will include, but are not limited to the following: Literacy enriched Birth to Five learning environments; How students acquire pre-literacy and literacy skills (Listening, speaking, reading and writing); How students develop oral and academic language (literacy in the content areas); How assessment informs instruction; Why some students struggle with the acquisition of literacy, and what to *do* when students struggle; and,

Implementing effective, evidence based *best practice* in literacy instruction. Each of these strands of Professional Development (PD) continues throughout the school year via ADE's *Just in Time* webinars, and are facilitated (and differentiated) by literacy coaches assigned to each early childhood program or school. Ongoing PD targets the identified needs of staff and students at pre-school and grade K-12 levels. State K-12 and Early Childhood Literacy Specialists provide an additional layer of support in implementing a comprehensive and effective literacy program through targeted, monthly, face to face PD and coaching for teachers and leaders. Summer Learning Institutes will be held for teachers, directors and/or principals and leaders working with preschool children, Coaches and Teacher Leaders, and for Principals.

Early Childhood Education and K-12 Needs Assessment: All Early Childhood Education (ECE), and all schools, must complete a *needs assessment,* as provided in the State Literacy Plan. In these assessments, schools closely examine and analyze early childhood environments, student achievement data, complete teacher knowledge surveys (regarding literacy assessment and instruction) and examine the systems in place for full implementation of the State literacy plan by completing the *Planning and Evaluation Tool for an Effective School wide Literacy Program* - to include: Assessment, Instruction and Intervention, Leadership, Communication, and PD. Following classroom observations of literacy instruction, the State Literacy Specialist, using the school's data, works with the school's literacy leadership team to facilitate the development of the implementation plan unique to the school and students' needs.

Literacy Leadership Teams (LLT): The Literacy Leadership Team develops a school wide literacy plan that includes mission and vision statements, priority needs, action steps and PD. The team manages and coordinates the site Literacy Plan and is responsible for the school wide implementation of the plan. The team clarifies and maintains the vision and goals for student

achievement, keeping a watchful eye on student achievement data and on the quality and effectiveness of literacy instruction. **ECE:** Early Childhood teachers, directors and/or principals, the site based literacy coach and additional collaborative partners are represented on this team. **K-12:** One teacher from each grade level or grade span, (or content area at the MS/HS level), special education teachers, teachers of English language learners, Title I, the school interventionist, site based literacy coach, assessment coordinator, and principal (or a combination of representatives). Members of these teams meet monthly, at a minimum. Data, as the voice of the child/student, is the focus. Helping colleagues understand data (individual student data, class data, grade level, school data and observational data) and communicating how data informs practice are responsibilities of the leadership team. They design, monitor progress of the literacy intervention plan, and make appropriate adjustments for each preschool classroom and program, and grade level. The LLT uses data to inform *next steps* for implementation of their literacy plan. The LLT sets school goals and establishes site PD plans. The team establishes feedback loops so that school communication is comprehensive and multi-layered. The team continually assesses the degree of implementation of the literacy plan and school goals, and makes adjustments as needed, based on an analysis of qualitative and quantitative data.

Leadership and Instruction: ECE Leadership in the form of a preschool director and/or elementary principal, as well as the established literacy leadership team members will be identified to provide direction and hold monthly LLT meetings. K-12 school principals, as well as establishing a literacy leadership team, chair, provide direction and hold monthly LLT meetings. **Leaders** (ECE: preschool director and/or elementary principal; K-12: principals) attend or monitor at least one grade level (or ECE program) meeting per month at which literacy is discussed. Leaders ensure data are collected and entered into the data management system in a

timely manner and lead grade level discussions in the analysis of data to design and monitor instruction. Leaders and members of the Literacy Leadership Team demonstrate knowledge and understanding of evidence based literacy research, literacy instruction and content literacy strategies. They understand the purpose and specifics of core reading and writing programs, adolescent literacy, supplemental, and intervention programs and effective interventions, and serve as a guide to the staff to effectively implement these programs and interventions. Leaders understand direct, explicit, systematic reading and writing instruction that is aligned with evidence based literacy research and evidence based literacy instruction. The Leadership Team and Leaders understand and interpret assessment data to inform instructional decisions and flexible student grouping. They use data to monitor student progress and instructional effectiveness, and they communicate and collaborate with teachers about alignment between classroom assessment, instruction and intervention. Classroom observations are conducted routinely by literacy coaches, principals, district leadership, and State Literacy Specialists during the literacy block or content area instruction to ensure evidence based instruction is implemented with fidelity and sustained over time. Leaders provide constructive feedback to all teachers at least once a month based on literacy observation requirements and/or walk-through observations, the goals of the school plan, and student data, for the purpose of improving instruction. The feedback may be provided to individual teachers as well as teams of teachers. Data is displayed and analyzed for trends to help in planning for the PD needs of the staff. Based on teacher needs, the Leader will provide support, assistance or intervention. Collaborative lesson planning, modeling, and co-teaching will occur with the support of the school literacy coach.

Preschool Programs and Local Education Agencies (LEAs): Implementation of the State Literacy plan requires ECE leadership. It is the expectation of ADE that early childhood

programs coordinate and align with the Arizona Early Learning Standards and connect with the local education agency within their boundaries. It is also the expectation of ADE that LEAs coordinate and align district-wide literacy activities with the state literacy plan and with the SRCL Model. The State Literacy Plan's K-12 section includes detailed information regarding components of effective literacy instruction, examples of research-based effective instructional strategies, information on text complexity, motivation, classroom organization and management, transitions, and language development. District coordinated activities are based on the *needs* of teachers and students as indicated in the review of comprehensive data. Quality Early Childhood programs and LEAs require the participation of teachers, leverage resources to support school implementation of the literacy plan, and provide technical assistance as needed. Early Childhood programs and LEAs regularly monitor, track impact and support the implementation process. As part of the SRCL grant, a district literacy coordinator will be required.

Literacy Coaches (Early Childhood and K-12): Each early childhood program and each SRCL school will have a literacy coach to build teacher capacity in the use of effective literacy instruction by providing ongoing coaching. In Middle and High Schools, coaching occurs during the language arts and content area classes. The coach assists with the implementation of the core literacy and/or the school's comprehensive literacy program, the school's literacy plan, effective content literacy strategies, provides PD, regularly observes teachers and provides feedback and modeling. Literacy coaches assist the assessment teams in administering, scoring, sharing, analyzing and using data for instructional decisions. The literacy coach assists in the identification and implementation of literacy interventions. Literacy coaches play a crucial role as agents of change, bringing *best practice* to classroom instruction. The SRCL grant will require a literacy coach in each project school.

Quality Instruction for Young Learners and K-12: Arizona's State Literacy plan prescribes that all early childhood (ECE) programs must: adopt a research based core curriculum; have in place Teaching Strategies Gold as an assessment to identify at-risk learners/inform instruction, and utilize the summative assessment that will be chosen; implement the Arizona Early Learning Standards using effective instructional strategies for young learners such as play based learning; and develop a kindergarten transition plan that builds a collaborative relationship with the local education agency. For K-12, Arizona's leadership in PARCC (*Partnership for Assessment of Readiness for College and Careers*) allows the state to be part of the initial testing and evaluation that will occur for the Common Core Standards which Arizona has adopted as our 2010 English Language Arts Standards. This allows us to be prepared for the state's implementation of the new ELA assessment in 2014. Regular regional trainings will occur for administrators and teachers to learn the components of the new standards and to build proficiency at assessing their curriculum alignment. Arizona has several pieces of legislation designed to help build state literacy. ARS §15-704 requires: All schools screen all K-3rd grade students and use diagnostic and motivational assessments to plan appropriate and effective instruction; Schools do curriculum evaluations and provide teacher training; Time for explicit reading instruction and independent reading time; Third grade students who do not meet standards must be provided intensive reading instruction; and, Districts must do a review of their reading curriculum if more than 20% of the students do not meet standards. In addition, the Arizona legislature passed HB 2732, which provides that third graders who fall far below state reading standards shall be retained and shall be provided intervention and remedial strategies. Also, English language learners who are not proficient in English, as determined by Arizona's English Language Literacy Assessment (AZELLA), are provided 4 hours per day of specific instruction in reading,

writing, speaking and listening. Classes are based on Arizona English Language Proficiency Standards. All Arizona teachers must pass courses, or PD, in Structured English Immersion (SEI) and be skilled in coordinating the state ELA standards with the English Language Proficiency Standards. Quality *first* instruction for young learners and elementary and adolescents learners, Tier 1 instruction, is explicit and systematic. Learning objectives are communicated to students along with expectations of high levels of student engagement. Explicit modeling and explaining by the teacher, guided practice, specific feedback, checks for understanding and independent practice and application are routine in literacy instruction leading to skill mastery. Flexible groupings and differentiated instruction are used to meet the needs of all diverse learners. Effective instruction includes collaboration and planning with colleagues. Weekly ECE program, grade level or team meetings (Professional/Learning Communities) or cross curricular team meetings at the Middle and High schools, are scheduled so that teachers have opportunities to engage in data discussions and collaborative lesson planning.

Implementation of Comprehensive Literacy and Core Programs: For ECE programs, the implementation of the core program as a tool for instruction is one of the first steps a school engages in examining, to ensure all components (including assessments) are utilized effectively and that student learning is measured appropriately. Pre-writing instruction is aligned with pre-reading instruction. Oral Language development, both informal and academic language, is a standard component of the literacy lesson. For K-12, a comprehensive core literacy core program is one that incorporates all of the effective elements of literacy instruction and is evidence based. In elementary programs it incorporates phonemic awareness, phonics, vocabulary, comprehension, fluency, language, grammar and writing. Following Arizona's 2010 English Language Arts Standards (AZ ELA - Common Core), teachers include the reading of simple to

increasingly more complex literature and informational text, along with essential foundational reading, writing, speaking listening, and language arts skills. Classrooms are rich with language and text. For middle and upper grades, comprehensive literacy instruction within a core program includes the intentional use of increasingly complex text with instruction that emphasizes comparison, analysis, synthesis and evaluation. The essential goal in upper grade literary instruction is to build deep comprehension skills that prepare students for complex text at college and work levels. Writing instruction will incorporate three specific types: argument, informational and narrative with a particular emphasis on developing strong skills in creating logical, reasoned arguments. Essential instruction connecting reading and writing instruction will include the structure, grammar, and conventions of English to ensure students have a strong foundation to both understand and be understood. Within content areas, effective instruction includes literacy strategies (reading, writing, speaking and listening) which allow students to be successful with a variety of content specific texts with increasing complexity. Both language (informal and academic,) along with writing instruction (spelling and grammar) is aligned with reading instruction. At the secondary level, comprehensive literacy instruction in content areas includes instruction in domain-specific vocabulary, text format and structure, the distinct criteria and methods for judging the quality of arguments and information, and rhetorical context that influences the content and style of the particular content area text (AZ ELA). Content-area teachers routinely require students to use writing as a tool for determining central ideas, drawing conclusions, and supporting analyses (CCR History/Science) and to write drafts and final compositions in content areas to demonstrate their grasp of concepts (domain-specific vocabulary), their content knowledge, and their ever improving compositional skills. Complete descriptions can be found in both the Arizona 2010 ELA Standards and the AZ SLP documents.

At the Middle and High school levels, intervention classes also include elements of phonemic awareness, phonics, vocabulary, comprehension, fluency, language, grammar and writing based upon diagnosed student need. LEAs ensure core and comprehensive literacy programs are implemented with fidelity and that PD for teachers on the effective use of the core, and observations with feedback are provided throughout the year.

Quality Early Childhood and K-12 Classroom Environment: All ECE programs and classrooms in elementary schools are arranged to provide space for learning centers, small group work, individual and partner work as well as whole group instruction. Each participating ECE program will reflect high quality, literacy enriched environments as outlined in the Early Language and Literacy Classroom Observation (ELLCO) tool. A variety of engaging reading materials, both fiction and nonfiction are available and classrooms incorporate elements (posters, signs, word walls) that support and/or are incorporated in instruction. Teachers prominently display current student work, exemplary models, and concept maps for students to reference. ECE program teachers will also engage in meaningful, turn-taking conversations with students. All classrooms in Middle and High schools are encouraged to provide space for small group work, individual and partner work as well as whole group instruction. School libraries provide a variety of engaging reading materials, both fiction and nonfiction and are available to support instruction.

Assessment Data and Systems: A data coordinator sets up and manages a system for administering, scoring, reporting, sharing and analyzing assessment, including universal screenings. Responsibilities of the data coordinator include training and support for teachers in the administration of assessments and interpretation of data for instructional planning. The coordinator supports the LLT in creating long and short term ECE program or school wide

literacy goals based on benchmark and progress monitoring data. Students who have been identified as 'at-risk' receive diagnostic assessments which are used for grouping and planning instruction. The data system is used to monitor student progress and effectiveness of instruction. Teachers use assessment data to determine flexible/differentiated groups and deliver differentiated instruction as needed. This data is also used to monitor the effectiveness of instruction and to make changes in instruction to ensure students successfully reach their individual goals. Teachers discuss literacy assessment data twice a month at grade level meetings or cross curricular team meetings in order to monitor progress toward benchmark and individual student goals. The State Literacy Plan provides further explanations and information on Assessment and Data based decision making. ***ECE Summative Assessment:*** The Comprehensive Literacy Plan requires sub grantees to demonstrate significant gains in oral language skills for three to five year old children. A single pre/post assessment tool will be chosen through a formalized procurement process during the initial planning year of the comprehensive grant. Oral Language is a key to the success of Arizona's youngest children. The State Literacy Plan recognizes that oral language development is the foundation for reading, writing, and spelling. According to the National Institute for Literacy, oral language is the "engine of learning and thinking" (Learning to Talk and Listen, NIFL, 2009). Oral language development includes skills that allow children to communicate, understand the meaning of a large number of words and concepts, obtain new information and express their own ideas. Programs implementing the plan funded by the Comprehensive Literacy Grant will be implementing the pals™ Pre-K (Phonological Awareness Literacy Screening) tool as supplement to the on-going progress monitoring tool. ***ECE Formative Assessment:*** In 2010 the State Board of Education approved a new on-going progress monitoring assessment tool to be utilized by

ECE programs birth through kindergarten. This assessment tool, Teaching Strategies Gold, is a comprehensive tool meant to look at the whole child including specific elements of literacy that will be directly addressed and documented. This form of assessment will be utilized to identify needs of individual students and groups of student to influence classroom instruction and interventions.

Intervention / AZ RTI Framework: The **AZ RTI Framework** ensures **all** children and youth are served appropriately, including both children and youth who have mastered the material ahead of their peers and children and youth struggling with the material. The Arizona Response to Intervention (AZ RTI Framework) process is a multi-tiered approach to providing services and interventions to all learners at increasing levels of intensity. This process can be used for making decisions about all learners, creating a well-integrated and seamless system of instruction that is guided by student outcome data**.** This framework is further referenced and outlined in Arizona's State Literacy Plan. The foundation of this model is the data that drives the evaluation of system-wide effectiveness. It provides a school wide system of increasing support to differentiate instruction with the support based on student needs and progress. Its primary goal is to maximize learning for all students. **The AZ RTI framework** includes three tiers of differentiated instruction, increasing in intensity: **Tier 1** represents universal strong effective first instruction for all students at the appropriate age/grade level. Small group differentiated instruction is embedded in this tier. **Tier 2**, targeted intervention provides time in addition to Tier 1 to support students who are at risk and, who require more practice, further instruction and increased time on task. This tier is also utilized for students ahead of their peers, by providing learning that extends, deepens and broadens lesson objectives and outcomes. **Tier 3**, intensive intervention is designed for students who are significantly below or above age/grade level expectations. For

students who are below, intensive instruction focuses on closing essential learning gaps expeditiously; for students who are significantly ahead, instruction focuses on cross content multi-layered problem solving and deep understanding. The AZ RTI framework uses assessments both *for learning* (formative) and *of learning* (summative). In an AZ RTI balanced comprehensive assessment system, there are four types of assessment: Outcome, Screening, Diagnostic, and Progress monitoring, as mentioned in the section on SRCL Coherent Assessment system. At the site and individual student level, the problem-solving process serves as the overarching structure that drives assessment and intervention activities. Problem solving lies at the heart of RTI, and going beyond fulfilling procedural requirements and checklists to doing what it takes to resolve students' learning problems, accelerate the learning, and/or provide enrichment. Intervention is therefore based on ongoing data, and its purpose is to provide effective direct and explicit instruction with increased intensity to accelerate learning, including, closing the achievement gap where needed. Intervention is provided in addition to the regular 90 minute block of literacy instruction and is provided in small flexible groups (3-5 students). Tier II intervention, a thirty minute block, occurs outside of the initial 90 minute block. Tier III is an additional 30 minutes per day for those students who are not making adequate progress in Tier II or require more intensive enrichment instruction. Tier III intervention is delivered by trained personnel to groups of 3 or fewer for struggling students. Groups can be slightly larger for enrichment instruction. The supplemental or intervention materials used for the individual students or groups are based on the students' needs and are used as an extension of the core literacy program. Each SRCL grant school will be required to have (at least) one interventionist, which for ECE programs can be filled in combination with a literacy coach position.

Intervention / AZ RTI at the Middle and High School Levels: In a comprehensive adolescent

literacy program, students can receive *additional* literacy strategies (interventions) through their content area classrooms and/or in a specific intervention class. Intervention is based on ongoing data, and its purpose is to provide effective direct and explicit instruction with increased intensity to accelerate learning and close the achievement gap. Within *all* classrooms, the teacher provides both instructional routines and content literacy strategies. Tier II intervention is provided in addition to the regular schedule in small flexible groups (3-5 students) for at-risk students and those requiring additional enrichment. Tier III is a minimum additional 30 minutes per day for those students who are not making adequate progress in Tier II or require more intensive enrichment instruction. Tier III intervention is delivered by trained personnel (Interventionists) to groups of 3 or fewer students. Groups can be slightly larger for enrichment instruction. The supplemental or intervention materials used for the individual students or groups are based on the students' needs and are intensive, explicit and systematic. Each SRCL grant school will be required to have (at least) one interventionist who has reading endorsement and the necessary PD for implementing the intervention materials.

System of Support: ***ADE Preschool Literacy and K-12 Literacy*** ADE will provide quarterly PD for leadership in two strands, one for Principals (or, for ECE, preschool directors and/or elementary principals) and one for Site Based Coaches and Teacher Leaders. State Literacy Specialists will follow up and follow through with these trainings during their monthly school visits. Please see the included differentiated PD plans for more specific information. ***State Literacy Specialists for Early Childhood and K-12*** A State Literacy Specialist's role is to provide content expertise in literacy (or, for ECE, pre-literacy) instruction, as needed, to assist schools in meeting the goals of Arizona's State Literacy Plan. The State Literacy Specialist supports and assists, for K-12: LEAs, ECE administrators, principals, site based literacy coaches

and teachers, and for ECE: early childhood programs, preschool directors and/or principals, site based literacy coaches and teachers, in the implementation of the plan with a focus on enhancing the level of expertise of literacy teachers through the application of evidence based strategies in literacy instruction. Support and assistance includes PD, lesson observation, coaching, technical assistance and progress monitoring. Early Childhood and K-12 State Literacy Specialists coordinates this work with the ADE and visits SRCL schools monthly.

Parent Engagement in Education - Academic Parent-Teacher Teams (APTT): Arizona's models for comprehensive and coherent language and literacy programs also will incorporate the **Academic Parent Teacher Teams (APTT)** model, first developed and successfully implemented in an Arizona school district. Research evidence substantiates the effective utilization of the model in Arizona schools. Moreover, the extension of APTT to other similar Arizona schools is warranted. In addition The APTT Model has been recognized by the US Department of Education as an innovative model for parent-teacher partnerships as a strong component of a school turnaround strategy (see appendices for additional detailed information). SRCL program grantees will be expected to implement Academic Parent-Teacher Teams.

Description of the APTT Model: APTT is a student-centered, research-based model focused on increasing student achievement by improving the quality and quantity of parent-teacher communication and interaction. The goal of the model is to build parents' capacity to be engaged, knowledgeable members of the academic team by providing explicit, individual and whole-class student progress data, establishing attainment goals for each child based on data, modeling ways for parents to practice academic skills with their children, providing appropriate practice materials for parents and students to utilize at home, and building a supportive social network in the classroom community. **Objectives of the APTT Model:** Create more effective

home-school connections; Accelerate student learning by increasing the quality and quantity of parent-teacher communication and interaction; Implement a student-centered parent engagement model that is focused on coaching parents to become engaged, knowledgeable members of the academic team; Establish high academic expectation agreements between teachers and parents to optimize student learning; and, Create a purposeful, systemic, and sustainable model for parent engagement. APTT addresses four major constructs that are central to parental involvement: (a) parents' role construction of their beliefs about what they were supposed to do with respect to children's education, (b) parents' sense of efficacy for helping their children to succeed in school, (c) parents' perception of invitations, demands, and opportunities for involvement, and (d) teachers as coaches and leaders of the classroom as a learning community

Professional Development to Support SRCL Models: Early Childhood (ECE) & K-12

ADE and national leading experts in transformational projects will provide intensive, in-depth and differentiated PD. **ECE:** Teachers of Birth to Five, K-12 teachers, ECE special education teachers, Head Start Education Specialists, literacy coaches, *Quality First* coaches, ECE Mentors, paraprofessionals, other ECE staff. **K-12:** Teachers, special education teachers, English language teachers, literacy coaches, paraprofessionals, other school staff. **ECE & K-12**: Specialized instructional support personnel, district and school leadership, and state literacy specialists. Arizona will further utilize those experts who have participated in extensive training in Arizona including Reid Lyon, Jo Robinson, Kevin Feldman, Anita Archer, Louisa Moats, Carol Tolman, Nancy Hennessy, Joanne Allain, George Batsche, the US DOE's Southwest Comprehensive Center, WestEd Regional Lab, and enlist Steve Graham and Don Deschler.

The following two strands will be included:

Improving Learning Outcomes
Developing content knowledge in Language and Literacy (Pre-Literacy for ECE) Development (including listening, speaking, reading and writing) based on scientific research and aligned with the Arizona 2010 English Language Arts Standards (or Arizona Early Learning Standards for ECE) and the AZ SLP. This training will be mandatory for all SRCL sites. Through the PD, ECE stakeholders will learn the content and strategies necessary to implement effective evidence based instruction in oral language development, pre-reading and pre-writing and how to implement differentiated instruction through three tiers using assessment and data analysis. K-12 stakeholders will learn: the content and strategies necessary to implement effective evidence based instruction in language; reading and writing to support the implementation of the AZ ELA standards (common core); how to implement differentiated instruction through the three tiers of the AZ RTI framework; using assessment systems and data analysis. Content for all stakeholders will include how literacy develops from the cognitive, neurological, linguistic and cultural perspectives, delivering effective evidenced based literacy instruction, implementing comprehensive literacy assessment systems and effective interventions and will include literacy in the content areas. This PD will be tailored to address issues specific to at risk students (English language learners, special education and disadvantaged students). PD will use delivery systems proven to be most effective in impacting change at the classroom level, including job embedded coaching. PD will be face to face, through on-line modules and webinars. Time will be built in between sessions for application of material presented in the PD. Teachers will be able to use their own classrooms as laboratories providing them with opportunities to apply, practice, reflect and refine what they have learned with collaboration from peers and the assistance of a site-based literacy coach and a State Literacy Specialist. This will support teachers in integrating content knowledge, assessment and data analysis and effective instruction and planning into everyday practice so that it becomes sustainable. Periodic assessment of stages of implementation (monthly reports by State Literacy Specialist) and of change in practice (using checklists and observation tools) will be completed. Data from monthly reports, checklists and observation tools, classroom observations, grade level team meetings and planning sessions, as well as tracking of student performance, will be analyzed and used to further design PD and to monitor student learning. This data will inform district and school leaders, grade levels and teachers for planning the next steps of implementation. PD will be differentiated based on needs assessments.
Leadership Strand
Differentiated PD for ECE will be provided for the literacy coach, preschool director and/or elementary principal, early childhood leaders and selected teacher leaders. Differentiated PD for K-12 will be provided for the literacy coach, principal, district leaders and selected teacher leaders. Content literacy instruction will be part of this PD and will also include: How to be a change agent, transformational leadership; Implementing Comprehensive Literacy Reform (Implementing RTI Systems); Defining the Coaching Role; Conducting classroom observations and feedback, instructional leadership; and, Progress monitoring for program implementation and student learning.

State Literacy Specialists PD

<table>
<tr><th colspan="2">Early Childhood Education State Literacy Specialists
Differentiated PD will include Leadership content plus content in effective pre-literacy instruction and a Trainer of Trainers model. PD will include:</th></tr>
<tr><td>• 2010 Arizona ELA Standards (common core)
• The Arizona Early Learning Standards for Language and Literacy;
• The Following Components: Rich vocabulary development; Expressive language skills; Receptive language skills; Comprehension; Content literacy; Phonological awareness; Print awareness; Alphabet knowledge; Book knowledge;
• Emergent writing skills;
• Positive dispositions toward language and literacy-related activities;</td><td>• Dramatic Play;
• Effective Instructional Strategies and Developmentally Appropriate Practices for Young Learners;
• RTI (ADE Response to Intervention training);
• Assessment and Using Data to Improve Instruction; and,
• Next Steps (Small Group Instruction).</td></tr>
<tr><th colspan="2">K-12 State Literacy Specialists
Differentiated PD will include Leadership content plus content in effective literacy instruction and a Trainer of Trainers model. PD will include:</th></tr>
<tr><td>• 2010 AZ ELA Standards (common core)
• AZ ELP Standards (English Language Proficiency)
• Language Essentials for Teachers of Reading and Spelling (LETRS Modules 1-12)
Module 1: The Challenge of Learning to Read; Module 2: The Speech Sounds of English Phonetics, Phonology and Phonemic Awareness; Module 3: Spellography for Teachers: How English Spelling Works; Module 4: The Mighty Word: Building Vocabulary and Oral Language; Module 5: Getting Up to Speed: Developing Fluency; Module 6: Digging for Meaning: Teaching Text Comprehension; Module 7: Teaching Phonics, Word Study and the Alphabetic Principle; Module 8: Assessment for Prevention and Early Intervention (K-3); Module 9: Teaching Beginning Spelling and Writing; Module 10: Reading Big Words: Syllabication and Advanced Decoding; Module 11: Writing: A Road to Reading Comprehension; Module 12: Using Assessment to Guide Instruction Grade 3 to Adult</td><td>• Teaching English Learners: A Supplemental LETRS Module for Instructional Leaders;
• Foundations (LETRS);
• Para Reading (A training for paraprofessionals;
• RTI (ADE Response to Intervention training);
• Assessment and Using Data to Improve Instruction;
• Next Steps (Small Group Instruction);
• Adolescent Literacy;
• Effective Instruction Strategies in Literacy; and,
• Effective Instruction Strategies in Literacy for the Content Areas.</td></tr>
</table>

All stakeholders will receive Professional Development in:

Enabling more Data Based Decision Making Intensive, in-depth PD will be provided on how to set up data systems, how to collect, analyze and use high quality and timely data to improve instructional practices, policies, and student outcomes. This training will be mandatory for all Striving Reader recipient schools and others responsible for support and implementation. Content for PD will include:
• Developing Assessment Systems, Alignment of Assessment systems to State Standards • Selecting, using and interpreting valid and reliable screening, diagnostic, progressing-monitoring and outcome measures • Use of Teaching Strategies Gold (ECE) • Systematic use of assessment data to inform: o Instruction; Interventions; PD; and, Continuous program improvement. • Appropriate accommodations to ensure all students are reliably and accurately assessed; • How to set up tiered systems for Intervention (RTI); and, • How to implement interventions (differentiated instruction) for both struggling and excelling students including lesson design for small group instruction and matching materials to instructional level

Please see Appendix: Early Childhood and K-12 Detailed PD Charts (Content and Audience)

Effective Use of Technology: The Birth to Five action plan for the comprehensive grant will utilize technology in a number of ways. First, Arizona will be implementing the on-line version of the Teaching Strategies Gold assessment. Implementing this technology will bring with it a new era of ECE. The technology allows for ECE educators to input varied forms of evidence that support children's learning as well as allow for immediate feedback about groups of students and the individual needs of students. Varied reporting opportunities will identify areas of strength and opportunities for intervention. Summative reports will allow for effective use of student data. The Early Childhood Program at Arizona is a significant contributor to the system of ECE. They offer a rich website of literacy activities and resources that can be utilized by children and their families, and are a significant presence in Arizona's efforts to educate families and communities about the need for early literacy development in the early years.

Another major role that PBS supports Early Childhood Literacy is through their significant PD opportunities. SRCL programs will be required to purchase technology that will support the effective and efficient collection of evidence to support on-going progress monitoring for early learners. Transformation projects will also be required to purchase and utilize iPad technology to support and motivate students in learning pre-literacy skills using the Arizona Technology Standards for preschool. As part of the planning year, the ADE will conduct a search for technology applications and games that support early literacy development skills as identified in the plan. Screen time limits are of chief concern for ECE educators, physicians and families. Appropriate screen time limits are established and outlined in the Program Guidelines for High Quality Early Care and Education Birth through Kindergarten and will be implemented as part of the SRCL Grant.

Comprehensive and Coherent Assessment System: Arizona's State Literacy Plan (and SRCL grant) requires a comprehensive and coherent assessment system which is aligned to AZ 2010 English Language Arts standards and state assessments. The assessments, which must be valid and reliable, include: **Outcome** – AIMS Reading and Writing – Arizona's State Assessment (yearly); **Interim/benchmark/standards based** (quarterly); **Universal screener, progress monitoring literacy skills** (entry date, bi-weekly/monthly); and, **Specific diagnostic measures** (as necessary). To ensure all children and youth, including disadvantaged students, are reliably and accurately assessed, necessary appropriate accommodations are required. Assessment data must be used to inform instruction, interventions, and PD therefore; a system must be in place to collect, analyze and plan with it. An assessment/data coordinator is required to manage the assessment program and provide training and support for teachers in the administration of assessments and interpretation of data. Grade levels/ teams and literacy leadership teams will use

the data regularly (weekly, monthly) to plan instruction, plan PD and monitor student achievement and intervention systems.

Monitoring SRCL Program Implementation and Outcomes: ADE will take an active role in monitoring for quality program implementation and on-going student achievement outcomes.

Year 1 of the SRCL grant implementation (2012-13), the following monitoring strategies will be utilized:
Monthly, using Arizona's Grants Management System the SEA will ensure that subgrantees remain fiscally responsible by ensuring that all expenditures are legitimate and allowable within the SRCL program.
ADE will regularly review the State Literacy Specialists **monthly reports** along with student data to determine the additional, targeted PD needs for specific sites and the technical assistance.
The SEA will conduct, **quarterly**, comprehensive full day site visits to designated sites, along with collecting and analyzing each LEA/ECE provider's student data.
Bi-annually, as the school year begins, and once again as it winds down, the ADE will determine the degree of quality implementation by completing the Implementation Checklist at each SRCL site. In addition, data from the teacher knowledge survey will analyzed along with student achievement data.
Annually, the SEA will determine the effectiveness of the SRCL program by reviewing student achievement results, the sites Annual Performance Report (APR) submitted to the SEA and the results of the teacher knowledge survey.
During the summer of 2013, mid way through the SRCL grant implementation, ADE will provide targeted, intentional PD to school leadership teams, coaches and teachers based on the feedback from the State Literacy Specialists and the trend data.
A note regarding SLS's monthly reports: State Literacy Specialists will be assigned specific subgrant sites and will visit these sites monthly, for several days at a time to provide technical assistance that is targeted to the specific needs of that site. SLSs will also submit a standardized monthly report on the quality and degree of the local SRCL program implementation.
Year 2 of the SRCL grant implementation (2012-13), all of Year 1 monitoring strategies will be utilized and in addition there will be a specific focus on struggling grant sites:
For the subset of SRCL grant sites that are not making adequate progress, intensive targeted technical assistance will be provided **monthly** by the State Literacy Specialist along with an ADE specialist. These visits, called intensive turnaround site visits, will be a full day with demonstrations, observations and feedback to staff and site leadership.

Outline of an Intensive turnaround site visit: The beginning of a technical assistance visit starts with an early morning site leadership team meeting. This is an opportunity for the school to share their most recent data, successes, improvements and own analysis about challenges yet to be addressed. Following this discussion, the ADE team and site leadership complete classroom

observations in all classrooms. The entire observation team uses the same, standardized observation protocol to ensure data trends can be compared across teams and classrooms. Trend data is analyzed mid-day from the classroom observations and connected to information shared at the morning leadership team meeting. Actions steps are established with the school leadership team which may include differentiated site PD plans that vary from whole group to very small groups of educators, coordinated with the assigned State Literacy Specialist. The team then meets with the staff and explains the trends and the next steps. The following month the morning leadership team meeting includes a reporting out about the status of the action steps identified from the previous months intensive turnaround site visit.

2. *The SEA's goals for improving student literacy outcomes:* Clear and Credible Path

In order to monitor the LEA's academic growth and programmatic implementation of this grant, the ADE has designed the following system to collect and analyze timely, relevant data. In order to choose common assessments at each phase, an RFP process for pre-K to 12 grade literacy assessments will be conducted. ADE carefully considered Arizona's Reading First project outcome trend data in determining the improvement goals for the SRCL program. The Arizona Reading First project averaged 4% overall growth each year. Therefore, the ADE has set a goal of **5% growth per year** with an **overall 10% growth at the end of two years** for the SRCL sites. This rigorous goal would more than meet the State Superintendent of Public Instruction's goal of 10% improvement by 2015 for the state.

