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 # S371C110038
Grants.gov Tracking#: GRANT10865281

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: Striving Readers 84.371

8. APPLICANT INFORMATION:

* a. Legal Name: Kansas State Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN): 48-1124839

* c. Organizational DUNS: 879897098

d. Address:

* Street1: 120 SE 10th

Street2:

* City: Topeka

County:

* State: KS: Kansas

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 66612

e. Organizational Unit:

Department Name: Career,Standards & Assessments

Division Name: Learning Services Division

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

Prefix: Dr.

* First Name: Tom

Middle Name:

* Last Name: Foster

Suffix:

Title: Director of Career, Standards and Assessments

Organizational Affiliation:

* Telephone Number: 785-296-3201

Fax Number: 785-296-1416

* Email: tfoster@ksde.org

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.):

The entire state of Kansas will potentially be affected by this Striving Readers Project

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

Kansas Striving Readers Grant Proposal

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: KS-002

* b. Program/Project: KS-all

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 09/01/2011

* b. End Date: 08/31/2016

18. Estimated Funding ($):

* a. Federal	75,000,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	75,000,000.00

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

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

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

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

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

☐ Yes ☒ No

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: Mrs. * First Name: Melinda

Middle Name:

* Last Name: Stanley

Suffix:

* Title: State Education Technology Coordinator

* Telephone Number: 785-296-1204 Fax Number:

* Email: mstanley@ksde.org

* Signature of Authorized Representative: Melinda Stanley * 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:
Kansas State Department of Educa...

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

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 240,383	$ 240,383	$ 240,383	$ 240,383	$ 240,383	$ 1,201,915
2. Fringe Benefits	$ 96,092	$ 96,092	$ 96,092	$ 96,092	$ 96,092	$ 480,460
3. Travel	$ 50,869	$ 56,614	$ 60,444	$ 60,444	$ 60,444	$ 288,815
4. Equipment	$ 19,500	$ 18,500	$ 7,000	$ 7,500	$ 17,500	$ 70,000
5. Supplies	$ 24,644	$ 26,765	$ 32,911	$ 32,477	$ 31,804	$ 148,601
6. Contractual	$ 185,000	$ 178,000	$ 178,000	$ 178,000	$ 170,000	$ 889,000
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 14,302,500	$ 14,302,500	$ 14,302,500	$ 14,302,500	$ 14,302,500	$ 71,512,500
9. Total Direct Costs (lines 1-8)	$ 14,918,988	$ 14,918,854	$ 14,917,330	$ 14,917,396	$ 14,918,723	$ 74,591,291
10. Indirect Costs*	$ 81,012	$ 81,145	$ 82,670	$ 82,604	$ 81,277	$ 408,708
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 15,000,000	$ 14,999,999	$ 15,000,000	$ 15,000,000	$ 15,000,000	$ 74,999,999

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2012 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[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:
Kansas State Department of Educa...

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
Melinda Stanley	State Education Technology Coordinator
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Kansas State 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
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

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

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

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name:* Kansas State Department of Education

** Street 1:* 120 SE 10th *Street 2:*

** City:* Topeka *State:* KS: Kansas *Zip:* 66612

Congressional District, if known: 002

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

6. * Federal Department/Agency:

ED

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:* n/a *Street 2:*

** City:* n/a *State:* KS: Kansas *Zip:* n/

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:** Melinda Stanley

***Name:** *Prefix:* ** First Name:* Melinda *Middle Name:*

** Last Name:* Stanley *Suffix:*

Title: **Telephone No.:** **Date:** 05/09/2011

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Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

KS Adherence to Section 427 of General Edu | Add Attachment | Delete Attachment | View Attachment

Adherence to Section 427 of General Education Provisions Act (GEPA)

In accordance with Section 427 of the Department of Education's General Provision Act (GEPA), the Kansas State Department of Education ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, gender, age, citizenship status, or disability to the programs and services offered pursuant to *NCLB* and this project.

For state-level activities as well as all other activities supported by federal assistance under this application, KSDE will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and sub grant recipients and to overcome barriers to equitable participation. KSDE will take all steps necessary, whether by required notices, complaint procedures, appointment of liaisons, outreach activities, pursuit of conforming state legislation, or otherwise, to achieve these goals.

Kansas serves an increasingly diverse student population. Students who are Black, Hispanic, or other diverse background made up 31.09% of the student enrollment in 2010 compared to 24.7% in 2004. The state has identified schools in which students are succeeding in spite of high poverty and other risk factors. KSDE is committed to ensuring all students succeed and has in place proactive measures and services to guard against all forms of discrimination and to promote opportunity.

All of the facilities to be used in this program, and as part of the competitive process, Sub Grant participations will be required to have remedied problems of physical access. KSDE will take every step possible to ensure access to technology for individuals with disabilities that require assistive technology or adaptive furniture or special computer systems programming and instructional materials. KSDE's Student Support Services team is available to coordinate and support Sub Grant teams in these efforts as well. KSDE has a number of initiatives in place to support Kansas schools including coordinating support for Kansas Districts Cooperatives and Interlocals through the National Instructional Materials Accessibility Center (NIMAC). Kansas Districts, Cooperatives, and Interlocals that have "opted in" to coordinate with the NIMAC, can access core instructional materials housed at the National Instructional Materials Accessibility Center (NIMAC) by contacting one of the following Kansas Authorized Users; Bookshare, InfiniTEXT, Kansas Instructional Resource Center (KIRC), and Recording for the Blind and Dyslexic (RFB&D).

In addition, the KSDE provides sign language interpreters and translators for all forums, workshops, and project meetings, as needed.

All KSDE staff that might face barriers due to gender, race, national origin, color, disability or age, will be informed about opportunities offered by this project (in accordance with the General Education Provisions Act, Section 427). We will also follow, in hiring and all other activities, all the non discriminatory practices and procedures required by the State of Kansas, Kansas State Department of Education, and Department of Education.

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	Kansas State Department of Education
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	Mrs.
* First Name:	Melinda
Middle Name:	
* Last Name:	Stanley
Suffix:	
* Title:	State Education Technology Coordinator
* SIGNATURE:	Melinda Stanley
* 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:
	Laurie		Winter	

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Street2:
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County:
* State: KS: Kansas
* Zip Code: 66612
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Email Address:

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2. Applicant Experience:

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

3. Human Subjects Research

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

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment Delete Attachment View Attachment

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **1235-KS Striving Readers Abstract.pdf**

KANSAS STRIVING READERS PROJECT ABSTRACT

By blending high quality professional learning, targeted research-based interventions, data-based decision making and technology, the Kansas Striving Readers Project will advance literacy, preliteracy, reading, writing, speaking and listening skills for all Kansas students, birth to grade 12. The proposed project leverages the strengths of existing statewide initiatives through a partnership approach with Kansas school districts and early childhood programs/providers, nonprofit organizations, community-based organizations, and families within the school community.

The proposed model uses a sub-grantee process to Local Education Associations supported by strong, high-quality, sustained professional development provided by the state leadership team. The overarching goal is to improve student literacy outcomes across the state.

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **1241-Kansas_SR_Proposal_(final2).pdf**

Attachment 2:
Title: Pages: Uploaded File: **1242-Resumes_of_Key_Project_Personnel_050511(445pm).pdf**

A. OVERVIEW

The Kansas Striving Readers Grant Proposal will advance literacy, pre-literacy, reading, and writing skills for Kansas students, birth to grade 12, by bringing a number of currently complementary, highly successful statewide initiatives together into a collaboratively orchestrated continuum of support for literacy in Kansas communities through a partnership approach with Kansas school districts and early childhood programs/providers, nonprofit organizations, community-based organizations, and families within the school community.

Kansas intends to create a coherent system of support for participating districts through:

A. Focusing efforts on the need to advance literacy at all levels for all students;

B. Leveraging response to intervention through the Kansas Multi-Tiered System of Support (MTSS) framework for instructional support;

C. Enabling Data Based Decision Making at all levels (teacher, school, district, community) by implementing programs for Data Quality Training and Certification through 1) the SEEK Dashboard, 2) the Collaborative Workspace, and 3) the Early Childhood Data Initiative;

D. Increasing student achievement by providing districts/schools/partners (i.e. grantees) ongoing support through:

   i. State level professional learning and collaboration,

   ii. Local professional learning and collaboration among their school/district teams, and

   iii. Coach/facilitator/literacy leaders to provide in-classroom, professional learning support for participating teachers; and

E. Creating 21st Century classrooms, modeled from the nationally recognized Kansas Technology Rich Classroom Program (TRC) that support teachers and engage students through the innovative and instructional use of technology tools and resources.

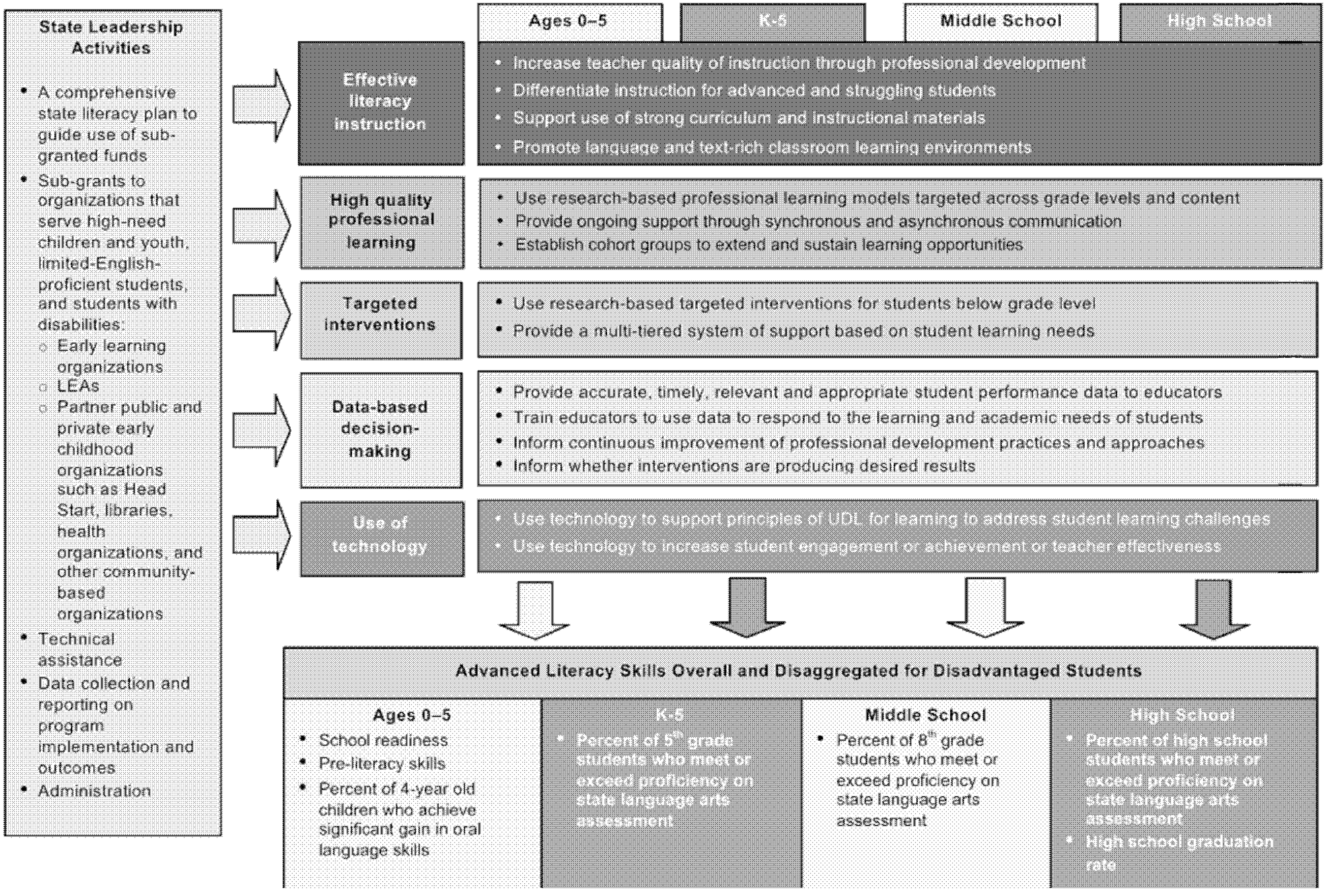
1. Subgrant Description

KSDE anticipates awarding 10-15 grants per year in the subgrant process to school districts through a competitive process. Each subgrant will include the participation of Birth through grade 12 staff services/support, based on a cohort of district staff at all levels, including teacher leader participation. Partnerships with early childhood programs/providers, nonprofit organizations, community-based organizations, and families within the school community will focus on early literacy and school readiness. Instructional and professional development through instructional coaches and literacy leaders will support teachers in the implementation of developmentally appropriate, explicit, evidence-based, and systematic literacy instruction across core content areas, supported with technology equipment, materials, and instructional resources.