The following data will be utilized to track on-going effectiveness of the SRCL program:

Before Implementation	
Programmatic Baseline Data	**Academic assessments**
Pre-K through grade 3- Early Language and Literacy Classroom Observation (ELLCO) Implementation Checklists Self-Assessments	State wide summative assessment- AIMS (state assessment system) Standards Based- (e.g. Galileo, NWEA) Skills based-(e.g. DIBELS, AIMSWEB)

Teacher and Parent Knowledge Surveys	
During the Implementation Year	
Programmatic Data	**Academic Data**
Monthly Reports prepared by State Literacy Specialists	Interim Skills based-Progress monitoring/formative data
After the Conclusion of the Implementation Year	
Programmatic Data	**Academic Data**
Implementation Checklists Pre-K through grade 3- Early Language and Literacy Classroom Observation (ELLCO) Teacher and Parent Knowledge Surveys	State wide summative assessment- AIMS Interim – final benchmark Skill based – final benchmark

3. ***How the SEA will provide technical assistance and support to SRCL subgrantees***

Technical Assistance and Support for SRCL Subgrantees: State Literacy Specialists (SLS)

State Literacy Specialists (SLS) will play a vital role in the implementation of Arizona's SRCL Grant, serving as the bridge/liaison between the Department of Education and the local schools, districts/early childhood agencies. Arizona has experience with this clear established link and technical assistance support model through the successful implementation of our earlier Reading First Grant. As a result of this and in light of research that supports regional and local educational assistance, a state cadre of literacy specialists is an integral part of Arizona's Educational Reform Plan. In addition to providing technical assistance, they will serve as local representatives of the ADE's State Literacy Plan, and will be a ready source of information, support, technical assistance and communication with both the ECE providers, local schools and the Department of Education. SLS are Master Teachers with extensive literacy training and expertise in classroom instruction, coaching, instructional research, and site-based leadership who have shared responsibility with other Team members for each SRCL site within their assigned geographic region to deliver PD, technical assistance and compliance monitoring regionally. Through intergovernmental agreements (IGAs), SLS will either be "on-loan" from their district/early childhood agency to the ADE for a period of 2 years, with an option for annual

extension subject to additional SRCL funding in subsequent years or hired directly by ADE for the duration of the grant. During the first year of the SRCL grant (2011-12), SLS will receive additional high-quality intensive training which will enhance their skills as "literacy trainers and coaches" while continuing to teach in the classroom or coach in their districts. They will have opportunities to apply strategies and training to their own classrooms and schools before transitioning to the full time SLS position. Additionally, each State Literacy Specialist is expected, starting in July, 2012 to fulfill summer assignments as presenters at SRCL Literacy Institutes sponsored by the ADE and held during the months of June, July and August each year. Extensive training will be provided to cadre members in language and literacy research and its implications for instruction; screening, diagnostic and ongoing progress monitoring assessments; specific strategies for special needs and at-risk populations; effective, rigorous evidence based instruction; Response To Intervention (RTI); and coaching. During the second and any subsequent years, (2012-13/2013-14) SLS will be assigned to Arizona's SCRL Program, providing regional and local site based teacher education in evidence-based instructional practices, technical assistance, training and support services to schools and communities in conjunction with each County School Superintendent's Office in their jurisdictions of responsibility. ADE's intention is to utilize the SRCL grant to build a statewide training cadre while greatly enhancing local capacity for service delivery and sustainability. Along with supporting SRCL sites, the SLS will provide high quality ongoing PD regionally to all Arizona LEA's and ECE centers consistent with the content provided to SRCL sites. SLS will visit sites monthly to provide on-going targeted PD, on-site classroom observations and feedback, and on-site mentoring and coaching for instruction and use of data, as well as work collaboratively with neighborhood schools, partnership library and other neighborhood providers to develop literacy.

SLSs will ensure that site progress, capacity building and PD target the unique school needs and are sustained. Web-based trainings will be provided to enhance the PD needs as determined by data. By visiting sites as coaches and mentors, SLS can provide a seamless transition of skills from training session to classroom with ongoing follow-up and immediate feedback for teachers, coach and principal. Additional resources, support, and targeted PD will be provided to the site, grade levels or individual staff members as necessary. Following initial baseline data collection (by the State Literacy and ADE Education Program Specialists) using the Implementation Checklist, monthly reports will be completed in collaboration with the school/agency leadership teams reflecting the stages of implementation and the school goals, and submitted to the ADE. After the two year loan period, or upon conclusion of the SRCL Grant, each State Literacy Specialist will return to their home district, subject to its employment policies and procedures, and can then serve as mentor, coach and ongoing trainer. Each will continue to serve as a trainer for the ADE in the summers and as a substitute for current state trainers as needed to ensure the continuous growth of Arizona's SRCL training cadre and build State PD capacity and sustainability. With current State AZREADS (Proposition 301) general fund appropriations, ADE will support three (3) State Literacy Specialists (e.g., Regional Coordinators) - with the goal of adding additional staff as funding permits. Through the SRCL Grant, the ADE can ensure six (6) additional State Literacy Specialists.

4. ***How SEA will evaluate the State's progress in improving achievement in literacy***

Arizona SRCL Grant Evaluation System: ADE researchers from the Research and Evaluation Unit will conduct the evaluation of the SRCL grant. The evaluation plan will use appropriate methods to evaluate the effectiveness of this program. ADE will devise and implement strategies for support by employing expert consultants and building capacity at each districts and schools

that will be awarded the grant. This will take place through PD for leaders and teachers, and emphasis on changing instruction and building support by all stakeholders at the school, district, and state levels. The underlying rationale is that change will only be adopted and sustained if there is supportive leadership, partnerships with parents, changes in instructions, and ultimately, changes in the site culture and the ways that all stakeholders think about teaching and learning. At the individual level, educators and parents will be provided with high quality PD and technical support that will lead to a change in participating educators' and parents' instructional practices for teaching literacy. In particular, the logic model states that educators and parents will learn and implement effective instruction focused on teaching effective oral language, phonemic awareness, phonics, fluency, vocabulary development, reading or listening comprehension and writing. The changes in classroom and family literacy practices, in turn, are hypothesized to lead to greater acquisition of knowledge and skills on the part of children and youth. The acquisition of knowledge and skills should be reflected in assessment of children's literacy progress, tests of mastery at the end of each grade level or developmental age span, and state level assessments of literacy proficiency. In addition, the State intends to help sites build capacity, support educators and families, and sustain progress over time. The effectiveness of each component of the model will be evaluated as part of the evaluation plan. **The evaluation is based on following questions:** **How effective** was Arizona's SRCL grant in increasing children or youth's knowledge and abilities related to oral language, phonemic awareness, phonics, fluency, vocabulary development, reading or listening comprehension and writing? **To what extent** are teachers incorporating literacy assessments into their classrooms and centers using the results of the assessments to change their instructional approaches and address students' learning needs? **How effective** was the PD approach in helping teachers or parents acquire knowledge and skills

about oral language, phonemic awareness, phonics, fluency, vocabulary development, reading or listening comprehension and writing, and transfer the knowledge and skills to their classroom, centers or homes? And, **How effective** is the system of support for districts, schools, centers or homes to help all key stakeholders to contribute to the improvement of children's or youth's literacy performance, and sustain improved performance over time? **Evaluation of Effectiveness in Producing Reading Proficiency:** To determine the overall effectiveness of Arizona's SRCL program in producing literacy proficiency, the evaluation team proposes to use a quasi-experimental design. This design was selected over the experimental design since it will be difficult, if not impossible; to randomly assign children to treatment and control conditions since the entire site that receives a grant will implement the Arizona's SRCL model. Therefore, it will be necessary to choose a control group for each site that is in another nearby site matched for demographic and achievement characteristics with each of the sites receiving the grant. Sites will be matched specifically on demographic characteristics such as students' genders, racial/ethnic backgrounds, socioeconomic statuses, English learner statuses, degree of student mobility, and percent of special education students. Sites will also be selected on the basis of similar scores on tests of language and literacy proficiency. The grantee and its matched site will be asked to administer a preapproved instrument. As stated in our state literacy plan, the state will go through an RFP process to select the instruments required. The instruments will be different based on the grade span. **Three tiers of assessments will be utilized to determine the impact of the implementation of the SRCL Grant on student achievement: Annual** end of year: State assessment - AIMS Readings and Writing grades 3 through high school and Summative Pre-K Oral Language Assessment – 4year olds; **Quarterly** standards based formative/interim/benchmark assessments; and, **Monthly** (at a minimum) universal screener,

progress monitoring and benchmark assessments. Reading comprehension will be measured by progress made on the Stanford 10 and AIMS, for grades 2 and above. Writing will be measured by progress made on AIMS for grades 3 through high school. In addition, preapproved instruments measuring standards based skills will be utilized along with preapproved instruments measuring essential literacy skills. Data from sites in the experimental and control sites will be collected and the sites will be compared using an analysis of variance design. Specifically, student performance on the third grade through high school AIMS reading and writing and Stanford 10, and the Pre-K, kindergarten, first, and second grade scores will be compared for every experimental and control school in matched pairs. In addition, growth patterns for both the experimental and control schools will be examined to see the degree to which children show growth in the aggregate compared to the 2010-2011 school year. This approach will use analysis of variance designs with repeated measures to determine growth and to determine differences between schools. Regression analysis will be performed to examine the predictive validity of independent measures and possible relations among variables. Data will be disaggregated by student demographic characteristics such as gender, race/ethnicity, socioeconomic status, English learner status, and special education status to determine differences between groups. Data will also be disaggregated by skill area such as oral language, phonemic awareness, phonics, fluency, vocabulary development, reading comprehension and writing to see effects in each of the areas. These data will be correlated with the survey data on use of various instructional strategies to see whether teacher practices correlate with effects that are measured. **Evaluation of Professional Development Approaches**: PD, according to the research, is effective when it is data-driven and research-based, when it follows standards for adult learning, when materials are well developed and designed, and when learning is acquired and transferred into the classroom, center or home.

The approach proposed to evaluate PD takes each of these factors into account. A sample of the PD sessions offered throughout the State at various points in time will be observed, and a pre/post survey will be administered to participants. The pretest will solicit demographic information from participants and will measure knowledge and skills that the participants already possess with regard to literacy instruction in the domains of oral language, phonemic awareness, phonics, vocabulary development, fluency, reading or listening comprehension or writing. Participants will also be asked to describe the use of various instructional strategies in their teaching, in terms of what strategies they use, how often, with what degree of perceived success, and under what conditions. They will also be asked a series of questions about what they do to assess learning, and what they do when a child or youth does not appear to be acquiring particular skill and knowledge. The post test will ask participants what they learned, how they intend to use what they learned, the likelihood of implementation, what they liked and disliked about the PD, ratings of the PD sessions using a Likert scale reflecting the standards for PD, ratings of materials using a Likert scale reflecting the benchmarks for quality, the types of support they would like and what they think they will receive as they implement the strategies they learned, and aspects of the training aligned with the standards such as clarity, their satisfaction with the depth and intensity, their ability to scaffold the knowledge, and so forth.

Emphasis will be placed on measuring acquisition of knowledge of a variety of instructional strategies known to be linked to child and youth proficiency in literacy. Measures of Transfer of Learning and Quality of Home (Infants/Toddlers), Center (3-5 year olds) and Classroom (K-12th grades) Practice: The most important measure of the effectiveness of the PD is the ability of the participants to transfer their knowledge into the classroom, center or home. This will be measured through a sample of observations conducted by the evaluators during the school year

using a structured and coded observation form with multiple rubrics, analysis of lesson plans or activities, and another survey administered to participants toward the end of the school year after they enrolled in the training. The classroom, center or home observers will script what they see, then code the observations according to a series of rubrics that examine what was taught, the fidelity of what was observed to what was taught in the PD sessions, the degree to which children and youth were on task, and the reactions of the children and youth to the instructional strategies. Rubrics will be developed to reflect a four-point scale for each of the aspects of the lessons or activities aligned with the best practice. Examples of the measures reflected in the rubric include the degree to which instruction is differentiated, ways in which adults are assessing children's and youth's knowledge and adjusting their instruction to address needs, pacing, percent on task, variety of instructional methods used, types of instructional conversations, amount of time spent in direct instruction, and so forth. The rubrics will be derived from the research on best instructional practice. In addition, observers will code the data using the PD training schema. This will allow the observers to rate how well adults are performing expected behaviors, delivering content, and following the scope and sequence suggested in the PD sessions that they attended. Classrooms, centers or homes will be visited four times a year. Sample lesson plans and activities will be collected four times per year and analyzed using the same rubrics. The lesson plans and activities that are collected will address some or all of the following: Oral language, phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension or writing. Each adult at grantee sites will be asked to submit a significant number of lessons in specific categories for analysis. Lesson plans or activities will be evaluated to see the degree to which they include instructional strategies aligned with the PD received (as reflected in the training assessment), degree to which they include

assessments, emphasis placed on various components of reading, particular strategies being used, and other variables as discussed previously. A third survey will be administered to all participants at the end of the school year to determine which practices they report being in place during the year, frequency of use, which were easiest and hardest to implement, support services that were received, and other related questions. The items that measure strategy use will be the same as in the pre-PD survey so that change over time can be assessed. The goal for 4 and 5 year olds is to improve oral language skills at a rate of 5% each year within the funded ECE centers. The goal for grades 3 – HS is to improve the percent meeting and exceeding on AIMS reading and writing by 5% each year in the schools where this is implemented. Our goal is to achieve this in all subgroups including, ELL disadvantaged and students with disabilities. Annually, at the end of each school year, the SEA will carefully analyze academic and programmatic data for the purpose of determining the effectiveness of the PD and technical assistance plan. Decisions regarding the following year's support plan will be based on the findings from the data analysis. Support will be targeted, differentiated, and intentional as needed at the local, regional and state level.

5. *How the SEA will disseminate information on project outcomes*

Information on the SRCL grant will be disseminated in a myriad of face to face, print, and electronic mediums. The ADE website will host the webpage for the State Literacy Team and the State Literacy Plan. This webpage will be associated with the K-12 Literacy web pages and will be open access, requiring no username or password. Additionally, the ADE will share information on the SRCL grant at seminars, during webinars, and at conferences. Local and regional papers around Arizona will help share information with families and the community. Newspaper articles and advertisements, in addition to Facebook posts, will assist the ADE in

alerting all stakeholders, including educators, parents, community, and philanthropic partners, of public presentations and trainings. The members of the State Literacy Team, our Advisory Committee, will be regularly updated on the SRCL grant at quarterly meetings. Because the SRCL grant encompasses birth through grade 12 literacy learners across Arizona, annual reports will be presented to the State Board of Education and Legislative Education Committees in both the Arizona Senate and House.

(b) <u>Quality of the State Subgrant Competition</u> 1. *The SEA's subgrant process*

<u>SUBGRANT APPLICATION</u>

Submission of Final Applications: LEAs and ECE providers that have successfully completed a Pre-Application for the SRCL Grant will be invited to submit a Final Application to compete for SRCL funding. While components of the Pre-Application process address systems and practices the LEA/ECE provider presently has in place, the Final Application targets the specific requirements of the SRCL grant. This final round of application will provide the ADE with additional detailed information regarding LEA/ECE provider plans in incorporating their standing work in literacy instruction with the rigorous expectations of the SRCL program. Only the highest quality applications will be considered for funding. ADE is committed to ensuring that the implementation of the SRCL grant is successful and that LEA and ECE providers are well positioned to sustain their academic achievement gains. The ADE has developed eligibility and selection criteria that distinguish among applicants based on the need to improve literacy achievement and the research-base and quality of the programs they propose to implement.

Technical Assistance: The ADE will provide technical assistance in a variety of mediums to accommodate the eligible LEAs and ECE providers across the state. Information regarding the goals, objectives and requirements of the Striving Reader's Comprehensive Literacy Grant will be posted on ADE's website for easy access. A series of webinars will be sponsored by ADE to

inform, guide and answer questions from applicants specific to this final competitive round. In addition to web based assistance, ADE will host face-to-face workshops in the northern, central and southern regions of the state. ADE will also ensure that SRCL non-regulatory guidance and other resources available from the US DOE will be readily available to Arizona LEAs and ECE providers throughout all of our training options. **SRCL Project Duration, Reporting and Monitoring:** SCRL subgrants will be awarded for up to two years with the possibility of an extension dependent upon the receipt of federal funding. Each successful LEA and ECE provider will submit a yearly application that establishes a budget for the year. Annual project reports will be required for each LEA and ECE provider prior to approval for subsequent year's funding. LEA and ECE provider sites that fail to implement activities as approved in the original application and/or do not comply with reporting and implementation requirements from ADE may be denied continuation funds. **Public Dissemination of the Subgrant Application Process and Review:** The ADE will make publicly available, through the department's website, all information concerning the SRCL subgrant application and review process. Included within this information will be the rubric and procedures used to review and judge all subgrant applications to ensure that proposed plans demonstrate alignment with state standards and the evidence base for LEA proposed curricula and materials.

Components of the Arizona's SRCL Subgrant Application
Selection of sites to be served: The LEA/ECE provider or consortium may write a proposal to serve more than one of its eligible sites. Such proposals must demonstrate that the LEA/ECE provider has the capacity to oversee multiple sites and that 100% commitment to participate by staff is firm.
a. Describe the process the LEA/ECE provider will use to identify schools or ECE centers to be served and the criteria used by the LEA/ECE provider in their selection.
Instructional Literacy Assessments/Accountability: The LEA/ECE provider describes the screening, diagnostic, progress monitoring, interim benchmark and outcomes assessments that the schools will use including the validity and reliability of these assessments.

a. Describe the assessment system to be used that will measure student literacy progress. Describe how the assessment system aligns with the state accountability system. b. Describe how the selection and use of rigorous screening, diagnostic, and progress monitoring assessments that are valid and reliable will be used to make instructional decisions. c. Describe how data generated from a comprehensive assessment system will be used to maintain a tiered instructional system (RTI) that addresses the learning needs of all students. d. Describe how assessment data will be utilized to further support the specific learning needs of students learning English as a second language and students receiving special education services. e. Describe how student progress in literacy will be communicated to staff, parents and community members on a regular basis.
Literacy Programs and Instructional Strategies: The LEA/ECE provider will implement an instructional literacy program that is evidence based addresses the requirements of the SRCL grant and aligns with the Arizona Academic Standards or the Arizona Early Learning Standards.
a. Describe the selection process for SRCL instructional programs and the rationale for this selection. b. Describe the implementation plan for a comprehensive tiered instructional program that is evidence based and is designed to meet the needs of all students. c. Describe how this literacy program aligns with the Arizona English Language Arts Standards, the Arizona Early Learning Standards, and the English Language Proficiency standards and will prepare students to meet the requirements for Kindergarten Readiness, AIMS and college and career expectations. d. Describe the intentional integration of educational technology using universal design for learning that will increase student engagement and achievement or increase teacher effectiveness.
Instructional Materials: The LEA/ECE provider describes how the instructional materials aligned to evidence based research will be used for its intended audience and purpose.
a. Describe the selection process for instructional materials for the SRCL program including supplemental and intervention materials that are evidence based and are integrated and coordinated with the comprehensive literacy program. b. Describe the implementation plan for the instructional materials and the process for determining the effectiveness of the instructional delivery.
Professional Development: The LEA/ECE provider will provide and participate in ongoing PD.
a. Describe the PD opportunities currently in place for literacy teachers including special education and ELL teachers. b. Describe the implementation plan for PD as specified within the SRCL grant program that will provide adequate time and incentive for teachers to extend their professional growth and practice what they are learning. Describe how the LEA/ECE provider will ensure full participation in designated PD activities. c. Describe the provisions the LEA/ECE provider will make to maintain an adequate number of coaches and mentors at each site who can provide effective feedback as instructional strategies are put in place. Describe the number and expertise of LEA/ECE

provider administrators who can provide support and assistance to sites in the implementation of PD.

d. Describe how LEA/ECE provider will coordinate ADE sponsored SRCL PD with locally sponsored training.
e. Describe how the LEA/ ECE provider will identify and provide targeted PD for teachers who need additional assistance and support.
f. Describe how the LEA/ECE provider will support and provide technical assistance to sites and staff receiving SRCL funds and how this support will be coordinated with ADE activities.

Evaluation and Reporting: The LEA/ECE provider describes the methods it will use to assess the effectiveness of the SRCL activities at the sites it supports. The LEA/ECE provider must present the method by which data will be collected and analyzed to identify and solve problems along with sharing and maintaining successes.

a. Describe the evaluation procedures the LEA/ECE provider will use to document the effectiveness of local SRCL activities.
b. Describe the LEA/ECE provider plan to make decisions related to their SRCL program based on evaluation data including intervention plans for sites that are struggling.

Access to Reading Material: The LEA/ECE provider will provide students access to reading materials.

a. Describe how the LEA/ECE provider and each targeted site will promote reading and library programs that provide access to engaging, relevant reading materials.

Partnerships: The LEA/ECE provider will establish literacy partnerships

a. Describe how each LEA/ECE provider will establish effective Academic Parent Teacher Teams to further support student's literacy achievement.
b. Describe how each LEA/ECE provider will establish partnerships with other community programs such as family literacy and community members to help raise student achievement.

Process Chart for Awarding AZ SRCL Subgrants

Phase 1: Planning September 2011- May 2012

The ADE will establish a knowledge base across the State and build its own capacity in this phase. Information about the State Literacy Plan, Arizona's current literacy legislation, federal and state polices impacting literacy instruction, the new ELA standards, the state's reading initiative AZREADS, and SCRL grant will be disseminated in a cohesive integrated manner. All stakeholders will have ready access to this information on the ADE website, through webinars and face-to-face regional workshops. Guidelines to select and develop assessments, literacy programs and complete curriculum reviews will be developed by ADE and publicly shared. The Pre-Application and the Final Application documents will be finalized along with the coinciding rubrics. The State will also begin a rigorous training schedule for members of the State Literacy Specialists cadre in the fall of 2011. Regional Pre-Application workshops will be held during this phase for all eligible LEAs and ECE providers. Along with initial informational sessions, the ADE will provide Pre-Application workshops that explain the specific SRCL grant requirements thoroughly. Roll-out information regarding Arizona's State Literacy Plan will significantly dovetail with the dissemination of SRCL grant information. The State Literacy Plan spans the language learning continuum birth through grade twelve and serves as the organizational umbrella for a myriad of

connecting components. Developed by a diverse team of knowledgeable stakeholders, it outlines in clear understandable terms the process of language and literacy development across these age spans and sets the ambitious goal of ensuring that all of Arizona's students graduate with strong, effective literacy skills that enable them to be truly positioned for college or career studies. The State Literacy Plan provides a comprehensive roadmap for language and literacy development that encapsulates a framework, essentials components for learning and an action plan that fully supports legislation, student achievement goals and key partnerships between families, schools and communities. Arizona's SRCL plan **IS** the State Literacy Plan's action plan component.

RFP Process for Comprehensive and Coherent Assessment Systems: In February 2011, the Arizona K-3 Reading Assessment Task Force included in their recommendations, the need to release a new Request for Proposal for valid and reliable reading assessment systems. Following this mandate, ADE will extend the process through elementary (K-8) and high school for literacy assessment systems that meet the criteria for Arizona's State Literacy Plan and thus the SRCL program. A small expert subcommittee from our State Literacy Team will be convened in the summer of 2011 to establish specific criteria for literacy assessments in each age/grade span within the plan. ADE's procurement department will issue the RFP and submissions will be reviewed and scored with a standardized rubric by members of the state literacy team in the fall of 2011.

The requirements for the assessment systems include: Measures that serve more than one purpose (screening, diagnostic, progress monitoring); Measures that address essential components of literacy in an efficient, comprehensive system for use by classroom teachers; and, A data management system, allowing for efficient warehousing of data as well as easy access to disaggregated data at the classroom, school, district and state levels. Although similar in purpose and design, the assessment systems offer a range in price. Procuring these assessments through the state procurement process is a service provided to districts/schools and allows for reduced costs. This state procurement list is annually renewable. These assessments address those critical literacy skills recognized as being highly predictive of later literacy success. Although selection from the short list is the required minimum, sites may use additional assessments of literacy at the local level to obtain additional information regarding literacy development.

Phase II : Pre-Application November – December 2011

To clearly determine an LEA/ECE provider's capacity and willingness to implement SRCL funds for its intended purpose the ADE will require a pre-application. LEAs and ECE providers will be required to demonstrate how they meet the eligibility requirements. Applicants will submit a self-assessment of the current literacy program at each targeted site that describes the status of and the efforts to improve student achievement. In addition, they will need to do a comprehensive appraisal of the identified gaps that need to be addressed. LEAs and ECE providers judged to have sufficient capacity and commitment to comply with SRCL guidelines will be invited to respond to the Final SRCL subgrant application. The ADE will accept pre-applications from LEAs and ECE providers in December 2011. Recognizing the high interest in this grant opportunity, it is anticipated that approximately two-thirds of eligible organizations will apply. The Pre-Application provides an opportunity for LEA/ECE providers to explain their present system of literacy support and is designed to identify the LEAs and ECE providers that have the necessary capacity and commitment to implement a successful SRCL program. While Phase II will significantly narrow the eligible applicant pool, it is not meant to put undue burdens on applicants in this early phase. LEA/ECE providers will not be required to submit research, data, timelines, budgets

or other specific information to demonstrate how the subgrant requirements will be met at this point in time.
Phase III: Subgrant Award Process January-April 2012
Successful applicants will be invited to submit a full proposal in late February 2012. Notification of funding will be released in April 2012. The ADE will provide another round of technical assistance by hosting a series of webinars and regional face-to-face workshops for eligible applicants in January and February of 2012. ADE's website will also be updated with information, guidance documents and FAQs specific to this final application round. Topics to be covered will include: goals, objectives and requirements of the SRCL grant; components in the scope of work including sites to be served, instructional assessments, programs, materials and strategies; local leadership; PD, local evaluation, access to reading material and local technical assistance; budget requirements; assurances; scoring rubric; application review process and timelines. The ADE will continue to make available ongoing technical assistance to LEA/ECE providers throughout the application process. Communications will remain open and the ADE will do everything possible to assist LEAs and ECE providers in framing a high quality application. Reviewers of the SRCL final applications will be selected by a subcommittee of the Arizona State Literacy Team. Priority will be given to reviewers who demonstrate through their resume and professional performance, a deep knowledge of evidence based literacy research, effective instructional strategies and data based decision making. Membership on the review panel will reflect a diverse team of site-based educators, administrators, university faculty and ADE personnel. The review panel will apply the scoring rubric submitted in this application. While the finalized versions of the subgrant application and scoring rubric are not yet completed, the submitted rubric does provide insight into the criteria that will be used to assess SRCL subgrant applications.
Phase IV: Implementation May 2012-June 2014
In this phase sites will implement their SRCL plans. The ADE will provide high quality, rigorous and differentiated PD, purposeful support and utilization of the State Literacy Specialist cadre, bi-monthly site visits and monthly budget monitoring on our Grants Management System. LEAs and ECE providers will be immersed in the work of installing and implementing their comprehensive literacy plan that includes local job embedded PD, ongoing meaningful data analysis discussions that drive instructional decisions, and fully engaged educators and administrators actively participating on a daily basis in the effective implementation of literacy programs. The ADE's project wide evaluation plan will begin with baseline data to be collected in the summer of 2012 regarding teacher knowledge and current student achievement in literacy. Progress monitoring data will be tracked by both the ADE and the LEA/ECE provider throughout the school year 2012-13 and 2013-14. In the summer of 2013, and again in the summer of 2014, data on teacher knowledge will be gathered along with end of year student achievement data.

Competitive Preference Priority: Effective Use of Technology

Propose to Use Technology: The SRCL subgrant application process will require all LEA/ECE providers to describe, in detail, their plan to intentionally integrate specific educational technology solutions, using the principles of universal design for learning, that will

increase student engagement, literacy achievement and teacher effectiveness. Additional points may be earned by subgrant applications based on the quality and depth of their response to this requirement. **Evidence-Based Rationale for Proposed Use of Technology:** The use of technology in the classroom can level the playing field for learning. Technology is effective when it is in the hand of the student at the point in which the student needs it. The power of having access to computing when it is needed is a transformative model for learning. Project Tomorrow, a nonprofit organization dedicated to ensuring that today's students are well prepared to be tomorrow's innovators, leaders, and engaged citizens, has surveyed more than 2.2 million K-12 students, parents, teachers, librarians, principals, technology leaders and district administrators since 2003. Known as the *Speak Up* survey, Arizona has been one of the top 10 participating states for the past four years. Project Tomorrow has coined the phrase "free agent learner" to describe a learner that seeks online learning resources on their own or reaches out to others when they feel they need additional help or support. This new learner wants to use technology whenever and wherever it is needed. The 2010 *Speak Up* data reveals new trends about how students are leveraging technologies for learning: mobile learning, online and blended learning and e-textbooks. These can be categorized into the new 3E's of Education: ***Enabled, Engaged*** and ***Empowered. The summary of the 2010 trends are:*** **Trend 1:** Educational experiences that are enabled by mobile devices and applications provide a multitude of un-tethered opportunities for students to be more engaged in learning and extend the learning process beyond the classroom. **Trend 2:** Online and blended learning enables a greater personalization of the learning process and facilitates opportunities for students to collaborate with peers and experts, thus empowering a new sense of personal ownership of the learning process by the student. **Trend 3:** The use of e-textbooks and other digitally rich content engages

students by providing a real world context for the learning process and allowing learning to extend beyond the classroom walls. There has been a marked increase of smaller, wireless, less expensive computing devices (smart phones, touch tablets, wireless e-book readers, netbooks) in classrooms. Now, fewer desktop or full size laptops are being purchased. High quality, inexpensive applications are rapidly being created to support a variety of mobile devices and to help students in Tier 1, and in providing targeted intervention for Tier 2 learners. Mobile devices and applications are currently being used in Arizona to increase reading fluency of ELL students in an urban school district; improve science learning in Southern Arizona and to study the changes in a local river in Tombstone, Arizona. By August 2011, a yearlong study of how twelve high need districts have effectively implemented mobile, high access computing will be finalized and released. Successful strategies will become models for other schools in Arizona and their lessons learned with guide future implementations. Deployment of technology should focus on supporting strategies that will assist in accomplishing identified SRCL goals and support for Tier 1 and Tier 2 students. Training will be offered to subgrant applicants particularly focused on mobile solutions. Specific examples of mobile devices will be provided; frequently used and effective applications or software will be demonstrated and effective mobile implementations described. The ADE Educational Technology Unit will support sub-grantees in application workshops and during implementation. ***Please see appendix for an example of how a subgrant applicant would respond to the technology requirement.***

2, 3, & 4. ***The SEA's priority to serve high-poverty schools or populations; applications supported by the strongest available evidence*****; and** ***process to review and judge evidence base and state standards alignment*** Please see above **Subgrant Process**, and Appendix: ***Scoring Rubric for Arizona SRCL Subgrant Applications***

PR/Award # S371C110035

(c) Project Management 1. *Adequacy of the management plan*: Proposed AZ SRCL Management Plan / Timeline

Phase 1: Planning - ADE will establish a knowledge base across the state and build its own capacity in this phase.		
Activity	**Responsibility**	**Timeline**
RFP for pre-k to grade 12 literacy assessments	ADE	September - November 2011 **Milestone**
Guidelines for selecting literacy programs and curriculum reviews	ADE	September - November 2011
Creation of pre-application and final application documents	ADE	September - November 2011 **Milestone**
Interview and hire State Literacy Specialists	ADE	September 2011
Provide year-long PD for State Literacy Specialist cadre	ADE, Consultants	September 2011 – May 2012
Regional pre-application informational meetings	ADE	September - November 2011
Roll-out of Arizona State Literacy Plan	ADE, State Literacy team	September 2011 – May 2012 **Milestone**
Phase 2: Pre- Application - ADE will provide guidance for LEA's who are eligible to apply for the SRCL grant.		
Activity	**Responsibility**	**Timeline**
Regional pre-application technical assistance for components and requirements	ADE	November –December 2011
Applicants complete self assessments	LEAs and ECE providers	November – December 2011
Reviews pre-applications and determines eligibility	ADE	December 2011 **Milestone**
Phase 3: Subgrant Award Process - ADE will inform eligible applicants and provide technical assistance for the grant application		
Activity	**Responsibility**	**Timeline**
Notify eligible applicants	ADE	January 2012
On-going regional subgrant technical assistance for application requirements	ADE	January – February 2012
Due date for subgrant application	ADE	February 2012 **Milestone**
Select a review committee comprised of Arizona State Literacy team members	ADE	February 2012
Train review committee on the scoring rubric for subgrant application	ADE	February –March 2012
Review subgrant applications	ADE, State Literacy team	March - April 2012
Notify subgrant awardees	ADE	April 2012 **Milestone**
Phase 4: Implementation (Year 1) LEAs and ECE providers implement the SRCL plans and ADE will provide technical assistance		
Activity	**Responsibility**	**Timeline**
Installation and implementation of required SRCL components	LEAs and ECE providers	April 2012 – June 2014 **Milestone**
Collect baseline data on implementation, teacher knowledge	ADE	August -September 2012

and student achievement		
Provide PD for the site leadership (principals, coaches)	ADE, State Literacy Specialist	Summer 2012
Provide PD for the site teachers and interventionists on effective literacy instruction	ADE , State Literacy Specialist	Summer 2012
Monthly site visits (implementation checklist, monthly reports, PD, etc.)	State Literacy Specialist	August 2012 – June 2014
Bi-monthly site visits	ADE	September 2012 – June 2014
Monthly fiscal monitoring through the Grants Managements system	ADE	August 2012 – June 2014
Provide quarterly PD for leadership teams	ADE, State Literacy Specialists and consultants	August 2012 – June 2014
Monitoring student achievement data throughout the year	ADE, LEAs and ECE providers with State Literacy Specialist	August 2012 – June 2014
Collect end of year data on teacher knowledge and student achievement	ADE, State Literacy Specialist	May – June 2013
Complete Implementation Checklists and make recommendations for next steps	State Literacy Specialists	May – June 2013 **Milestone**
Complete Annual Progress Report	ADE, LEAs and ECE providers	May-June 2013 **Milestone**
Phase 4: Implementation (Year 2) LEAs and ECE providers implement the SRCL plans and ADE will provide technical assistance		
Activity	**Responsibility**	**Timeline**
Analyze collected data from the teacher knowledge survey, student achievement data and implementation checklist	ADE, State Literacy Specialists	Summer 2013 **Milestone**
Plan the PD and technical assistance based on the data analysis	ADE and State Literacy Specialists	Summer 2013
Create technical assistance teams for sites who are not making adequate progress towards the targeted goal	ADE	Summer 2013
Provide targeted support at the designated sites	ADE, State Literacy Specialists and consultants	August 2013 – June 2014 **Milestone**
Collect end of year data on teacher knowledge and student achievement	ADE, State Literacy Specialist	May – June 2014
Complete Implementation Checklists and make recommendations for next steps	State Literacy Specialists	May – June 2014 **Milestone**
Complete Annual Progress Report	ADE, LEAs and ECE providers	May - June 2014 **Milestone**

(d) **Project Management** **2.** ***The qualifications, including relevant training and experience, of key personnel***

Arizona's Striving Reader's Comprehensive Literacy (SRCL) Project will be administered by the following expert team of ADE personnel in the School Effectiveness Division:

Kathy Hrabluk, M. Ed., is Associate Superintendent of School Effectiveness and directs the work of the K-12 Literacy, ECE and School Improvement sections. She will be the **director of the SRCL program**. Her experience at the state level includes directing Arizona's Reading First grant, supervising the roll-out of the new ELA standards (common core) overseeing the implementation of the SIG grant and supporting the collaborative projects in the ECE section. She has significant training in effective literacy instruction, has provided PD and accumulated almost 25 years in education as a teacher, literacy coach, director of curriculum and state department director.

Bruce Groll, PhD is a **Finance Director** in the School Effectiveness Division. He will be responsible for the fiscal management plan for the SRCL program. Presently he is responsible for extensive, periodic oversight/monitoring of the fiscal obligations and expenditures incurred by the ADE (ADE) School Effectiveness Division in its operation of the many State and Federal education programs that make up this division. Duties include development of complex annual budget requests, federal grants management, training and support of professional staff, and review of and concurrence with budgetary submissions.

Joanie Judd, M. Ed., is a **Program Director** in the School Effectiveness Division. She will be responsible for coordinating the PD plan for State Literacy Specialists and SRCL grantees. Joanie has extensive experience in Arizona's Reading First program, the new ELA PD and in coordinating the development of online training. Expertise includes teacher, literacy coach, PD

provider, unit director, and member of ADE state cadre of trainers for literacy assessment systems, effective literacy instruction and reading delivery systems.

Mary Wennersten, M. Ed., is a **Program Specialist** responsible for coordinating and delivering PD focused on literacy and technical assistance to schools in Reading First, School Improvement, K-12 Literacy projects and AZRTI. She will be responsible for coordinating and monitoring the technical assistance provided to SRCL sites. Topics include leadership, communication, effective literacy instruction, explicit intervention, coaching and assessment for departments within ADE, districts and schools.

Bette Lovelace is a **Program Specialist** responsible for coordinating the development of the State Literacy Plan, providing PD for the English Language Arts Standards and supporting the implementation of AZRTI and the literacy delivery model defined in the State Literacy Plan. She will be responsible for coordinating the Subgrant application process to ensure an ongoing close alignment with SRCL grants and the AZ SLP, and for keeping the State Literacy Team informed of the SRCL and coordinating the public dissemination. Expertise includes literacy coach, State Reading Specialist with the Reading First program, PD provider and technical advisor to districts and schools implementing a systematic literacy delivery model.

3. ***How the SEA will ensure a diversity of perspectives in design and implementation***

Arizona's State Literacy Team is comprised of literacy experts with diverse perspectives. This core collaborative Team provides essential guidance and expertise in the areas of family literacy, kindergarten through grade 12 education, ECE, state and local early childhood and diverse learner agencies and community based organizations, Head Start, federal and state literacy policy, professional organizations, institutions of higher education, and state and school based libraries. State Literacy Team sub-committees have been formed, as needed, to bring in experts

with specialized knowledge, such as RTI, Family and Community Engagement, SPED, and ELL. Expert sub-committees will continue to be formed to guarantee that the ADE is making decisions that are evidence-based and relevant to the needs of Arizona learners. The core members of the State Literacy Team will form the **Advisory Team** for the SRCL grant, and will meet no less than quarterly and on an ongoing basis, as needed, throughout the term of the grant. The ADE will provide the Advisory Team with quarterly data and programmatic findings. This Team, with a diversity of perspectives in the design and implementation of this project, will provide feedback and guidance to the ADE regarding what is needed to ensure that all learners in the project, birth through grade 12, are meeting their maximum potential. As needed, and at the end of each school year, the core Advisory Team and the specialized sub-committee members will convene to analyze student achievement data and programmatic data to determine progress toward meeting project goals and outcomes, quality of implementation of project activities, and the decisions that need to be employed to reach our outcome goals.

(e) <u>Adequacy of Resources</u>

1. *How the SEA's budget is reasonable to objectives, design and significance*

Detailed budgets for Arizona's SRCL grant program (included as required attachments) clearly articulate the extent to which the costs described in the SEA's budget are not only reasonable in relation to the number of objectives, design, and potential significance of the proposed project, but also are of sufficient size and scope to implement the SRCL Grant with fidelity and with a very high likelihood of achieving the desired student outcomes. Arizona will have the means to significantly improve childhood literacy, ***birth through grade 12***, and ensure the acquisition of strong, effective literacy skills that enable students to be truly positioned for college studies and careers. Arizona's SRCL Plan for ensuring the adequacy of resource allocations and efficiency of

funds use includes focused and systematic research-based strategies for impacting significant instructional change in student learning and the development of LEAs' and ECE provider's capacity to sustain the momentum and successes of SRCL when the funding eventually ends. This includes an intense effort early in the grant to provide extensive, progressive PD in teaching and learning to teachers and administrators, including job-imbedded mentoring and coaching, interpretation and use of data to guide student instruction based on each individual's specific needs, Arizona Response to Intervention, and LEA/ECE provider, and site-based planning and program administration. This Plan also includes ensuring that each SRCL site has, at a minimum, a full-time cadre of highly qualified professionals that have proven most critical to successful implementation of prior Federal literacy initiatives in Arizona such as Reading First:

Literacy Coach is a master teacher of reading and writing who ***works directly and collaboratively with teachers and administrators*** to implement the State Literacy Plan. The focus of the coach is to develop a teacher centered system of support that facilitates the transfer of scientifically and evidence based literacy research into classroom practice. The goal of the coach is to build teacher capacity in the use of effective literacy instruction by providing ongoing coaching.

Interventionist is a master teacher of reading and writing who, as a part of Arizona Response to Intervention, ***works specifically with students*** who require intensive intervention. The focus of the interventionist is to develop a student centered system of intervention that effectively works to close the gap in literacy. The goal of the interventionist is to ensure that students return to grade level curriculum as soon as they are able.

Data/Assessment Coordinator manages the assessment program and provides training and support for teachers in the administration of assessments and interpretation of data for instructional planning as required by SRCL.

Family/Community Engagement Coordinator acts as a liaison between the SEA, LEA, schools, and ECE providers, and works directly and collaboratively with families, community members, teachers, and administrators to provide support for literacy instruction in high-needs communities to help them achieve the primary Literacy objective, which is all children reading and writing proficiently at grade level.

Arizona's SRCL initiative also includes funding for a cadre of regional ***State Literacy Specialists***, who are Master Teachers with extensive literacy training and expertise in classroom instruction, Arizona Response to Intervention, coaching, instructional research, and school-based administration who have shared responsibility with other Team members for each SRCL school within their assigned geographic region, to deliver PD, technical assistance and compliance monitoring regionally.

2. *Quality of the SEA's plan to ensure subgrant funds are allocated appropriately*

Arizona's plan to ensure that SRCL subgrant funds are allocated pursuant to the requirements of the grant are detailed in the attached required budget document, ***Plan for Assistance to LEAs and Community Providers***, wherein specific budget allocations and descriptions for use of funds by Federal Cost Category are shown for each of the three subgrant funding categories based on a first-year award to Arizona of $30 million. The Plan for Assistance equals $28.5 million, which is 95% of the total SEA award amount, and is summarized in the following table:

Striving Readers Comprehensive Literacy (SRCL) Program Plan Summary for Assistance to LEAs and Community Providers Total 95% of $30 Million = $28.5 Million
Pre-School *(Birth – Age Five)* 15% of $30 Million = $4.5 Million

Use of Funds: To support young children's early language and literacy development through developmentally appropriate, explicit, intentional, and systematic instruction, in language- and literacy-rich environments, that provides children with foundational skills and dispositions for literacy.
Elementary *(Kindergarten – Grade Five)* 40% of $30 Million=$12.0 Million
Use of Funds: To meet the grade-level language and literacy needs of disadvantaged elementary school students, through developmentally appropriate, explicit, intentional and systematic instruction, high-quality focused teacher PD and targeted technical assistance based on the specific needs of teachers and site-based leadership as evidenced by student data that systematically build upon the essential components of reading and literacy instruction emphasizing proven and effective research-based instructional practices.
Secondary *(Middle & High School–Grade 12)* 40% of $30 Million = $12.0 Million
Use of Funds: To meet the grade-level language and literacy needs of disadvantaged middle and high school students through intensive scaffolded student interventions, access to high-quality online resources and coursework, focused teacher PD and targeted technical assistance based on the specific needs of teachers and site-based leadership as evidenced by student data that systematically build upon the essential components of reading and literacy instruction emphasizing proven and effective research-based instructional practices.

Comprehensive pre-award technical assistance to potential qualifying subgrantees through regional workshops, including specific guidance in writing with completed "example budgets" and budget templates, and on-going by-request direct individual consultations with ADE budget and compliance staff will ensure that subgrantee SRCL applications are consistent with the State's SRCL Plan and the US DOE's quantitative and qualitative use of funds. Additionally, to ensure strict oversight and compliance with the Federal SRCL subgrant funds allocation criteria, the ADE budget and compliance staff will actively participate in the application review process and, upon award of the subgrants, will directly input the subgrants for each awardee as approved in the final applications into the ADE Grants Management System. Subsequent to the subgrant awards process, the ADE will conduct on-going programmatic and fiscal monitoring of each subgrant (Please refer to the attached required budget document: ***Arizona's SRCL Compliance Monitoring Plan*** for a detailed description).

3. *How the SEA will use the grant to leverage other State and Federal funds*

This year, Arizona received a Title I-E SCRL Grant for $150,000 to establish a State Literacy Team and develop a State Literacy Plan. As part of this charge, the ADE strategically recruited a cadre of twenty-seven (27) highly qualified program experts, from within the SEA and in LEAs and ECE providers representing multiple organizations encompassing the diversity of the State and programs, who serve on the State Literacy Team. The Team will provide guidance in aligning, leveraging and integrating the use of limited SRCL funds with other Federal, State and local funds, develop a coherent approach to statewide funding, and support LEAs and ECE providers in implementing effective literacy instruction for disadvantaged students pursuant to the AZ SLP. As an extension of the SRCL planning grant, the ADE has initiated a comprehensive planning effort to set internal-ADE funding priorities and external subgrant awards to LEAs. The State Literacy Team is meeting monthly to strategize and coordinate the development of budgets and position responsibilities within the ADE and other State agencies with the LEAs, and provide a forum for sustained dialogue focusing on the optimum use of Federal, State and local resources that support common objectives. In the Year 1, the State Literacy Team will meet at least quarterly to review progress monitoring data and initiate remedial action, as necessary, to effect continuous improvement, and develop a strategic plan to build LEA/ECE provider capacity for sustaining implementation of the essential elements of SRCL after the grant ends. As shown in the attached budget document, ***SRCL State Leadership Salary & Benefits Worksheet***, the State Literacy Team has been able to quantify ~$595,000 per year of ***direct*** personnel support of SRCL from other ADE Federal and State sources. SRCL strategic partners include:

Internal-ADE Program Area Strategic Partners						
K-12	Early	ELL	School	Special	CTE	Information

Literacy	Childhood	Program	Improvement	Populations		Technology
External Program Area Strategic Partners						
First Things First	Head Start	ASU/IDEAL	Helios Foundation	Piper Foundation	AZ State Library System	WestED

A key goal of the AZ SLP is to leverage other external program area resources, in order to maximize the impact of the SRCL grant and how it will support LEAs and, particularly, ECE providers by establishing significant partnerships for literacy development that will prevent the need for future remediation. ***The following chart includes details regarding these partnerships***:

First Things First - Arizona's Birth to Five State Agency. This organization has made a significant financial contribution to literacy development throughout the state. In 2011, twenty-one First Things First Regional Councils will invest $3.6 million dollars in Community-based Literacy, Center-based literacy, Reach Out and Read, and Native Language Enrichment programs. In 2012, an additional $4 million dollars will be used support these same literacy investments. First Things First also fully funds parenting kits for every baby born in a birthing hospital in Arizona. The parenting kit provides information for parents about how to support and develop oral language and literacy development, as well as giving that child their first book. Literacy programs supported by First Things First will adhere to the requirements of the AZ SLP. While the SRCL Grant will primarily target programs serving 3-5 year old children, efforts to leverage resources and integrate funds for Infant and Toddler programs will be addressed and supported by First Things First through targeted PD offered through SRCL and parental engagement projects. In addition, the Quality Improvement and Rating System (Quality First) will welcome the AZ SLP as a significant cornerstone for quality. Including Quality First Coaches in the PD plan will help assure sustainability of this endeavor.
The Helios Education Foundation and the Virginia G. Piper Charitable Trust are two philanthropic organizations that focus on literacy development in Early Childhood Birth to Five. Both of these organizations have embraced the AZ SLP as the basis for building a system of literacy development. Both philanthropic partners will fund programs that implement the AZ SLP.
Child's Play Theater, in Tempe Arizona, is another key partner in implementing the AZ SLP Birth to Five. This organization provides PD opportunities to preschool programs utilizing theater and dramatic play as a tool for teaching literacy in effective ways to engage young learners. Child's Play Theater is a committed partner to the work of supporting literacy development within families and through work with teachers of young children.
The Arizona State Library System is committed to the AZ SLP, and the development of pre-literacy skills within families of young children. The librarians within this system provide significant amounts of literacy programming for families of young children and parents. They will be participating in training to help them fully understand the AZ SLP so that they may be able to communicate this information to families as well as incorporate it into their ongoing programming.
PBS Channel 8 is a collaborative partner to implement a State Literacy Plan that establishes pre-literacy skills for children at an early age. The PBS Raising Readers Program developed a blend

of media, across many platforms, designed to help young children to learn to read through interactive games and parent education. PBS also provides significant PD opportunities for professionals and families developing the literacy foundation within young children. Their varied platforms reach Arizona's vast rural and Tribal communities.

4. ***How the SEA will award subgrants of sufficient size to support significant projects***

Arizona plans to expend a total of $4.5 million SRCL funds to support early language and literacy development through developmentally appropriate, explicit, intentional, and systematic instruction, in language- and literacy-rich environments, that provides high needs children birth through five with foundational skills and dispositions for literacy. The extent to which Arizona will award SRCL subgrants of sufficient size and scope to support projects that improve instruction for a significant number of students in high-need schools or early learning programs serving children ***birth through five*** that the SRCL subgrantee would serve is detailed in the sample Pre-School budget totaling $557,000 for ***Quality Beginnings Non-Profit Community Pre-School*** in the attached budget document, ***Exemplary Outcomes Unified School District***. The comprehensive budget is structured to facilitate direct age-appropriate literacy instruction for 50 high needs children (e.g., two classrooms of up to 25 high needs children each). Additional resources that strategically incorporate an extended population of high needs children birth-five and their families are included for PD, instructional technology and family and community engagement to: Implement teacher, student and family literacy strategies, programs and interventions; Conduct trainings and classes to facilitate literacy learning for adults/parents; Work collaboratively with neighborhood schools, partnership library and other ECE neighborhood providers to develop literacy and a love for reading throughout the community. Similar budgets of ≈$557,000 will fund a total of eight (8) Pre-School (birth–5 years) sites and directly support 400 pre-school children in high needs Arizona communities.

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1237-Indirect Cost Agreement for FY2011.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1238-Resumes.pdf**

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

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INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

Arizona Department of Education
1535 West Jefferson, Bin #28
Phoenix, AZ 85007

EIN: 86-6004791

DATE: DEC 10 2010

AGREEMENT NO. 2010-091
FILING REFERENCE: This replaces previous Agreement No. 2009-078 (A) dated June 21, 2010

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

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

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

	Effective Period				Coverage	
TYPE	From	To	Rate	Base	Location	Applicability
Fixed	07-01-09	06-30-10	13.5%	1/	All	All Programs
Fixed	07-01-10	06-30-11	15.3%	1/	All	All Programs

1/ Total direct costs less items of equipment, alterations, renovations, flow-through, and sub-award expenditures in excess of $25,000.

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

Capitalization Policy: Nonexpendable personal property items with acquisition cost of $5,000 or more are classified as Equipment. This also includes components of items that cost under $5,000 (e.g., printers for computers).

Section II – Particulars

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

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

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

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

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments, which affect this cost allocation plan, will be compensated for during the rate approval process of a subsequent year.

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Section III - Special Remarks

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

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

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

Section IV - Approvals

For the State Education Agency:

Arizona Department of Education
1535 West Jefferson, Bin #28
Phoenix, AZ 85007

Vicki G. Salazar
Signature

Name

Assoc. Supt. of Business & Finance
Title

Dec 14, 2010
Date

For the Federal Government:

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

John Masutti
Signature

for Mary Gougisha
Name

Director, Indirect Cost Group
Title

DEC 10 2010
Date

Nelda V. Barnes
Negotiator

(202) 245-8005
Telephone

Arizona SRCL Grant – Resumes

- **Kathy Hrabluk, M. Ed.:** *Associate Superintendent of School Effectiveness, ADE*

- **Bruce Groll, PhD**: *Finance Director in the School Effectiveness Division, ADE*

- **Joanie Judd, M.Ed**: *Program Director in the School Effectiveness Division, ADE*

- **Mary Wennersten, M.Ed:**. *Program Specialist responsible for coordinating and delivering PD focused on literacy and technical assistance to schools, ADE*

- **Bette Lovelace:** *Program Specialist responsible for coordinating the development of the State Literacy Plan, ADE*

Kathryn Jill Hrabluk M.Ed.

(b)(6)

Work: 602-364-1985

(b)(6)

Email: Kathryn.Hrabluk@azed.gov (work)

(b)(6) @cox.net (home)

EMPLOYMENT HISTORY:

3/08 – present - Associate Superintendent, School Effectiveness Division, Arizona Department of Education

As a member of the Superintendent's Executive Team, I am responsible for the School Effectiveness division. I provide leadership and supervision to four sections: District/School Improvement and Intervention, the K-12 Literacy, Early Childhood and Special Populations. I oversee a staff of approximately sixty, including three Deputy Associates and seven Directors. I am leading the agency's collaborative RTI team in developing and implementing a statewide model for response to intervention.

7/06 – present – Deputy Associate Superintendent K-12 Literacy, School Effectiveness Division, Arizona Department of Education

I am responsible for supervising, leading, and guiding Arizona's $138 million Reading First project, the state's $90 million federally funded 21st Century Community Learning Grant, and developing a system of support for literacy, instruction in grades kindergarten through grade 12. As a member of the leadership team in the School Effectiveness division, I work collaboratively with other team members to build a cohesive network of support to underperforming school sites across the state. I present information to a variety of audiences on topics that include literacy, standards, effective instruction, coaching and comprehensive reading systems. I supervise four Program Directors and and oversee fifteen program specialists and administrative staff.

12/05 – 5/06 – Adjunct instructor, Arizona State University West

I taught a graduate level education course on vocabulary instruction for kindergarten through third grade students. It was a distance learning class that originated at ASU West and incorporated seven off campus sites.

2/04 -7 /06 – Program Director Reading First Unit, School Effectiveness Division, Arizona Department of Education

I worked in Arizona's Reading First program, a $120 million federally funded project that focuses on effective reading instruction for at-risk K-3 students to ensure they read proficiently by third grade. I was responsible for coordinating the technical assistance our team provided the seventy two schools in the program. This included managing the team of state reading specialists assigned to RF schools, coordinating intensive technical assistance plans for specific school sites, and working

collaboratively with consulting partners. I was a member of the training team that provided ongoing professional development in effective reading instruction to RF teachers, site coaches and principals. These responsibilities included creating and revising trainings, coordinating the necessary planning, and presenting the material. I also supervised three program specialists on our ADE RF team, coordinated assignments, provided support, and oversaw the work they did within the project.

10/02 – 2/04- Education Program Specialist, Reading First Unit, School Effectiveness Division, Arizona Department of Education

I was a member of the original team that was formed to support Reading First grantees as they implemented their RF reading program. My responsibilities included coordinating a review of core publisher reading programs, training teachers in effective instructional practices, working collaboratively with the State Reading Specialist cadre, visiting school sites to provide feedback on their implementation and creating training materials on a variety of topics related to reading instruction. I also provided training on the new articulated reading standard at various points across the state.

6/01- 10/02 - Assistant Director of the Curriculum and Professional Development Department in the Kyrene School District

My responsibilities included maintaining updated curriculum for our K-8 school district, revising standing curriculum, and training staff on any adopted district curriculum. I was responsible for reading, writing, social studies and health curriculum. I worked with new teachers developing their expertise through observing and coaching in their classrooms, along with teaching classes on best practices and instructional strategies. I facilitated teacher committees for tradebook adoptions, National Board Certification members, health, literacy projects, and our demonstration master teachers. I was a trainer of trainers for 6 Trait Writing, and also taught classes in balanced literacy kindergarten to 5th grade, teacher as leader, Sitton spelling, and systematic phonics. I worked with a regional group of principals to support the work being done at their school sites. I supported and managed a team of literacy specialists who work throughout the school district, along with collaborating with other departments within the district office to support and enhance the professionalism and success of our teachers.

6/01 – 6/02 - Adjunct Instructor, Arizona State University

I taught the systematic phonics class to student teachers in the INCITE program offered by ASU. I also taught a elementary education language arts class for this program.

6/00 - 6/01 - Literacy Specialist at Kyrene School District

I worked with K-3 teachers at two different schools, supporting their efforts in balanced literacy in their classrooms. I also worked closely with the K-3 aides at both schools, in their work with emergent and challenged readers. Support for the groups included trainings, modeling teaching strategies, lesson planning, supporting assessment efforts and discussions about assessment results. I met with site administrators to share assessment results and to discuss particular results. Parental support was developed through informational literacy nights, volunteer trainings, and work with PTO's. I was an active participant on the Literacy Specialists Team, meeting regularly with the group and the administrative leaders. I was also responsible for ordering books and supplies that support student's learning in the area of literacy, at both school sites. I was an active member of the School Improvement Plan committee, working to enhance student's literacy skills and assessment scores.

6/93 - 6/00, Teacher at Kyrene School District

As a second grade teacher I implemented the district curriculum and state standards in my classroom, working closely with grade level and vertical pod teams. (gr. 1-5) While in this position I was also a peer coach for teachers new to teaching and/or our district, I coordinated the mentoring program at my school site and was the balanced literacy trainer for K-2 teachers. I was an active participant in our Teacher Supporting Teacher committee, where discussions and creative problem-solving helped support individual teachers with challenging students. As a communication arts committee member I helped to plan and present a parent workshop on the Six Trait Writing Model along with being a site incentive plan member who helped develop and implement a school wide plan to enhance student writing skills.

9/92 - 6/93, Guest Teacher at Kyrene School District

I taught preschool to fifth grade and was regularly requested for special education preschool and primary grades.

9/87 - 6/90, Supervising Teacher at Tot Town Preschool

I supervised teaching staff, coordinated all curriculum planning, coordinated an extensive volunteer program, facilitated monthly informational parent meetings and presented at a monthly board meeting

1978 - 1980, Special Education teacher at Frontenac County School District - Kingston, Canada

I was a resource teacher for the primary division, a resource teacher in a self-contained 3-4 grade classroom, and a special education teacher in a self-contained kindergarten class for emotional disturbed children.

EDUCATION:

M.Ed. in Elem. Ed., N.A.U., 1997, GPA: 3.9
B.Ed. in Elem. Ed., Queens University, 1978, GPA: Hon
B.A in History, University of Toronto, 1977

ADDITIONAL SKILLS:

I am a Master's prepared professional with over 20 years of leadership and teaching experience in the field of education. I have a solid background in curriculum implementation, mentoring, and public speaking. Proven strengths include: facilitating classroom learning, team building, community relations and creative problem solving. I am a trainer in the Six Trait Writing Model, Foundations of Reading Instruction and have training in DIBELS, Cognitive Coaching, Clinical Supervision, Dimensions of Learning, Facilitative Leadership and Language Essentials for Teachers of Reading and Spelling. I am a past member of Toastmasters International, a public speaking club.

REFERENCES:

(b)(6)

BRUCE J. GROLL, PH.D.

(b)(6)

PROFESSIONAL EXPERIENCE

ARIZONA DEPARTMENT OF EDUCATION ***Phoenix, Arizona***
July 2007 to Present
Education Program Director–Finance
Responsibility for extensive, periodic oversight/monitoring of the fiscal obligations and expenditures incurred by the Arizona Department of Education (ADE) School Effectiveness Division in its operation of the many State and Federal education programs that make up this division. Duties include development of complex annual budget requests, federal grants management, training and support of professional staff, review of and concurrence with budgetary submissions and decisive action when problems arise.

- Oversee the ongoing process of fiscal recommendations that quantify budgetary line items for Division operating funds, federal grants, and intergovernmental agreements.
- Assist, support and train personnel who participate in the work of financial management and budgetary control and development across all program funding sources using a variety of strategies and presentational methods.
- In consultation with the Associate Superintendents who administer the division's state and federal educational programs, instruct staff in the expenditures that accrue to program operations and oversee reconciliation of the accounts with the ADE Accounting and Budget Offices.
- Research, gather and disseminate fiscal information/data through periodic budget reports, financial summaries and cost projections and prepare, or consult in the preparation of, special fiscal reports prescribed by the state and federal agencies that regulate program dollars.
- Confer and advise departmental personnel on the finalization of budgets tied to competitive awards of funding granted local educational agencies (LEAs) and all discretionary allocations to collaborative partners operating statewide initiatives approved by the State Board.
- Oversee the planning and/or documentation of On-site Visits to LEAs and other service providers and advise educational program specialists assigned these duties as to reporting on findings of fiscal accountability and compliance prescribed for the division by state statute and public law.
- Research and interpret state and federal authorizing legislation as well as the program rules, regulations and applicable guidance promulgated thereunder.

ARIZONA DEPARTMENT OF EDUCATION ***Phoenix, Arizona***
April 2003 to June 2007
Education Program Specialist, Evaluation and Budget
Perform budgeting, grants-management, compliance monitoring, evaluation, and Federal programs administration pursuant to the *NO CHILD LEFT BEHIND ACT*, Title I, Part B, Subpart 1 READING FIRST PROGRAM.

EDUCATION, GOVERNMENT, BUSINESS & ENVIRONMENT ***Paradise Valley, Arizona***
June 2002 to Present
Legislative Consultant
Provide analyses, recommendations and liaison services concerning legislation, public policy issues and State budget processes. Work with public and private organizations and individuals as a "change agent" to develop innovative solutions to complex problems and promote consensus among diverse and occasionally competing interests.

ARIZONA JOINT LEGISLATIVE BUDGET COMMITTEE *Phoenix, Arizona*
January 1993 to June 2002
Senior Research/Fiscal Analyst
Senior research and fiscal analyst responsible for analyzing the Arizona Community College, public University, Game and Fish, State Parks, Liquor Licenses and Control, Building and Fire Safety and Medical Student Loans Board annual budget requests, developing the legislative budget recommendations for appropriations, developing recommended statutory changes, drafting legislation, and proposing policy issues for legislative consideration. These responsibilities include presenting the recommendations to the Arizona Legislature and general public in open hearings, and responding to questions and legislative requests concerning budget recommendations, emerging higher education legislation and policy issues. Essential communication skills include working collaboratively with legislators, governor's staff, governing board members, education leaders and faculty, students and other state agency administrators, and gaining cooperation through discussion and persuasion. Additional accomplishments include:

OREGON STATE UNIVERSITY (Research I Land, Sea and Space Grant University) *Corvallis, OR*
April 1981 to January 1993
Multiple Management Positions with the Office of Budgets and Planning
Responsible for the overall management of university grant and contract indirect cost and fiscal studies including selecting, supervising, training and evaluating assigned staff to implement studies and managing the facilities inventory and utilization system. Prepared technical and administrative reports for executive management and participated in university and state system policy formulation. Analyzed departmental budgets, prepared monthly summaries for the president's executive council, highlighting specific areas of fiscal concern, and developed action plans for problem resolution. Also establish and maintained cooperative working relationships as university liaison to outside consultants.

EDUCATION

OREGON STATE UNIVERSITY *June 1992*
Doctor of Philosophy (Ph.D.) in Postsecondary and Technological Education.

WILLAMETTE UNIVERSITY, ATKINSON GRADUATE SCHOOL OF MANAGEMENT *May 1982*
Master of Business Administration (M.B.A.) in Business, Government and Not-for-Profit Management.

OREGON STATE UNIVERSITY *June 1977*
Bachelor of Science (B.S.) in Business Administration.

COMMUNITY INVOLVEMENT

CORVALLIS SCHOOL DISTRICT 509J *Corvallis, OR*
May 1987 to January 1993
Board of Directors
Elected to two, four-year terms beginning in 1987. Joint responsibility for overseeing the management of the school district's $38 million budget and 900 employees. The district comprised 2 high, 3 middle and 6 elementary schools plus a resource center serving a city of 45,000 residents. Additional responsibilities included:

- Vice-Chairperson of the Board from 1992 to 1993.
- Chairperson of the Building and Finance Committee from 1989 to 1991.
- Legislative Liaison and Policy Committee member.
- Board Contract Negotiations Team member for the teachers' and classified employees' salary and benefit collective bargaining negotiations.
- Board representative on the Intergovernmental Relations Committee comprising the university, community and technical college, city, county, and education service district

Joanie Judd

(b)(6)

Education

- Northern Arizona University — Flagstaff, Arizona
  Master of Elementary Education (With Distinction), 1996

- Northern Arizona University — Flagstaff, Arizona
  Bachelor of Science in Early Childhood Education (Cum Laude), 1990

Professional Experience

- Arizona Department of Education, 2008-Present

  Education Program Administrator, K-12 Literacy Implementation Director
- Arizona Department of Education, 2006-2008

  Education Program Specialist, Reading First/K-12 Literacy
- Arizona Department of Education, 2004-2006

  State Reading Specialist for the Maricopa County Region, Reading First/AZ READS
- Yuma School District #1, Yuma, Arizona, 2001-2004

  Literacy Coordinator
- Arizona State University, Tempe, Arizona, 1997-2001; 2002-2004

  Faculty Associate Reading and Library Sciences
- Northern Arizona University—Yuma, Yuma, Arizona, August 2001-May 2002

  Faculty Associate Reading and Library Sciences
- Tempe Elementary School District #3, Tempe, Arizona, 1997-2001

  Trainer, Collaborative Literacy Intervention Project
- Tempe Elementary School District #3, Tempe, Arizona, 1996-1998

  K-6 Reading Specialist
- Tempe Elementary School District #3, Tempe, Arizona, 1994-1996

  Title 1 Collaborative Literacy Intervention Project Specialist
- Tempe Elementary School District #3, Tempe, Arizona, 1992-1994

  First Grade Teacher / Collaborative Literacy Intervention Project Specialist
- Tempe Elementary School District #3, Tempe, Arizona, 1990-1992

  First Grade Teacher / Collaborative Literacy Intervention Project Partner

Professional Certification

- 2009 Structured English Immersion (SEI) Certification, Arizona Department of Education
- 2006 DIBELS Certified Trainer Refresher Course Certification, Arizona Department of Education / Reading First
- 2005 State Expert, Core Specific Training — Houghton Mifflin, WRRFTAC / Jennifer Ashlock Consulting
- 2004 Certified DIBELS Trainer, Arizona Department of Education / Reading First
- 1997 Certified Trainer – Collaborative Literacy Intervention Project, Arizona State University / Tempe Elementary District #3
- 1996 K-12 Reading Endorsement, Arizona Department of Education
- 1993 Certified Specialist – Collaborative Literacy Intervention Project, Arizona State University / Tempe Elementary District #3
- 1995 Great Books Leader, The Great Books Foundation

Elizabeth (Bette) Lovelace

(b)(6)

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SUMMARY OF QUALIFICATIONS

- Over 15 years experience teaching reading, language, and learning disabilities; 10 years as a speech and language pathologist and 5 years professional experience as a state reading specialist.
- Strong interpersonal, listening and presentation skills; excellent facilitator of content based workshops and skilled at providing effective feedback to teachers.
- Experience developing rapport and consulting with senior administrative personnel, principals, district superintendents, teachers and coaches to ensure system-wide implementation for data driven instruction.

PROFESSIONAL EXPERIENCE

Program Specialist, Arizona Department of Education **Oct 2011 - present**
Responsible for coordinating the development of the State Literacy Plan, providing professional development for the English Language Arts Standards and supporting the implementation of AZRTI and the literacy delivery model defined in the State Literacy Plan

Client Manager, 95 Percent Group **July-Sept 2010**
Provide professional development/consultation to schools nation-wide: Response to Intervention/Reading K-3.