The Subgrant component of this project will be facilitated by KSDE staff with extensive experience and expertise in managing subgrant processes, awards, monitoring and reporting. KSDE's Fiscal Services team, under the leadership of Ethan Erickson, is committed to providing support for financial administration/reporting, while the Technology Assistance for Kansas Educators (TAKE) team under the leadership of Melinda Stanley, State Education Technology Coordinator, will work with the Project Leader/Leadership Team to manage the subgrant process, along with collaborating with key KSDE Project personnel.

2. Key Factors

The logic model for the Kansas Striving Readers Project, Figure 1, reflects the core components of the proposal. First, effective literacy instruction must begin prior to entry into kindergarten. The districts will partner with local entities addressing early childhood education, particularly birth through five years. Literacy support will be provided at this level and will


State Leadership Activities
• A comprehensive state literacy plan to guide use of sub-granted funds
• Sub-grants to organizations that serve high-need children and youth, limited-English-proficient students, and students with disabilities:
○ Early learning organizations
○ LEAs
○ Partner public and private early childhood organizations such as Head Start, libraries, health organizations, and other community-based organizations
• Technical assistance
• Data collection and reporting on program implementation and outcomes
• Administration
Ages 0–5
K-5
Middle School
High School
Effective literacy instruction
• Increase teacher quality of instruction through professional development
• Differentiate instruction for advanced and struggling students
• Support use of strong curriculum and instructional materials
• Promote language and text-rich classroom learning environments
High quality professional learning
• Use research-based professional learning models targeted across grade levels and content
• Provide ongoing support through synchronous and asynchronous communication
• Establish cohort groups to extend and sustain learning opportunities
Targeted interventions
• Use research-based targeted interventions for students below grade level
• Provide a multi-tiered system of support based on student learning needs
Data-based decision-making
• Provide accurate, timely, relevant and appropriate student performance data to educators
• Train educators to use data to respond to the learning and academic needs of students
• Inform continuous improvement of professional development practices and approaches
• Inform whether interventions are producing desired results
Use of technology
• Use technology to support principles of UDL for learning to address student learning challenges
• Use technology to increase student engagement or achievement or teacher effectiveness
Advanced Literacy Skills Overall and Disaggregated for Disadvantaged Students
Ages 0–5
• School readiness
• Pre-literacy skills
• Percent of 4-year old children who achieve significant gain in oral language skills
K-5
• Percent of 5th grade students who meet or exceed proficiency on state language arts assessment
Middle School
• Percent of 8th grade students who meet or exceed proficiency on state language arts assessment
High School
• Percent of high school students who meet or exceed proficiency on state language arts assessment
• High school graduation rate

continue through all grades, differentiated according to student needs and characteristics through the integrated use of technology tools and resources.

In order to achieve this level of integration, district administration must be involved in both professional learning activities and as part of the evaluation of implementation, as well as equipped with 21st Century tools that engage the students in meaningful learning opportunities. Teachers/ instructors at each level (birth through five, K-5, Middle and High School) will be provided with high quality professional learning opportunities through an ongoing and embedded process. In addition to professional development addressing literacy instruction, a coach/literacy leader will engage a cadre of teachers within each setting, identified by the district, as a continuum of service for the most disadvantaged students. These coaches/literacy leaders will provide each participating instructor with professional support including modeling, co-teaching, and observation and feedback. The coaches will provide cross-curricular support in literacy and, at the secondary level, content specific support while leveraging technology for literacy instruction.

The strength of this proposal lies in the resources that will be in place to support the coach or literacy leader in providing support to his or her cadre of teachers. Each person in this role will receive continuous and embedded professional support in research–based strategies for increasing student achievement (such as Marzano, R. J., Pickering, D. J., & Pollock, J. E. 2001), multi-tiered intervention based on student performance and characteristics, data-driven decision making by accessing student formative assessments, and the instructional use of technology. Technology will be used both to effectively support administrators, coaches, and technology leaders as well as engage learners in age and skill-level appropriate literacy activities.

Professional development and project coordination will be provided by the University of Kansas Center for Research on Learning (KU-CRL) through the subgrant process. In addition to on-site support, coaches and literacy leaders will have access to a dynamic web-based social environment that provides continuous support, resources, and collaborative opportunities. This site will both assist coaches and literacy leaders in their supporting roles and provide targeted resources for literacy instruction, based on the developing Kansas Literacy Plan. While the effect of programmed literacy instruction is mixed, it is clear that technology engages children and youth and is ubiquitous to their environments.

Disengagement from instruction presents a challenge, and affects both teachers and students. Lack of student engagement has been attributed as a cause of teacher burnout (Hastings & Bham, 2003). In addition, students who are not personally invested in their education are more at risk to drop out of high school (Bridgeland, DiIulio, & Morison, 2006). Student engagement thrives upon active and collaborative learning. In traditional classrooms, active and collaborative learning includes students asking questions in class, making class presentations, working with other students on projects, and discussing course concepts and readings with others (Kuh, et al., 2005). Technology adds a new dimension, expands traditional activities and motivates students beyond traditional circumstances. This project will take advantage of the motivational quality of handheld devices (such as iPad, iPod, TouchPad, Kindle, etc.) and provide support on the use of these technologies to engage students in age-appropriate literacy and 21st Century skills, supporting constructivist pedagogy and "knowing how to learn" (KSDE, 2011). The increased use of collaboration-centered technology in school offers some support for this social-learning movement. Using technologies that students are familiar with and use in their personal lives

creates an authentic learning environment. Often students feel like they have to "power down" their technology when they come into the classroom. In essence, they're powering down the very tools that provide them information and access outside the classroom. These students voice concerns that they are being left behind in an age of technological innovation because their schools seem unable to keep up with the trends. Classroom teachers participating in the Kansas Striving Readers Project will be supported in embracing these technologies as learning tools and as powerful instructional resources, particularly for literacy.

Technology has the potential to be a powerful teaching and learning instrument when integrated appropriately. Research supports that student achievement can increase when practicing authentic inquiry and higher-order thinking and when technology is present in the teaching environment these benefits are enhanced (Edutopia, 2009). Of course, the act of integrating technology in isolation does not necessarily result in the acquisition of higher-order thinking skills or improved student achievement. These positive results depend on how the technology is used and the effectiveness of the teacher in the classroom. Collaboration among students and between students and teachers is a key factor in the acquisition of higher order thinking skills (Brabec, Fisher & Pitler, 2004; Lemke & Coughlin, 1998; Wegerif, 2002). In a recent study, TRC teachers were more often observed helping individuals or groups during the class period, which is not surprising since they were more likely to be engaged in independent work (Craig-Hare, 2011). Their colleagues in general education classrooms, however, were more likely to be engaged in lecture/discussion activities. In addition, cognitive activities used in classrooms also resulted in a few small differences. Typical general education classes were more likely to engage in Bloom's Level -Receipt of Knowledge, which are lower level cognitive

activities where students tend to only listen to lecture material and are not actively engaged in any particular activity. TRC students were more likely to engage in Knowledge Construction activities, where they were actively creating something new. While this was not observed often (about 8% of the time in TRC and .25% of the time in typical classes), it is apparent that the TRC teachers were more likely to use these types of activities (Craig-Hare, J., Ault, M., & Niileksela, C., 2011).

Evaluation will be a key component of the Kansas Striving Readers Project. Implementation of goals and activities will be continuously monitored through a formative evaluation process. SRI International will take on this role, as part of the subgrant process, and will assist the Project director in engaging all stakeholders in achieving the project objectives.

B. STATE-LEVEL ACTIVITIES

1. State Activities

a. Alignment of Federal Funds

Currently, KSDE's accountability planning systems for LEAs participating in state and federal programs (e.g., Quality Performance Accreditation, Title I, Title II, Title III, career and technical education, and IDEA) are not integrated and require redundant, disjointed planning and reporting on the part of districts and schools. These organizations must develop multiple plans without a coherent roadmap for designing or completing the various components of each of the plans. This is very inefficient and confusing and almost always results in plans that are developed solely to address accountability requirements rather than to guide what the staff is doing in the schools and districts. A recently initiated strategy to achieve a unified system, through the combined effect of the Elementary and Secondary Education Act (ESEA), referred to as the No Child Left Behind (NCLB) Act, and the reauthorization of the Individuals with Disabilities Education Act (IDEA), is the Kansas Multi-tiered support System (MTSS).

MTSS is a decision-making process initiated and used by Kansas schools to provide supports to enable each child to be successful. MTSS is a coherent continuum of evidence-based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent databased monitoring for instructional decision making to empower each Kansas student to achieve high standards. The focus of MTSS is system level change across the classroom, school, district, and state. The principles and practices of the MTSS are based upon Response to Intervention (RTI) and what research has shown to be effective both in creating successful and sustainable change and in providing the most effective instruction for all students (KSDE, 2009). It is important to note that a MTSS is designed to address the needs of all students, regardless of whether they are struggling or have advanced learning needs.

Central to the Kansas MTSS framework, Figure 2, is the tiered approach, providing strategies for conducting assessment, selecting curriculum, and providing instruction based on an identification of student need and characteristics. The base of the triangle, what is often referred to as Tier 1 instruction, is designed as the foundation for the educational experience for ALL students, including curriculum, instruction, and assessment. Instructional practices for ALL are evidence-based and designed so that a maximum number of students will be successful, thereby preventing the need for additional intervention. Even within a well-functioning MTSS there will, however, be students who need additional supports in order

Figure 2. Kansas MTSS visual representation.

to continually learn and achieve to high expectations. These varying degrees of intervention are represented by processes addressing the more extensive needs of SOME students, and those addressing the more significant needs of a FEW students, as represented in Figure 2. Assessments, curriculum selection, and instructional processes have been identified to support literacy interventions for students across the three tiers, from K through 12.

Key features of the Kansas MTSS, and integral to this proposal, are involvement of leadership and the reliance on professional development to change the culture of school. Leadership is an essential component in creating sustainable change within the system and is of particular importance in structuring and implementing a MTSS. When moving to a multi-tier system, there are formal structures of leadership that are necessary to ensure consistent communication and support to all stakeholders, including staff. The work of the leadership team is to create these leadership structures and sustain them over time. High quality, research-based professional development is designed so that all staff receive initial training and implementation support, particularly in data analysis. The MTSS process is designed to improve educators' ability to collect, manage, and analyze data to improve instruction. The data continually drives the problem-solving process that educators engage in to meet the needs of all students. This process fosters individual and collective responsibility of school staff to improve academic achievement and reflects an empowering culture. An empowering culture is one in which staff, students, families, and stakeholders have a shared understanding of goals and processes and are actively involved in the process of school improvement. The leadership team encourages active involvement of others in making decisions.