State Reading Specialist, Arizona Department of Education **2005- 2010**
Deliver technical assistance to school systems that incorporate the gathering, the interpretation and integration of data to ensure reading performance of students improves and instruction is informed by data.

Successfully manage the relationships within a district to ensure the program goals are fulfilled by collaborating with district superintendents and school leaders.

Provide coaching for literacy instruction, supporting and monitoring schools in their use of data-based decisions to plan reading instruction and response to intervention system, providing content expertise in scientifically based reading instruction.

Provide professional development for Arizona teachers and administrators in the structure of language, reading development and difficulty, and assessment practices which guide research based instruction *(Language Essentials for Teachers of Reading and Spelling-Arizona)*

Train reading coaches, teachers and administrators in the administration and analysis of the *Dynamic Indicators of Basic Early Literacy Skills* and other topics such as Phonological awareness, Phonics, Vocabulary, Comprehension, Fluency, Assessment, and Effective Instructional Strategies

Previous Teaching Experience **1977 – 2005**
Cross Categorical Special Education Teacher, Tucson Unified School District, Tucson, AZ 2001-2005

Learning Disabilities Teacher, Fairfax County Public Schools, Fairfax, VA 1998-2001, 1991-1995, 1986-1988

School Speech/Language Pathologist, Stafford County Public Schools, VA 1977-1983, Fairfax County Public Schools, VA 1983-1986, The International School of Brussels, Belgium 1989-1991

Grade 1 and Grade 3 Classroom Teacher, The International School of Brussels, Belgium 1995-1997, 1988-1991

EDUCATION

B.S., Education, University of Wisconsin-Madison, (Communicative Disorders) 1977

Graduate Classes in Language Development, Reading, and Learning Disabilities: University of Virginia, Virginia Polytechnic Institute and State University, George Mason University, James Madison University, VA; Lesley College, Boston, MA; Bank Street College, NY.

CERTIFICATES

Standard Special Education LD K-12, Structured English Immersion K-12, Arizona
Current through 2015

Specific Learning Disabilities NK-12 and Speech/Language Disorders NK-12, Virginia Collegiate Professional License through 2002

ADDITIONAL SKILLS AND TRAINING

Coach Principals in classroom observation reading protocols and interpretation of trend data
Support Reading Coaches in Grade Level planning
Administer and Interpret diagnostic educational testing
Coordinate and Chair school screening and child study committees
Provide on-going consultation to colleagues on inclusive strategies in accordance with IDEA

REFERENCES

(b)(6)

Mary A. Wennersten
(b)(6)

Key Professional Qualifications:

- Over 24 years in Education. Display the highest ethical and professional behavior and standards when working with ADE staff, school superintendents, principals, and teachers. Effectively communicate orally and in writing information and ideas with ADE staff, district and school personnel. Act as facilitator and liaison between district administrators, principals, coaches, teachers and ADE staff. Continue to keep abreast of current evidence based best practices in education. Highly qualified special educator in Learning Disabilities (K-12), and regular education (K-6).

Career Summary:

ARIZONA DEPARTMENT OF EDUCATION, PHOENIX, ARIZONA

Academic Program Specialist June 2003-Present

- Responsible for developing and implementing professional development and technical assistance to schools in Reading First, School Improvement, K-12 Literacy and Arizona Response to Intervention (AZRTI). Participate in the fiscal and programmatic monitoring of selected Reading First schools and School Improvement schools. Create and present professional development in the areas of Leadership, Communication, Effective literacy instruction, Explicit Intervention Coaching and Assessment for various departments within ADE, districts and schools within Arizona. Participate in the development of other ADE initiatives (reading endorsement, cross curricular content, ADE professional development curriculum, etc.)

DESERT SPRINGS ELEMENTARY (PVUSD) SCOTTSDALE, ARIZONA

Cross-categorical/Inclusion Specialist August 2000-May 2003

- Responsible in coordinating the resources for educating special needs students with in the school day (classroom instruction, paraprofessional, SLP, OT, PT, adapted PE, etc.). Modified curriculum, adapted materials, facilitated team meeting, advocated for the special needs students who were mainstreamed into regular education classes. Acting principal (teacher on assignment) when principal was off campus.

K-12 Special Education Trainer August 2000-2003

- Responsible for the organizing and developing of professional development training materials for both literacy and math for all K-12 special education teachers (reading, writing and math), and with K-1 classroom teachers and Reading Specialists (reading) throughout the district.

Regular and LD Resource Teacher August 1987-May 2003

- Taught both in a general education classroom setting and in a pull-out resource setting for K-6 students. Taught whole group and small group instruction in all content areas. Participated and then facilitated in student study teams to identify at risk students. Developed training materials and implemented trainings for parent helpers and paraprofessionals.

Community Leadership:

International Dyslexia Association (IDA)

- On the national Board of Directors for the International Dyslexia Association. Past-president of the Arizona chapter of IDA. Develop and facilitate community outreach sessions for educators and parents on Dyslexia throughout the state. Facilitate monthly board meetings. Lead collaboration in committee meetings.

Education:

University of Arizona	-B.A. Elementary Education (Minor in Math/Science)
Northern Arizona University	-M.Ed. Special Education (LD)
Arizona Multisensory Training Institute	-Academic Language Therapist

Arizona SRCL Grant - Appendices

- **Scoring Rubric for Arizona SRCL Subgrant Applications**

- **Early Childhood Education and K-12 Professional Development**: *Detailed Content and Audience Charts*

- **Academic Parent-Teacher Teams (APPT)**
    - APPT-Detailed Model
    - APPT PD Curriculum
    - School Turnaround – An Innovative Model for Parent-Teacher Partnerships (US Department of Education Article)

- **3ECQUIP Standards Rubric** – *ADE Early Childhood Quality Improvement Process*

- **AZ SELF Assessment** – *ADE Assessment and Planning Instrument for Effective Adolescent Literacy Programs*

- **SRCL Subgrant / Technology Solution Example** – *Example of how subgrant applicants would respond to the technology solution requirement, through choosing a mobile solution for their Tier 1 and Tier 2 students*

- **Arizona's Current Year SRCL GPRA Measures Data**

Scoring Rubric for Arizona SRCL Subgrant Applications

Criteria	Exemplary (in addition to meeting all conditions listed in "Meets Standards") **Points 6-10**	Meets Standard (Meets all conditions listed for each criteria) **Points 1-5**	Does Not Meet Standards (Does not meet one or more of conditions listed) **Points - 0**
Sites to be served	**1.** LEA/ECE provider provides criteria used to identify schools that will and will not be served that meet the eligibility criteria. **2**. LEA/ECE provider plans for site that meets eligibility criteria; however will not be included in the proposal.	**1.** LEA/ECE provider identifies the sites to be served and the criteria the LEA/ECE used to determine its selection, including a) percentage of students below grade level in literacy skills, b) number of students served c) poverty level of community and d) number of disadvantaged students, as per definition in the SRCL grant, to be served	**1.** LEA/ECE provider does not adequately identify the sites to be served and the criteria the LEA/ECE provider used to determine its selection, including a) percentage of students below grade level, b)number of students to be served, c)poverty level and d) number of disadvantaged students, as per definition in the SRCL grant, to be served
Instructional Assessments	**1.** LEA/ECE provider provides a detailed two year schedule and plan to conduct valid and reliable literacy assessments for screening, diagnostic, and progress monitoring for classroom based purposes. **2.** LEA/ECE provider provides a detailed two year schedule and plan to make instructional decisions for classroom instruction and appropriate interventions based on data from valid and reliable literacy assessments. **3.** LEA/ECE provides a detailed two year plan on how student progress in literacy will be communicated to staff and community on a regular basis.	**1.** LEA/ECE provider states selected literacy assessments from ADE recommended list of valid and reliable assessments for screening, diagnostic and progress monitoring for classroom based purposes. **2.** LEA/ECE provider states selected literacy assessments targeting students at risk including ELL and Special Education students who need additional assistance, support and instruction. **3.** LEA/ECE provides a plan to communicate student progress in literacy to staff and community on	**1.** LEA/ECE provider does not select literacy assessments from ADE recommended list of valid and reliable assessments for screening, diagnostic, and progress monitoring for classroom based purposes. **2.** LEA/ECE provider does not select literacy assessments targeting at-risk students including ELL and Special Education students who are need additional assistance, support and instruction. **3.** LEA/ECE provider does not provide evidence that selected literacy assessments are aligned with the instructional literacy

		a regular basis. **4.** LEA/ECE provider ensures selected literacy assessments will be purchased and utilized. **5.** LEA/ECE provider provides evidence that selected literacy assessments are valid and reliable. **6.** LEA/ECE provider provides evidence that selected literacy assessments are aligned with the literacy program.	program. **4.** LEA/ECE provider does not ensure selected literacy assessments will be purchased and utilized. **5.** LEA/ECE provider does not provide evidence that selected literacy assessments are valid and reliable.
Instructional Strategies and Programs	**1.** LEA/ECE provider provides a coordinated instructional sequence that is aligned with instructional materials, provides for ample practice opportunities, and uses instructional strategies and programs that teach rigorously and include explicit and systematic instructional strategies. **2.** LEA/ECE provider states how instructional strategies and programs will provide students explicit, systematic instruction in the essential components of oral language, reading and writing. **3.** LEA/ECE provider provides evidence that the research based literacy programs are aligned with state standards to ensure students reach the level of proficiency on state literacy assessments. **4.** LEA/ECE provider state the instructional programs to be selected and implemented from the ADE recommended list that are based on scientifically based literacy	**1.** LEA/ECE provider state how instructional strategies based on evidence based literacy research will be implemented. **2.** LEA/ECE provider state the evidence based literacy programs that will be selected and implemented to provide effective instruction. **3.** LEA/ECE provider state instructional strategies and programs to be implemented that teach the essential components of literacy. **4.** LEA/ECE providers states instructional strategies and programs to be implemented that will enable students to reach the required level of literacy proficiency. **5.** LEA/ECE provider that 100% of staff and administration are	**1.** LEA/ECE provider does not adequately describe how instructional strategies based on evidenced based literacy research will be implemented. **2.** LEA/ECE provider does not state the evidenced based comprehensive literacy program that will be selected to provide instruction. **3.** LEA/ECE provider does not adequately describe instructional strategies and programs to be implemented that will address the essential components of literacy. **4.** LEA/ECE provider does not adequately describe instructional strategies and programs to be implemented that will enable students to reach the required level of literacy proficiency. **5.** LEA/ECE provider does not provide evidence that 100% of staff

	research. **5.** LEA/ECE provider describes detailed plan to integrate specific educational technology using universal design that will increase student engagement, literacy achievement and teacher effectiveness.	willing to implement an evidence-based comprehensive literacy program without layering selected program on top of non-evidence based programs already in use. **6.** LEA/ECE provider describes the plan to integrate educational technology using universal design to increase student engagement and literacy achievement or increase teacher effectiveness.	and administration are willing to implement an evidence-based comprehensive literacy program without layering selected program on top of non-evidence based programs already in use. **6.** LEA/ECE provided does not sufficiently outline a plan to integrate educational technology using universal design to increase student engagement and literacy achievement or increase teacher effectiveness.
Instructional Materials	**1.** LEA/ECE provider states how the selected literacy materials including supplemental and intervention programs support the teaching of the essential components of literacy including the effective program elements of explicit instructional strategies, a coordinated instructional sequence, ample practice opportunities and alignment with the pre-literacy/reading program.	**1.** LEA/ECE provider states selected instructional literacy materials, including supplemental and intervention programs from ADE recommended list of evidence based materials. **2.** LEA/ECE provider states selected instructional literacy materials, including supplemental and intervention programs targeting ELL from the ADE recommended list of evidence based materials. **3.** LEA/ECE provider state how selected instructional literacy materials including supplemental and intervention programs from the ADE recommended list of evidence based materials will be	**1.** LEA/ECE provider does not select instructional literacy materials including supplemental and intervention programs from the ADE recommended list of evidence based materials. **2.** LEA/ECE provider does not select instructional literacy materials including supplemental and intervention programs targeting ELL from the ADE recommended list of evidence based materials. **3.** LEA/ECE provider does not adequately describe how selected instructional literacy materials including supplemental and intervention programs from the ADE recommended list of evidence based materials will be utilized.

		utilized. **4.** LEA/ECE provider ensures selected instructional literacy materials including supplemental and intervention programs from the ADE recommended list will be purchased.	**4.** LEA/ECE provider does not ensure selected instructional literacy materials including supplemental and intervention programs from the ADE recommended list of evidence based materials will be purchased.
Instructional Leadership	**1.** LEA/ECE provider designates an individual with sufficient authority who will be responsible for aligning the literacy curriculum to State Standards, evaluating the LEA/ECE provider and site progress, analyzing literacy achievement data, and making real time classroom and site decisions based on continuous progress monitoring. **2.** LEA/ECE provider establishes a plan for individual with sufficient authority who will be responsible for aligning the literacy curriculum with the State Standards, evaluating the LEA/ECE provider and site literacy progress, analyzing achievement data and making real time site and classroom decisions based on continuous progress monitoring. **3.** LEA/ECE provider provides documentation that mandates preschool directors, principals, building leaders and LEA leadership will participate in PD prescribed by ADE for the SRCL grant which includes the essential components of literacy and their application to instructional programs and materials, implementation	**1.** LEA/ECE provider designates individuals with expertise to provide instructional leadership in intervention, coaching and data analysis. **2.** LEA/ECE provider states clear duties and responsibilities of designated individuals to ensure individuals will have sufficient time to provide instructional leadership in intervention, coaching and data analysis. **3.** LEA/ECE provider ensures principals and building leaders will participate in PD prescribed by ADE for the SRCL grant which includes the essential components of literacy and their application to instructional programs and materials, implementation processes and progress monitoring. **4.** LEA/ECE provider states selected LEA/ECE leaders and ensures their participation in PD prescribed by ADE for the SRCL	**1.** LEA/ECE provider does not designate individuals with expertise to provide instructional leadership in intervention, coaching and data analysis. **2.** LEA/ECE provider does not adequately describe duties and responsibilities of designated individuals to ensure individual will have sufficient time to provide instructional leadership in intervention, coaching and data analysis. **3.** LEA/ECE provider does not ensure site leaders will participate in PD prescribed by ADE for the SRCL grant which includes essential components of literacy and their application to instructional programs and materials, implementation processes and progress monitoring. **4.** LEA/ECE provider does not state selected leaders and does not ensure their participation in PD prescribed by ADE for the SRCL grant which

	processes and progress monitoring. **4.** LEA/ECE provider states how continuity of leadership at the site will be sustained.	grant which includes essential components of literacy and their application to instructional programs and materials, implementation processes and progress monitoring.	includes the essential components of literacy and their application to instructional programs and materials, implementation and progress monitoring.
District and School Based PD	**1.** LEA/ECE provider provides a clear plan with explicit means for assessing the specific PD needs. **2.** LEA/ECE provider provides a detailed budget to demonstrate all teachers including special education and ELL teachers will participate in all PD prescribed by the ADE for the SRCL grant which includes the essential components of literacy, implementing evidence based instructional materials, programs, and strategies; literacy assessment systems; using a variety of delivery methods; and state literacy standards and assessments. **3.** LEA/ECE provider states how targeted PD for teachers who need additional assistance with skills and strategies related to improving literacy instruction and how these teachers will be identified.	**1.** LEA/ECE provider ensures and states names of all teachers including special education teachers who will participate in all PD prescribed by ADE for the SRCL grant which includes the essential components of literacy; implementing evidence based instructional materials, programs, and strategies; literacy assessment systems and using a variety of delivery methods; and state literacy standards and assessments. **2.** LEA/ECE provider states how targeted PD for teachers who need assistance with skills and strategies related to improving literacy instruction.	**1.** LEA/ECE provider does not state names of all teachers including special education teachers who will participate in PD prescribed by ADE for the SRCL grant which includes the essential components of literacy; implementing evidence based instructional materials, programs, and strategies; literacy assessment systems and using a variety of delivery methods; and state literacy standards and assessments. **2.** LEA/ECE does not adequately describe targeted PD for teachers who need additional assistance with skills and strategies related to improving literacy instruction.
District Based Technical Assistance	**1.** LEA/ECE provider describes how it will provide high quality technical assistance related to identifying PD needs of individual participating sites, setting goals, and benchmarks and budgeting to participating sites and states individuals who will provide the high quality technical assistance to the participating sites.	**1.** LEA/ECE provider describes how it will provide high quality assistance related to the implementation of the SRCL grant to participating sites and ensures coordination with external experts to provide assistance. **2.** LEA/ECE provider describes	**1.** LEA/ECE provider does not describes how it will provide high quality assistance related to the implementation of the SRCL grant to participating sites and ensures coordination with external experts to provide assistance. **2.** LEA/ECE provider does not

		how it will assist participating sites in evaluating their SRCL program	describe how it will assist participating sites in evaluating their SRCL program.
Evaluation Strategies	**1.** LEA/ECE provider describes the evaluation plan which specifically describes valid and reliable measures to document the effectiveness of local SRCL activities for individual sites participating along with LEA and ECE providers as a whole. **2.** LEA/ECE provider ensures literacy achievement data will be reported by disaggregating student data in regards to poverty, ethnicity, ELL and special education for all students using valid and reliable measures and identifies individuals responsible for this reporting.	**1.** LEA/ECE provider describes the evaluation plan to document the effectiveness of local SRCL activities for individual participating sites and the LEA and ECE provider as a whole. **2.** LEA/ECE provider ensures literacy achievement data will be reported by disaggregating student data in regards to poverty, ethnicity, ELL and special education for all students and identifies individuals responsible for this reporting. **3.** LEA/ECE provider describes how decisions related to their SRCL program are based on evaluation outcomes, including providing intervention and/or discontinuation of funds for lack of progress.	**1.** LEA/ECE does not adequately describe the evaluation plan to document the effectiveness of local SRCL activities for individual participating sites and the LEA and ECE provider as a whole. **2.** LEA/ECE provider does not ensure literacy achievement data will be reported by disaggregating student data in regards to poverty, ethnicity, ELL and special education for all students and identifies individuals responsible for this reporting. **3.** LEA/ECE provider does not adequately describe how decisions related to their SRCL program are based on evaluation outcomes, including providing intervention and/or discontinuation of funds for lack of progress.
Access to Print Materials	**1.** LEA/ECE provider describes with details, how it will promote literacy and library programs that will provide student access to a wide array of engaging literacy materials which includes expository and narrative texts.	**1.** LEA/ECE provider states how it will promote literacy and library programs that will provide students with access to reading materials.	**1.** LEA/ECE provider does not adequately describe how it will promote literacy and library programs that will provide students with access to reading materials
Competitive Priorities and	**1.** LEA/ECE provider describes how it will ensure successful implementation of instructional strategies and programs based	**1.** LEA/ECE provider demonstrates at least 25% of students served in the LEA or with	**1.** LEA/ECE provider does not demonstrate at least 25% of students served n the LEA or with

Partnerships	on evidence based literacy research. **2.** LEA/ECE provider describes how all funding resources are being coordinated to target literacy instruction. **3.** LEA/ECE providers describe a detailed plan on how each site will implement an Academic Parent Teacher Team to support student literacy achievement. **4.** LEA/ECE providers describes a detailed plan on how each participating site will build on existing partnerships with community and family literacy programs to raise student achievement. **5.** LEA/ECE provider describes how SRCL funds will leverage existing resources to maximize overall impact. **6.** LEA/ECE provider describes how ongoing use of valid and reliable measures to document literacy progress will continue. **7.** LEA/ECE provider documents they have participated in Early Reading First, Reading First and/or SPDG RTI project. **8.** LEA/ECE provider describes a detailed plan to implement specific, evidence based educational technology including the expected impact on improve student achievement in literacy	the ECE provider, are from families living below the poverty line. **2.** LEA/ECE provider describes how SRCL sites will leverage existing resources to maximize overall results. **3.** LEA/ECE provider describes how each site will engage families in supporting student literacy achievement. **4.** LEA/ECE provider describes how each participating site will create partnerships with community and family literacy programs to raise student literacy achievement. **5.** ECE provider provides documentation that site has received a minimum score of 3 on Arizona's Quality Improvement and Rating System – Quality First	the ECE provider, are from families living below the poverty line. **2.** LEA/ECE provider does not describe how SRCL sites will leverage existing resources to maximize overall results. **3.** LEA/ECE provider does not describe how each site will engage families to support student literacy achievement. **4.** LEA/ECE provider does not describe how each participating site will create partnerships with community and family literacy programs to raise student literacy achievement. **5.** ECE provider does not provide documentation that the site applying for SRCL funds has received a minimum score of 3 on Arizona's Quality Improvement and Rating System-Quality First

Early Childhood & K-12 Professional Development for SRCL:
Detailed Content and Audience

Early Childhood Professional Development for SRCL: *Content and Audience*			
Coaches and Teacher Leadership	**Infants/Toddlers Instructional Staff**	**3-5 year old Instructional Staff**	**Interventionist/ Paraprofessional**
Literacy Coaches' Training How to provide effective PD Leading Data/Grade level meetings Classroom Observations Data trend analysis Feedback/Modeling Leading Para Training, Organization and Support Transformational Leadership Data driven PD Effective lesson planning	**Assessment** Teaching Strategies Gold Administering Assessments and collecting evidence Data Analysis Decision-making Data Meetings Sharing data with students and parents Data walls	**Assessment** Teaching Strategies Gold Administering Assessments and collecting evidence Data Analysis Decision-making Data Meetings Sharing data with students and parents Data walls	Collecting evidence Data decision making/ lesson planning Small group instruction Foundation of Language and Literacy Organize and manage paraprofessionals Explicit and systematic instruction Routines and procedures
Foundations of Language and Pre-Literacy Required Elements of oral Language Development Literacy Enriched Environments Theory and Current Research	**Foundations of Language and Pre-Literacy** Required Elements of oral Language Development Literacy Enriched Environments Theory and Current Research	**Foundations of Language and Pre-Literacy** Required elements of oral language Development Literacy Enriched Environments Theory and Current Research	**Foundations of Language and Pre-Literacy** Required elements of oral Language Development Literacy Enriched Environments Theory and Current Research
Coaches and Lead teachers receive all staff trainings (See the other instructional staff PD columns)	**Literacy** Oral language development Using routines for pre-literacy support	**Content Literacy** Effective Instructional Strategies for learning Varied opportunities for book handling Phonemic awareness activities Modeling writing Child created books Student generated work	**Content Literacy** Effective Instructional Strategies for learning Varied opportunities for book handling Phonemic awareness activities Modeling writing Child created books

			Student generated work
	Pre-Writing Development Pre-Writing Experiences and motor development	**Pre-Writing Development** Writing process for early learners Fine motor development	**Pre-Writing Development** Writing process for early learners Fine motor development
	Vocabulary and Language Development Receptive Expressive Conversations Talking through the day methodology	**Vocabulary and Language Development** Receptive Expressive Academic Explicit Instruction Application Turn-taking conversations	**Vocabulary and Language Development** Receptive Expressive Academic Explicit Instruction Application Turn-taking conversations
	Effective Instruction Routines and Procedures Lesson Planning Play Sensory experiences Development of sustained relationships	**Effective Instruction** Differentiated Instruction Explicit Systematic Instruction Research and Evidence Based Instructional Strategies Student Engagement Whole Group/Small Group Instruction Literacy Stations Classroom Management Routines and Procedures Para training Lesson Planning Play based education	**Effective Instruction** Differentiated Instruction Explicit Systematic Instruction Research and Evidence Based Instructional Strategies Student Engagement Whole Group/Small Group Instruction Literacy Stations Classroom Management Routines and Procedures Para training Lesson Planning Play based education
RTI AZ RTI framework assessment Tier 1 Instruction Tier 2&3 Interventions Data based decision making		**RTI** AZ RTI framework Assessment Tier 1 Instruction Tier 2&3 Interventions Data based decision making Leadership	**RTI** AZ RTI framework Assessment Tier 1 Instruction Tier 2&3 Interventions Data based decision making

Leadership			Leadership
	Parent Involvement Parent Literacy Training Literacy night Parent data sharing Implementing the AZ Early Learning Standards at Home	**Parent Involvement** Parent Literacy Training Literacy night Parent data sharing Implementing the AZ Early Learning Standards at Home Transitioning to Kindergarten	**Parent Involvement** Parent information meetings Literacy night Parent data sharing

K-12 Professional Development for SRCL: *Content and Audience*			
Coaches and Teacher Leadership	**K-5**	**6-12**	**Interventionist / paraprofessional**
Literacy Coaches' Training How to provide effective PD Leading Data/Grade level meetings Classroom observations Data trend analysis Feedback/Modeling Leading paraprofessional training, organization and support Transformational leadership Data driven PD Effective lesson planning	**Assessment** Balanced Assessment Systems (formative, benchmark/progress monitoring/diagnostic and summative) Administering assessments Data Analysis Decision-making Data Meetings Sharing data with students and parents Data walls	**Assessment** Balanced Assessment Systems (formative, benchmark/progress monitoring/diagnostic and summative) Administering assessments Data Analysis Decision-making Data Meetings Sharing data with students and parents Data walls	**Assessments** Data decision making/ lesson planning Small group instruction Foundation of Language and Literacy Organize and manage paraprofessionals Explicit and systematic instruction Routines and procedures
	Foundations of Language and Literacy Required Elements (phonemic awareness, phonics, vocabulary, comprehension, fluency and writing + motivation) Language Development Theory and Current Research	**Foundations of Language and Literacy** Required Elements (word analysis, vocabulary, comprehension, fluency and writing + motivation) Language Development Theory and Current Research	

	Content Literacy (4-5) Don Deschler Content Enhancement routines Instructional Strategies for learning Content Literacy Continuum	**Content Literacy** Don Deschler Content Enhancement routines Instructional Strategies for learning Content Literacy Continuum	
	Written Language Development Writing process Grammar Sentence structure Text structure Holistic writing rubric	**Written Language Development** Writing process Grammar Sentence structure Text structure Holistic writing rubric	
	Vocabulary and Language Development Receptive Expressive Academic Explicit Instruction Application	**Vocabulary and Language** Development Receptive Expressive Academic Explicit Instruction Application	
	Effective Instruction ELL and Special Education(SIOP/multisensory instruction) Differentiated Instruction Explicit Systematic Instruction Research and Evidence Based Instructional Strategies Student Engagement Whole Group/Small Group Instruction Literacy Stations Classroom Management Routines and Procedures Para training Lesson Planning	**Effective Instruction** ELL and Special Education(SIOP/multisensory instruction) Differentiated Instruction Explicit Systematic Instruction Research and Evidence Based Instructional Strategies Student Engagement Whole Group/Small Group Instruction Literacy Stations Classroom Management Routines and Procedures Para training Lesson Planning	
	RTI AZ RTI framework	**RTI** AZ RTI framework	**RTI Overview** AZ RTI

	Assessment Tier 1 Instruction Tier 2&3 Interventions Data based decision making Leadership	Assessment Tier 1 Instruction Tier 2&3 Interventions Data based decision making Leadership	framework
Parent Involvement Parent information meetings Literacy night parent data sharing	**Parent Involvement** Parent information meetings Literacy night Parent data sharing	**Parent Involvement** Parent information meetings Literacy night Parent data sharing	**Parent Involvement** Parent information meetings Literacy night Parent data sharing

Academic Parent-Teacher Teams (APTT)

(b)(6)

Arizona's models for comprehensive and coherent language and literacy programs also will incorporate the **Academic Parent-Teacher Teams (APTT)** model, first developed and successfully implemented in an Arizona school district. Research evidence substantiates the effective utilization of the model in Arizona schools. Moreover, the extension of APTT to other similar Arizona schools is warranted. In addition The APTT Model has been recognized by the US Department of Education as an innovative model for parent-teacher partnerships as a strong component of a school turnaround strategy (see appendices). SRCL program grantees will be expected to implement Academic Parent-Teacher Teams.

Parent Engagement as an Instructional Strategy

Parent engagement in education is defined as parents having knowledge of their children's learning program, and being engaged in helping their children meet or exceed appropriate educational goals. The teacher is the person most qualified to coach parents in the skills they need to practice at home with their children. For parents to be meaningfully involved, they must have explicit knowledge and understanding of children's initial level, progress, and the learning goals. They need to know which skills are being learned in the classroom and they need to know when these skills will be tested so they can help prepare their child be successful each time she is assessed. This model replaces traditional parent-teacher conferences, and this adjustment in teacher responsibilities makes available 30 to 40 hours of time for teachers to instruct and guide parents in the classroom.

Optimizing Student Learning Potential Outside the School Day

Parent engagement in education is an essential instructional strategy that creates a viable path for students to engage in rich experiences and meaningful, relevant learning 365 days a year. Creating alignment between parent involvement opportunities and student learning needs is a critical first step toward a new paradigm in parent involvement that broadens a parent's opportunity to influence academic outcomes for their children. To successfully achieve this needed adjustment, schools must provide parents with opportunities to increase their capacity to extend teaching and learning into the home environment. Building home-school connections for the purpose of maximizing a student's learning potential inside and outside of the school requires that educators and parents share common goals and take concerted actions.

The Academic Parent-Teacher Teams (APTT) parent engagement model is a highly structured, data driven model for parent engagement in education that is an alternative to parent-teacher conferences. APTT focuses on increasing students' academic success by improving the quality and quantity of parent-teacher communication and interaction. The APTT model places families at the center of school reform; this adjustment in power and responsibility increases parents' ability to be equal partners, which results in increased student performance and parent and teacher satisfaction with what students are learning. This innovative and sustainable approach to parent engagement in education has received local and national attention, and was presented at the National Policy Forum for Family, School, and Community Engagement in Washington DC in the Fall of 2010. The model was also recognized by the US Department of Education in the December 2010 School Turnaround Newsletter. Additionally, The Harvard

Family Research Center has highlighted the model on several issues of the Family Involvement Network of Educators (FINE) publication.

Parent Engagement Specialist or School Parent Liaison

The school parent liaison or parent engagement specialist is a critical member of the school parent involvement leadership team. The liaison is the school staff member who orchestrates most logistical details of a successful implementation of the APTT model. Logistical details include organizing childcare, conducting language interpretation, producing parent practice materials for each classroom, and continuing the coaching process for parents who may need additional support to feel confident and effective as teachers at home.

Description of the APTT Model

APTT is a student-centered, research-based model focused on increasing student achievement by improving the quality and quantity of parent-teacher communication and interaction. The goal of the model is to build parents' capacity to be engaged, knowledgeable members of the academic team by providing explicit, individual and whole-class student progress data, establishing attainment goals for each child based on data, modeling ways for parents to practice academic skills with their children, providing appropriate practice materials for parents and students to utilize at home, and building a supportive social network in the classroom community.

Objectives of the APTT Model

- Create more effective home-school connections;
- Accelerate student learning by increasing the quality and quantity of parent-teacher communication and interaction;
- Implement a student-centered parent engagement model that is focused on coaching parents to become engaged, knowledgeable members of the academic team;
- Establish high academic expectation agreements between teachers and parents to optimize student learning; and,
- Create a purposeful, systemic, and sustainable model for parent engagement.

APTT has two main implementation components:

Component 1

The first implementation component includes three 75-minute classroom team meetings per year. Team meetings bring together all parents in the classroom. The first team meeting is held within the first month of the start of school year or as soon as benchmark assessment data is available to share with families. The second team meeting takes place in early December, and the third occurs in March or April. The team meetings are composed of six key elements.

Personal invitation

Each participating teacher sends her classroom parents a personal letter of invitation to participate in APTT. The letter explains that the purpose of the team meeting is to review important student performance data, to set academic goals together that would help their children's success as a student, and to provide training and materials to assist parents working with the children. The personal invitation is followed up by a phone call from the school parent liaison or teacher to ensure that the invitation letter has been received and understood.

Clear and explicit student performance data

The teacher provides parents with whole-class student progress data and with their individual child's baseline data in reading, writing, and mathematics. Data are clearly displayed (anonymously labeling each student with a number or a letter which parents can find in their student's individual folder) and carefully explained to ensure all parents gain a full understanding of their child's academic standing. Data are displayed in easy to understand graphs to give parents explicit knowledge and guidance on grade level academic achievement expectations. Each time parents and teachers meet as a classroom team data are updated and provide feedback on previously set goals and progress achieved in the classroom that reflects attainments based on learning in school and practice at home.

Set 60-day improvement goals

The data report shows the student's academic standing in relationship to ideal grade level performance. Based on this information, a 60-day academic goal is established for each student. This goal provides motivation and focus for parental involvement with students at home. Moreover, the teacher obtains a verbal commitment from parents to practice with the child regularly to reach the goal in 60 days.

Teacher demonstration of skills

Using visual aids, teachers model two or three activities and strategies for parents to use at home with the students. Teachers answer parents' questions regarding the activities that are modeled. They also offer information about frequency and duration with respect to performing the instructional activities.

Parent practice of skills

The teacher distributes free practice materials and parents practice the skills demonstrated by the teacher with other parents in the class. Sufficient time is provided for parents to feel comfortable and capable of successfully reproducing the activities.

Building a social network

On team meeting day, the classroom teacher welcomes parents and thanks them for their participation and interest in their children's academic progress. Parents have the opportunity to meet and talk to other parents in the class. The teacher expresses the importance of sharing knowledge and information and how team collaboration is essential for the success of all students.

Component 2

The second implementation component is a 30-minute individual parent-teacher conference that takes place between September and November. Teachers schedule parents with high-need students first. More than one individual conference takes place when necessary. The individual conference consists of three key elements.

Student performance report

Teachers review updated individual performance reports with each parent. Teachers provide details about academic improvement, assessment, and any other academic details that can assist the parent in becoming more knowledgeable about how to help the student.

Action plan
Teachers and parents agree on next steps for ensuring continuous at-home practice of skills to meet the specified academic goal.

Networking
Teachers and parents share important information about students that is social, emotional, and academic in nature. The teacher reminds parents of the importance of working as a team to ensure that time, energy, and resources are collaboratively shared.

In summary, APTT addresses four major constructs that are central to parental involvement: (a) parents' role construction of their beliefs about what they were supposed to do with respect to children's education, (b) parents' sense of efficacy for helping their children to succeed in school, (c) parents' perception of invitations, demands, and opportunities for involvement, and (d) teachers as coaches and leaders of the classroom as a learning community

Academic Parent-Teacher Teams (APTT)
Professional Development
Maria C. Paredes, Ed.D.

Children learn 365 days a year. To capitalize on the learning time away from school it is imperative that teachers engage families in the academic learning process. These sets of skills are designed to provide teachers and administrators with the knowledge and awareness necessary to foster (or support) meaningful engagement in the classroom with every family. Participants will gain knowledge and understanding of Academic Parent-Teacher Teams as a model for parent engagement.

Objectives	Knowledge and Skills	Activity/Resources
1. (One Hour) To analyze the current, commonly practiced school model of parent involvement. ☐ Current approach is school-centered rather than student-centered. ☐ Understanding the problems with the current approach! ☐ Current PI offers little benefit for the student's academic needs. ☐ Influencing student learning 365 days a year!	• There is a problem with the current approach to parent involvement in most schools. •We have an ability to influence how children spend their time away from school! •Misalignment between the approach schools take to PI and actual student needs. Traditional parent involvement practices are not aligned with classroom/school academic goals. •Teacher job satisfaction increases when they perceive parents to be meaningfully involved.	**Activity #1:** Group teachers according to parents education level (children of parents with a college degree and children of parent without a college degree). How did you spend your time away from school on weekends, breaks and summer? Were experiences different for the different groups? • **Activity #2:** By tables come up with current types of PI with which you are familiar and from that derive a commonly understood definition of parent involvement. • **Activity #3:** Share research outcomes conducted on CESD school activities for parents, which showed that 99% of activities are social or celebratory and 1% are student-centered, teacher-led, academic-focused activities.

Objectives	Knowledge and Skills	Activity/Resources
2. (30 minutes) To deepen the understanding of the theory behind the research on APTT. • What factors contribute to the achievement gap?	• Cultural Capital • Concerted Cultivation	• **Activity #4:** By tables discuss factors that contribute to the achievement gap. **Activity #5:** Read a section of Outliers and discuss as a table. **Supporting Literature/Research** • Bourdieu, P., & Passeron, J. C. (1990). *Reproduction in education, society, and culture* (2nd ed.). Thousand Oaks, CA: Sa • Lareau, A. (1989). *Home advantage: Social class and parental intervention in elementary education*. New York: Falmer Press More supporting • Delgado-Gaitan, C. (1994). Sociocultural change through literacy: Toward the empowerment of families. In B. M. Ferdman, R. Weber, & A. G. Ramírez (Eds.), *Literacy across languages and cultures* (pp. 143–169). Albany, NY: SUNY Press. • Moll, L. • Nieto, S. (2003). *Affirming diversity: The socio-political context of multicultural education* (4th ed.). Boston: Allyn and Bacon • Valdes, G. (1996). *Con respeto: Bridging the distance between culturally diverse families and schools—an ethnographic portrait*. New York: Teachers College Press
3. (30 minutes) Unscramble actual vs. perceived barriers in developing effective classroom parent engagement.	• Perceived barriers outnumber actual barriers.	**Activity #6:** Step 1: By tables, teachers will identify barriers associated with parent engagement in school.

Objectives	Knowledge and Skills	Activity/Resources
		Step 2: With a highlighter they will come to consensus on what are real vs. perceived barriers. Step 3: APTT Experienced teachers can add to the discussion by sharing their own experiences. *National Center for School Engagement,* handout for reference.
4. (45 minutes) To foster a new perspective about family engagement in education by reviewing the research findings of the APTT model.	• Quantitative and qualitative outcomes from APTT research • Effectual Congruence In search of EQUITY!	• Paredes, M. C. (2011). Parent involvement as an instructional strategy: Academic parent-teacher teams (Doctoral dissertation). Arizona State University (10305) **Activity #7: View on EQUITY,** Paul C. Gorski is an assistant professor in New Century College, George Mason University
5. (30 minutes) Learn the basis for each component associated with the APTT model.	• Will understand the research behind each component of APTT **Action (Read):** Hoover-Dempsey & Sandler: *Why Do Parents Become Involved in Their Children's Education?* (conclusion of study)	**Activity #8: Present overview of APTT and tie to previous research.** • Watch videos http://www.creightonschools.org/?page_id=190 YouTube: http://www.youtube.com/user/MariaParedesZ **Activity #9:** Attach significance to each component of the APTT model.
6. (90 minutes) To be ready for implementation of APTT.	• Will be able to develop personal parent invitation letter • Will be able to create bar graphs to clearly and anonymously display whole-class and individual student	**Activity #10:** Review documentation required for implementation (APTT Teacher Meeting Check List). **Activity #11:** Each grade level will produce a

Objectives	Knowledge and Skills	Activity/Resources
	test score data. • Will be able to break grade-level key learning skills into three main components. (The big picture) • Will be able to plan yearly parent-student goals (One to two per team meeting) • Will be able to plan and design activities to be used to coach parents. Activities must be aligned with 60-day academic goals. • Will be able to create individual student folders that contain all information shared during the meeting plus other relevant information you need to present to parents. • Will have activities ready for reproduction so each family can take home practice materials. • Will provide short survey to receive parent feedback after team meeting.	digital copy of a yearlong plan for implementing APTT in their classrooms. It will include: • Invitation letter • Three academic goals, one for each team meeting • Two activities to go with each goal for each team meeting • A list of materials you will need to give parents for athome practice • A list of materials you will need as consumables for the actual meeting • A plan for good parent attendance at the meetings **Activity #10:** Produce a reflection that includes: • My impressions of parent involvement before today's training were… • My impressions of Parent involvement following today's training are… • What did I learn today that was new? • What I will do differently to engage families in my classroom? Describe two to three specific strategies. • What barriers do you anticipate during implementation of APTT? • To implement APTT with fidelity, I believe I will need support with… • I think PI is important because…

Objectives	Knowledge and Skills	Activity/Resources
		Action: Complete APTT participation form.

Academic Parent-Teacher Teams (APTT)

Parendes, M. C. (2011). "Parent involvement as an instructional strategy: No more waiting for superman." *Teachers College Record*, Date Published: March 21, 2011 http://www.tcrecord.org ID Number: 16371, Date Accessed: 3/22/2011 4:28:17 PM

Articles/Literature Highlighting My Work and Research

"Preparing Teachers to Engage Families Around Student Data." *FINE Newsletter, March 2011.* http://www.hfrp.org/publications-resources/browse-our-publications/preparing-teachers-to-engage-families-around-student-data

"Three-way partnership transforms Arizona district." *R & D Alert 2011.* http://www.wested.org/online_pubs/RD-11-01.pdf

"An innovative model for parent-teacher partnerships." *US Department of Education, Office of Elementary and Secondary Education, 2010.* http://www.ed.gov/oese-news/innovative-model-parent-teacher-partnerships

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"Academic parent-teacher teams model." *Communicator 2010.* http://www.creightonschools.org/district/news/communicator/CreightonNews18a-Eng.pdf

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"Student develops successful alternative to parent-teacher conference" *ASU News December 2010.* http://asunews.asu.edu/20101129_teachersconferences

"Academic Parent Teacher Teams: Reorganizing Parent-Teacher Conferences Around Data" *FINE Newsletter, October 2010.* http://www.hfrp.org/publications-resources/browse-our-publications/academic-parent-teacher-teams-reorganizing-parent-teacher-conferences-around-data

School Turnaround

An Innovative Model for Parent-Teacher Partnerships

Maria Paredes, the Director of Community Education at Creighton School District in Arizona, has developed a new model for parent engagement that is attracting national attention and resulting in positive outcomes in her district.

The model, called the Academic Parent Teacher Team (APTT), replaces the traditional parent-teacher conference with three group meetings throughout the year, where teachers meet at once with all parents in their classroom. Each parent is provided with a folder of their child's performance indicators. Teachers then provide an in-depth coaching session on how to interpret this data based on overall classroom performance, school benchmarks, and state standards. Parents are provided with strategies and tools to help support learning at home. And together, parents and teachers set goals for their students, individually and as a class.

Paredes began the model as a pilot with 12 participating teachers. Today, 79 classrooms in all nine schools in the Creighton district use the model. Parent attendance for APTT meetings averages 92 percent.

The Department interviewed Paredes to find out more about how APTT can be used as part of a school turnaround strategy.

Department of Education (ED): *Why is the APTT model well-suited for improving parent engagement in low-income communities?*

Maria Paredes (MP): Let's take my district, Creighton School District, as an example. This is a low-income, high-immigrant area. I did a survey of education levels among our parents, and found that 65% of parents have education levels of 8th grade or less. What that means is that these parents have very limited knowledge of how the system works, what's expected of them.

So, what I set out to do with APTT is to take what teachers implicitly want, desire, and need – and make these things explicit to parents. APTT creates team meetings where teachers explicitly say, here is the classroom data, here is your own child's data. This is where we need to be to be on grade level, to be above grade level. Now the parent has a better window into the child's learning needs. The teachers set goals for the classroom and give parents access to concrete ways of helping their children that's beyond checking homework.

Now, parents know that there's an academic goal they're personally accountable for; there's support at the school if their child needs it; and they have materials from school to make this happen. Parents who have a deep desire to see their children succeed now have the control. This is something you don't think about with college educated parents, because they can read between the lines, and they have the frame of reference to figure out what's going on in the classroom.

APTT probably won't work for 100 percent of your students and their parents. But if you have about 75 percent of your parents responding, you're still going to see scores go through the roof!

ED: *How did you get your teachers to adopt APTT? What are some strategies to get their buy-in, especially given that teachers in turnaround schools will be asked to do many things differently?*

A: I think the most important part of APTT is helping your teachers understand the model, and be comfortable using it – because at first, they won't be comfortable.

At Creighton, I invited 12 dedicated teachers to try out APTT. They are all very capable teachers, but they were uncomfortable with certain parts of the model. For example, teachers are very uncomfortable with sharing whole class data (even though it's aggregated, with no names attached) with their parents. What this tells you is that there's a problem in our culture, as educators. We have a culture of not letting people understand the facts, the truth. We've said whole-class data is nobody's business except for teachers themselves. Teachers have to get willing to get past that fear and embarrassment of sharing this data.

Another thing that makes teachers uncomfortable is being in front of all the parents at once. They said to me, —I'm uncomfortable with just one parent – how can I get in front of all the parents?_ I told them that the parents are going to love them, because the relationship is going to be different.

To read the full interview, visit www.ed.gov/oese-news/innovative-model-parent-teacher-partnerships

For more information on APTT, contact Maria Paredes at mparedes@creightonschools.org

or visit her district website at www.creightonschool.prg/departments/communityed/communityed.php

Volume 1, Issue 3 – December 2010

Early Childhood Quality Improvement Process (ECQUIP)

District/School: **CTDS Number**:	**Date of Visit**: **ADE-ECE Team Members**: 1. 2.

District/Charter Team Members	**Titles**

Standard Chosen for Improvement (Circle One):

Standard 1: School and District Leadership
Standard 2: Curriculum, Instruction and Professional Development
Standard 3: Classroom and School Assessments
Standard 4: School Culture, Climate and Communication

COMMENTS:

Standard 1: SCHOOL AND DISTRICT LEADERSHIP

Leadership focuses on improved student achievement supported by the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Indicators

1.1 Leadership has led an inclusive process of developing a sustained and shared vision and mission as well as a written philosophy that is the basis for program planning, implementation, evaluation and modification.

1.2 The Leadership meets regularly with the early education staff to formulate, review, or revise the ECQUIP process/plan.

1.3 Leadership promotes and sustains continuous school improvement by providing organizational structure, allocating funding, monitoring the use of resources (e.g., fiscal, professional development, planning time).

1.4 Leadership ensures systems are in place to monitor the integrity and accuracy of child assessment data collected and reported by the program.

1.5 Leadership provides and supports professional development opportunities for early education program staff to strengthen their competencies in planning and implementing appropriate and effective educational programs for young children. Staff are committed to long-term professional growth that is continuous and job-embedded

Standard 1: School and District Leadership

Leadership focuses on improved student achievement supported by the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.1 Leadership has led an inclusive process of developing a sustained and shared vision and mission as well as a written philosophy that is the basis for program planning, implementation, evaluation and modification	*The Leadership led an ECQUIP process that was inclusive of stakeholders beyond Program Personnel *Program Personnel can articulate the programs shared vision, mission and philosophy statement	*The Leadership led an ECQUIP process that included Program Personnel from each Early Childhood component served by the district * Visual evidence of the vision, mission and philosophy statement was found (i.e., staff handbook, signs, posters etc) *Program personnel was provided with vision, mission and philosophy statement *A written philosophy statement aligns with the implementation, evaluation and modification for program planning *A philosophy statement is evident in program practices at the site level	An ECQUIP team exists but has limited participation from Program Personnel (not all of the Early Childhood components are represented on the ECQUIP team) *A written vision, mission and philosophy statement exists but this information is not shared with Program Personnel *Program planning and written philosophy statement are apparent but lack alignment with the implementation, evaluation and modification	*No evidence of a shared vision, mission or philosophy statement was found *No evidence of collaborative efforts were found for developing an ECQUIP plan or process	*Review copy of vision/mission statement (if applicable) *Review philosophy statement (if applicable) *Review Quality Enhancement Plan (if applicable) *Review School Improvement Plan (if applicable) *Review ECQUIP team meeting agenda, minutes, sign-in (if applicable) *Interview ECQUIP team *Review ECQUIP team member list (specifically for parents and community members) *Review ECQUIP assessment tool (if applicable) *Review Parent Handbook (if applicable) *Review staff handbook (if applicable) *Interview Program Personnel *Additional evidence found

Comments:_____

Standard 1: School and District Leadership

The district and school leadership focuses on improved student achievement by using the results from the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.2, The Leadership meets regularly with the early education staff to formulate, review, or revise the ECQUIP process/plan.	*Quarterly planning meetings are conducted to revise or review the ECQUIP process/plan *Evidence was found that Early Education staff provide ongoing input into the ECQUIP process/plan	*An ECQUIP team meets to review or revise the ECQUIP process/plan minimally one time a year *Evidence was found of Early Education staff providing input into the ECQUIP process/plan	*An ECQUIP process/plan has been developed but not reviewed or revised on an annual basis *Leadership met with Early Education staff but minimal evidence was found that staff had input into the ECQUIP process/plan	*Leadership has not met with the Early Education staff to review or revise an ECQUIP process/plan *Early Education staff are unaware of an ECQUIP process/plan	*Review Quality Enhancement Plan for the current year (if applicable) *Review Quality Enhancement Plan for the next school year (if applicable) *Review ECQUIP Binder (if applicable) *Review ECQUIP team meeting agenda, minutes, sign in (if applicable) *Identify ECQUIP team members, and frequency of meetings *Review staff meeting minutes/agenda (if applicable) *Review School Improvement Plan (if applicable) *Review Strategic Plan (if applicable) *Interview Program Personnel *Interview Administration *Additional evidence found

Comments:_____

Standard 1: School and District Leadership

The district and school leadership focuses on improved student achievement by using the results from the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.3 Leadership promotes and sustains continuous school improvement by providing organizational structure, allocating funding, monitoring the use of resources (e.g., fiscal, professional development, planning time.)	*Leadership allocates and reallocate resources to support continued school improvement *Leadership seeks resources needed to support continuous school improvement *Leadership allocates fiscal resources necessary to support ongoing Professional Learning of staff who seek additional learning opportunity, and is part of the district Professional Development Plan	*Program Personnel are provided with adequate time for planning and instruction *Resources are distributed to programs in equitable manner *Expenditures of funds are reasonable and allowable for the grant to which they are charged *Leadership plans for staff to participate in professional learning opportunities	*Program Personnel are provided time for planning and instruction *Resources are unevenly distributed among programs *Program Personnel are indiscriminately provided with professional learning opportunities	*Program Personnel have not been allotted additional time for planning and instruction *Program Personnel have inadequate resources to conduct effective program implementation *Leadership is unaware of Professional Development needs of Program Personnel	*Interview Administration *Interview Program Personnel (knowledge of Professional Development plan or (knowledge of professional planning time) *Desk Review (grants management) *Review School Improvement Plan (if applicable) *Review of Strategic Plan (if applicable) *Review fiscal documents with prior notice (invoices, expenditures, timesheets) (if applicable) *Review Program Personnel Professional Development plan (if applicable) *Review schedule of staff program planning time *Additional evidence found

Comments:_____

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Standard 1: School and District Leadership

The district and school leadership focuses on improved student achievement by using the results from the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.4 Leadership ensures systems are in place to monitor the integrity and accuracy of child assessment data collected and reported by the program.	*Leadership randomly reviews the child assessment data collected by Program Personnel *Leadership ensures the accuracy of assessment information collected and reported through the in class review of assessment related data (portfolio's, work sampling, observations etc)	*The Leadership has a written plan outlining its system for assuring the accuracy of data collected and reported by the program *The program has a formal process for data collection and reporting	*Leadership has selected an assessment plan but has not formalized a process for data collection or reporting *Assessment data is collected and reported but no evidence is found for a process to ensure the integrity of the data	*Data collection and reporting occurs irregularly *Data collection and reporting does not occur	*Interview Administration (specifically on staff assessment training and process used to ensure the integrity and accuracy of assessment) *Interview Program Personnel (specifically on assessment training) *Review sign in sheets for staff training on assessment (if applicable) *Review staff Professional Development information particularly certificates for assessment training (if applicable) *Review Child Portfolio collections *Review child assessment scores *Additional evidence found

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Standard 1: School and District Leadership

The district and school leadership focuses on improved student achievement by using the results from the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.5 Leadership provides and supports professional development opportunities for early education program staff to strengthen their competencies in planning and implementing appropriate and effective educational programs for young children. Staff are committed to long-term professional growth that is continuous and job-embedded.	*Leadership supports staff requests for Professional Development opportunity and growth *Leadership assures that information received at Professional Learning opportunities integrates both theory and practice *Leadership supports staff who are initiating their own Professional Development	*Leadership collaborates Professional Development opportunities with Program Personnel *Professional Development discussions are made based on systematic review of individual Program Personnel learning needs *Leadership structures Professional Development opportunities that lacks theory but supports practice and content	*Leadership solely selects Professional Development opportunities for Program Personnel *Leadership minimally supports Professional Development opportunities with regards to content only	*Leadership provides limited to no Professional Development opportunities for Program Personnel *Leadership chooses Professional Development in-discriminately, without regard to theory, practice or content	*Interview Administration (specifically on staff Professional Development opportunities) *Interview Program Personnel (specifically on Professional Development opportunities) *Review staff Professional Development file (if applicable) *Review staff meeting notes or agenda (if applicable) Review Professional Development calendar (if applicable) *Additional evidence found

Comments:_____

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona Academic Standards (K-3).

Indicators

2.1 Curriculum, instruction and assessment align with the Arizona Early Learning Standards (Preschool) or the Arizona Academic Standards (K-3).

2.2 An ongoing process is in place for monitoring and evaluating curriculum, instruction and assessment, and the results are communicated to all stakeholders and used to acknowledge the program's strengths and address challenges.

2.3 Related technology, instructional materials, and resources are integrated effectively into classroom instruction and used as a teacher productivity tool.

2.4 Curriculum includes daily opportunities to learn through a balance of child initiated and teacher directed experiences that match the needs, interests and developmental levels of all children.

2.5 The early childhood environment is valued as an integral part of the curriculum that facilitates child independence, interactions, and learning.

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona Academic Standards (K-3).

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.1 Curriculum, instruction and assessment align with the Arizona Early Learning Standards (Preschool) or the Arizona Academic Standards (K-3).	*Program Personnel can articulate clear understanding of the alignment of curriculum, instruction and assessment with the Arizona Early Learning Standards or the Arizona Academic Standards.	*Program Personnel practice and incorporate the use of the Arizona Early Learning Standards or the Arizona Academic Standards in curriculum, instruction and assessment *Program Personnel show evidence that curriculum planning includes consideration of assessment data and standards	*Program Personnel are aware that the Arizona Early Learning Standards or the Arizona Academic Standards exist and know where to access them *Little to no evidence was found related to the use of the Arizona Early Learning Standards or the Arizona Academic Standards	*Program Personnel has no knowledge of the Arizona Early Learning Standards or the Arizona Academic Standards	*Review Lesson Plans (for reference to state standards) *Classroom observation (for evidence of state standards) *Interview Program Personnel (for knowledge of the standards) *Review portfolio data *Request to see a copy of the state standards in the classroom *Review summative data (if applicable) *Additional evidence found

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Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona Academic Standards (K-3).

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.2 An ongoing process is in place for monitoring and evaluating curriculum, instruction and assessment, and the results are communicated to all stakeholders and used to acknowledge the program's strengths and address challenges.	*Evidence was found that ongoing monitoring and evaluation process was used to design Professional Development opportunities and to make curricular decisions and conduct global program planning	*The ECQUIP team has designed and began implementation of a process for monitoring and evaluating curriculum, instruction and assessment *The ECQUIP team chose an assessment tool based on appropriate identification of program strengths and needs *Assessment results are used to create recommendations and are shared with Program Personnel and other stakeholders	*The ECQUIP team has designed a plan for monitoring and evaluating curriculum, instruction and assessment *Little to no evidence exists of an ECQUIP plan being implemented *The ECQUIP team has chosen an assessment tool but the tool does not align with identified program needs	*No process is in place for monitoring and evaluating curriculum, instruction and assessment *Information related to program strengths and challenges is not shared with Program Personnel and stakeholders	*Interview Administration *Interview Program Personnel *Review school newsletter (if applicable) *Review staff team meeting notes and/or agenda (if applicable) * Review results of ECQUIP assessment tool *Review ECQUIP team meeting notes (if applicable) *Review Parent Handbook (if applicable) *Review ECQUIP Quality Enhancement Plan (if applicable) *Additional evidence found

Comments:_____

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Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona Academic Standards (K-3).

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.3 Related technology, instructional materials, and resources, are integrated effectively into classroom instruction and used as a teacher productivity tool.	*Technology integrated into the classroom curriculum is fully aligned with curricular objectives and the Arizona Early Learning Standards or the Arizona Academic Standards *Program Personnel use technology as a learning tool for their own Professional Development and share information with colleagues	*All materials (such as software) are age appropriate and have educational purpose that supports the instructional needs of the children. *Materials used by the children encourage active involvement such as singing, dancing and thinking *Most Program Personnel use technology for planning, record keeping or communication. *Program Personnel engage with children during the use of technology and use this resource as an opportunity to facilitate learning *Adaptive technology is present to allow for the full participation of children with special needs.	*Some of the materials may be too easy or too difficult for age of children, or lack educational purpose *Program Personnel provide appropriate technological materials but do not engage with children in the use of these resources or in the opportunity to facilitate learning	*No evidence of technology resources are found in the classroom *Materials are inappropriate for the age of children (violent language, sexual explicit content etc)	*Classroom observation (modifications and adaptations) *Interview Program Personnel *Review lesson plans (in regards to technology used in relationship to standards) *Review technology or programs used to aid instruction (overheads, vcr, computers, tape recorders, radio's, PDA's) (if applicable) *Additional evidence noted

Comments:_____

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Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona Academic Standards (K-3).

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.4 Curriculum includes daily opportunity to learn through a balance of child initiated and teacher directed experiences that match the needs, interests and develop-mental levels of all children.	*Program Personnel recognize opportunity for interests, and respond by altering daily plans *Smooth transitions occur between daily events	*Daily schedule includes a balance of large group, small group, and individual experiences *Teacher directed learning is presented in context of the child's world, relates in a meaningful way to the child's real-life experiences, and enables each child to be an active participant *Most play and routine activities are done in small groups or individual play *Services to children with special needs are provided within the context of daily activities and routine in setting where they are participating with age appropriate peers	*Teacher directed activities pre dominate daily curriculum with minimal consideration of child initiated play * Child initiated play is limited to 30-45 minutes per day	*Services to children with special needs is provided outside the classroom in other non inclusive settings *Teacher directed activities dominate daily curriculum *Activities occur haphazardly without the use of a daily schedule. *Most activities are conducted in whole group format	*Interview Program Personnel *Classroom observation (particularly focusing on use of DAP materials in classroom *Evidence of child initiated activities *Review lesson plans *Review daily schedule *Additional evidence found

Comments:_____

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Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona Academic Standards (K-3).

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.5 The early childhood environment is valued as an integral part of the curriculum that facilitating child independence, interactions, and learning.	*Materials are added to the environment in response to children interests or needs as identified through the process of assessment *The outdoor learning environment is used as an extension of the indoor classroom	*Children with special needs are provided with services, adaptations and modifications necessary to fully participate with age appropriate peers *Learning areas are arranged so all children can engage in experiences of their choice without distracting or being distracted by others. *Learning areas allow for integration of experiences and materials from one area to another *Each learning area has a wide variety of concrete, real and relevant materials and activities, which are in good condition and frequently are rotated in order to give children new things to do. *Classroom environment reflects curricular themes or topics as well as children's interests and experiences	*Minimal opportunity for children with special needs to fully participate with age appropriate peers	*No modifications or adaptations are made to the environment to include children with special needs	*Classroom and outdoor observation *Interview Program Personnel (staff responsibility in this facilitation) *Parent Handbook (if applicable) *Review fiscal activity (equipment and materials) *Additional evidence found

Comments:_____

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Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The program uses multiple standards-based assessments, strategies, and data to measure and monitor child progress in an ongoing manner. Data collected is used to guide instruction, determine individual needs of children, and assess program effectiveness.

Indicators

3.1 Children's growth in all developmental and standard content areas is assessed in an ongoing and authentic manner, to modify curriculum and individual instruction, and to identify children's needs and/or make appropriate referrals.

3.2 Teachers communicate the results of individual child assessments regularly with families and other stakeholders.

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The program uses multiple standards-based assessments, strategies, and data to measure and monitor child progress in an ongoing manner. Data collected is used to guide instruction, determine individual needs of children, and assess program effectiveness.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.1 Children's growth in all developmental and standard content areas assessed in an ongoing and authentic manner, to modify curriculum and individual instruction, and to identify children's needs and/or make referrals.	*Program Personnel collaborate with families in the planning and implementation of assessment activities *Assessment uses multiple methods and is conducted in multiple settings and at different time periods	*Program Personnel use systems to assure that assessment is conducted in all domain and content areas *Program Personnel collect child assessment data using multiple methods and strategies -samples of children's work, description of their performance and anecdotal records -a clear and organized system is used four collection and recording of information related to children's growth and development -assessment activities are conducted in the context of daily activities and routines and consist of observations, children's performance, interactions with peers and adults, and listening to them talk *Assessment provides useful information for intervention activities that promote children's progress towards IEP goals and objectives *Information is elicited informally from parents about their child's experiences at home and is taken into consideration in program planning and implementation	*Assessment is conducted in context of outside daily activities and routines (one on one testing) *Assessment is conducted but is not comprehensive of all content areas and domains	*Children's growth is not routinely assessed *Assessment checklist is completed without documentation evidence, such as anecdotal records, children's work, or description of their performance	*Review ongoing progress monitoring for completion *Interview Program Personnel *Review portfolio sampling system *Review DIBELS (if applicable) *Confirm that assessment is occurring in all content areas *Interview program personnel (in regards to how often and method used to collect child assessment data) *Additional evidence found

Comments:_____

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Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor child progress in an ongoing manner. Data collected is used to guide instruction, determine individual needs of children, and assess program effectiveness.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.2 Teachers communicate the results of individual child assessments regularly with families and other stakeholders.	*Program Personnel are responsive to parent's requests for information related to their child's progress *Program Personnel meet with families to discuss information about the Arizona Early Learning Standards or Arizona Academic Standards *Program Personnel meet at least every 90 days to review child assessment data	*Results of assessments are shared with parents in a non-technical manner *Program Personnel meet with families at a minimum two times a year to review child assessment data *Information provided to families includes both children strengths and deficits and identifies instructional needs *Families have adequate time to review reports, ask questions, or express concerns *Program Personnel enter Child Assessment data into SAIS-Student Management System by appointed times	*Program Personnel meet with families one time a year to review child assessment data	*Program Personnel do not meet with families to share information about child progress or review child assessment data	*Interview Program Personnel *Review documentation of referrals (if applicable) *Review team meeting notes (if applicable) *Review parent conference notes or agenda (if applicable) *Review teacher communication log or daily progress report (if applicable) *Review weekly classroom newsletter (if applicable) *Review student progress reports *Additional evidence found

Comments:_____

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Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

Indicators

4.1 A safe and orderly environment ensures that children's health and safety are a priority throughout each program day.

4.2 Program personnel build positive nurturing relationships with children and parents, and work to improve inclusive practices, and parent and community involvement.

4.3 Children and program personnel are valued, and their work is recognized and acknowledged.

4.4 Anti-bias practices are evident which celebrate and are inclusive of linguistic, multicultural, and individual abilities within the school community.

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.1 A safe and orderly environment ensures that children's health and safety are a priority throughout each program day.	*ECSPED classrooms are DHS licensed and licenses are current *Preschool staffing patterns follow recommended ratios as set by national accrediting bodies *Maximum group sizes are set to assure that children's safety and supervision is maintained	*All Early Childhood Block Grant, Title I Even Start and State Family Literacy preschool classrooms have current DHS licenses *Program has clear, written policies and procedures related to issues of illness, accidents, supervision, facilities and equipment *Staffing patterns are maintained throughout the day to comply with regulations set by AZDHS office of child care licensure *Indoor and outdoor early childhood environments are age appropriate (i.e. not too large), safe and kept in good condition *Staff assure they are located in areas to facilitate appropriate interactions and provide maximum supervision	*All Early Childhood Block Grant, Title I Even Start and State Family Literacy preschool classrooms have been licensed, but the license is no longer current *Some written policies and procedures related children's health and safety are available and accessible to staff *Staffing patterns provide minimal supervision of children *Staffing patterns are maintained but staff do not assure they are providing maximum supervision (i.e. staff are present but conducting adult conversation versus interacting with children)	*Early Childhood Block Grant, Title I Even Start, or State Family Literacy classrooms have not received a DHS license to date *Staffing patterns do not allow for sufficient supervision of children to assure their safety at all times *No written policies or procedures related to safety practices and children's health are available or accessible to staff	*Interview Program Personnel *Review Handbook on Health and Safety policies and practices (if applicable) *Review schedule of fire drill practice, evacuation plan, lockdown plan (if applicable) *Review procedure for accidents *Classroom observation (DHS license, accreditation) * Additional evidence found

Comments:_____

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Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.2 Program personnel build positive nurturing relationships with children and parents, and work to improve inclusive practices, and parent and community involvement.	*Children and families are provided with a variety of strategies to receive additional assistance beyond classroom instruction to support children's learning *Family and child strengths and assets are used as a basis for engaging families in participatory experiences supporting parenting competence and confidence *Program procedures provide opportunities for the exchange of ideas among parents, early care and education providers, community leaders, school and district personnel, family literacy educators, special educators, and social service agency representatives.	*Each child and family member is treated with warmth, care, and respect regardless of socioeconomic, racial, or cultural background, gender, ability or appearance *Staff communication with children is used to extend learning and discuss ideas related to their play versus used simply to guide and direct behavior and actions *Program personnel facilitate the development of relationships among all children – especially those between typically developing children and children with special needs *Children are guided in positive, predictable, and constructive ways; inappropriate behavior is addressed at the time it occurs and children are assisted in resolving conflicts on their own *A variety of involvement activities, such as regular program participation, field trips, parent meetings or workshops, work at home, social events, etc., are available to families *Families are encouraged to contribute information when determining outcomes for their child and in assessing their child's growth and development *Early education and kindergarten programs collaborate to assure the smooth transition of children and families between programs	*Staff/child communication is used primarily to control or direct *Communication directed to families is solely for the purpose of providing information related to program operations and/or activities. Communication is one-way *Program personnel resolve conflicts for children rather than facilitating negotiations and developing children's problem-solving skills *Program participation activities are limited either in scope or in availability (i.e. only opportunities to volunteer in the classroom, or only accessible to families during the day)	*Communication directed to children and/or families is punitive , unpleasant and/or demeaning and disrespectful *Physical contact is used primarily to control *Program personnel are unresponsive when children are in distress, have questions or exhibit inappropriate behaviors	*Interview Program Personnel *Review attendance records *Review team meeting notes (if applicable) *Review Parent Volunteer log (if applicable) *Review Handbook (if applicable) *Classroom observation *Review weekly classroom newsletter (if applicable) *Review monthly school newsletter (if applicable) *Review school website (if applicable) *Additional evidence found

Comments:_____

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Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.3 Children and program personnel are valued, and their work is recognized and acknowledged.	*This area should highlight accomplishments found in places like the school marquee, recognition of students/staff (process), culture reflected, newspaper *Program personnel are viewed as experts in their field and are used to provide ongoing professional development to their peers and others	*The majority of classroom displays are at children's eye level and are made up of children's work products or materials depicting their personal experiences *School newsletters or other materials distributed recognize the accomplishments of both children and program personnel	*Classroom displays are present but either not at children's eye level or consisting mostly of teacher or commercially made materials	*No evidence of classroom displays found	*Classroom observation *Evidence of student achievement displayed (if applicable) *Evidence of Program Personnel achievement displayed (if applicable) *Review monthly school newsletter (if applicable) *Interview Program Personnel *Review awards (if applicable) *Review school marquee (if applicable) *Review public newspaper articles written on the school (if applicable) *Additional evidence found

Comments:_____

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Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	**2 Meets**	**1 Approaches**	**0 Falls Far Below**	
4.4 Anti-bias practices are evident which celebrate and are inclusive of linguistic, multicultural, and individual abilities within the school community.	*Program Personnel assist families in finding support services within their linguistic and cultural community *Program Personnel provide all information in the parents' preferred language and format (written and spoken)	*Practices, supports, and resources are responsive to the cultural, ethnic, racial, language, and socio-economic characteristics and preferences of families and communities *Inclusion of diversity is part of daily routines and play activities (i.e., ethnic foods are a regular part of meals/snacks/music tapes and songs from different cultures included at music time) *Materials, books, pictures are accessible showing people of different races, cultures, ages, abilities, and gender in non-stereotyping roles *Linguistic and cultural needs are met by emphasizing strategies for integrating multicultural and anti-bias themes into all curricular areas *Sensitivity to and acceptance of each child's cultural heritage or special needs are demonstrated Stereotypes based on gender, race, culture, age, or ability are discussed as situations occur naturally in the environment	*Minimal evidence noted of diversity included in daily routines and play activities *Materials, books, pictures depicting people of different races, cultures, ages, abilities, and gender in non-stereotypical roles are minimally accessible	*No racial or cultural diversity visible in materials (all toys and pictures are of one race, all print materials are about one culture, all print and audio materials are in one language where bilingualism is prevalent) *Materials present are stereotypical of races, cultures, ages, abilities, and gender	*Classroom observations (environmental artifacts) *Review lesson plans *Interview Program Personnel *Review student Portfolio's *Review handbook *Review school newsletter (if applicable) *Review school website (if applicable) *Additional resources found

Comments:_____

_____

EVALUATION RECORD
for

Standard 1: School and District Leadership

Leadership focuses on improved student achievement supported by the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Indicators	Falls Far Below the Standard	Approaches the Standard	Meets the Standard	Exceeds the Standard
1.1 Leadership has led an inclusive process of developing a sustained and shared vision and mission as well as a written philosophy that is the basis for program planning, implementation, evaluation and modification.	**3**	**2**	**1**	**0**
1.2 The Leadership meets regularly with the Early Education staff to formulate, review, or revise the ECQUIP process/plan.	**3**	**2**	**1**	**0**

Comments:_____

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Standard 1: School and District Leadership

Leadership focuses on improved student achievement supported by the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators				
1.3 Leadership promotes and sustains continuous school improvement by providing organizational structure, allocating funding, and monitoring the use of resources (e.g., fiscal, professional development, planning time).	**3**	**2**	**1**	**0**
1.4 Leadership ensures systems are in place to monitor the integrity and accuracy of child assessment data collected and reported by the program.	**3**	**2**	**1**	**0**

Comments:_____

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Standard 1: School and District Leadership

Leadership focuses on improved student achievement supported by the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators				
1.5 Leadership provides and supports professional development opportunities for early education program staff to strengthen their competencies in planning and implementing appropriate and effective educational programs for young children. Staff are committed to long-term professional growth that is continuous and job-embedded.	**3**	**2**	**1**	**0**

Comments:_____
_____
_____
_____

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona Academic Standards (K-3).