The varying and multiple needs of the students are met through evidence-based instructional strategies that address assessment of Kansas standards, Common Core Standards, and content and pedagogical knowledge delivered by the grade level teachers. Teachers are supported through state-level coordinated professional development, with leadership and a school culture that supports research-based instruction. Over the last seven years Kansas has utilized Title I and Title IIA funds to support statewide professional development in literacy titled *The Kansas Reading Academy* and Title IID funds to provide a professional development model, the Kansas Technology Rich Classroom (TRC) Program, that links the instructional use of technology with the application of a student-centered, project-based approach to instruction that focuses on the use of higher order thinking skills in grade 3-8 math, science, and reading classes (KSDE, 2011). Both these models will be combined, with the MTSS Framework, to implement a tiered approach to literacy learning for children and youth.

b. Kansas Literacy Plan

The Kansas Literacy Plan (KLP) compiles current research, promising practices, and effective strategies and programs in the areas of speaking, listening, reading, writing, and understanding for students from ages birth through grade 12. This framework will shape high quality literacy instruction in Kansas, delivered through the MTSS framework. Although strong reading skills are certainly a foundational element of literacy learning, this framework also emphasizes that "learning to read" and "reading to learn" must happen simultaneously and throughout the duration of one's life: in the home, in school, and in the larger community. This plan represents a paradigm shift within the context of literacy instruction in Kansas. Rather than a differentiation between learning to read and reading to learn, literacy instruction will be a continuous process from birth through secondary instruction, as represented in Figure 3. Because literacy is more than just

reading, similar transitions would also be present for writing, speaking and listening, and language as well. As a system-wide commitment, the KLP provides a framework for local districts, early learning facilities, and families to create more specific plans to address their students' literacy learning needs.

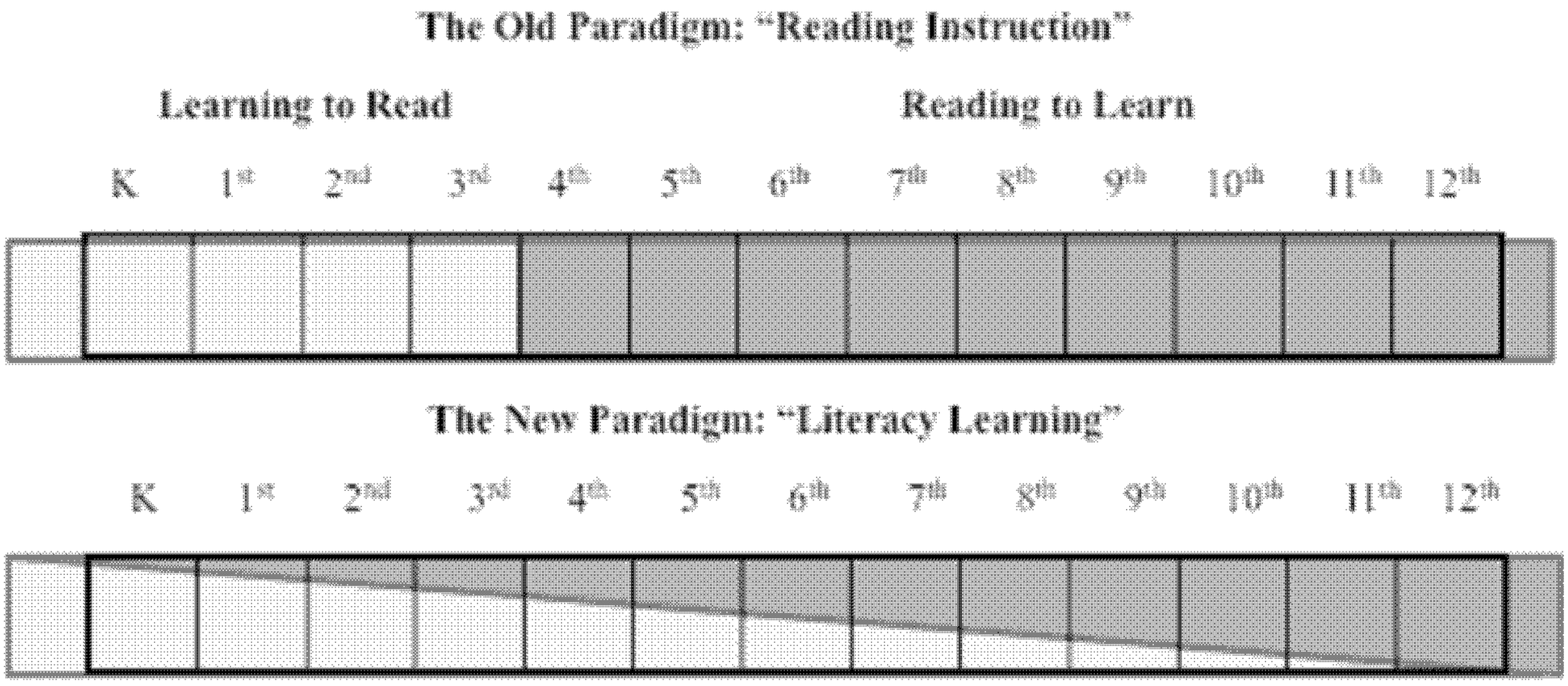


Figure 3. Change in literacy focus represented in the Kansas Literacy Plan.

A fundamental responsibility of our schools is to provide students with the instruction needed to become literate members of society. In its simplest form, literacy can be defined as the ability to effectively communicate with others through the ability to read, write, speak, and listen. Most educators include numeracy in this definition to complete the core foundational skills of literacy. As we move into the 21st Century the term *Information Literacy* has changed once again to become *Contemporary Literacy*. Changes in the workplace have demanded that workers be able to exist and succeed in a digital world that requires continual acquisition and development of new knowledge and skills. This greatly expands schools' responsibility to students beyond teaching the basic five components of reading. Literacy instruction must also consider tasks such as

information seeking strategies, synthesizing and evaluating its information use and effectiveness to enable efficient communication and intelligent decision-making.

The Kansas Literacy Plan defines literacy learning as a life-long process that is a socially and culturally constructed continuum characterized by the ability to derive, create, and convey meaning through the use of a variety of socially contextual symbols in oral, written, digital, and other forms. Within various contexts, literate individuals build relationships to solve problems collaboratively and cross-culturally; develop critical perspectives toward what they read; comprehend, analyze, and evaluate text and non-text materials; analyze and synthesize multiple streams of simultaneous information; generate and embrace rich understandings of ideas and concepts; create and share information for a variety of audiences and purposes; attend to the ethical responsibilities required by these complex tasks and environments; and assess their own literacy learning competencies and direct their future growth. The Kansas Literacy Plan identifies a focus for each of the targeted age levels, with guidance for literacy experience, engagement, and instruction. This project will provide the commitment and resources necessary to assist as the state moves from a reading focus to a lifetime literacy focus.

Essential elements for birth through Age 5. Young children's experiences from birth to five years lay a critical foundation for later learning. Literacy development begins long before children start formal instruction in elementary school. Emergent literacy develops throughout early childhood as children have encounters with communication and print. These experiences help children connect meaning to words, gain an awareness of the sound structure of language, and understand the meaning of written symbols (Snow et al., 1998). Research has shown a consistently clear connection between young children's emergent literacy skills and their later

reading development, which is an essential component of children's academic success (Snow et al., 1998). Therefore early literacy instruction will focus on alphabet knowledge, phonological awareness and oral language. Print knowledge, while not a strong predictor of later reading success, is also recommended as a target for instruction as it provides a meaningful context for literacy use and understanding (National Center for Family Literacy, 2009). The National Early Literacy Panel (NELP) (2008) report will guide the use of instructional strategies that are supported by research. These essential elements for Birth – Age 5 are summarized in Table 1.

Table 1. Checklist for Implementing the Essential Elements for Birth – Age 5

Essential Element #1: Teach Students How to Use Oral Language to Communicate
- Use expressive language skills to narrate, describe and explain in social, thinking and literacy situations.
- Use receptive language skills to understand and participate in classroom discourse.
- Increase expressive and receptive vocabulary

Essential Element #2: Teach Students to Identify and Use Phonological Awareness
- Teach students to identify the concept of a word and rhymes in spoken language.
- Teach students to segment, blend, and manipulate syllables, onset-rimes, and phonemes in words.

Essential Element #3: Teach Alphabet Knowledge
Essential Element #4: Teach Print Awareness and Book Knowledge
Essential Element #5: Teach Emergent Writing Skills
Essential Element #6: Teach Comprehension of Text

Essential elements for grades K-5. The Kansas Literacy Plan follows a "phases of reading" development model. A synthesis of the research on components of the reading process (Snow, et al., 1998) demonstrates that the reader goes through phases of development in the various components of reading and there are certain benchmarks or accomplishments at different phases in the development of the reader. Teachers must have an understanding of the key components and how the development of one impacts the development of others (e.g. phonemic awareness and phonics to word recognition development, word recognition to fluency, etc.) and understand

the importance of explicit, systematic instruction in order to guide students through these phases. They must also know appropriate assessment and pedagogy for the different components; primarily comprehension, vocabulary, fluency, and phonics, at different phases in a child's acquisition of reading skill. This knowledge and skill will be the focus of professional development. Decades of research clearly indicate that knowledgeable, skillful teachers make the difference in student achievement (Bond & Dykstra, 1967; Taylor, Pearson, Clark, & Walpole, 2000). Reading follows a developmental continuum, thus assessment and instruction should reflect that continuum. With a deeper understanding of the developmental continuum of reading, teachers will be more prepared to make instructional decisions that meet student's needs while always thinking about where students need to be in order to be proficient readers.

Effective literacy instruction in kindergarten through fifth grade integrates a variety of language and literacy content (e.g., oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension) that are crucial to academic success of all students. Strong reading comprehension skills in the early elementary grades build the capacity to learn independently, absorb information on a variety of topics, enjoy reading, and experience literature more deeply (Snow, 2002). The fundamental assumption is that the objective of early reading instruction is to provide young readers the tools they need to understand increasingly sophisticated material in all subjects from elementary through later years of school. The practices recommended here are, therefore, not ends in themselves, but the means to developing sound ability in reading comprehension. Research-based literacy instruction in K-5 will be used to teach students how to use reading comprehension strategies (Brown et al., 1995; Hansen, 1981; McGee & Johnson, 2003; Morrow, 1984, 1985; Morrow, Pressley, & Smith,1995; Paris, Cross, & Lipson,

1984; Reutzel, Smith, & Fawson, 2005; Williamson, 1989). Strategies also include identifying and using the text's organizational structure to comprehend, learn, and remember content (Baumann & Bergeron, 1993; Morrow, 1985, 1996; Reutzel, Smith, & Fawson, 2005; Williams et al., 2007), and writing practices that enhance students' reading (Baumann & Bergeron, 1993; Fitzgerald & Shanahan, 2000; Morrow, 1996; Reutzel, Hollingsworth, & Eldredge, 1994; Shanahan, 2006). In addition teachers will guide students through focused, high-quality discussion on the meaning of text and select texts purposefully to support comprehension development (Beck & McKeown, 2006; Reutzel, Hollingsworth, & Eldredge, 1994; Tompkins, 2009; Williams et al., 2005);). These essential elements will be implemented in concert, and explicitly taught in a rich educational context that includes the following: a comprehensive literacy curriculum, ample opportunity for students to read and write while being coached and monitored by teachers (Bitter et al., 2009; Knapp, 2006), additional instruction and practice for students based on the results of assessments, and adequate resources for students and teachers (Clark et al., 2003; National Assessment Governing Board, 2008). These essential elements for grades K-5 are summarized in Table 2.

Table 2. Checklist for Implementing the Essential Elements for Grades K-5

Essential Element #1: Teach Students How to Use Oral Language to Communicate
• Use expressive language skills to narrate, describe and explain in social, thinking and literacy situations.
• Use receptive language skills to understand and participate in classroom discourse.
Essential Element #2: Teach Students to Identify and Use Phonological Awareness
• Teach students to identify the concept of a word and rhymes in spoken language.
• Teach students to segment, blend, manipulate syllables, onset-rimes, phonemes in words.
Essential Element #3: Teach Students How to Use Word Learning to Read Words
• Use sound/letter relationships (phonic knowledge) to decode unknown words.
• Utilize decoding strategies (e.g., segmenting and blending, structural analysis, etc.) to decode unknown words
• Read high-frequency sight words accurately and automatically.

- Spell high frequency and irregular words accurately.

Essential Element #4: Teach Students How to Read Fluently

- Use appropriate pace/rate when reading text.
- Use prosody when reading text.
- Read with smoothness when reading text.

Essential Element #5: Provide Explicit Vocabulary Instruction

- Dedicate a portion of regular classroom lessons to explicit vocabulary instruction.
- Provide repeated exposure to academic language in multiple contexts, and allow sufficient practice sessions in vocabulary instruction.
- Give sufficient opportunities to use academic language in a variety of contexts through activities such as discussion, writing, and extended reading.
- Provide students with strategies to make them independent vocabulary learners.

Essential Element #6: Teach Students How to Use Reading Comprehension Strategies

- Teach reading comprehension strategies individually or in combination.
- Teach reading comprehension strategies by using a gradual release of responsibility.

Essential Element #7: Teach Students to Identify and Use the Text's Organizational Structure to Comprehend, Learn, and Remember Content

- Explain how to identify and connect the parts of narrative texts.
- Provide instruction on common structures of informational texts.

Essential Element #8: Guide Students through Focused, Quality Discussion on Text Meaning

- Structure the discussion to complement the text, the instructional purpose, and the readers' ability and grade level.
- Develop discussion questions that require students to think deeply about text.
- Ask follow-up questions that require student to think deeply about text.
- Have students lead structured small-group discussions.

Essential Element #9: Select Texts Purposefully to Support Comprehension Development

- Teach reading comprehension with multiple genres of text.
- Choose texts of high quality with richness and depth of ideas and information.
- Choose texts with word recognition and comprehension difficulty appropriate for the students' reading ability and instructional activity.
- Use texts that support the purpose of instruction.
- Use the Text Complexity Triangle as suggested in Appendix A of the Common Core Standards to evaluate texts.

Essential Element #10: Teach Writing Practices that Enhance Students' Reading

- Have students write about the texts they read.
- Teach students the writing skills and processes that go into creating text.

Essential elements for grades 6-12 (Kamil et al., 2008; Torgesen et al., 2007). As students progress through their education, knowledge demands of new content increase in both quantity and quality and the ability to read, think, discuss, and write within various disciplines become increasingly important. Because these literacy skills are gateway skills for learning in all content

areas, it is imperative that all educators share responsibility for literacy learning. To acquire these skills, students must work hard to refine and build upon their initial literacy learning skills, and teachers in upper elementary grades and in middle and high school classes should help students acquire more advanced skills once they understand the demands that content area tasks actually present, especially for students who struggle (Heller & Greenleaf, 2007)

Adolescent literacy is a complex concept because it entails more than the scores that students achieve on standardized reading tests. It also entails reading, writing, and discussing to learn in subjects that present their ideas and content in different ways. Students need to be able to build knowledge by comprehending different kinds of texts, mastering new vocabulary, and sharing ideas with others. Although causal links have not been empirically established between improvements in reading and increases in course grades and scores on subject-based tests, students' reading difficulties will obviously impede their ability to master content-area coursework fully. Test score data and research continually confirm that many adolescents first need to improve their reading comprehension skills before they can take full advantage of content-area instruction (Torgesen et al., 2007).

Reading ability is only one component of a student's overall literacy learning skills. Complementing the reading ability are writing, speaking, and listening. Collectively, these skills and the interactions they create through receiving and producing information and communication form the fabric of content-area learning. In this way, literacy is learning. The following research-based strategies have been identified as essential elements for literacy learning at the upper elementary and secondary grade levels. Across content areas teachers will purposefully select texts for instruction (Halladay, 2008; Hoffman et al., 2004); will provide explicit vocabulary

instruction (Ausubel & Youssef, 1965; Baumann et al., 2003; Bos & Anders, 1990; Jenkins et al., 1989; Swanborn & de Glopper, 1999), direct and explicit comprehension strategy instruction scaffolded to meet student needs (Brown, Campione, & Day, 1981; Bulgren, 2006; Bulgren, Deshler, & Lenz, 2007; Dole et al., 1991; Kame'enui et al., 1997; Klinger, Vaughn & Schumm,1998; Pearson & Dole, 1987; Pressley, Snyder, & Cariglia-Bull, 1987), opportunities for extended discussion of text meaning and interpretation (Murphy et al., 2007), and opportunities for writing *across* the curriculum and writing *within* each discipline (National Commission on Writing, 2003). Table 3 summarizes these essential elements.

Table 3. Checklist for Implementing the Essential Elements for Grades 6-12

Essential Element #1: Provide Explicit Vocabulary Instruction in All Content Areas

- Dedicate a portion of regular classroom lessons to explicit vocabulary instruction.
- Provide repeated exposure to academic language in multiple contexts, and allow sufficient practice sessions in vocabulary instruction.
- Give sufficient opportunities to use academic language in a variety of contexts through activities such as discussion, writing, and extended reading.
- Provide students with strategies to make them independent vocabulary learners.

Essential Element #2: Provide Explicit Comprehension Strategy Instruction in All Content

- Select carefully the text to use when beginning to teach a given strategy.
- Show students how to apply the strategies they are learning to different texts.
- Make sure that the text is appropriate for the reading level of students.
- Use explicit instruction for teaching students how to use comprehension strategies.
- Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning.
- Talk about comprehension strategies while teaching them.

Essential Element #3: Select Texts Purposefully for Instruction in All Content Areas

- Teach with multiple genres of text.
- Choose texts of high quality with richness and depth of ideas and information.
- Choose texts with word recognition and comprehension difficulty appropriate for the students' reading ability and instructional activity.
- Use the Text Complexity Triangle in Common Core Standards to evaluate texts.

Essential Element #4: Provide Opportunities for Extended Discussion of Text Meaning and Interpretation in All Content Areas

- Carefully prepare for the discussion by selecting engaging materials and developing stimulating questions.
- Ask follow-up questions that help provide continuity and extend the discussion.

- Provide a small group format that students can follow when they discuss text.
- Develop and practice the use of specific —discussion protocols.‖

Essential Element #5: Provide Opportunities for Writing *across* the Curriculum and Writing within each Discipline in All Content Areas

- Increase the quantity and frequency of writing tasks that students are asked to do.
- Model our own writing for students.
- Provide opportunities to read and study other writers and the writing craft.
- Offer students choice when assigning writing.
- Craft writing assignments that ask students to write for authentic audiences and purposes.
- Provide students meaningful feedback from teachers and from peers on their writing using the common vocabulary of the 6-Trait analytic model for writing.

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c. Public Availability of Grant Process and Outcomes

KSDE will ensure that the availability of grant process and outcomes will be publicly available via the KSDE website. The procedures planned for reviewing/judging are outlined in the Subgrant section and specifically will require that subgrants address compelling evidence to justify the proposed project, and how the proposed project aligns with the recently approved Common Core Standards. KSDE will leverage a number of communication channels to support this effort including the KSDE website, Technology Assistance for Kansas Educators (TAKE) website, KSDE Listservs (Superintendents, Curriculum Leaders, Principals, Technology Coordinators, English/Language Arts Listserv, Student Support Services Listserv, Early Childhood Listserv, and Career and Technical Education, etc.), the Kansas TRC Website, and communication list developed from those potential Subgrant applicants who file an "intent to apply" with KSDE. FAQ's will be developed as questions from Subgrant applicants submit them, and posted on the TAKE website. Potential applicants will be informed throughout the process.

d. Monitoring Process

The Project Director, Leadership Team, and Grant Support Team will inform continuous improvement by monitoring program implementation and outcomes, including the effectiveness

of professional development and implementation and outcomes at the LEA or early childhood education provider, school, classroom, and student levels through the a process seen in Table 4.

Table 4. Grant Monitoring Process

Fiscal monitoring will be overseen by the Project Director with support from the Fiscal Services and Operations Team through:

a) Budget approval, and a widely communicated, transparent budget approach to support via Google forms will be a requirement of Subgrant participants;
b) Monthly Financial Reports will be provided to the Project Director as funds are requested by Subgrantees; Project Director will ensure funds are drawn as per the approved Budget;
c) Budget reports will be required to comply with federal project reporting requirements.
d) A Year End budget report will be required.

Program Monitoring will be overseen by the Project Director, with input from the KSDE Grant Leadership Team, and with support from the Grant Support Team (KU Center for Research on Learning/ALTEC, and SRI). Program monitoring requirements will be included in the Subgrant process and specifically outlined in the LEA required Statement of Assurances and will include:

a) Project Director will develop/maintain a Subgrant Participant Database to include contacts for all district leadership, school leadership, coaches, teachers, and partner leaders/participants involved in the project;
b) Subgrant Participants will be required to commit to provide and budget for project required meetings and professional development, and associated budget support within the subgrant process; Subgrants who fail to include the required professional development or budget support may be eliminated from competition;
c) Subgrant Participants will be required to outline how district and school leaders will ensure fidelity of implementation and provide on-going local monitoring—including classroom observation, team collaboration time and on-going support for the proposed project within the Subgrant application.
d) Subgrant Participants will be required to include specific outcomes related to the overall program goals and implementation in the Subgrant application.
e) Subgrant Participants will receive on-site visit(s) by the Project Director, Leadership and/or Grant Support Team members to view implementation plans/progress.
f) Subgrant Participant Instructional Coaches and Literacy Leaders will agree to provide weekly contact logs that outline how time is spent, and the time allotted to specific participating cohort teachers; these contact logs will provide Project Director and Subgrant teams with data correlated back to project goals for participants to see if they are spending their time where project goals are most likely impacted.
g) State Level Training events will include evaluations to be completed by LEA participants to inform improvement of statewide events, and
h) Local Professional Development will be outlined in detail in the Subgrant process as part of the LEA Implementation Plan aligned to overall project goals. Participant evaluation/feedback will be a required component of each event.

2. Goals for Improving Student Literacy Outcomes

a. Analysis of Progress

In 2006, the Kansas legislature awarded $2.4 million to KSDE for a 3-year initiative to develop the Enterprise Data System (EDS). Master data management processes were implemented to ensure consistency of key data across operational systems, facilitating successful and complete reporting of data. In addition the EDS provides a longitudinal connection of data through time and across programs by integrating and loading data from existing source collection systems (e.g., KIDS, Organization, Assessment, Accountability, Migrant, Special Education, Career and Technical Education, Educator, and Finance systems) into an Enterprise Data Warehouse (EDW). The initiative was completed in September 2009. These data show that Kansas has made significant strides in reading achievement over the last decade. Overall reading achievement has grown from 59% proficient in 2000 to 85% in 2010 (99% participation rates). Figure 4 reflects this continued and strong growth during the last five years. This growth has been consistent in each grade, except for grade 3 in 2010, which reflects a 3% decline in percent of students meeting or exceeding proficiency.