Indicators	Exceeds the Standard	Meets the Standard	Approaches the Standard	Falls Far Below the Standard
2.1 Curriculum, instruction and assessment align with the Arizona Early Learning Standards (Preschool) or the Arizona Academic Standards (K-3).	**3**	**2**	**1**	**0**
2.2 An ongoing process is in place for monitoring and evaluating curriculum, instruction and assessment, and the results are communicated to all stakeholders and used to acknowledge the program's strengths and address challenges.	**3**	**2**	**1**	**0**

Comments:_____

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Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona Academic Standards (K-3).

	Exceeds the Standard	Meets the Standard	Approaches the Standard	Falls Far Below the Standard
Indicators				
2.3 Related Technology, instructional materials, and resources are integrated effectively into classroom instruction and used as a teacher productivity tool.	**3**	**2**	**1**	**0**
2.4 Curriculum includes daily opportunities to learn through a balance of child initiated and teacher directed experiences that match the needs, interests and developmental levels of all children.	**3**	**2**	**1**	**0**

Comments:_____
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Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona Academic Standards (K-3).

Indicators	Exceeds the Standard	Meets the Standard	Approaches the Standard	Falls Far Below the Standard
2.5 The early childhood environment is valued as an integral part of the curriculum that facilitates child independence, interactions, and learning.	**3**	**2**	**1**	**0**

Comments:_____

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Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The program uses multiple standards-based assessments, strategies, and data to measure and monitor child progress in an ongoing manner. Data collected is used to guide instruction, determine individual needs of children, and assess program effectiveness.

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators				
3.1 Children's growth in all developmental and standard content areas is y assessed in an ongoing and authentic manner, to modify curriculum and individual instruction, and identify children's needs and/or make appropriate referrals.	**3**	**2**	**1**	**0**
3.2 Teachers communicate the results of individual child assessments regularly with families and other stakeholders.	**3**	**2**	**1**	**0**

Comments:_____
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Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

Indicators	Exceeds the Standard	Meets the Standard	Approaches the Standard	Falls Far Below the Standard
4.1 A safe and orderly environment ensures that children's health and safety are a priority throughout each program day.	**3**	**2**	**1**	**0**
4.2 Program personnel build positive nurturing relationships with children and parents, and work to improve inclusive practices, and parent and community involvement.	**3**	**2**	**1**	**0**

Comments:_____
_____
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_____

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

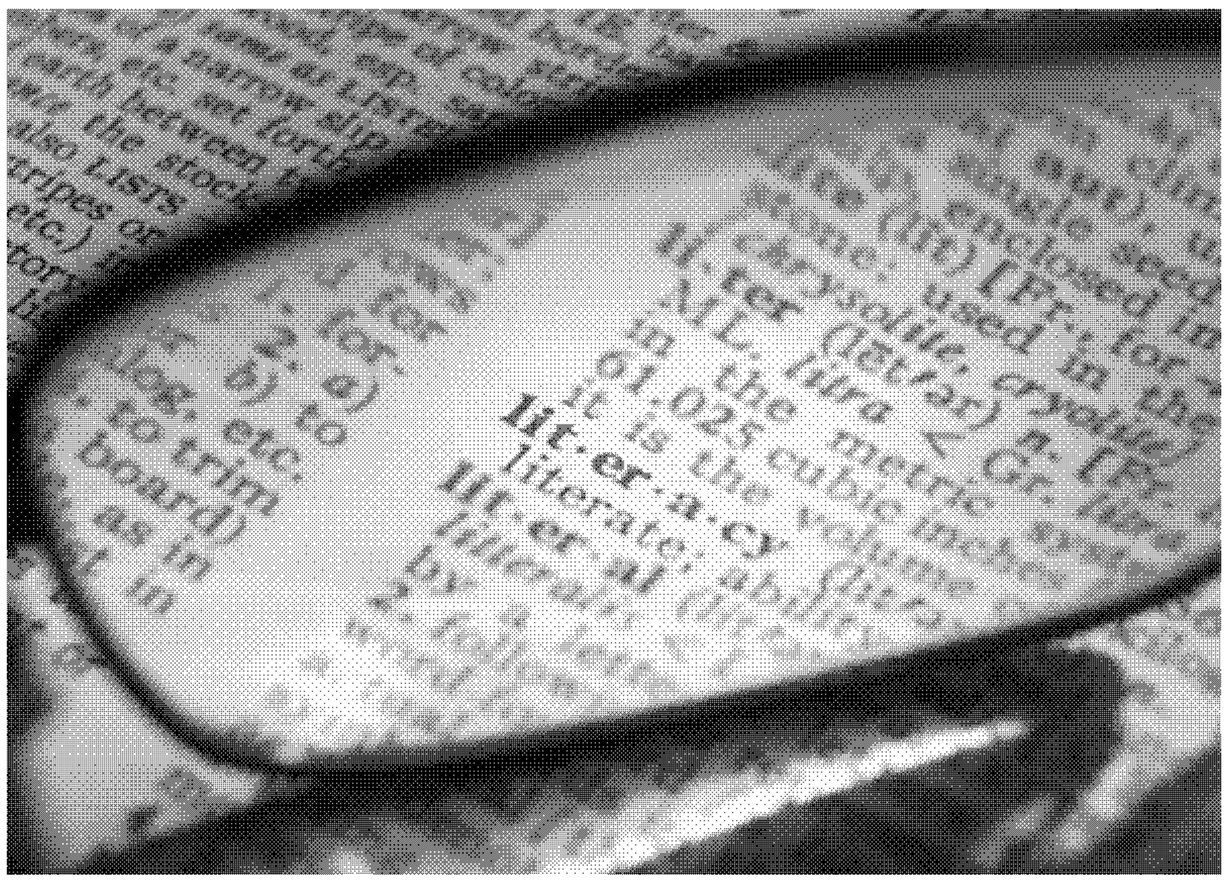
Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators				
4.3 Children and program personnel are valued, and their work is recognized and acknowledged.	**3**	**2**	**1**	**0**
4.4 Anti-bias practices are evident which celebrate and are inclusive of linguistic, multicultural, and individual abilities within the school community.	**3**	**2**	**1**	**0**

Comments:_____
_____
_____
_____

Effective Adolescent Literacy Program

Assessment and Planning Instrument



Adapted from Planning and Evaluation Tool for Effective School Wide Reading Programs - R

Deborah C. Simmons, Ph.D.
Edward Kame'enui Ph.D.

Assessment and Planning Instrument for

Effective Adolescent Literacy Programs

6-12

School: _____ Date: _____

Position (check one):

____ Administrator

____ Teacher

____ Grade Level Team

Current grade(s) Taught (if applicable):

____ Sixth grade

____ Seventh grade

____ Eighth grade

____ Ninth grade

____ Tenth grade

____ Eleventh grade

____ Twelfth grade

Years of Teaching Experience: _____ Years at Present School: _____

Directions

Based on your knowledge of the school's literacy plan (e.g., goals, assessments, materials, time) use the following criteria to evaluate your impressions of the *implementation* of the literacy plan.

Each item has a value of 0, 1, or 2 to indicate the level of implementation (see below). Please note that some items are designated with a factor, (e.g.x2). Items with this designation are considered more important in the overall literacy program. Fill in the blank with your item rating score using the 0 to 2 scale.

In the right hand column of the table, document evidence available to support your rating for each item.

Levels of Implementation Description

0= Not in place

1= Partially in place

2= Fully in place

Assessment and Planning Instrument for Effective Elementary Literacy Programs

A. **Administration/Organization/Communication** – Strong instructional leadership maintains a focus on high-quality instruction, organizes and allocates resources to support reading, and establishes mechanisms to communicate reading progress and practices.

Evaluation Criteria	**Documentation of Evidence**
___1. Administrators and the building leadership team are knowledgeable of: • state standards • priority literacy skills and strategies • assessment measures and practices • instructional strategies and materials	
___2. Administrators and the building leadership team work with staff to create a coherent plan for literacy instruction in reading classes and across content areas.	
___3. Administrators and the building leadership team maximize and protect instructional time and organize personnel and resources to support literacy instruction, practice and assessment.	
___4. Grade level teams are established and supported to analyze literacy performance and plan instruction	
___5. Concurrent instruction (i.e. special education, interventions) is coordinated with and content area classes.	
___6. A communication plan for reporting and sharing student performance with teachers, parents and school and Department of Education is in place.	

_____/12 Total Points _____%

Percent of Implementation

6 = 50% 10 = 80% 12 = 100%

Assessment and Planning Instrument for Effective Elementary Literacy Programs

B. **Goals, objectives, priorities** – Goals for literacy (reading, writing and content literacy) achievement are clearly defined, anchored by research, prioritized in terms of importance to student learning, commonly understood by users, and consistently employed as instructional guides by all teachers.

Evaluation Criteria	**Documentation of Evidence**
___1. Are clearly defined and quantifiable at each grade level and across content area.	
___2. Are articulated across grade levels and content area (vertical alignment)	
___3. Are Prioritized and dedicated to each of the essential elements of literacy (word knowledge – structural analysis and vocabulary; accurate and fluent reading of connected text, comprehension and writing).	
___4. Guide instructional and curricular decisions (e.g. time allocations, focus of instruction).	
___5. Concurrent instruction (i.e. special education, interventions) is coordinated with and content area classes.	
___6 Are commonly understood and consistently used by teacher and administrators within and between grades to evaluate and communicate student learning and improve practice.	

_____/12 Total Points _____%

Percent of Implementation

6 = 50% 10 = 80% 12 = 100%

Assessment and Planning Instrument for Effective Elementary Literacy Programs

C. **Assessment** – Instruments and procedures for assessing literacy achievement are clearly specified, measure essential skills, provide reliable and valid information about student performance and inform instruction in important, meaningful and maintainable ways.

Evaluation Criteria	**Documentation of Evidence**
___1. A school wide assessment system and database are established and maintained for documenting student performance and monitoring progress. (x2)	
___2. Measures assess student performance on standards and benchmarks.	
___3. Measures are technically adequate (have high reliability and validity) as documented by research.	
___4. All users receive training and follow-up on measurement administration, scoring and data interpretation.	
___5. At least once a year screening measures identify student's level of performance and are used to determine instructional needs.	
___6. Formative measures are administered throughout the year to document and monitor student reading performance (frequency determined by need of student). (x2)	
___7. There is a system in place, which ensure measures are collected reliably, data are scored and entered accurately, and feedback is provided in a timely fashion to teachers.	
___8. Student performance data are analyzed and summarized in meaningful formats and routinely used to evaluate and adjust instruction. (x2)	

_____/22 Total Points _____%

Percent of Implementation

11 = 50% 18 = 80% 22 = 100%

Assessment and Planning Instrument for Effective Elementary Literacy Programs

D. **Instructional strategies and Instructional materials** –The instructional strategies and materials have documented efficacy, are drawn from research-based findings and practices, align with district standards and benchmarks and support the full range of learners.

Evaluation Criteria	**Documentation of Evidence**
___1. Scientifically based literacy instruction is implemented school wide including in the content areas. (x3)	
___2. Instructional strategies and materials provide explicit instruction in the essential components of literacy (word knowledge – structural analysis and vocabulary; accurate and fluent reading of connected text, comprehension and writing). (x2)	
___3. Instructional strategies and materials align with and support 2010 AZ ELA standards, scientifically based literacy practices and provide sufficient instruction in essential elements to allow the majority of students to reach learning goals.	
___4. Supplemental and intensive supports of documented efficacy are in place to support students who do not benefit adequately from the initial instruction. (x2)	
___5. Instructional strategies and materials are implemented with a high level of fidelity. (x3)	

_____/22 Total Points _____%

Percent of Implementation

11 = 50% 18 = 80% 22 = 100%

Assessment and Planning Instrument for Effective Elementary Literacy Programs

E. **Instructional time** –A sufficient amount of time is allocated for instruction and the time allocated is used effectively.

Evaluation Criteria	Documentation of Evidence
___1. a school wide plan is established to allocate sufficient literacy time (2-3 hours a day- includes focus on literacy in content areas).	
___2. Literacy instruction is prioritized and occurs daily (x2)	
___3. Instructional time is allocated to skills and practice most highly correlated with reading success (i.e. essential elements of literacy including word knowledge, fluency, comprehension and writing).	
___4. Social studies, science, math and other content area materials are used for literacy instruction in addition to literature selections. (x2)	
___5. Additional instructional time is allocated to students who fail to make adequate reading progress.	

_____/14 Total Points _____%

Percent of Implementation

7 = 50% 11 = 80% 14 = 100%

Assessment and Planning Instrument for Effective Elementary Literacy Programs

F. **Differentiated instruction/Grouping/Scheduling** –Instruction optimizes learning for all students by tailoring instruction to meet current levels of knowledge and perquisite skills and organizing instruction to enhance student learning.

Evaluation Criteria	Documentation of Evidence
___1. Student performance is used to determine the level of instructional materials and to select research-based instructional strategies and materials.	
___2. Instruction is provided in flexible groups for a variety of purposes to maximize student performance, engagement and opportunities to respond.	
___3. For students who require supplemental or intensive support (less than proficient) instruction is provided in addition to the literacy instruction that is provided to all students.	
___4. For students who require supplemental or intensive support (highly proficient) instruction is adjusted to target grade level/content standards.	
___5. Group size, amount of instructional time and instructional strategies and materials are determined by and adjusted according to learner performance.	

_____/10 Total Points _____%

Percent of Implementation

5 = 50% 8 = 80% 10 = 100%

G. **Professional Development** – Adequate and ongoing professional development is determined and available to support reading instruction.

Evaluation Criteria	Documentation of Evidence
___1. Teachers and instructional staff have thorough understanding and working knowledge of grade-level instructional priorities and effective practices for literacy.	
___2. Ongoing professional development is established to support literacy (including content literacy) to content area teachers and instructional staff in the assessment, instructional strategies and intervention.	
___3. Time is systematically allocated for educators to work collaboratively to analyze, plan and refine instruction based on student achievement and teacher implementation data.	
___4. Professional development efforts are explicitly linked to instructional practices that have been shown to be effective through documented research.	

_____/8 Total Points _____%

Percent of Implementation

4 = 50% 6.5 = 80% 8 = 100%

Summary Score

Directions: Return to each element (e.g. goals, assessments) and total the score at the bottom of each page. Transfer each element's number to the designated space below. Sum the total scores to compute your overall evaluation of the building-wide core reading cycle. The total possible value is 100 points. The total score can be used to evaluate the overall quality of the school's core reading cycle.

Evaluate each element to determine the respective quality of the implementation. For example, a score of 11 in Goals/Objectives/Priorities means that in your estimation the school is implementing approximately 80% of the items in the element.

Element	Score	Percent
A. **Administration/Organization/Communication**	/12	
B. **Goals, objectives, priorities**	/12	
C. **Assessment**	/22	
D. **Instructional strategies and Instructional materials**	/22	
E. **Instructional time**	/14	
F. **Differentiated instruction/Grouping/Scheduling**	/10	
G. **Professional Development**	/8	
Total Score	/100	

Narrative Summary

1. Based on the school wide summary scores for each element and the average group score, identify the areas of strength. Strengths may be based on elements or on specific items within elements.

2. List each element and specific items within each element that are in need of further development.

The following is an example of how subgrant applicants would respond to the technology solution requirement, through choosing a mobile solution for their Tier 1 and Tier 2 students:

Technology Component:

- *Description of the mobile solution selected and the rationale for the selection and how it will be implemented.* Like all new innovations, there is not an abundance of research of the effectiveness of mobile computing; however, the implementation of the mobile solution needs to have an evidence based foundation. The mobile device must, as a minimum, be Wi-Fi capable and have a built in video camera. Examples of devices that might be considered include netbooks, iPod touch (or other equivalent device), e-book reader (with text to speech, notation and highlighting capabilities, built-in dictionary, etc) or other similar devices, including traditional laptops.
- *Description of the use of mobile apps or software that targets the development of oral language, reading and writings skills for Tier 1 or Tier 2 students.* Much of the instructional impact made possible through technology is dependent on the quality of the content it allows students to access. Digital content can provide students access to the most up-to-date information, as well as offering engaging, interactive simulations and demonstrations that can accelerate or reinforce the learning process. Applicants should also describe how they are leveraging existing digital content resources provided by the state, such as IDEAL, Thinkfinity, Discovery Streaming, and SAS Curriculum Pathways.
- *Description of additional classroom technology needed to support the mobile solution.* The classroom may need an interactive white board, video projector, document camera, response systems or audio enhancement to enhance the mobile experience.

- *Description of the needed evidence-based professional development for teachers.* Teachers are the critical factor in the successful implementation of the mobile solution. Teachers will need initial training on the devices and good professional development on new instructional strategies to use mobile technology, and any additional classroom technology, to support the needs of Tier 1 and Tier 2 students.
- *Description of infrastructure needed to support a mobile solution.* Adequate infrastructure is a vital component for the use of mobile technology to support Tier 1and 2 student needs. Many of the rich, interactive resources and collaborative technologies require adequate bandwidth and network capacity. Applicants need to verify selected classrooms have sufficient electrical capacity for the additional hardware that would be purchased and the technical expertise to support the implementation.
- *Description of capacity to implement a mobile solution.* Sub-grantees need to explain past evidence of successful classroom technology implementation and the types of evidence-based professional development they provided. Secure letters of commitments for mobile implementation from those who will be involved in the project.

Arizona's Current GPRA Measures Data:

(1) The percentage of participating 4-year-old children who achieve significant gains in oral language skills.

(2) The percentage of participating 5th-grade students who meet or exceed proficiency on State English language arts assessments under section 1111(b)(3) of the ESEA.

(3) The percentage of participating 8th-grade students who meet or exceed proficiency on State English language arts assessments under section 1111(b)(3) of the ESEA.

(4) The percentage of participating high school students who meet or exceed proficiency on State English language arts assessments under section 1111(b)(3) of the ESEA.

Subgroup	Gr.	Subject	% Meets	% Exceeds	% Passing	Number Tested
All Students	5	Reading	65	7	72	82648
ELL	5	Reading	18	0	19	6571
Low SES	5	Reading	59	3	63	44651
SPED	5	Reading	31	3	34	11090
All Students	5	Writing	65	9	74	81605
ELL	5	Writing	35	0	35	6503
Low SES	5	Writing	62	4	66	43962
SPED	5	Writing	34	2	36	10239
All Students	8	Reading	67	6	74	80833
ELL	8	Reading	15	1	15	3958
Low SES	8	Reading	61	3	64	40391
SPED	8	Reading	28	2	30	9327
All Students	8	Writing	*	*	*	*
ELL	8	Writing	*	*	*	*
Low SES	8	Writing	*	*	*	*
SPED	8	Writing	*	*	*	*
All Students	HS	Reading	66	11	77	76674
ELL	HS	Reading	12	0	13	2873
Low SES	HS	Reading	61	5	66	33227
SPED	HS	Reading	33	3	35	8086
All Students	HS	Writing	58	15	73	75805
ELL	HS	Writing	14	0	14	2826
Low SES	HS	Writing	54	7	61	32710
SPED	HS	Writing	26	1	28	7269

Budget Narrative

Budget Narrative

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

ARIZONA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy (SRCL) Budget Narrative (ED Form 524, Section C)

1. Personnel

- Provide the title and duties of each position to be compensated under this project.
- Provide the salary for each position under this project.
- Provide the amounts of time, such as hours or percentage of time to be expended by each position under this project.
- Explain the importance of each position to the success of the project.
- Provide the basis for cost estimates or computations.

2. Fringe Benefits

- Give the fringe benefit percentages of all personnel included under Personnel.
- Provide the rate and base on which fringe benefits are calculated.

Position Title	FTE 1/	Salary 2/	Benefits 3/	Duties / Importance to Success
SRCL State Program Director	0.25	$23,119	$8,323	The SRCL State Program Director, who is also the ADE Associate Superintendent for the School Effectiveness Division and leads the State Literacy Team, is a highly qualified administrator, teacher and literacy specialist with more than 30 years of pre-K through 12th grade education experience, will serve as SRCL State Program Director and oversee and coordinate all aspects of Arizona's SRCL Grant including assignment and direction of essential personnel, professional development, technical assistance, funding and monitoring to ensure implementation with fidelity.
Ed Program Mgr - Professional Development	1.00	$62,500	$22,500	The ADE Education Program Manager for Professional Development is a highly qualified teacher, literacy specialist, and ADE director, with more than 20 years of PD experience and will lead and coordinate the day-to-day professional development activities associated with SRCL Grant, including planning and designing specific ADE site-based, regional and on-line PD opportunities for all SRCL subgrant recipients to ensure PD is research-based, appropriate based on staffs' and students' needs, as evidenced by the data, accessible and timely delivered.
Ed Program Mgr - Technical Assistance	1.00	$62,815	$22,613	The ADE Education Program Manager for Technical Assistance, is a highly qualified teacher, literacy specialist and ADE director with more than 20 years of TA experience and will lead and coordinate the day-to-day technical assistance activities associated with SRCL Grant including planning and designing specific ADE site-based, regional and on-line TA for all SRCL subgrant recipients to ensure TA is research-based, appropriate based on staffs' and

				students' needs, as evidenced by the data, accessible and timely delivered.
Ed Program Mgr - Evaluation	0.50	$35,000	$12,600	The ADE Education Program Manager for Evaluation, is a highly qualified administrator, data and assessment expert, and ADE Deputy Associate Superintendent with more than 20 years of program evaluation and reporting experience and will lead and coordinate the day-to-day program evaluation, progress monitoring and data assessment efforts associated with SRCL Grant including compiling and evaluating statewide data from SRCL subgrantees and coordinating with the other program managers to ensure PA and TA is focused, targeted and timely delivered to all SRCL subgrant recipients based, on their specific needs, as evidenced by the data.
Ed Program Mgr - Finance	0.30	$22,030	$7,931	The SRCL Manager for Finance, who is also the ADE Finance Director for the School Effectiveness Division is a highly qualified education administrator with more than 30 years of pre-K through university budget, finance and compliance monitoring experience, will oversee and coordinate the key aspects of ADE's SRCL budget and those of the SRCL subgrant recipients' budgets, amendments and required fiscal reporting on the Grants Management System, as well the day-to-day ongoing fiscal monitoring and formal periodic comprehensive site-based fiscal and programmatic monitoring to ensure implementation with fidelity.
Ed Program Specialist	0.50	$32,086	$11,551	One of four ADE Program Specialists with extensive pre-K through 12th grade literacy training and specific expertise in ***Response to Intervention (RTI), Special Education*** and ***Literacy Assessments*** as well as classroom instruction, coaching, instructional research and school-based administration, has shared responsibility with other Team members to timely deliver professional development, technical assistance and programmatic monitoring to each SRCL LEA/school/ECE provider. This position has collaborative responsibilities with School Improvement & Intervention, AZReads and Early Childhood.
Ed Program Specialist	0.50	$32,623	$11,744	One of four ADE Program Specialists with extensive pre-K through 12th grade literacy training and specific expertise in ***English Language Arts (ELA) Standards*** and ***Literacy Assessments*** as well as classroom instruction, coaching, instructional research and school-based administration, has shared responsibility with other Team members to timely deliver professional development, technical assistance and programmatic monitoring to each SRCL LEA/school/ECE provider. This position has collaborative responsibilities with School Improvement & Intervention, AZReads and Early Childhood.
Ed Program Specialist	0.50	$26,715	$9,617	One of four ADE Program Specialists with extensive pre-K through 12th grade literacy training and specific expertise in ***Response to Intervention (RTI), High School Dropout Prevention*** and ***Literacy Assessments***, as well as classroom instruction, coaching, instructional research and school-based administration, has shared responsibility with other Team members to timely deliver professional development, technical assistance and programmatic monitoring to each SRCL LEA/school/ECE provider. This position has

				collaborative responsibilities with School Improvement & Intervention, AZReads and Early Childhood.
Ed Program Specialist	0.50	$29,541	$10,635	One of four ADE Program Specialists with extensive pre-K through 12th grade literacy training and specific expertise in ***English Language Arts (ELA) Standards*** and ***Language Essentials for Teachers of Reading & Spelling (LETRS)***, as well as classroom instruction, coaching, instructional research and school-based administration, has shared responsibility with other Team members to timely deliver professional development, technical assistance and programmatic monitoring to each SRCL LEA/school/ECE provider. This position has collaborative responsibilities with School Improvement & Intervention, AZReads and Early Childhood.
Ed Program Specialist - Budgets & Compliance	0.50	$24,549	$8,838	The Budgets & Compliance Specialist reports to the Finance Manager and has significant compliance monitoring and fiscal audit experience in K-12 education, is responsible for reviewing the SRCL subgrant recipients' budgets, amendments and required reports and conducts ongoing internal grants management and comprehensive on-site compliance monitoring, reporting and follow-up, and provides related TA and PD to SRCL subgrant recipients.
Ed Research Associate - Accounting	0.50	$20,000	$7,200	The Research Associate for Accounting reports to the Finance Manager and is responsible for PD accounting and maintaining the conference data base including coordinating the multiple planned PD venues, participants by LEA/school/ECE provider, amount collected, due or over-due and collection follow-up, and related provides related TA and PD to SRCL subgrant recipients, as well as assists with reviews of SRCL subgrant recipients' budgets, amendments and required reports, ongoing internal grants management and comprehensive on-site compliance monitoring, reporting and follow-up and single audits.
Program & Project Specialist II	0.25	$10,233	$3,684	The PPS-II is the chief administrative assistant to the SRCL State Program Director and ADE Associate Superintendent for the School Effectiveness Division, and is responsible for maintaining the master SRCL calendar, coordinating and scheduling PD, TA and State Literacy Team activities in collaboration with the SRCL managers, prepares all requisitions for support services, consultants, presenters, supplies, etc.
Program & Project Specialist I	0.60	$20,824	$7,497	PPS-I is the technical equipment and videography expert who is responsible for the SRCL professional development set-ups and proper functioning of equipment used for delivery of central and regional PD including computers, audio/video systems, cameras and projectors, and recording, duplicating and distributing instructional CDs as well as putting PD events on-line, performing on-site registrations and sign-in sheets, certificates of completion, arranging for delivery of books, printing and other PD materials, and coordinating web changes/updates.

Administrative Assistant III	1.00	$32,000	$11,520	The AA-III is the administrative assistant to the SRCL Program staff in the K-12 Literacy Section, and is responsible for maintaining the SRCL calendar, coordinating with the PPS-II for scheduling PD and TA, staff in-state travel activities in collaboration with the SRCL managers and staff, answers phones, general email, and maintains SRCL Program files for ready access or inspection.
Flagstaff Liaison (State Literacy Specialist)	0.60	$36,000	$12,960	The SLS-Flagstaff is the Northern regional liaison for the ADE who is a Master Teacher with extensive literacy training and expertise in classroom instruction, coaching, instructional research, and school-based administration, and has shared responsibility with other Team members for each SRCL school within the Northern region, to deliver professional development, technical assistance and compliance monitoring.
Tucson Liaison (State Literacy Specialist)	0.60	$36,000	$12,960	The SLS-Tucson is the Southern regional liaison for the ADE who is a Master Teacher with extensive literacy training and expertise in classroom instruction, coaching, instructional research, and school-based administration, and has shared responsibility with other Team members for each SRCL school within the Southern region, to deliver professional development, technical assistance and compliance monitoring.
Phoenix Liaison (State Literacy Specialist)	0.60	$36,000	$12,960	The SLS-Phoenix is the Central/Phoenix Metropolitan area regional liaison for the ADE who is a Master Teacher with extensive literacy training and expertise in classroom instruction, coaching, instructional research, and school-based administration, and has shared responsibility with other Team members for each SRCL school within the Central region, to deliver professional development, technical assistance and compliance monitoring.
TOTALS:	**9.70**	**$542,035**	**$195,133**	

1/ FTE or Full-Time Equivalent represents the pro-rata amount of time and effort to be expended by each position under SRCL, whereby 1.00 FTE equals full-time.

2/ Salary amounts are based on actual or average salaries for existing and new positions, respectively, and reflect the pro-rata amount to be directly expended for each position under SRCL (e.g., 0.50 FTE * $60,000 annual salary = $30,000 SRCL Salary amount).

3/ Benefits are calculated at 36% of the salary amount, which is the estimated State rate for all state employees effective July 1, 2011. Included in this rate are medical, dental, vision and life insurances, as well as other employee relate-expenses such as FICA, Medicare, Retirement Long Term Disability and Workers' Compensation, as determined by the Arizona Department of Administration.

3. **Travel**
   - Explain the purpose of the travel, how it relates to project success, how it aligns with the project goals and objectives and which program participants or staff will participate.
   - Submit an itemized estimate of transportation and/or subsistence costs for each trip.
   - Provide the basis for cost estimates or computations.

The State Leadership budgeted amount for travel totals $54,070, for In State and Out of State Travel, as shown in the ***Consolidated SRCL Budget*** and summarized below:

TRAVEL - IN STATE Estimated in state travel costs, including lodging, per diem and vehicle use, to deliver high quality, targeted professional development, technical assistance and compliance monitoring to high-needs LEAs/schools/ECE providers by experienced, highly qualified professional reading and literacy experts.	**$38,250**
TRAVEL - OUT OF STATE Estimated out of state travel costs, including airfare, lodging, per diem and related miscellaneous expenses, for State Director and staff to attend regional reading and literacy trainings and at least one national level conference called by the USDOE.	**$15,820**
Total	**$54,070**

These travel funds are essential for enabling the ADE's SRCL Team members to both:

(a) **Deliver** critical high quality, targeted professional development, technical assistance and compliance monitoring to all high-needs SRCL subgrant recipient LEAs/schools/ECE providers; and

(b) **Receive** at USDOE-sponsored regional and national conferences, vital high quality, targeted professional development, and information necessary to implement the SRCL Program with fidelity.

The ADE staff will travel to the 40 estimated SRCL-funded sites throughout Arizona (which comprises 114,006 square miles) to provide to focused, targeted and timely delivered professional development, technical assistance and programmatic monitoring to each SRCL LEA/school/ECE provider based on their specific needs, as evidenced by the data.

This funding aligns directly with the SRLC Grant guidance and Arizona's State Literacy Plan goals and objectives to implement effective literacy instruction for disadvantaged students by providing extensive on-site and regional progressive professional development and technical assistance facilitating the acquisition of strong, effective literacy skills that enable students to be truly positioned for college studies and careers.