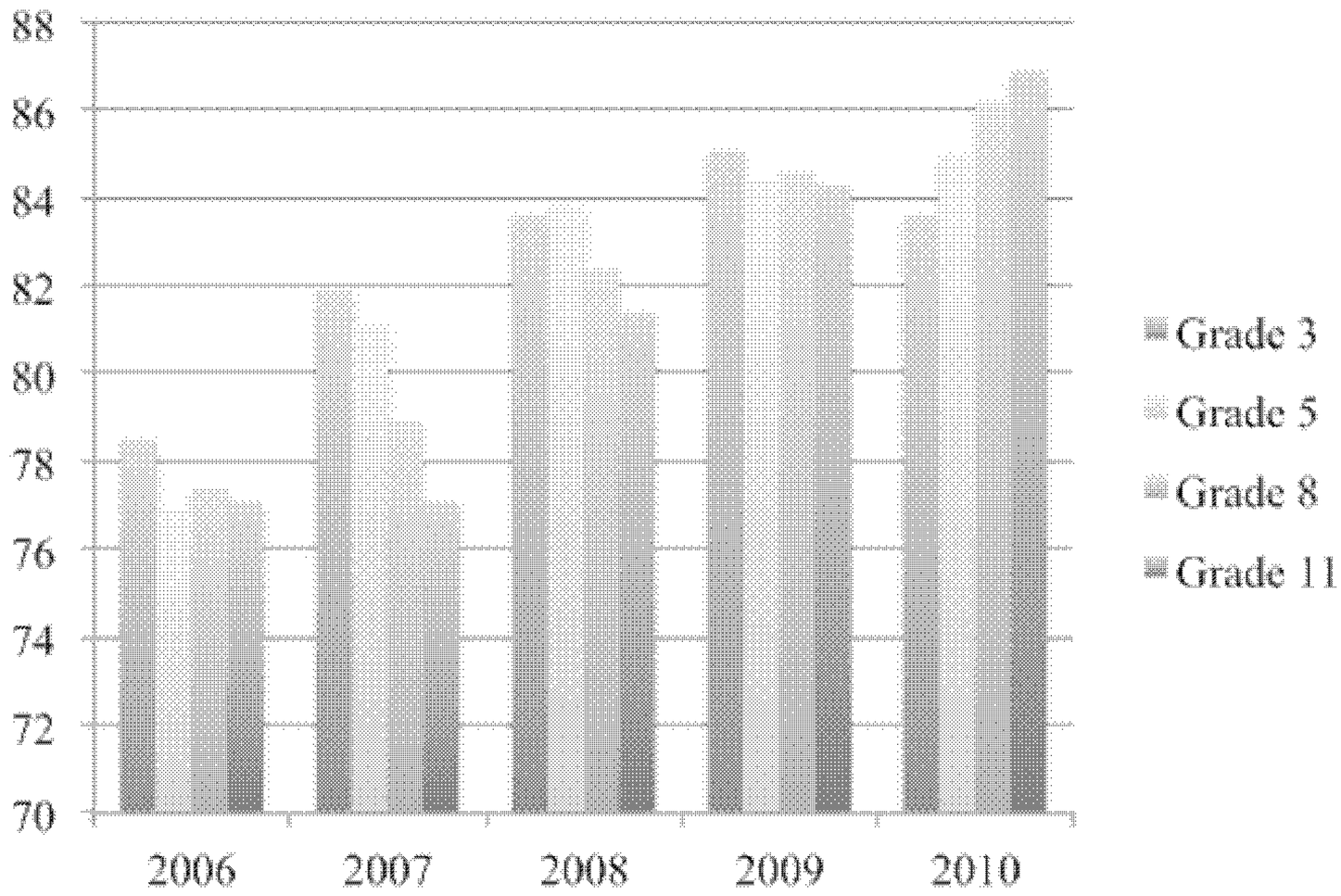

Figure 4. State Reading Assessment results reflecting percent of students meeting or exceeding proficiency across four grades since 2006.

Reading achievement by subgroups is less promising. The percent of students who meet or exceed proficiency is well below the total average, particularly for students who are English language learners (ELL), African-American, or Hispanic. The percent of students meeting proficiency in reading for these subgroups is reflected in Figure 5. The difficulty these students experience in achieving mastery was again reflected in 2010 state assessment data, Figure 6. In addition, the state did not make AYP during the 2009-2010 school year. Particularly, the state did not meet AYP in Reading Assessment for students qualifying for free and reduced lunch, ELL students, or African American students.

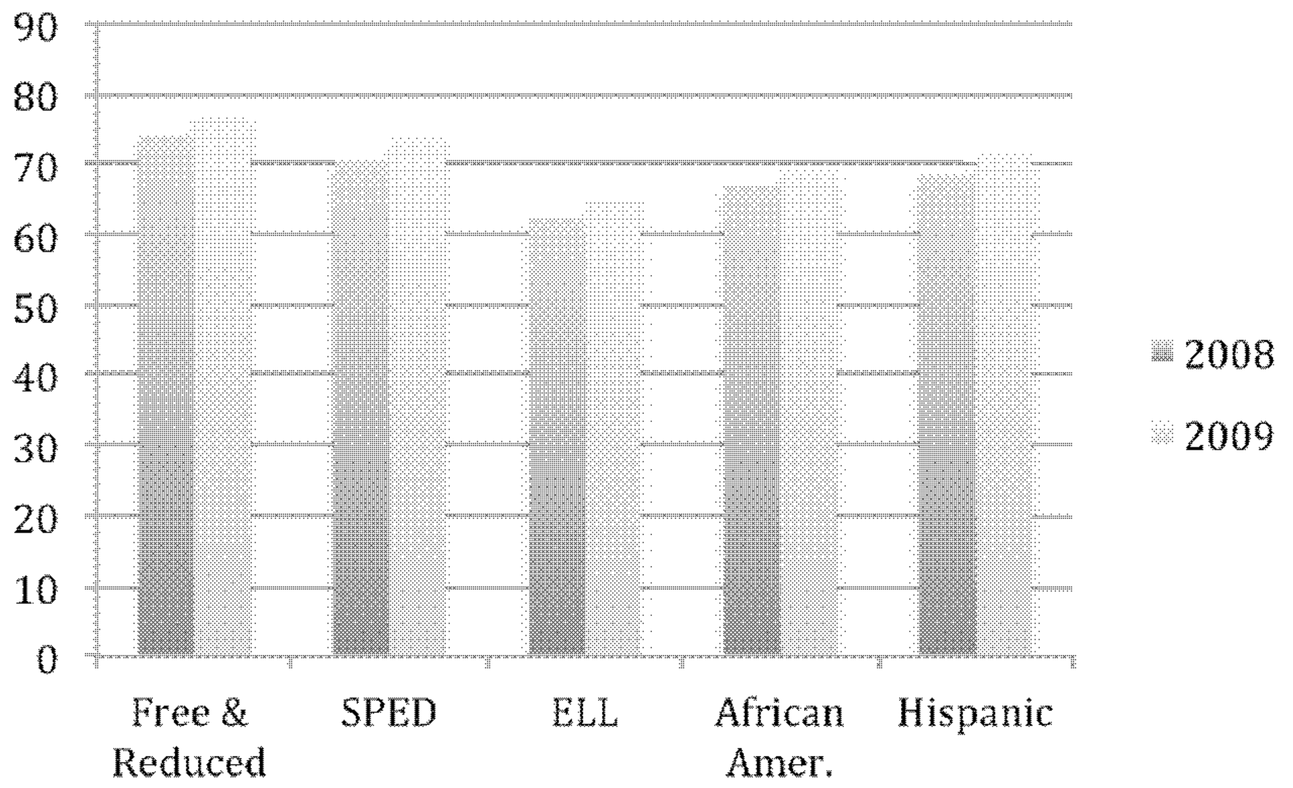

Figure 5. Percent of students by subgroups that met or exceeded mastery on the state reading assessment in 2008 - 2009.

The data on writing, obtained less frequently, reflects declining proficiency as students progress through the grades. The percent of students not meeting QPA writing targets is 33% in fifth grade, 27% in eighth grade, and 24% in high school.

The early childhood community in Kansas has been work together for many years around school readiness that includes a strong focus on emergent literacy. Kansas State Department of Education's Early Learning Services Unit, headed by Dr. Gayle Stuber, provides leadership and partnership to advance the provision of high quality early childhood and family services that

result in the ability of all young children to succeed in school and life. Dr. Stuber works with a variety of interagency, community, and other groups to maximize resources and support collaborative efforts. She has collaborated with Head Start, childcare providers, and other early childhood groups to develop a school readiness framework that supports families, schools, and communities helping children enter kindergarten ready for success in school. Partners also include early childhood professional organizations such as the Kansas Association for the Education of Young Children; Kansas Division for Early Childhood; Kansas Parents as Teachers Association; and Kansas Head Start Association. State partners are the Head Start Collaboration Office, Kansas Department of Health and Environment, Social and Rehabilitative Services, the Kansas Children's Service League, and Child Care Aware of Kansas, the organization for resource and referral agencies.

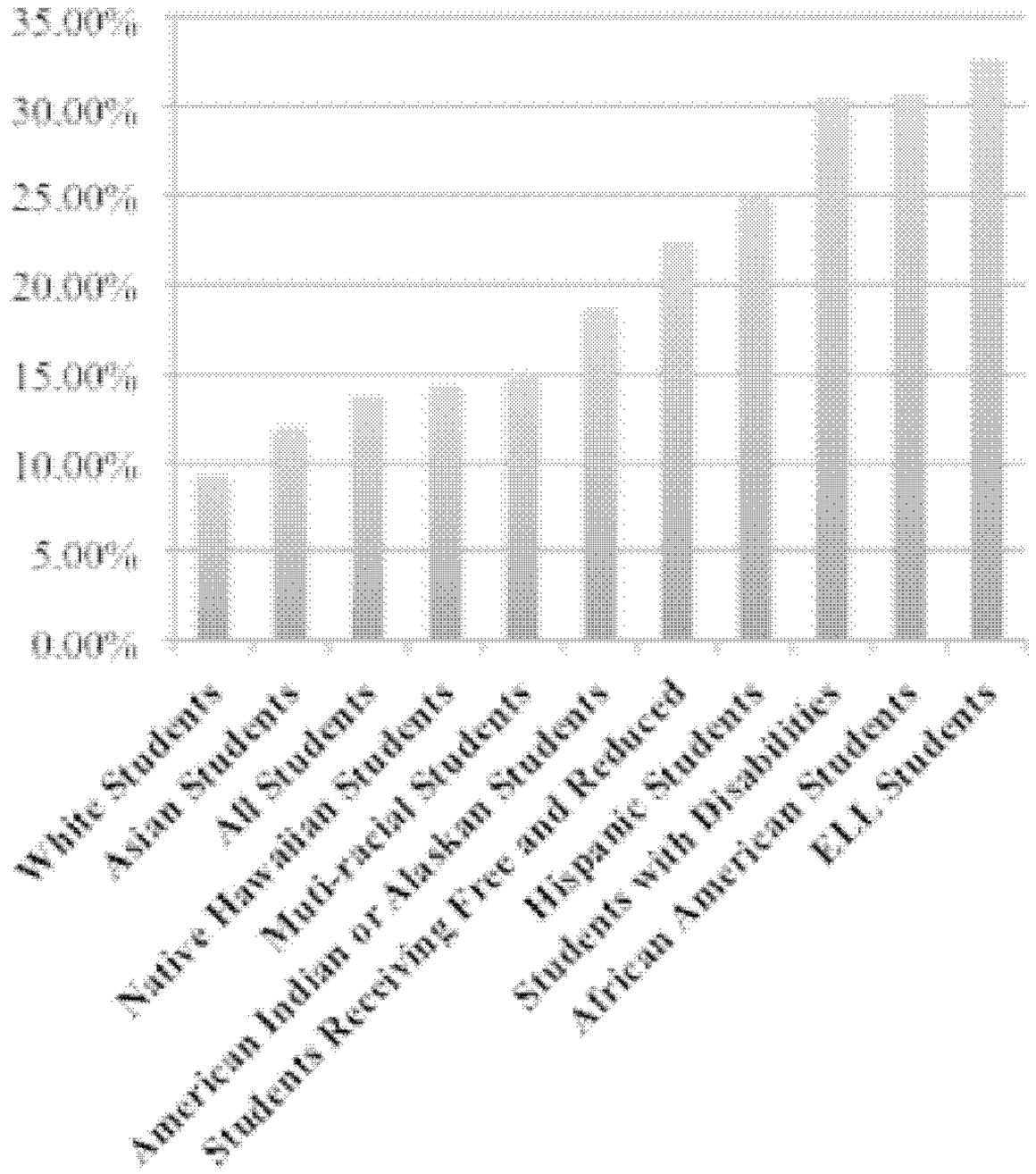

Figure 6. Percent of students in each subgroup scoring below proficiency in reading on the 2010 state assessment.

In the fall of 2010, the Early Childhood Advisory Council (ECAC) members were appointed by the governor to be the over-arching early childhood body that advises the Governor around early childhood issues, including professional development and data. At this point in time,

Kansas does not have a comprehensive professional development plan for early childhood educators and child care providers. There are many organizations that provide professional development to constituents, and early/emergent literacy has been a topic for child care, Head Start, Pre-K programs, and those programs such as Parents as Teachers that focus on family education and supports for families with children ages birth to 3 years. The ECAC, once it is in place, will provide the structure for the professional development plan.

All preschool children who take part in any KSDE program are assigned a unique number that follows the child throughout his/her education career in Kansas. Very little information about preschool children or the services they receive, however, is currently collected or included in the EDW and very little outcome data are included for students in the primary grades. Starting with the 2011-12 year, the early education collection will collect survey data on students using an updated version of the Kansas Early Learning Inventory (KELI), data on teaching practices and classroom resources, and home practices reported by parents. KELI, an observation assessment that measures early learning standards, is being used for four-year-old at-risk students, but only a sample of children in the program are assessed, and data are gathered through paper forms and kept in a stand-alone database. These revised surveys will report the data elements collected but will not have a finalized proposed set of criteria until December of 2011. The following year will have the surveys updated to ensure the data needed for reporting is collected, and at that point it will be determined whether the pilot's data is usable. The data itself will be available in the fall of 2012. These data are not expected to be collected on every student. Instead, surveys will be completed for a subset of students that should represent the overall composition of Kansas early

education students. Children of parents in the very popular Parents As Teachers program are not assigned SSIDs; and none of the data collected on the children are included in the EDW.

KSDE recognizes the importance of early identification (grades K-2) of reading difficulties and requires the administration of the Kansas Early Reading Assessment to identify and focus on the critical years when the development of reading takes place. This state-mandated assessment for reading can be given during kindergarten, 1st, or 2nd grade, as determined by the local district. Districts report to the state the percentage of students identified as needing intervention in reading. These data are gathered by the state and are currently being integrated with other student data. The practice of collecting assessment data at the state level for these early grades will only improve instruction for young children and including these data in the EDW will allow progress monitoring through all grades. Therefore, KSDE-funded preschool and primary grade data will be captured and integrated with other outcome data to enable districts and the state to make informed decisions about early childhood program effectiveness and to provide student interventions at the earliest.

The Kansas School Readiness Project, however, has collected some data on more than 5,000 kindergarten children and has followed them into 3rd and 4th grades. Results indicate that early learning programs that use best teaching practices promote growth in literacy, numeracy, and social skills for kindergarten children who attend these programs. For example, children who attend early learning programs such as *Four Year Old At-Risk* programs, *Head Start*, and other community preschools have higher literacy and numeracy skills when they enter kindergarten; those who receive special education in preschool have a higher skill level than those who begin receiving special education in their kindergarten year. Other examples include: those who are at-

risk enter kindergarten with lower overall skill levels; however, these children do improve their skill levels by participating in a formal preschool experience; children who enter kindergarten with higher math skills have higher scores in both third and fourth grade reading and math assessments; and family members who participated in a parent education program such as Parents as Teachers (PAT) for at least two years have a higher academic skill level or talked with their child daily affected students' performance on the third and fourth grade reading and math assessments. Results also indicated that all children improve during their kindergarten year but those in full-day kindergarten classrooms with teachers who used best teaching practices had a stronger foundation for later learning and success in school.

b. Goals and Indicators

The goal of the Kansas Striving Readers Project is to improve literacy learning in children and youth in participating districts/communities, and secondarily to improve academic achievement of Kansas students. KSDE envisions a cross-agency, collaborative approach to providing professional development and resources to meet the needs of schools/providers/organizations identified in the successful grant proposals. Through this project, staff, professional development, technology, and instructional resources will be provided to support teachers in improving literacy instruction of participating children and youth birth to five years, K-5, and middle and high school. Formative and summative data will be collected on teachers and students throughout the project.

The broad goals of the Kansas Striving Readers Literacy project are listed in Table 5.

Table 5. Goals of the Kansas Striving Readers Project

(1) Increase the percentage of participating 4-year-old children who achieve significant gains in oral language skills.
(2) Increase 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 by 4.1% year one, 4% year two, 4.1% year three, according to current AYP targets.

(3) Increase 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 by 4.1% year one, 4% year two, and 4.1% year three, according to current AYP targets.
(4) Increase 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 by 4.7% year one, 4.6% year two, and 4.7% year three, according to current AYP targets.

Sub-goals of the Kansas Striving Readers Project:

- Enhance student literacy in the content areas through 21st Century Context and the use of 21st Century Learning Tools.
- Improve teacher literacy instruction utilizing research-based strategies to enrich standards-based instruction, engage students and encourage higher order thinking.
- Support district grantees movement toward a self-sustaining literacy education model across all ages and content areas utilizing technologies to engage all youth in literacy skills.
- Improve the literacy curricular and pedagogical data-based decisions made by teachers and district leadership based on student formal and informal assessments.

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3. Provision of Technical Assistance

Technical assistance will be provided to subgrantees through the State-Level Leadership Team with a comprehensive and coordinated professional development continuum and on-going support. This will include content on the effective literacy instruction, databased decision-making and the effective, instructional use of technology. These will be coordinated by the Project Director and the Literacy Learning Resource Coordinator, in conjunction with State-Level Leadership Team, and will include experts in each of the respective fields.

The Literacy Learning Resource Coordinator will work collaboratively within the agency to assist in the identification, alignment, and online availability of literacy resources for the Collaborative Workspace and the Unified Standards Management and Reporting System (USMRS).

State-wide professional learning workshops will be provided for the subgrantee teams (including teachers, facilitators/teacher-leaders, and administrators). In addition, instructional coaches/facilitators/literacy leaders will receive face-to-face and online workshops to help expand their repertoire of strategies. State-Level Leadership Team members will also be available to visit

the subgrantees and provide on-site technical assistance and support to improve student literacy and achievement in core academic subjects.

4. Evaluation

SRI International will conduct an independent external evaluation of each subgrantee's implementation and performance. The evaluation will use a goal attainment model evaluation approach that will establish evaluation questions aligned to the components and outcomes shown in the sections of the logic model, Figure 1. The measures listed in the RFP as Alternative Measures will also be considered for use as additional data sources if they might enhance understanding of the impact of literacy improvement efforts. The evaluation will assess progress and provide feedback to help subgrantees improve their programs and help the project support team provide better professional development and other resources to subgrantees.

As part of their application, each subgrantee will be required to develop a goal attainment plan with benchmarks and targeted completion dates for implementing new or revised policies, procedures, and actions (e.g., activities), and the evidence they will use to determine the extent to which specific goals are attained. Each subgrantee will identify benchmarks for each key literacy program component (i.e., effective literacy instruction, high quality professional learning, targeted interventions, data-based decision making, and the use of technology from birth through high school that are intended to promote advanced literacy skills). Subgrantees will also specify how progress on benchmarks will be measured for students overall, as well as for disadvantaged students. By organizing the evaluation using a goal attainment evaluation approach incorporating both general project and specific subgrant initiative goals, project staff can track progress on the same key elements across all the subgrants while also tracking progress on activities tied to specific subgrant elements. SRI will complete the following four major evaluation activities.

Development of goal attainment plans. After awards the SRI evaluation team will work with each subgrantee to develop a goal attainment plan. SRI will review with the subgrantee: (1) the activities they propose to use to address each of the component goals, (2) the specific benchmarks that capture milestones for those strategies, and (3) the evidence to be collected to demonstrate progress on the goal. By working with all subgrantees, SRI can help ensure that the benchmarks identified are reliable, valid, and feasible. Once the goal attainment plan is finalized, it will be loaded into a web-based data system in which subgrantees can post their progress in real-time.

Data collection. On a semi-annual basis, subgrantees will update the progress section of their goal attainment plans on the web-based data system. SRI will ask subgrantees to have all individuals involved in the implementation of their project activities complete a web-based survey designed to collect information about level of involvement with, their and others' level of support for, their perceptions of implementation quality, and their satisfaction with project activities and support with grant-related activities.

Data analysis and reporting. The goal attainment scaling methodology used to evaluate progress in component implementation is primarily non-statistical. The calculations are based on goals selected by administrators or others to mark the success of a program in doing what it intends to do. This method allows for the prioritization of goals by means of a technique that weights more important goals more heavily than less important ones. On a semi-annual basis, SRI will prepare a summary of the progress made across subgrantee's goal attainment plans to the project leads and provide a summary on the progress of each subgrantee's goal attainment plan to the leadership team for each sub-grant. At the end of each project year, SRI will conduct an independent evaluation of each subgrantee's progress towards achieving subgrant goals, the

evidence used to report progress, and the subgrantee's progress towards improving literacy outcomes for students. Once a year, SRI will summarize the findings of the survey and provide each subgrantee with a survey results summary. Finally, SRI will conduct independent analyses of student literacy outcome data collected by the subgrantees to identify whether outcomes are improving for students overall and for disadvantaged students. In addition to using the percentage of students who meet or exceed proficiency in specific benchmark testing years, the SRI evaluation team will calculate the mean of all scores for students taking the test in that year per school in order to show literacy improvement trends over time. This statistic is more sensitive to showing change in the improvement of students at the upper and lower achievement levels and will help schools assess progress for all students and provide data to guide program improvement. Using these data, the subgrant leadership team, the SRI evaluation team, and the State leadership will identify the areas for which technical support is needed. Based on the needs identified, the SRI evaluation team will work with the KU-CRL to identify appropriate support.

Review and refinement of goals. After the first year and in subsequent years, each subgrantee will work with SRI to update its goal attainment plan. This goal review process will allow subgrantees to adjust goals, benchmarks, or the evidence identified for monitoring progress.

5. Dissemination

To meet the goal to e*nsure that data can be accessed, analyzed and used, and communicated to all stakeholders to promote continuous improvement* KSDE will implement a reporting system designed to enable educators to deliver high-quality, challenging, engaging 21st Century instruction to every student through the use of instructionally sensitive assessments, timely assessment results, and teaching resources aligned with academic standards and student proficiency levels. KSDE proposes to develop a Unified Standards Management and Reporting

System (USMRS) to link the state content standards, the Career and Technical Education career clusters, and the Kansas 21st Century Learner Profiles. USMRS will provide KSDE program staff an easy interface for adding new standards, documenting attributes of each of the standards (such as grade level and effective date), and managing links between the various standards. In addition, it will include a flexible reporting system to allow program staff, teachers, and other education stakeholders to search for specific standards and to generate on-demand, cross-referenced reports.