An itemized cost estimate of these Travel–In State and Travel–Out of State transportation and related subsistence costs for each trip and the basis for these cost estimates are presented in the two tables below:

SRCL Out of State Travel Budget	Amount
Description: Estimated costs for the SRCL State Director and four staff to attend SRCL-related regional reading and literacy trainings and the SRCL State Director and three staff to attend one SRCL national conference called by the USDOE as required to ***receive*** the necessary professional development and pertinent information necessary to implement the SRCL grant with fidelity. Estimates are based on recent actual travel expense for ADE staff to attend regional and national conferences.	**$ 15,820**
Regional Conference:	**$ 8,500**
Registrations @ $595 each * 5 SRCL attendees = $2,975	*$ 2,975*
Airfare @ $500 each * 5 = $2,500.	*$ 2,500*
Per Diem for out of state travel for two days/nights per regional conference @ $185 lodging, $70 food plus $95 Miscellaneous (taxi, parking, etc.): *2 days/nights * 5 SRCL attendees * ($185+$70) + (5*$95) = $3,025.*	*$ 3,025*
National Conference:	**$ 7,320**
Registrations - no charge for State SRCL staff.	*$ -*
Airfare @ $750 each * 4 = $3,000.	*$ 3,000*
Per Diem for out of state travel to Washington, DC for three days/nights per conference @ $250 lodging, $75 food plus $105 Miscellaneous (taxi, parking, etc.): *3 days/nights * 4 SRCL staff * ($250+$75) + (4*$105) = $4,320.*	*$ 4,320*

SRCL In State Travel Budget	Amount
Description: Estimated travel and related costs to ***deliver*** 6 monthly high quality, targeted professional development, technical assistance and compliance monitoring on-site to 20 high-needs LEAs/schools/ECE providers outside of the Phoenix Metropolitan Area by experienced, highly qualified professional reading and literacy experts as required to provide the necessary professional development, technical assistance and compliance monitoring necessary to implement the SRCL grant with fidelity. Estimates assume that 20 of the 40 participating SRCL sites are outside the Phoenix Metropolitan Area, and are based on recent actual travel expense for ADE staff to provide regional and site-based training and conduct comprehensive programmatic and fiscal compliance monitoring.	**$ 38,250**
Site-Based PD and TA:	**$ 32,400**
Per Diem in state travel for one day/night per SCRL site visit @ $85 lodging, $55 food plus $65 per day @ 2 days per site visit for State vehicle + fuel costs: 6 visits * 20 sites * (*1 day/night lodging @ $85 + food @ $55) + (Vehicle use and fuel @ 2*$65 per day) = $32,400.*	*$ 32,400*
Regionally-Based PD and TA:	**$ 5,850**

Per Diem in state travel for two days/nights per SCRL regional training @ $85 lodging, $25 food (one night dinner only) plus $65 per day @ 2 days per site visit for State vehicle + fuel costs: 3 regions * 3 regional visits * 2 staff per visit * (*2 days/nights lodging @ $85) + food @ $25 + (Vehicle use and fuel @ 2*$65 per day) = $5,850.*	*$ 5,850*

4. Equipment

- Indicate the estimated unit cost for each item to be purchased.
- Identify each type of equipment.
- Provide adequate justification of the need for items of equipment to be purchased.
- Explain the purpose of the equipment, and how it relates to project success.
- Provide the basis for cost estimates or computations.

The State Leadership budgeted amount for Equipment totaling $14,820 is minimal and represents the ***contingency*** funds necessary for ***replacement only*** of up to five (5) Laptops for current ADE staff that are assigned directly to the Arizona Striving Readers Comprehensive Literacy Team.

The seventeen individuals that comprise the ADE SRCL Team will contribute to the implementation of Arizona's SRCL Program their existing laptop computers, docking stations, printers, LCD projectors, document cameras, etc. (with an estimated value of more than $68,000) that were acquired from two- to five-years ago (primarily with Reading First funds) for nearly identical purposes.

This equipment appears to be in good working condition, even though many units have exceeded their technological useful life. It is the ADE's intention to continue to use these machines in support of our SRCL efforts until they are no longer serviceable as determined by our IT Support section.

The itemized SRCL equipment costs shown in the table below are based on State Contract Price (Quote Number: 6380516-3), effective April 6, 2011, for replacement of laptop computers with similar capacity and purposeful use.

SRCL Equipment Budget	**Amount**
Description: Contingency replacement of up to five (5) Laptops that directly support the ADE's SRCL fiduciary responsibilities for Professional Development, Technical Assistance and Compliance Monitoring pursuant to the requirements for implementing the SRCL Grant with fidelity.	**$ 14,820**
Configurable HP EliteBook 8460p Notebook PC,w/QM67 chipset, Intel® HD Graphics 3000	*$ 1,851*
HP EliteBook 8460p Notebook PC Docking Station	*$ 197*
9x5 Next Business Day On-Site Coverage for Notebooks w/ Accidental Damage Protection Service, 5 yrs	*$ 351*
HP 4y One time Primary Battery Replacement SVC	*$ 79*
90W Smart AC/Auto/Air Combo Adapter - Smart Buy	*$ 119*
HP Basic Carrying Case	*$ 23*
HP USB Keyboard / Mouse Bundle	*$ 28*

HP Standard Monitor Stand (Open Market Item)	*$ 59*
Sales Tax @ 9.5%	*$ 257*
Total for One	***$ 2,964***

5. Supplies

- Provide an itemized estimate of materials and supplies by nature of expense or general category (e.g., instructional materials, office supplies, etc.).
- Explain the purpose of the supplies and how they relate to project success.
- Provide the basis for cost estimates or computations.

The State Leadership budgeted amount for general office, data processing and education Supplies totals $57,870. These supplies directly support the management and day-to-day office operations of the SRCL Grant and the seventeen ADE staff (9.70 FTE) that comprise the Arizona Striving Readers Comprehensive Literacy Team and are assigned to the SRCL Grant.

Additionally, these supplies represent the instructional materials that are critical for executing the ADE's SRCL fiduciary responsibilities for Professional Development, Technical Assistance and Compliance Monitoring pursuant to the requirements for implementing the SRCL Grant with fidelity.

The estimated itemized Supplies costs are based on current replacement costs and State contract prices for various supplies purchased for similar use.

SRCL Equipment Budget	Amount
Description: Purchase of general office, data processing and education supplies directly support the ADE's SRCL fiduciary responsibilities for Professional Development, Technical Assistance and Compliance Monitoring pursuant to the requirements for implementing the SRCL Grant with fidelity.	**$ 57,870**
Office Supplies Purchase of general supplies (i.e., office, forms, envelops, stationary) to support the overall management and day-to-day clerical and administrative requirements of Arizona's SRCL Program and timely respond to constituents' needs and requests.	*$ 8,730*
Data Processing Supplies (Media) Charges for the purchase of media supplies (tapes, disks), data processing paper supplies or other data processing supplies that support the delivery of high quality, on-site and regional targeted professional development to 40 high-needs LEAs/schools/ECE providers.	*$ 11,640*
Education Supplies (Other Operating Supplies) Educational supplies such as printing supplies, subscriptions, publications and books that support the delivery of high quality, targeted professional development, technical assistance and compliance monitoring to high-needs LEAs/schools/ECE providers by experienced, highly qualified ADE professional reading and literacy experts as required to implement the SRCL grant with fidelity and ensure continuous SRCL staff improvement.	*$ 37,500*

6. Contractual

- Provide the purpose and relation to project success.
- Describe the products to be acquired, and/or the professional services to be provided.
- Provide a brief justification for the use of the contractors selected.
- Identify the name(s) of the contracting party, including consultants, if available.
- Provide the cost per contractor.
- Provide the amount of time that the project will be working with the contractor(s).
- For professional services contracts, provide the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.
- Provide a brief statement that you have followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.
- Provide the basis for cost estimates or computations.

The State Leadership budgeted amount for Contractual Services totals $300,484, and includes payments to companies or individuals for providing focused education and training services and charges to reimburse non-state employees for travel expenses and allowances.

These focused conference presentations and training services are provided by recognized professionals with highly specialized expertise in the development of pre-literacy skills, oral and academic language, assessment and data use, Response to Intervention and leadership, and are essential for enabling ADE SRCL staff and LEAs/schools/ECE providers to develop and enhance their knowledge and skills for successfully implementing the SRCL grant with fidelity.

The estimated itemized Contractual costs are based on recent actual expenses for similar contractual agreements and vendors. Additionally, the Arizona Department of Education has followed, and will continue to follow, the procedures for procurement specified under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

SRCL Contractual Budget	Amount
Description: Estimated costs for Contractual (Professional & Outside) Services provided by recognized professionals with highly specialized expertise in the development of pre-literacy skills, oral and academic language, assessment and data use, response to intervention, and leadership. Included are payments to companies or individuals for providing education and training services and charges to reimburse non-state employees for travel expenses and allowances. These services are essential to enable ADE SRCL staff and LEAs/schools/ECE providers to acquire the necessary professional development and pertinent information to implement the SRCL grant with fidelity. Estimates are based on recent actual expenses for similar contractual agreements and vendors.	**$300,848**
Education & Training Service Education Consultants/Conference Speakers to present at the Summer Learning Institute. One nationally recognized presenter for each of three days to deliver focused training in leadership, effective instructional strategies in literacy, data analysis. Three sessions @ $5,000 per presenter (all inclusive of travel, lodging and per diem) = $15,000.	***$155,450*** *$15,000*
Language Essentials for Teachers of Reading & Spelling (LETRS) presenters through Cambium Learning/Sopris West to deliver three, 3-day LETRS sessions (Modules 1-4, 5-8, 9-12) during the FY2012 school year @ $13,500/session (all inclusive of travel, lodging and per	*$40,500*

diem) = $40,500. Nationally recognized literacy Consultants/Conference Speakers ***to be arranged*** to deliver ten, 2-day sessions focusing on pre-literacy skills, oral and academic language, and response to intervention (RTI) @ $9,995 per session (all inclusive of travel, lodging and per diem) = $99,950.	*$99,950*
Non-employee Travel Expense Reimbursement of mileage @ $0.445/mile, and related travel expenses for food @ $54/day and lodging @ $85/night for four State Literacy Specialists traveling round-trip from their northern (Flagstaff) region (≈300 miles) and southern (Tucson) region (≈200 miles) SRCL assignments to Phoenix for 6 monthly meetings. Flagstaff: 2 SLSs * 8 meetings * (($85 lodging + $53 food + (300 miles * $0.445)) = $4,344; Tucson: 2 SLSs * 8 meetings * (($85 lodging + $53 food + (200 miles * $0.445)) = $3,632. Reimbursement of mileage @ $0.445/mile, and related travel expenses for food @ $54/day and lodging @ $85/night for six State Literacy Specialists traveling >50 miles from their regional SRCL assignments to provide bi-monthly (4x/site/school year) PD, TA and community support at 3 each of their assigned SRCL sites necessary to implement the SRCL grant with fidelity. Average miles per SLS = 500 monthly. 6 SLSs * 3 site visits * 6 visits/site * (($75 lodging + $49 food + (500 miles * $0.445)) = $37,422.	***$45,398*** $7,976 $37,422
Other Professional & Outside Services Payment of compensation to ten members of a cadre of trained, highly qualified certified AZ literacy experts who contribute to development of literacy content and curriculum and provide site-based PD regionally. $250/day x 40 days each x 10 AZ Literacy Experts = $100,000.	***$100,000*** $100,000

7. Construction

- Not applicable.

8. Other

- List and identify items by major type or category (e.g., communications, printing, postage, equipment rental, etc.).
- Provide the cost per item (printing = $500, postage = $750).
- Provide the purpose for the expenditures and relation to project success.
- Provide the basis for cost estimates or computations.

The budgeted amount for Other totals $28,665,408, and includes:

- $28,500,000 for Direct Assistance to LEAs/Schools/ECE Providers; and

- $164,797 for a portion of the State Leadership budget for ADE-required and grant-related operating expenses.

A summary for each of these Other budgeted amounts is shown below followed by a detailed description of each by Federal Cost Category (e.g., Personnel, Benefits, Travel, etc.) and major cost category (e.g., communications, leased office space, printing, etc.), respectively.

Direct Assistance to LEAs/Schools/Early Childhood Education Providers Assistance funding to eligible high-needs schools and communities specifically targeted to provide comprehensive literacy services to the populations birth through 12th grade pursuant for SRCL mandates that ≥95% of the $30 million Total Award, or $28.5 million, is subgranted to LEAs and proportioned as follows:	**$ 28,500,000**
≥15% of the Award, or $4.5 million, is awarded for Birth—Age 5 Literacy Programs.	*$ 4,500,000*
≥40% of the Award, or $12.0 million, is awarded for Kindergarten—Grade 5 Literacy Programs.	*$12,000,000*
≥40% of the Award, or $12.0 million, is awarded for Middle & High School—Grade 12 Literacy Programs.	*$12,000,000*

The following detailed descriptions for Direct Assistance to LEAs/Schools/ECE Providers represent the personnel, research-based instructional materials, professional development, travel, technology and equipment, and operating supplies and indirect costs that are critical for executing the site-based SRCL fiduciary responsibilities pursuant to the requirements for implementing the SRCL Grant with fidelity. These itemized budgets are both reasonable in relation to the number of objectives, design, and potential significance of the proposed project, and are of sufficient size and scope to ensure implementation of the SRCL Grant with fidelity and with a very high likelihood of achieving the desired student literacy outcomes. Moreover, these itemized budgets are based on current education research on "what works" and the ADE's proven successful implementation of the Reading First, Early Childhood Literacy, and School Improvement & Intervention models.

Pre-School *(Birth – Age Five)* 15% of $30 Million = $4.5 Million

Use of Funds: To support young children's early language and literacy development through developmentally appropriate, explicit, intentional, and systematic instruction, in language- and literacy-rich environments, that provides children with foundational skills and dispositions for literacy.

Cost Category	Description	SRCL Budget
1. Personnel	Preschool Highly Qualified/ECE Certified Teacher; Preschool Classroom Assistant; Resource Teacher; Speech Therapist. Community Liaison to provide intervention services for pre-school students, coordinate with community service agencies, and conduct training for staff and parents. Family Literacy Coach/Coordinator to implement teacher, student and family literacy strategies. Assessment Coordinator/Data Specialist for analyzing Child Observation Records, pertinent classroom data, and teacher/parent input. Health Assistants, Speech and Language Pathologists as needed on an hourly basis.	**$2,659,013**
2. Benefits	Estimated 36% of Personnel cost (includes medical, dental, FICA, worker's comp, retirement etc.).	**$957,245**
3. Travel	Transportation, lodging and per-diem expenses for mandatory ADE PD and other approved professional development venues.	**$88,768**
4. Equipment	Instructional technology and software that enables ECE teachers to design and deliver age-appropriate instruction, increase student engagement and accommodate different learning styles by integrating media and technology into daily lessons including interactive whiteboards, LCD projectors, cameras and computers for a student/parent computer lab. Laptop and printer for new SRCL-funded staff positions.	**$207,395**
5. Supplies	Curriculum and instructional materials and supplies that are aligned with State Standards including phonemic awareness developmental materials; beginning phonics, auditory and visual discrimination worksheets; writing implements for fine motor development; a variety of materials and manipulatives; Materials for evaluations (psychological, speech and language); interpretation services for ELL students/parents.	**$221,921**
6. Contractual	Partnership with a public or private nonprofit organization or agency with a demonstrated record of effectiveness in improving the early literacy development of children from birth through kindergarten entry and in providing professional development in early literacy. Professional Development for Teachers, Paraprofessionals and community-based childcare staff inclusion education, new research on early childhood development with implications for toddler/family practice, cross-cultural perspectives on very young children, Language development, Developmental delays, mental health, thinking skills, creativity, problem-solving skills, self-control, and coping skills.	**$161,397**
8. Other	Conference Registration fees for staff development on screenings and evaluations for identification and continual progress montioring of classroom data to ensure a continuum of learning. Required participation at ADE monthly meetings and mandatory professional development related to implementation of SRLC grant. Supplemental Assessment System annual fee for processing student data and ensuring the continuous use of student data to inform and differentiate instruction in order to meet the literacy needs of individual students.	**$64,559**
9. Total Direct		**4,360,297**
10. Total Indirect	LEAs have specifically calculated rates. Example uses 3.5% of modified direct costs (excludes Equipment and Contractual). No Indirect Charge for contractual items reflecting Assistance to LEAs and Community Providers.	**$139,703**
	TOTALS:	**$4,500,000**

Elementary *(Kindergarten – Grade Five)* 40% of $30 Million = $12.0 Million

Use of Funds: To meet the grade-level language and literacy needs of disadvantaged elementary school students, through developmentally appropriate, explicit, intentional and systematic instruction, high-quality focused teacher professional development and targeted technical assistance based on the specific needs of teachers and site-based leadership as evidenced by student data that systematically build upon the essential components of reading and literacy instruction emphasizing proven and effective research-based instructional practices.

Cost Category	Description	SRCL Budget
1. Personnel	Literacy Coach; Interventionist; Assessment Coordinator/Data Specialist; Family & Community Engagement Specialist; Teacher stipends for off-contract before- and after-school tutoring, inter-session and summer extended student learning opportunities/tutoring/intervention and for targeted professional development. Performance/achievement bonus for teachers and staff based on explicit criteria for increase in student achievement rate, graduation rate, attendance and quantified personal growth.	**$4,975,897**
2. Benefits	Estimated 36% of Personnel cost (includes medical, dental, FICA, worker's comp, retirement etc.).	**$1,791,323**
3. Travel	Transportation, lodging and per-diem expenses for mandatory ADE PD and other approved professional development venues.	**$572,308**
4. Equipment	Instructional technology and software that enables teachers to increase student engagement and accommodate different learning styles by integrating media and technology into daily lessons including interactive whiteboards, LCD projectors, PDAs and computers for a student/parent computer lab. Laptop and printer for new SRCL-funded staff positions.	**$1,561,923**
5. Supplies	Curriculum and instructional materials, supplies and software that are aligned with State Standards including scientifically-based core, supplemental and intervention literacy materials; books for school and classroom libraries, student assessment program and teacher evaluation materials.	**$1,112,820**
6. Contractual	Pro-rata share of State Literacy Specialists' cost to provide high-quality focused professional development and targeted technical assistance to Title I-eligible LEAs based on the specific needs of teachers and site-based leadership as evidenced by data. Mentor principal to guide leadership and develop skills to improve efficiency and effectiveness. Approved external provider contract to deliver high-quality targeted teacher professional development and site-based leadership training to facilitate student, teacher and staff continuous improvement.	**$1,360,820**
8. Other	Registration fees for mandatory ADE PD and other approved PD venues. Annual fees for processing student data. Dual credit tuition payments for students for 200 classes at Pima Community College to extend learning time.	**$317,949**
9. Total Direct		**11,693,040**
10. Total Indirect	LEAs have specifically calculated rates. Example uses 3.5% of modified direct costs (excludes Equipment and Contractual). No Indirect Charge for contractual items reflecting Assistance to LEAs and Community Providers.	**$306,960**
	TOTALS:	**$12,000,000**

Secondary *(Middle & High School – Grade 12)* 40% of $30 Million = $12.0 Million

Use of Funds: To meet the grade-level language and literacy needs of disadvantaged middle and high school students through intensive scaffolded student interventions, access to high-quality online resources and coursework, focused teacher professional development and targeted technical assistance based on the specific needs of teachers and site-based leadership as evidenced by student data that systematically build upon the essential components of reading and literacy instruction emphasizing proven and effective research-based instructional practices.

Cost Category	Description	SRCL Budget
1. Personnel	Literacy Coach; Language Arts Interventionist; Math Interventionist; Science Interventionist; Assessment Coordinator/Data Specialist; Teacher stipends for off-contract before- and after-school tutoring, inter-session and summer extended student learning opportunities/tutoring/intervention and for targeted professional development. Performance/achievement bonus for teachers and staff based on explicit criteria for increase in student achievement rate, graduation rate, attendance and quantified personal growth. Teacher Salaries to extend the day one additional class period to teach credit recovery classes in core subjects to students who are not on track to complete school on time.	**$5,953,276**
2. Benefits	Estimated 36% of Personnel cost (includes medical, dental, FICA, worker's comp, retirement etc.).	**$2,143,179**
3. Travel	Transportation, lodging and per-diem expenses for mandatory ADE PD and other approved professional development venues.	**$379,653**
4. Equipment	Instructional technology and software that enables teachers to increase student engagement and accommodate different learning styles by integrating media and technology into daily lessons including interactive whiteboards, LCD projectors, PDAs for outside school learning; computers for a student computer lab. Laptop and printer for new SRCL-funded staff positions.	**$1,074,497**
5. Supplies	Curriculum and instructional materials, supplies and software that are aligned with State Standards including scientifically-based core, supplemental and intervention literacy materials; books for school and classroom libraries, student assessment program and teacher evaluation materials.	**$688,121**
6. Contractual	Pro-rata share of State Literacy Specialists' cost to provide high-quality focused professional development and targeted technical assistance to Title I-eligible LEAs based on the specific needs of teachers and site-based leadership as evidenced by data. Mentor principal to guide leadership and develop skills to improve efficiency and effectiveness. Approved external provider contract to deliver high-quality targeted teacher professional development and site-based leadership training to facilitate student, teacher and staff continuous improvement.	**$1,059,865**
8. Other	Registration fees for mandatory ADE PD and other approved PD venues. Annual fees for processing student data. Dual credit tuition payments for students to take classes at local Community College to extend learning time. Credit Recovery Instruction fees to increase graduation rates through credit recovery classes.	**$367,789**
9. Total Direct		**11,666,379**
10. Total Indirect	LEAs have specifically calculated rates. Example uses 3.5% of modified direct costs (excludes Equipment and Contractual). No Indirect Charge for contractual items reflecting Assistance to LEAs and Community Providers.	**$333,621**
	TOTALS:	**$12,000,000**

The remaining $165,408 is part of the State Leadership budget and includes elements that are both required by the Arizona Department of Education for grant-related operating expenses (i.e., communications, leased office space, printing, etc.) and essential to successful implementation of the SRCL grant with fidelity.

The estimated itemized Other operating costs are based on recent actual expenses for similar federal grant project budgets determined by the ADE and the Arizona Department of Administration for all State agencies.

Other Operating Expenses State of Arizona estimated ***mandatory*** operating costs for all Federal and State sponsored programs and additional program-specific costs (*excluding supplies*).	**$ 165,408**
RISK MANAGEMENT - $172/FTE	*$1,668*
MIS INTERNAL CHARGEBACKS - $1,125/FTE	*$10,913*
INTERNAL TELECOM - $1,500	*$14,550*
BUILDING RENT CHARGES (State Buildings - ADOA)	*$0*
RENTAL OF LAND & BUILDINGS (Leased Space - CENTRAL)	*$49,882*
MISCELLANEOUS RENTALS (Professional Development Meeting Space Rental only)	*$25,000*
REPAIR & MAINT - OTHER	*$2,891*
CONF EDUC TRAIN REG	*$20,000*
INTERNAL PRINTING/COPIERS	*$9,700*
EXTERNAL PRINTING	*$7,500*
POSTAGE & DELIVERY	*$4,850*
BOOKS, SUBSC, PUBL	*$1,940*
OTHER MISC OPERATING	*$16,515*

9. Total Direct Costs

- The amount that is the sum of expenditures, per budget category, of lines 1-8.

SRCL Total Direct Costs Sum						Amount
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	**Total (f)**
Total Direct Costs (lines 1-8)	$29,830,184	$29,828,722	$29,826,574	$29,825,101	$29,823,854	**$149,134,435**

10. Indirect Costs

- Identify indirect cost rate (if the applicant will charge indirect costs to the grant)
- Note: remember to provide a copy of the most recent approved indirect cost agreement in the Other Attachments form section of the application.

The Arizona Department of Education has an Indirect Cost Rate Agreement (#2010-091) for a **fixed rate of 15.3%** of modified Total Direct Costs. A copy of the ADE's most recent approved indirect cost agreement is provided in the ***Other Attachments*** form section of our SRCL application.

11. Training Stipends

- Not applicable.

12. Total Costs

- Sum total of direct costs, indirect costs, and stipends.
- Please provide total costs for each year of the project as well as grand total cost for the entire project period (up to 60 months)

SRCL Total Costs						Amount
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	**Total (f)**
Total Costs (lines 9-11)	$30,000,000	$30,000,000	$30,000,000	$30,000,000	$30,000,000	**$150,000,000**

ARIZONA DEPARTMENT OF EDUCATION
Consolidated Striving Readers Comprehensive Literacy (SRCL) Projected Budget

STATE FISCAL YEAR: 2012

PROGRAM NAME: Striving Readers Comprehensive Literacy (SRCL)		Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)
FTE		**9.70**	**9.70**	**9.70**	**9.70**	**9.70**
PERSONAL SERVICES (Years 2-5 include a 2.5% annual payroll adjustment)	6011	**$542,035**	**$555,586**	**$569,475**	**$583,712**	**$598,305**
ERE @ 36.0% (Years 2-5 include a 0.5% annual benefits adjustment)	6101	**$195,133**	**$202,789**	**$210,706**	**$218,892**	**$227,356**
PROFESSIONAL & OUTSIDE SERVICES (N/A)						
External **contractors, education consultants and conference speakers.**						
EDUCATION & TRAINING	6271	$155,450	$144,442	$135,658	$128,269	$122,572
NON EMPLOYEE TRAVEL	6291	$45,398	$45,398	$45,398	$45,398	$45,398
OTHER PROF & OUTSIDE	6299	$100,000	$100,000	$100,000	$100,000	$100,000
PROFESSIONAL & OUTSIDE SERVICES SUBTOTAL		$300,848	$289,840	$281,056	$273,667	$267,970
TRAVEL - IN STATE	6501	**$38,250**	**$36,000**	**$34,250**	**$32,000**	**$29,500**
Estimated travel and related costs to *deliver* high quality, targeted professional development, technical assistance and compliance monitoring to high-needs schools by experienced, highly qualified professional reading and literacy experts; and *receive* at USDOE-sponsored regional and national conferences vital high quality, targeted professional development and information necessary to						
TRAVEL - OUT OF STATE	6601	**$15,820**	**$11,865**	**$11,865**	**$11,865**	**$8,899**
Estimated costs for State Director and staff to attend regional reading and literacy trainings and at least one national level conference called by the USDOE.						
OTHER OPERATING EXPENSES						
State of Arizona estimated *mandatory* operating costs for all Federal and State sponsored programs and additional program-specific costs.						
RISK MANAGEMENT - **$172/FTE (Federal Only)**	7111	$1,668	$1,668	$1,668	$1,668	$1,668
MIS INTERNAL CHARGEBACKS - **$1,125/FTE**	7153	$10,913	$10,913	$10,913	$10,913	$10,913
INTERNAL TELECOM - **$1,500**	7171	$14,550	$14,550	$14,550	$14,550	$14,550
BUILDING RENT CHARGES (State Buildings - ADOA)	7211	$0	$0	$0	$0	$0
RENTAL OF LAND & BUILDINGS (Leased Space - CENTRAL)	7221	$49,882	$51,129	$51,129	$52,407	$52,407
MISCELLANEOUS RENTALS (Prof Dvlpmnt Meeting Space Rental only)	7229	$25,000	$20,000	$20,000	$20,000	$15,000
REPAIR & MAINT - OTHER	7266	$2,891	$2,891	$2,891	$2,891	$2,891
OFFICE SUPPLIES	7321	$8,730	$8,730	$8,730	$8,730	$8,730
DP SUPPLIES (Media)	7331	$11,640	$11,640	$11,640	$11,640	$11,640
OTHER OPERATING SUPPLIES (Educational Supplies)	7381	$37,500	$27,500	$27,500	$27,500	$25,000
CONF EDUC TRAIN REG	7455	$20,000	$15,000	$15,000	$15,000	$10,000
INTERNAL PRINTING/COPIERS [add $250/FTE Copier Charge]	7471	$9,700	$7,500	$7,500	$7,500	$7,500
EXTERNAL PRINTING	7472	$7,500	$5,000	$5,000	$5,000	$7,500
POSTAGE & DELIVERY	7481	$4,850	$3,750	$3,750	$3,750	$4,850
BOOKS, SUBSC, PUBL	7541	$1,940	$1,500	$1,500	$1,500	$1,000
OTHER MISC OPERATING	7599	$16,515	$36,053	$30,041	$18,212	$18,175
OTHER OPERATING EXPENSES SUBTOTAL		$223,278	$217,823	$211,811	$201,260	$191,824
CAPITAL EQUIP $5000 OR MORE (Federal only) (Justification Required)	8401	$0	$0	$0	$0	$0
NON-CAPITAL EQUIP UNDER $5000 (Justifcation required)	8501	$14,820	$14,820	$7,410	$3,705	$0
INDIRECT COST (15.3%) **(Federal Only)**	9102	**$169,816**	**$171,278**	**$173,426**	**$174,899**	**$176,146**
TOTAL OPERATING EXPENSES (State Leadership @5% = $1,500,000)		$1,500,000	$1,500,000	$1,500,000	$1,500,000	$1,500,000
ASSISTANCE (Subgrants to LEAs @95% = $28,500,000)	6801	$28,500,000	$28,500,000	$28,500,000	$28,500,000	$28,500,000
LEA and qualifying providers subgrant awards to eligible high-needs schools and communities specifically targeted to provide comprehensive literacy services to the populations birth through 12th grade.						
TOTAL EXPENDITURE BUDGET		$30,000,000	$30,000,000	$30,000,000	$30,000,000	$30,000,000
TOTAL AWARD		$30,000,000 *	$30,000,000	$30,000,000	$30,000,000	$30,000,000

* Total Award based on estimated $30 million appropriated for FFY10 Striving Readers Comprehensive Literacy funds to enable implementation of comprehensive literacy instruction services to birth — high school children in high-needs communities and schools.

ARIZONA DEPARTMENT OF EDUCATION
Consolidated Striving Readers Comprehensive Literacy (SRCL) Projected Budget

STATE FISCAL YEAR: 2012

PROGRAM NAME: Striving Readers Comprehensive Literacy (SRCL)		Project Year 1 (a)
FTE		**9.70**
PERSONAL SERVICES (Years 2-5 include a 2.5% annual payroll adjustment)	6011	**$542,035**
ERE @ 36.0% (Years 2-5 include a 0.5% annual benefits adjustment)	6101	**$195,133**
PROFESSIONAL & OUTSIDE SERVICES (N/A)		
External contractors, education consultants and conference speakers.		
EDUCATION & TRAINING	6271	$155,450
NON EMPLOYEE TRAVEL	6291	$45,398
OTHER PROF & OUTSIDE	6299	$100,000
PROFESSIONAL & OUTSIDE SERVICES SUBTOTAL		**$300,848**
TRAVEL - IN STATE	6501	**$38,250**
Estimated travel and related costs to *deliver* high quality, targeted professional development, technical assistance and compliance monitoring to high-needs schools by experienced, highly qualified professional reading and literacy experts; and *receive* at USDOE-sponsored regional and national conferences vital high quality, targeted professional development and information necessary to implement		
TRAVEL - OUT OF STATE	6601	**$15,820**
Estimated costs for State Director and staff to attend regional reading and literacy trainings and at least one national level conference called by the USDOE.		
OTHER OPERATING EXPENSES		
State of Arizona estimated *mandatory* operating costs for all Federal and State sponsored programs and additional program-specific costs.		
RISK MANAGEMENT - $172/FTE (Federal Only)	7111	$1,668
MIS INTERNAL CHARGEBACKS - $1,125/FTE	7153	$10,913
INTERNAL TELECOM - $1,500	7171	$14,550
BUILDING RENT CHARGES (State Buildings - ADOA)	7211	$0
RENTAL OF LAND & BUILDINGS (Leased Space - CENTRAL)	7221	$49,882
MISCELLANEOUS RENTALS (Prof Dvlpmnt Meeting Space Rental only)	7229	$25,000
REPAIR & MAINT - OTHER	7266	$2,891
OFFICE SUPPLIES	7321	$8,730
DP SUPPLIES (Media)	7331	$11,640
OTHER OPERATING SUPPLIES (Educational Supplies)	7381	$37,500
CONF EDUC TRAIN REG	7455	$20,000
INTERNAL PRINTING/COPIERS [add $250/FTE Copier Charge]	7471	$9,700
EXTERNAL PRINTING	7472	$7,500
POSTAGE & DELIVERY	7481	$4,850
BOOKS, SUBSC, PUBL	7541	$1,940
OTHER MISC OPERATING	7599	$16,515
OTHER OPERATING EXPENSES SUBTOTAL		$223,278
CAPITAL EQUIP $5000 OR MORE (Federal only) (Justification Required)	8401	$0
NON-CAPITAL EQUIP UNDER $5000 (Justifcation required)	8501	$14,820
INDIRECT COST (15.3%) **(Federal Only)**	9102	**$169,816**
TOTAL OPERATING EXPENSES (State Leadership @5% = $1,500,000)		$1,500,000 3/
ASSISTANCE (Subgrants to LEAs @95% = $28,500,000)	6801	$28,500,000 2/
LEA and qualifying providers subgrant awards to eligible high-needs schools and communities specifically targeted to provide comprehensive literacy services to the populations birth through 12th grade.		
TOTAL EXPENDITURE BUDGET		$30,000,000
TOTAL AWARD		$30,000,000 1/

1/ Total Award based on estimated $30 million appropriated for FFY10 Striving Readers Comprehensive Literacy funds to enable implementation of comprehensive literacy instruction services to birth — high school children in high-needs communities and schools.

2/ Assistance funding for SRCL mandates that ≥95% of the Total Award, or $28.5 million, is subgranted to LEAs and proportioned as follows:

≥15% of the Total Award, or $4.5 million, is awarded for Birth—Age 5 Literacy Programs.
≥40% of the Total Award, or $12 million, is awarded for Kindergarten—Grade 5 Literacy Programs.
≥40% of the Total Award, or $12 million, is awarded for Middle & High School—Grade 12 Literacy Programs.

3/ Total Operating Expenses for SRCL State Leadership is limited to ≤5% of the Total Award, or $1.5 million.