In 2005, KSDE developed and implemented the Kansas Educators Resource Center (KERC), a web-based resource that provides teachers with a library of instructional materials linked to Kansas academic content standards. KSDE also has libraries of instructional resources that are located on its website under multiple programs and content areas, outside of KERC. KSDE will integrate the existing KERC resource library with the unified standards in the USMRS; and will include functionality for dynamic linking of additional instructional resources to the USMRS. The USMRS will also allow educators to submit their own lesson plans and resources online, which can then be reviewed, approved, linked, and added to the USMRS resource library.

Although unification of standards and the linking of standards to instructional resources can be very helpful to educators, continuous improvement requires a solution that facilitates the integration of standards, behavior data, assessment data, and instructional resources. KSDE has developed a student operational data store (ODS) that contains student data from KIDS, including demographic, program participation, and historical state assessment data, and will soon include course completion data. To meet the instructional decision making needs of educators, KSDE will enhance the student ODS with additional data as it becomes available and will design and develop a Collaborative Workspace for educators that will deliver on demand cross-referenced

information. The interface to the workspace will provide authenticated access for a classroom instructor to data for students in his/her classroom, linked to instructional resources and standards available through the USMRS. In the initial phase of the Collaborative Workspace, the student level data will include the KIDS demographic data as well as each individual student's history of results on state assessments, all currently stored in the student ODS. The system will be designed to accommodate future expansion to include student behavior data, formative assessment results, ACT engagement data, and local district data. As data are included in the student ODS, it will be made available to the students' teachers through the Collaborative Workspace.

C. SUBGRANT COMPETITION

The Subgrant RFA will be developed with input from the KSDE Leadership Team and the Grantee Support team. The Subgrant RFA will require applicants to propose a project that incorporate items listed in Table 6.

Table 6. RFA Requirements for Kansas Striving Readers Competition

- Incorporates a birth thru grade 12 vision for improving school readiness and success aligned to the Kansas Literacy Plan and the Essential Elements included;
- Addresses specific academic needs within its community related to gaps in academic achievement related to school readiness, high school graduation, disadvantaged students, limited English proficient students, and students with disabilities,
- Involves a community partner approach that includes the district/LEA as the 'lead' and involves early childhood programs/providers (birth to age 5), nonprofit organizations, community-based organizations, and families within the school community, schools (K or Pre-K through 12), and may include other civic partner participation at district/LEA discretion (e.g., the Public Library);
- Integrates other state and local initiatives such as Title I, Title II-A, and Title III of the ESEA and, as appropriate, the Head Start Act, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act of 2006;
- Proposes a budget that aligns with statutory requirements such that funds are distributed:
  - 15% of funding serves children from birth through age 5
  - 40% of SEA grant award serves children from grades K-5
  - 40% of SEA grant award serves children from grades 6-12 (including equitable distribution between the middle and high schools)
- Involves a team approach to instructional transformation and support through:

- Grant leadership team (district leaders, school leaders, early childhood leaders, and civic partners (if applicable));
- Ongoing involvement and support of district and school leaders;
- Extensive Instructional support for participating teachers through Instructional Coaches (Birth thru age 5; Grades K-5) and Literacy Leaders (Grades 6-12)
- A cohort of teachers at each of the three levels (Age Birth-5, Grade K-5 and Grades 6-12);
- State level Leadership and Project Support Teams to support the district teams;

- Outlines on-going instructional support and professional learning opportunities for participating cohort teachers through:
  - In-classroom co-teaching, lesson modeling, planning etc. through Instructional Coaches/Literacy Leaders (maximum of 1 FTE per 20 teachers)
  - Local professional learning opportunities for the cohort groups (10 local days required facilitated by their Instructional Coach/Literacy Leaders)
  - State professional learning opportunities for the cohort groups (4 state team days required)
  - State professional learning opportunities for the Instructional Coaches/Literacy Leaders:
    - 5 Day Instructional Coach/Literacy Leader Institute (Includes Instructional Coaching, Kansas Literacy Plan, MTSS Framework, Using Data Effectively, and Creating 21st Century Classrooms (Technology, Student Engagement, Higher Order Thinking Skills) ;
    - Kansas MTSS Symposium (1 day)
    - Monthly Instructional Coach/Literacy Leader Professional Learning Days (Sept/Oct/Nov/Jan/March in person; Dec/Feb/April/May virtual meetings)
  - State provided professional learning opportunities for District Leaders, School Leaders, Instructional Coaches/Literacy Leaders related to Data Literacy, including:
    - Data Quality Certification program
    - SEEK Dashboard
    - Collaborative Workspace
    - Kansas School Readiness Data Initiative
    - Effective instruction and student engagement leveraging technology tools, resources, and instructional approaches per the nationally recognized Kansas TRC program.
- Provides funding to implement the following for all cohort teacher classrooms:
  - Infrastructure and wireless internet access to support implementation
  - Technology tools for teaching and learning (1:1 mobile devices, interactive presentation technology (whiteboard, projector, tablet, etc.), amplification systems, and those technologies necessary to support diverse student needs as outlined in principles of universal design for learning;
  - Access to instructional tools resources for effective literacy instruction
  - Access to technologies to meet the individual needs of students with disabilities, including materials provided through:
    - National Instructional Materials Accessibility Center (NIMAC)
    - Bookshare (online accessible library for individuals with print disabilities, such as blindness, low vision, a physical disability, or a reading disability)
    - InfiniText
    - Kansas Instructional Resource Center (KIRC), and
    - Recording for the Blind and Dyslexic (RFB&D).

- Provides funding for minor remodeling to enhance the quality of the physical environment to support early language and early reading skills per EDGAR at 34 DFR section 77.1:

The Subgrant process will provide Priority Points to applicants addressing each priority relative to need, as outlined in Table 7. KSDE's Research and Evaluation team will provide a list of districts for each priority based on the most currently available data, unless otherwise noted.

Table 7. Additional Priority Points

- A Percent of children ages 5-17 in poverty above the state average or are in the top quartile of districts with the highest numbers of children ages 5-17 in poverty in the state*
- The top quartile of districts with the highest percentages or the top 10% with the highest numbers of limited-English-proficient students in the state
- The top quartile of districts with the highest percentages or the top 10% with the highest numbers of non graduating students
- The top quartile of districts with the highest percentages or the top 10% with the highest numbers of homeless students
- The top quartile of districts with the highest percentages or the top 10% with the highest numbers of migrant students
- The top quartile of districts with the highest percentages or the top 10% with the highest numbers of free/reduced students
- The top quartile of districts with the highest percentages or the top 10% with the highest numbers of non graduating students
- Districts/schools on corrective action, on academic warning, or on academic improvement for reading under section 116 of the ESEA.

*According to 2010 Census Data

The Subgrant process will be managed by the TAKE Team with the Project Director and the Leadership Team and includes an 8-week application window for potential applicants. Support and instructions will be provided to potential applicants through webinars, and FAQ's. Once the application window closes, the applications will undergo an initial compliance review to ensure applications meet the grant requirements. After preliminary eligibility is determined, the grants will be reviewed, scored and ranked by a group of literacy, early childhood and technology leaders with expertise in literacy, MTSS, 21st Century skills, higher order thinking, integration of technology in the classroom, and effective professional learning practices. The readers will

include both out of state, and in state experts, unaffiliated with districts submitting grants for this competition. After the reviewers complete scoring and verify the scores for accuracy, priority points will be added as outlined in Table 7. Upon completing this initial process, all in state reviewers and the State Leadership and Support team will meet in person to discuss/further review the applications, prioritizing the top contenders to participate in a final interview process.

The Interview Team (subset of State Leadership/Support Teams) will conduct interviews with up to 20 final contenders. Questions will address the proposed plan, project priorities, and compelling needs outlined above. Possible interview questions will be posted for applicants prior to the interview process. Based on the final interview, the Leadership Team will make a final recommendation to the Kansas State Board of Education. Table 8 presents the timeline.

Table 8. Kansas Striving Readers Competitive Grant Timeline

RFA Available		September 30, 2011
RFA Application & Budget Templates Available		October 7, 2011
Intent To Apply (see Page 5 for instructions)	3:00pm CST	November 14, 2011
Submission Deadline	3:00pm CST Friday,	December 2, 2011
Internal Compliance Rev	through	December 14, 2011
Grants distributed to reviewers		December 15, 2011
Reviewers score and rank applications		Dec 15-Jan 16, 2012
Reviews due		January 16, 2012
Panel Review		January 19, 2012
Statement of Assurances Due to KSDE		January 20, 2012
Applicant Interviews	January 25, 2012 -	February 3, 2012
Recommendation for Kansas State Board of Education		February 15, 2012
Approval at State BOE meeting		March 2012
Grant Awardees – Bid for equipment		April/May 2012
SubGrant Awardees Project Orientation Virtual Meeting		April 2012
SubGrant Awardees TRC Kickoff Orientation		May 2012
Facilitator/Coach Institute (5 days)		June 2012
Team Online Collaboration & Workshops	Fall 2011 to	Summer 2013
Team Coach/Facilitator Only Meetings		weekly
Grant Awardees TRC Kickoff Orientation		July 2010
Team Meetings (All Participants)		six times a year
Team Showcase Event (All Participants)		April 2013

Year One Subgrantees will be required to apply for continuation grants for subsequent funding years. It is anticipated that these continuation proposals will request 35-40% of the initial grant award for each year, up to three years. The Year One Subgrant process will be refined and repeated in subsequent years to provide opportunities for other districts to participate.

D. MANAGEMENT

1. Management Plan

The management plan reflects the organization structure, goals, and timeline of the Kansas Striving Readers Project. The plan is guided by several themes important to a working relationship within KSDE and with administrators, coaches, and teachers in the schools. Foremost attention will be paid to developing and maintaining a collaborative and collegial relationship across all participants through open, frequent communication and shared work patterns.

Figure 7 reflects the organization structure, and the integral relationship of KSDE leadership and instructional support, including the Commissioner and Directors from key services. Under the direction of the Literacy Specialist, L. Winter, the Advisory Group, including coordinators from the key services, and the Grantees Support Teams will guide the project through the activities of the Leadership Team.

The Advisory Group will be charged with the alignment of existing programs, such as the Title Programs and state initiatives, with the activities of the Kansas Striving Readers Project. These include state and local initiatives such as Title I, Title II-A, and Title III of the ESEA and, as appropriate, the Head Start Act, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act of 2006

The Grantee Support Teams include KU-CRL and SRI International. KU-CRL will provide professional development and project management services, including planning and implementing professional development and support for the administrators, coaches, and instructional leaders in Birth to five years, K-5, and middle and secondary schools. This will involve the implementation of existing models of intensive, embedded professional development in elementary and secondary settings, supported through the innovative use of instructional technologies. SRI International will provide evaluation services, both formative and summative as outlined in the Evaluation Plan.

The Leadership Team, with membership from the Advisory Group and the Grantee Support Team, will implement the project and have weekly project meetings to address progress with the model implementation, unexpected challenges, and strategic responses.

District personnel are key members of the Kansas Striving Readers Project. Leadership in each district will identify a system of "feeder" schools across the age continuum that address the needs of disadvantaged children and youth. After receipt of a subgrant award, the district participates in the implementation and evaluation of the project. Administrators will participate in professional development and acquire skills to identify effective literacy instruction and support data-based decisions across the age continuum and will assist in aligning state and federal programs with this initiative. The instructional coach and literacy leaders within the schools will be current district personnel. Their commitment to the project will result in an increased capacity within the district and to support instruction as well as allow for the merger of the many federal and state initiatives within the activities of this project.