Consolidated Striving Readers Comprehensive Literacy (SRCL) STATE LEADERSHIP FY2012 Salary & Benefits Worksheet

Position Title	** Striving Readers Total ** FTE	Salary	Benefits	** State Leadership 10%** FTE	Salary	Benefits	** Tech Assistance 25%** FTE	Salary	Benefits	** Prof Dev 65% ** FTE	Salary	Benefits	** Non-SRCL Funds ** FTE	Salary	Benefits
SRCL State Program Director	0.25	$23,119	$8,323	0.05	$4,624	$1,665		$0	$0	0.20	$18,495	$6,658	0.75	$69,356	$24,968
Ed Program Mgr - PD	1.00	$62,500	$22,500	0.05	$3,125	$1,125		$0	$0	0.95	$59,375	$21,375	0.00	$0	$0
Ed Program Mgr-TA	1.00	$62,815	$22,613	0.05	$3,141	$1,131	0.50	$31,408	$11,307	0.45	$28,267	$10,176	0.00	$0	$0
Ed Program Mgr - Evaluation	0.50	$35,000	$12,600	0.05	$3,500	$1,260	0.15	$10,500	$3,780	0.30	$21,000	$7,560	0.50	$35,000	$12,600
Ed Prgrm Mgr - Bdgts & Cmplnc	0.30	$22,030	$7,931	0.15	$11,015	$3,965	0.10	$7,343	$2,644	0.05	$3,672	$1,322	0.70	$51,404	$18,505
Ed Program Specialist	0.50	$32,086	$11,551		$0	$0	0.20	$12,834	$4,620	0.30	$19,252	$6,931	0.50	$32,086	$11,551
Ed Program Specialist	0.50	$32,623	$11,744		$0	$0	0.20	$13,049	$4,698	0.30	$19,574	$7,047	0.50	$32,623	$11,744
Ed Program Specialist	0.50	$26,715	$9,617		$0	$0	0.20	$10,686	$3,847	0.30	$16,029	$5,770	0.50	$26,715	$9,617
Ed Program Specialist	0.50	$29,541	$10,635		$0	$0	0.20	$11,816	$4,254	0.30	$17,724	$6,381	0.50	$29,541	$10,635
Ed Program Specialist	0.50	$24,549	$8,838	0.15	$7,365	$2,651	0.30	$14,729	$5,303	0.05	$2,455	$884	0.50	$24,549	$8,838
Ed Research Associate	0.50	$20,000	$7,200	0.05	$2,000	$720	0.05	$2,000	$720	0.40	$16,000	$5,760	0.50	$20,000	$7,200
Program & Project Specialist II	0.25	$10,233	$3,684	0.10	$4,093	$1,474		$0	$0	0.15	$6,140	$2,210	0.75	$30,700	$11,052
Program & Project Specialist I	0.60	$20,824	$7,497		$0	$0		$0	$0	0.60	$20,824	$7,497	0.40	$13,883	$4,998
Administrative Assistant III	1.00	$32,000	$11,520	0.50	$16,000	$5,760	0.10	$3,200	$1,152	0.40	$12,800	$4,608	0.00	$0	$0
Flagstaff Liaison (EPS)	0.60	$36,000	$12,960		$0	$0	0.10	$6,000	$2,160	0.50	$30,000	$10,800	0.40	$24,000	$8,640
Tucson Liaison (EPS)	0.60	$36,000	$12,960		$0	$0	0.10	$6,000	$2,160	0.50	$30,000	$10,800	0.40	$24,000	$8,640
Phoenix Liaison (EPS)	0.60	$36,000	$12,960		$0	$0	0.10	$6,000	$2,160	0.50	$30,000	$10,800	0.40	$24,000	$8,640
TOTALS:	9.70	$542,035	$195,133	1.15	$54,863	$19,751	2.30	$135,566	$48,804	6.25	$351,606	$126,578	7.30	$437,856	$157,628

Summary - Striving Readers FTEs, Salaries & Benefits

	FTEs	Salary $	Benefits $
STATE LEADERSHIP	1.15	$54,863	$19,751
TECHNICAL ASSISTANCE	2.30	$135,566	$48,804
PROF DEVELOPMENT	6.25	$351,606	$126,578
SRCL TOTAL:	9.70	$542,035	$195,133
Non-SRCL TOTAL:	7.30	$437,856	$157,628
TOTAL:	17.00	$979,891	$352,761

The Chart above and summary at the left demonstrate the extent to which assigned personnel participate in Administration, Technical Assistance, and Professional as a result of assigned Striving Readers responsibilities.

Also displayed are the In-kind Contributions anticipated as a result of assigned Striving Readers responsibilities.

PR/Award # S371C110035

Striving Readers Comprehensive Literacy (SRCL) Program
Plan for Assistance to LEAs and Community Providers
Total 95% of $30 Million = $28.5 Million

Pre-School *(Birth – Age Five)* 15% of $30 Million = $4.5 Million

Use of Funds: To support young children's early language and literacy development through developmentally appropriate, explicit, intentional, and systematic instruction, in language- and literacy-rich environments, that provides children with foundational skills and dispositions for literacy.

Cost Category	Description	SRCL Budget
1. Personnel	Preschool Highly Qualified/ECE Certified Teacher; Preschool Classroom Assistant; Resource Teacher; Speech Therapist. Community Liaison to provide intervention services for pre-school students, coordinate with community service agencies, and conduct training for staff and parents. Family Literacy Coach/Coordinator to implement teacher, student and family literacy strategies. Assessment Coordinator/Data Specialist for analyzing Child Observation Records, pertinent classroom data, and teacher/parent input. Health Assistants, Speech and Language Pathologists as needed on an hourly basis.	**$2,659,013**
2. Benefits	Estimated 36% of Personnel cost (includes medical, dental, FICA, worker's comp, retirement etc.).	**$957,245**
3. Travel	Transportation, lodging and per-diem expenses for mandatory ADE PD and other approved professional development venues.	**$88,768**
4. Equipment	Instructional technology and software that enables ECE teachers to design and deliver age-appropriate instruction, increase student engagement and accommodate different learning styles by integrating media and technology into daily lessons including interactive whiteboards, LCD projectors, cameras and computers for a student/parent computer lab. Laptop and printer for new SRCL-funded staff positions.	**$207,395**
5. Supplies	Curriculum and instructional materials and supplies that are aligned with State Standards including phonemic awareness developmental materials; beginning phonics, auditory and visual discrimination worksheets; writing implements for fine motor development; a variety of materials and manipulatives; Materials for evaluations (psychological, speech and language); interpretation services for ELL students/parents.	**$221,921**
6. Contractual	Partnership with a public or private nonprofit organization or agency with a demonstrated record of effectiveness in improving the early literacy development of children from birth through kindergarten entry and in providing professional development in early literacy. Professional Development for Teachers, Paraprofessionals and community-based childcare staff inclusion education, new research on early childhood development with implications for toddler/family practice, cross-cultural perspectives on very young children, Language development, Developmental delays, mental health, thinking skills, creativity, problem-solving skills, self-control, and coping skills.	**$161,397**
8. Other	Conference Registration fees for staff development on screenings and evaluations for identification and continual progress montioring of classroom data to ensure a continuum of learning. Required participation at ADE monthly meetings and mandatory professional development related to implementation of SRLC grant. Supplemental Assessment System annual fee for processing student data and ensuring the continuous use of student data to inform and differentiate instruction in order to meet the literacy needs of individual students.	**$64,559**
9. Total Direct		**4,360,297**
10. Total Indirect	LEAs have specifically calculated rates. Example uses 3.5% of modified direct costs (excludes Equipment and Contractual). No Indirect Charge for contractual items reflecting Assistance to LEAs and Community Providers.	**$139,703**
	TOTALS:	**$4,500,000**

Elementary *(Kindergarten – Grade Five)* 40% of $30 Million = $12.0 Million

Use of Funds: To meet the grade-level language and literacy needs of disadvantaged elementary school students, through developmentally appropriate, explicit, intentional and systematic instruction, high-quality focused teacher professional development and targeted technical assistance based on the specific needs of teachers and site-based leadership as evidenced by student data that systematically build upon the essential components of reading and literacy instruction emphasizing proven and effective research-based instructional practices.

Cost Category	Description	SRCL Budget
1. Personnel	Literacy Coach; Interventionist; Assessment Coordinator/Data Specialist; Family & Community Engagement Specialist; Teacher stipends for off-contract before- and after-school tutoring, inter-session and summer extended student learning opportunities/tutoring/intervention and for targeted professional development. Performance/achievement bonus for teachers and staff based on explicit criteria for increase in student achievement rate, graduation rate, attendance and quantified personal growth.	**$4,975,897**
2. Benefits	Estimated 36% of Personnel cost (includes medical, dental, FICA, worker's comp, retirement etc.).	**$1,791,323**
3. Travel	Transportation, lodging and per-diem expenses for mandatory ADE PD and other approved professional development venues.	**$572,308**
4. Equipment	Instructional technology and software that enables teachers to increase student engagement and accommodate different learning styles by integrating media and technology into daily lessons including interactive whiteboards, LCD projectors, PDAs and computers for a student/parent computer lab. Laptop and printer for new SRCL-funded staff positions.	**$1,561,923**
5. Supplies	Curriculum and instructional materials, supplies and software that are aligned with State Standards including scientifically-based core, supplemental and intervention literacy materials; books for school and classroom libraries, student assessment program and teacher evaluation materials.	**$1,112,820**
6. Contractual	Pro-rata share of State Literacy Specialists' cost to provide high-quality focused professional development and targeted technical assistance to Title I-eligible LEAs based on the specific needs of teachers and site-based leadership as evidenced by data. Mentor principal to guide leadership and develop skills to improve efficiency and effectiveness. Approved external provider contract to deliver high-quality targeted teacher professional development and site-based leadership training to facilitate student, teacher and staff continuous improvement.	**$1,360,820**
8. Other	Registration fees for mandatory ADE PD and other approved PD venues. Annual fees for processing student data. Dual credit tuition payments for students for 200 classes at Pima Community College to extend learning time.	**$317,949**
9. Total Direct		**11,693,040**
10. Total Indirect	LEAs have specifically calculated rates. Example uses 3.5% of modified direct costs (excludes Equipment and Contractual). No Indirect Charge for contractual items reflecting Assistance to LEAs and Community Providers.	**$306,960**
	TOTALS:	**$12,000,000**

Secondary *(Middle & High School – Grade 12)* 40% of $30 Million = $12.0 Million

Use of Funds: To meet the grade-level language and literacy needs of disadvantaged middle and high school students through intensive scaffolded student interventions, access to high-quality online resources and coursework, focused teacher professional development and targeted technical assistance based on the specific needs of teachers and site-based leadership as evidenced by student data that systematically build upon the essential components of reading and literacy instruction emphasizing proven and effective research-based instructional practices.

Cost Category	Description	SRCL Budget
1. Personnel	Literacy Coach; Language Arts Interventionist; Math Interventionist; Science Interventionist; Assessment Coordinator/Data Specialist; Teacher stipends for off-contract before- and after-school tutoring, inter-session and summer extended student learning opportunities/tutoring/intervention and for targeted professional development. Performance/achievement bonus for teachers and staff based on explicit criteria for increase in student achievement rate, graduation rate, attendance and quantified personal growth. Teacher Salaries to extend the day one additional class period to teach credit recovery classes in core subjects to students who are not on track to complete school on time.	**$5,953,276**
2. Benefits	Estimated 36% of Personnel cost (includes medical, dental, FICA, worker's comp, retirement etc.).	**$2,143,179**
3. Travel	Transportation, lodging and per-diem expenses for mandatory ADE PD and other approved professional development venues.	**$379,653**
4. Equipment	Instructional technology and software that enables teachers to increase student engagement and accommodate different learning styles by integrating media and technology into daily lessons including interactive whiteboards, LCD projectors, PDAs for outside school learning; computers for a student computer lab. Laptop and printer for new SRCL-funded staff positions.	**$1,074,497**
5. Supplies	Curriculum and instructional materials, supplies and software that are aligned with State Standards including scientifically-based core, supplemental and intervention literacy materials; books for school and classroom libraries, student assessment program and teacher evaluation materials.	**$688,121**
6. Contractual	Pro-rata share of State Literacy Specialists' cost to provide high-quality focused professional development and targeted technical assistance to Title I-eligible LEAs based on the specific needs of teachers and site-based leadership as evidenced by data. Mentor principal to guide leadership and develop skills to improve efficiency and effectiveness. Approved external provider contract to deliver high-quality targeted teacher professional development and site-based leadership training to facilitate student, teacher and staff continuous improvement.	**$1,059,865**
8. Other	Registration fees for mandatory ADE PD and other approved PD venues. Annual fees for processing student data. Dual credit tuition payments for students to take classes at local Community College to extend learning time. Credit Recovery Instruction fees to increase graduation rates through credit recovery classes.	**$367,789**
9. Total Direct		**11,666,379**
10. Total Indirect	LEAs have specifically calculated rates. Example uses 3.5% of modified direct costs (excludes Equipment and Contractual). No Indirect Charge for contractual items reflecting Assistance to LEAs and Community Providers.	**$333,621**
	TOTALS:	**$12,000,000**

EXEMPLARY OUTCOMES UNIFIED SCHOOL DISTRICT

Striving Readers Comprehensive Literacy (SRCL) Budget Summary

Line Item	Cost Category	LEA SRCL Budget Totals	School Budgets: Quality Beginnings Non-Profit Community Pre-School	School Budgets: Hope Elementary School	School Budgets: Achievement Middle-High School	LEA Budget
Instruction 1000						
Personnel	1	$ 1,083,840	$ 329,500	$ 313,000	$ 376,340	$ 65,000
Benefits	2	390,182	118,620	112,680	135,482	23,400
Travel	3	76,000	11,000	36,000	24,000	5,000
Equipment	4	193,475	25,700	98,250	67,925	1,600
Supplies	5	141,000	27,500	70,000	43,500	-
Contractual	6	178,600	20,000	85,600	67,000	6,000
Other Expenses	8	54,750	8,000	20,000	23,250	3,500
Total Direct	9	***$ 2,117,847***	***$ 540,320***	***$ 735,530***	***$ 737,497***	***$ 104,500***
Total Restricted Indirect	10	$ 61,102	$ 17,312	$ 19,309	$ 21,090	$ 3,392
TOTAL		**$ 2,178,949** [1/]	**$ 557,632**	**$ 754,839**	**$ 758,587**	**$ 107,892**

[1/] Total LEA funding needed to support first-year implementation of a comprehensive SRCL Program in a three-school high needs community.

Quality Beginnings Non-Profit Community Pre-School
Striving Readers Comprehensive Literacy (SRCL) Budget and Line Item Detail Descriptions

Line Item	Cost Category	Elementary SRCL Budget	Line Item Detail Descriptions / Explanations
Instruction 1000			
Personnel	1	$ 329,500	2.0 FTE Preschool Highly Qualified and ECE Certified Teachers @ $60,000 = $120,000 to provide age-appropriate literacy instruction for two classrooms of up to 25 high needs children each ages 3 to 5 years. Four 0.50 FTE Preschool classroom assistants @ $18,000 = $72,000 to assist ECE Teachers with the instructional and behavioral needs of the children. 0.33 FTE Preschool Resource Teacher @ $16,500 to to assist ECE Teacher, parents, gaurdians, and daycare administrator with the tools and instructional resources neccessary to stimulate the minds of the children. 0.33 FTE Speech Therapist @ $20,000 to treat and work individually with the children that have special language acquisition needs or speech impairment such as stuttering, issues with voice production, articulation and language. 0.50 FTE Community Liaison @ $22,000 to provide intervention services for pre-school students, coordinate with community service agencies, and conduct training for staff and parents on methods to maximize the education process. 1.0 FTE Family Literacy Coach/Coordinator @ $50,000 to implement teacher, student and family literacy strategies, programs and interventions; conduct trainings and classes to facilitate literacy learning for adults/parents; work collaboratively with neighborhood schools, partnership library and other neighborhood providers to develop literacy and a love for reading throughout the community. 0.50 FTE Assessment Coordinator/Data Specialist @ $25,000 to analyze Child Observation Records, pertinent classroom data, and teacher/parent input on a quarterly basis provide professional development to individuals and community groups as needed in the areas of curriculum articulation, data analysis, transition planning and early childhood research. 100 hours for Health Assistants, Speech and Language Pathologists as needed @ $40/hour = $4,000.
Benefits	2	118,620	Estimated 36% of Personnel cost (includes medical, dental, FICA, worker's comp, retirement etc.).
Travel	3	11,000	Travel costs for the 4 School Leadership Team members @ $1,500 each total to attend 6 ADE monthly meetings and mandatory professional development related to implementation of SRLC grant; Expenses include mileage, lodging, and per diem at state rates = $6,000. Travel costs for 2 ECE Teachers @ $250/day each to attend during intersessions, weekends or summer up to 5 ADE-sponsored or approved 2-day targeted professional development opportunities based on student data and identified personal professional growth needs. Expenses include mileage, lodging, and per diem at State rates = $5,000.
Equipment	4	25,700	Instructional technology and software that enables ECE teachers to design and deliver age-appropriate instruction, increase student engagement and accommodate different learning styles by integrating media and technology into daily lessons: * Laptops and printers for 4 new SRCL-funded staff positions (ECE Teachers, Community Liaison and Family Literacy Coach/Coordinator) @ $1,750 each = $7,000; Expanded memory Laptop computer for the new SRCL-funded Assessment Coordinator/Data Specialist to be used for team data collection and joint planning during transdisciplinary play based evaluation of preschool age students @ $3,000. * Interactive electronic whiteboards w/accessories for 2 early childhood classrooms for daily literacy instruction and to enable creation and presentation effective quality teaching materials that support visual-based learning for high-needs children @ $2,500 each = $5,000. * 2 LCD Projectors for daily classroom literacy instruction used in conjunction with the interactive electronic whiteboards @ $375 = $750; 1 additional LCD Projector and travel case for shared Community Liaison and Assessment Coordinator/Data Specialist use for professional development, data analysis and community presentations @ $500. * 2 Color Laser Printers to support Board Maker and other early childhood literacy instructional material printing @ $1,500 = $3,000. * 2 Flip Video Cameras to document and analyze staff instruction, student work and interactions for benchmarking, progress monitoring and guiding literacy instruction to neet students needs @ $225 = $450. * 5 desk-top computers for a new student and family computer lab to enable targeted on-line instructional programs and tutorials in early childhood literacy development and parenting skills @ $1,200 each = $6,000.
Supplies	5	27,500	Approved age-appropriate books and materials for the classrooms that encourage awareness of print, phonics, narratives, and development of oral language including alphabet strips, poem and song charts, magnetic alphabet letters, word cards, story figures, and other scientifically-based early childhood literacy development materials for 50 students ages 3 to 5 years @ $250/student = $12,500 (e.g., geometric shapes, counting blocks, abacuses; literacy support materials including picture books, pre-writing/drawing booklets; symbol artic booklets; peabody motor skills development booklets for use by children; phonetic font development booklets; building language photo library in Spanish and English; childcraft paper sets, art materials, bead string kits for fine motor development; animal family kits with manipulatives, pre-literacy and colored pencils, brushes, paints, toys for sand and water tables, puzzles, games, science equipment, musical instruments and building toys). Approved literacy instructional software, student assessment and teacher evaluation materials for 50 students ages 3 to 5 years @ $200/student = $10,000. Workbooks for Family Literacy Coach/Coordinator and Community Liaison to facilitate teaching parents English and promote language speaking and reading fluency @ $5,000.
Contractual	6	20,000	Approved consultant(s) to provide Professional Development to build the leadership capacities of administrator, coach/coordinator, teachers and Assessment Coordinator/ Data Specialist to address academic rigor; establish a systematic approach for administrators to ensure high-quality instruction; provide common vocabulary on good teaching; build an understanding of components of effective teaching: instructional practices to support all learners: student engagement; assessment practices; cognitive level of classroom questions and activities; teacher techniques; and learning environment = $15,000. Pro-rata cost-share of regional State Literacy Specialist assigned to LEA to provide on-site high-quality focused professional development and targeted technical assistance based on the specific needs of teachers and site-based leadership as evidenced by data = $5,000.
Other Expenses	8	8,000	Registration fees for 4 School Leadership Team members and 2 teachers to attend ADE monthly meetings and mandatory professional development related to implementation of SRLC grant and other approved venues during intersessions, weekends or summer for targeted professional development opportunities based on student data and identified personal professional growth needs = $6,000. Supplemental Assessment System annual fee for processing student data and ensuring the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students: 200 students @ $10/student = $2,000.
Total Direct	9	***$ 540,320***	
Total Restricted Indirect	10	$ 17,312	3.5% of modified direct costs (excludes Equipment and Contractual). No Indirect Charge for contractual items reflecting Assistance to LEAs and Community Providers.
TOTAL		**$ 557,632** [1/]	

[1/] Similar budgets of ≈$557,000 will support a total of 8 Pre-School (birth–5 years) sites.

Hope Elementary School

Striving Readers Comprehensive Literacy (SRCL) Budget and Line Item Detail Descriptions

Line Item	Cost Category	Elementary SRCL Budget	Line Item Detail Descriptions / Explanations
Instruction 1000			
Personnel	1	$ 313,000	1.0 FTE Literacy coach @ $60,000 – master teacher of reading who works ***collaboratively with K-5 staff*** to implement the SRLC Plan by developing a teacher-centered system of support that facilitates the transfer of SBRR into classroom practice and builds teacher capacity in the use of effective literacy instruction by providing ongoing coaching. 1.0 FTE Interventionist @ $60,000 – master teacher of reading who works ***specifically with K-3 students*** who require intensive intervention, develop a student-centered system of intervention that effectively works to close the gap in reading. and ensures that students return to grade-level curriculum as quickly as possible. 1.0 FTE Assessment Coordinator/Data Specialist @ $60,000 – trained professional who manages the assessment program, provides training and support for teachers in the administration of assessments and interpretation of data for instructional planning, and assures that the student information in the data system is accurate and complete. 1.0 FTE Family & Community Engagement Specialist @ $45,000 – experienced education liaison who coordinates and supports family/community engagement, assists with all technical needs dealing with family/community involvement from collecting survey data to creating a database with assistance from the Community/Family Involvement Action Team (FIAT), and teaches parenting classes. Teacher stipends for 4 teachers for off-contract before- and after-school targeted tutoring in reading and math to high-needs students based on data 2 hours/day, 3 days/week, @ $25/hour for 26 weeks = $15,600; Teacher stipends for 4 teachers @ $150/day to provide extended student learning opportunities/tutoring/intervention during inter-sessions (8 days = $4,800) and summer (16 days = $9,600); and Teacher stipends for 12 teachers @ $150/day for 10 days of approved targeted professional development = $18,000. Performance/achievement end-of-year bonuses of up to $2,500 each for 12 teachers and 4 staff based on explicit criteria for increases in student achievement rate, graduation rate, attendance and quantified personal growth = $40,000.
Benefits	2	112,680	Estimated 36% of Personnel cost (includes medical, dental, FICA, worker's comp, retirement etc.).
Travel	3	36,000	Travel costs for the 4 School Leadership Team members @ $1,500 each total to attend 6 ADE monthly meetings and mandatory professional development related to implementation of SRLC grant; Expenses include mileage, lodging, and per diem at state rates = $6,000. Travel costs for 12 teachers @ $250/day each to attend during intersessions, weekends or summer up to 5 ADE-sponsored or approved 2-day targeted professional development opportunities based on student data and identified personal professional growth needs. Expenses include mileage, lodging, and per diem at State rates = $30,000.
Equipment	4	98,250	Instructional technology and software that enables teachers to increase student engagement and accommodate different learning styles by integrating media and technology into daily lessons: * 25 Computers for student computer lab (for use of A+ program, pre- and post-testing, supplement/enhance classroom learning) and 20 Computers (Read 180 Program) @ $1,000 each = $45,000. * Computer server upgrade necessary for Galileo and computer assisted instructional programs implementation = $10,000. * 20 PDAs with cart to use for student and family literacy programs = $10,000. * Interactive electronic whiteboards w/accessories for 12 classrooms for daily classroom literacy instruction and to enable creation and presentation effective quality teaching materials that support visual-based learning for high-needs students @ $1,800 each = $21,600. * 12 LCD Projectors for daily classroom literacy instruction used in conjunction with the interactive electronic whiteboards; 2 additional LCD Projectors for teacher professional development and data analysis in weekly meetings with the coaches, interventionist, principal @ $375 = $5,250. Laptop and printer for the 4 new SRCL-funded staff positions @ $1,600 each = $6,400.
Supplies	5	70,000	Approved books for school and classroom libraries, scientifically-based supplemental and intervention literacy materials, literacy instructional software, student assessment and teacher evaluation materials: 400 K–5 students @ $150/student = $60,000. Workbooks for Family & Community Engagement Specialist to facilitate teaching parents English and promote language speaking and reading fluency @ $10,000.
Contractual	6	85,600	Approved consultant(s) to provide Professional Development to build the leadership capacities of administrator, academic coach, and teachers to address academic rigor (planning for standards-based instruction) and rigorous teaching (delivering standards-based instruction); establish a systematic approach for administrators to ensure high-quality instruction; provide common vocabulary on good teaching; train instructional leaders to use an observation protocol, which provides objective data on how well the components of effective teaching are being implemented schoolwide and in classrooms; provide professional development and comprehensive support to lead, coach, and teach for success; build an understanding of components of effective teaching: instructional practices to support all learners: student engagement; assessment practices; cognitive level of classroom questions and activities; teacher techniques; and learning environment = $50,000. Pro-rata cost-share of regional State Literacy Specialist assigned to LEA to provide on-site high-quality focused professional development and targeted technical assistance based on the specific needs of teachers and site-based leadership as evidenced by data = $20,000. Mentor principal @ $300/day 2 days/week for 26 weeks to guide leadership and develop skills to improve efficiency and effectiveness = $15,600.
Other Expenses	8	20,000	Registration fees for 4 School Leadership Team members and 12 teachers to attend ADE monthly meetings and mandatory professional development related to implementation of SRLC grant and other approved venues during intersessions, weekends or summer for targeted professional development opportunities based on student data and identified personal professional growth needs = $16,000. Supplemental Assessment System annual fee for processing student data and ensuring the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students: 400 students @ $10/student = $4,000.
Total Direct	9	***$ 735,530***	
Total Restricted Indirect	10	$ 19,309	3.5% of modified direct costs (excludes Equipment and Contractual). No Indirect Charge for contractual items reflecting Assistance to LEAs and Community Providers.
TOTAL		**$ 754,839** [1]	

[1] Similar budgets of ≈$750,000 will support a total of 16 Elementary (K–5) school sites.

Achievement Middle-High School
Striving Readers Comprehensive Literacy (SRCL) Budget and Line Item Detail Descriptions

Line Item	Cost Category	Elementary SRCL Budget	Line Item Detail Descriptions / Explanations
Instruction 1000			
Personnel	1	$ 376,340	1.0 FTE Literacy Coach @ $65,000 – master teacher of literacy who works ***collaboratively with Middle-High School staff*** to implement the SRLC Plan by developing a teacher-centered system of support that facilitates the transfer of SBRR into classroom practice and builds teacher capacity in the use of effective literacy instruction by providing ongoing coaching. 1.0 FTE Language Arts Interventionist @ $65,000 – master teacher of language development and acquisition who works ***specifically with students*** who require intensive intervention, develop a student-centered system of intervention that effectively works to close the gap in reading. and ensures that students return to grade-level curriculum as quickly as possible. 1.0 FTE Math Interventionist @ $65,000 – master teacher of mathematics who works ***specifically with students*** who require intensive intervention, develop a student-centered system of intervention that effectively works to close the gap in reading. and ensures that students return to grade-level curriculum as quickly as possible. 1.0 FTE Science Interventionist @ $65,000 – master teacher of physical sciences who works ***specifically with students*** who require intensive intervention, develop a student-centered system of intervention that effectively works to close the gap in reading. and ensures that students return to grade-level curriculum as quickly as possible. 1.0 FTE Assessment Coordinator/Data Specialist @ $60,000 – trained professional who manages the assessment program, provides training and support for teachers in the administration of assessments and interpretation of data for instructional planning, and assures that the student information in the data system is accurate and complete. Teacher stipends for 3 teachers with expertise in language arts, math and science for off-contract before- and after-school targeted tutoring to high-needs students based on data 2 hours/day, 3 days/week, @ $28/hour for 25 weeks = $12,600; Teacher stipends for 3 teachers with expertise in language arts, math and science @ $170/day to provide extended student learning opportunities/tutoring/intervention during inter-sessions (8 days = $4,080) and summer (16 days = $8,160); and Teacher stipends for 6 teachers @ $150/day for 10 days of approved targeted professional development = $9,000. Performance/achievement end-of-year bonuses of up to $2,500 each for 6 teachers and 3 staff based on explicit criteria for increases in student achievement rate, graduation rate, attendance and quantified personal growth = $22,500.
Benefits	2	135,482	Estimated 36% of Personnel cost (includes medical, dental, FICA, worker's comp, retirement etc.).
Travel	3	24,000	Travel costs for the 4 School Leadership Team members @ $1,500 each total to attend 6 ADE monthly meetings and mandatory professional development related to implementation of SRLC grant; Expenses include mileage, lodging, and per diem at state rates = $6,000. Travel costs for 6 teachers @ $300/day each to attend during intersessions, weekends or summer up to 5 ADE-sponsored or approved 2-day targeted professional development opportunities based on student data and identified personal professional growth needs. Expenses include mileage, lodging, and per diem at State rates = $18,000.
Equipment	4	67,925	Instructional technology and software that enables teachers to increase student engagement and accommodate different learning styles by integrating media and technology into daily lessons: * 20 Computers for student computer lab (for targeted on-line instrucitional programs and tutorials in literacy, math and science, pre- and post-testing, supplement/enhance classroom learning) @ $1,200 each = $24,000. * Computer server upgrade necessary for Galileo and computer assisted instructional programs implementation = $10,000. * 50 PDAs with instructional programming assigned to high-needs students to use outside of school @ $250 each = $12,500. * Interactive electronic whiteboards w/accessories for 6 classrooms for daily classroom instruction and to enable creation and presentation effective quality teaching materials that support visual-based learning for high-needs students @ $1,800 each = $10,800. * 6 LCD Projectors for daily classroom literacy instruction used in conjunction with the interactive electronic whiteboards; 1 additional LCD Projectors for teacher professional development and data analysis in weekly meetings with the coaches, interventionist, principal @ $375 = $2,625. Laptop and printer for the 5 new SRCL-funded staff positions @ $1,600 each = $8,000.
Supplies	5	43,500	Approved non-fiction and expository instructional materials for school and classroom libraries and labs, scientifically-based supplemental and intervention language arts, math and science materials, instructional software, student assessment and teacher evaluation materials: 200 students @ $180/student = $36,000. Workbooks for Family & Community Engagement Specialist to facilitate teaching parents English and promote language speaking and reading fluency @ $7,500.
Contractual	6	67,000	Approved consultant to provide on-site Professional Development in writing and implementation of an aligned curriculum in all content areas, use of data warehouse system for instructional planning and decision-making. 10 days @ $3,500 per day inclusive of travel-related expenses =$35,000 Pro-rata cost-share of regional State Literacy Specialist assigned to LEA to provide on-site high-quality focused professional development and targeted technical assistance based on the specific needs of teachers and site-based leadership as evidenced by data = $20,000. Mentor principal @ $300/day 2 days/week for 20 weeks to guide leadership and develop skills to improve efficiency and effectiveness = $12,000.
Other Expenses	8	23,250	Registration fees for 4 School Leadership Team members and 6 teachers to attend ADE monthly meetings and mandatory professional development related to implementation of SRLC grant and other approved venues during intersessions, weekends or summer for targeted professional development opportunities based on student data and identified personal professional growth needs = $10,000. Dual credit tuition payments for 50 students to take classes at local Community College to extend learning time @ $225/class = $11,250. Supplemental Assessment System annual fee for processing student data and ensuring the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students: 200 students @ $10/student = $2,000.
Total Direct	9	***$ 737,497***	
Total Restricted Indirect	10	$ 21,090	3.5% of modified direct costs (excludes Equipment and Contractual). No Indirect Charge for contractual items reflecting Assistance to LEAs and Community Providers.
TOTAL		**$ 758,587** [1/]	

[1/] Similar budgets of ≈$750,000 will support a total of 16 Secondary (Middle–High School) school sites.

EXEMPLARY OUTCOMES UNIFIED SCHOOL DISTRICT

Striving Readers Comprehensive Literacy (SRCL) Budget and Line Item Detail Descriptions

Line Item	Cost Category	Elementary SRCL Budget	Line Item Detail Descriptions / Explanations
Instruction 1000			
Personnel	1	$ 65,000	1.0 FTE SRCL Coordinator, a position needed to oversee the successful implementation of the SRCL grant @ $75,000.
Benefits	2	23,400	Estimated 36% of Personnel cost (includes medical, dental, FICA, worker's comp, retirement etc.).
Travel	3	5,000	Travel expenses for LEA Administrator and SRCL Coordinator to cover travel, hotel, per diem, and mileage for attending approved professional development $5,000.
Equipment	4	1,600	Laptop and printer for the new SRCL Coordinator position @ $1,600.
Supplies	5	0	
Contractual	6	6,000	Approved mentor/consultant to provide leadership training to LEA Administrator and SRCL Coordinator to guide a systematic approach for administrators to ensure high-quality instruction for instructional planning and decision-making @ $300/day 2 days/week for 10 weeks to guide leadership and develop skills to improve efficiency and effectiveness = $6,000.
Other Expenses	8	3,500	Professional development for LEA administrator and SRCL Coordinator to attend professional devleopment focused on birth-grade 12 literacy development (i.e. ADE workshops/conferences, Regional SRCL trainings, PLC training, best practices, student engagement, etc.) $3,500.
Total Direct	9	***$ 104,500***	
Total Restricted Indirect	10	$ 3,392	3.5% of modified direct costs (excludes Equipment and Contractual). No Indirect Charge for contractual items reflecting Assistance to LEAs and Community Providers.
TOTAL		**$ 107,892**	