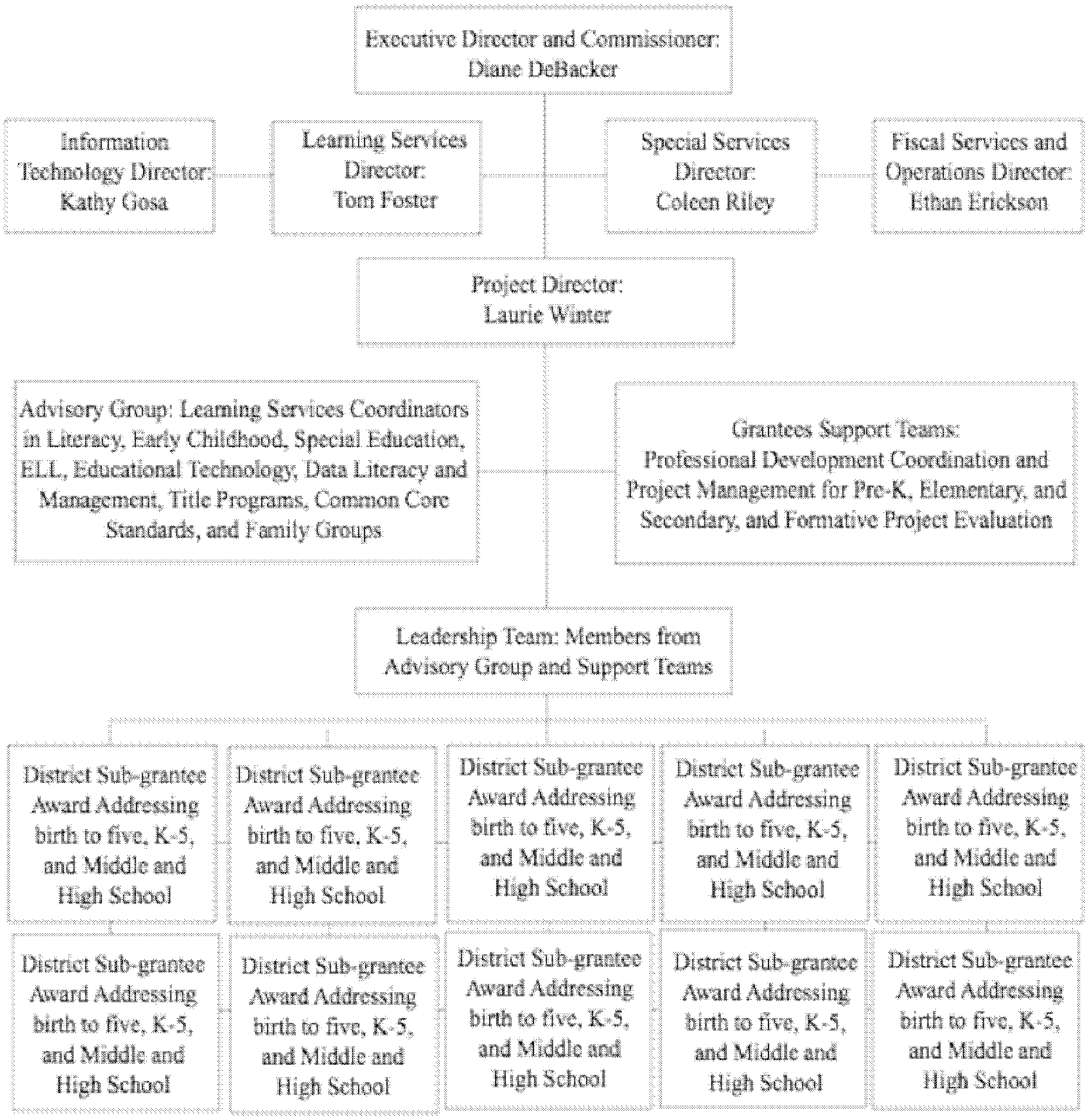

Figure 7. Organizational chart representing state commitment to and organizational supports for subaward grantees.

The timeline, Figure 8, serves as an implementation guide for project activities from development and dissemination of the subgrantee RFA and subsequent decisions regarding awards, to the implementation of professional development and instructional support. In addition the timeline delineates the project participants involved in each activity.

Activities	Role Alignment	Project Years by Quarters: Year 1				Year 2				Year 3				Year 4				Year 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Complete Subgrant Competition																					
Finalize RFA	1, 9																				
Provide Application/Budget Templates	4, 9																				
Provide Synchronous Support for Potential Applicants	8, 9																				
Provide FAQs	8, 9																				
Assemble Review Team	9																				
Review Grants	6,7,8,9																				
Award 10-15 Grantees	1,2,4,9																				
Develop and finalize out year RFA	4,6,7,8,9																				
Review Grants	6,7,8,9																				
Award 10-15 Grantees	1,2,4,9																				
Design Professional Development for																					
Effective Literacy Instruction	2,5,6,7,8																				
Data-Driven Decision Making	3,5,6,7,8,																				
Provide Professional Support to Instructional Coaches or Leaders																					
Birth to five years	5,6,7,8,9																				
Elementary (K-2 and 3-5 grade focus)	5,6,7,8,9																				
Middle School	5,6,7,8,9																				
High School	5,6,7,8,9																				
Provide Instructional Support																					
Birth to five years	5,6,7,8,9																				
Elementary (K-2 and 3-5 grade focus)	5,6,7,8,9																				
Middle School	5,6,7,8,9																				
High School	5,6,7,8,9																				
Evaluate Project Implementation	7, 8, 9																				
Evaluate Student Outcomes																					
Birth to five years	3,5,7,8,9																				
Elementary (K-2 and 3-5 grade focus)	2,3,5,7,8,9																				
Middle School	2,3,5,7,8,9																				
High School	2,3,5,7,8,9																				

Project Role:

1: Executive Director
2: Learning Services
3: Information Technology
4: Fiscal and Administrative
5: Special Services
6: Advisory Group
7: Grantee Support Team
8: Leadership Team
9: Project Director

Figure 8. Timeline reflecting project activities across five years, by quarters, and identifying individuals and groups involved in key activities.

2. Key Personnel

Dr. Diane DeBacker, Commissioner of Education. Dr. DeBacker has been a key member of the Kansas leadership team and currently serves as the Commissioner of Education. In addition, she is the Deputy Commissioner of the Learning Services Division, the division that oversees standards, assessments, Title programs, teacher education and licensure, special education, and research and evaluation.

Dr. Kathy Gosa, Information Technology Director. Dr. Gosa is the Project Director for KSDE's Enterprise Data System initiative and for KSDE's 2007 IES Data Use grant and will facilitate the seamless inclusion of many of the activities of this proposal with those projects. She has a Master of Information Sciences degree and more than 20 years experience in IT. Her technical management experience includes operational support, software systems development and deployment, information security design and management, project management, budget development and management, system architecture and administration, information systems management, customer service management, and development and negotiation of supplier relationships. She is a member of The Data Warehouse Institute (TDWI) and has been involved in multiple data warehousing projects, including methodology definition, architectural design, management, and ongoing support for warehouse components. She has more than 14 years experience in education and training including classroom teaching and adult education; course design, development and delivery; curriculum design; and instructor development.

Dr. Tom Foster, Director, Career Standards and Assessments Services. Dr. Foster leads the team that develops and implements curricular standards and assessments to improve instruction and student learning. Dr. Foster was responsible for development of an integrated system of state-wide curriculum standards and assessments that meets all requirements of No

Child Left Behind and state statutes; implemented and oversaw the operations of large scale assessments for reading, math, science, writing, social studies; developed and implemented a state-wide system of computerized formative and interim assessments in tested content areas; developed and modified alternate assessments; implemented assessments for English Language Learners; supervised non-assessed curriculum areas; provided professional development; and developed and maintained statewide instructional resources. He has been responsible for all Career and Technical programs, including Carl D Perkins IV implementation, state-wide funding program approval, Post-Secondary Technical Education Authority, and partnering with various stakeholders, including business and industry, state agencies, Kansas Board of Regents, legislature and Governor's office.

Colleen Riley, Special Education Services Team Director. Ms. Riley provides leadership and support for exceptional learners receiving special education services throughout Kansas schools and communities and has been instrumental in the development and implementation of the Multi-Tier System of Supports.

Matt Copeland, Language Arts and Literacy Consultant. Mr. Copeland is a sixth generation classroom teacher and currently serves as a Language Arts and Literacy Consultant within the Career, Standards, and Assessment Services Team for the Kansas State Department of Education. He is responsible for the Kansas Common Core Standards in English Language Arts and Literacy and also oversees the Kansas Writing Assessment. Recognized as a 2006 Distinguished Kansan of the Year in Education, 2005 Milken National Educator, and 2003 Kansas Master Teacher, he is a frequent presenter at local, regional, and national conferences and has published several books, essays, and poems on the teaching of English. In addition to his

professional duties, he also serves as an officer and executive board member of the Kansas Association of Teachers of English and is a co-editor for *Kansas English*.

Laurie Winter, Kansas Literacy Plan Facilitator. Ms. Winter has worked in the field of education for more than 20 years. Since receiving her master's degree in education and reading specialist license from the University of Kansas, she has developed literacy as her primary area of expertise. In August of 2003, Ms. Winter was hired by the University of Kansas to lead the effort to design a statewide professional development in reading called the Kansas Reading Academy. In addition to the Kansas Reading Academy, she has also helped design the Title I Kansas Reading Academy, Administrator's Academy, Special Education break-out sessions, and Interactive Distance Learning sessions. Prior to her time at the University of Kansas, Ms. Winter worked for the Kansas City, Kansas Public Schools. She focused on district-wide literacy professional development which included Kansas Accelerated Literacy Learning (K.A.L.L.) training, an early intervention program in reading for primary teachers, the Literacy Leaders trainer-of-trainer model for disseminating literacy information to more than 30 elementary buildings in the district, the Reading Excellence Grant which involved in-depth literacy professional development, as well as instructional coaching, and assessment coordination.

Melinda Stanley, Instructional Technology Director. Ms. Stanley is the State Education Technology Coordinator. Her responsibilities include leading, directing, planning and implementing a number of learning with technology initiatives in Kansas including the Enhancing Education Through Technology Title IID Federal Grant, Technology Rich Classroom Program, Technology Planning, E-rate, the Kansas 21st Century Skills Initiative, and collaborating on numerous other statewide technology and education initiatives. She has presented at a variety of

national, state and local conferences and serves on the board of the State Education Technology Directors Association, and the Kan-Ed Advisory Council. Professional organizations include the State E-rate Coordinators Alliance, Partnership of 21st Century Skills, International Society for Technology in Education, and the Kansas MACE Board. Ms. Stanley's career incorporates a wide range of education, technology and corporate experiences that include serving for 13 years as a district technology and curriculum coordinator, a consultant with IBM, and a bank executive.

Gayle M. Stuber, PhD, Early Childhood Coordinator, Special Education Services Team. Dr. Stuber coordinates the Early Learning Services Unit that is a part of the Special Education Services team. The Early Learning Services Unit is focused on programs that support young children ages birth through eight years of age and their families. Dr. Stuber coordinates the Four Year Old At-Risk program and the Pre-K Program. In coordination with other state agencies and early childhood organizations, Dr. Stuber has worked to develop early learning standards for birth to age five that are coordinated with the K-3rd curriculum standards. Dr. Stuber was the lead for the School Readiness Project that collected school readiness data the skills and abilities of children entering and exiting Kindergarten as well as information on classroom practices. Results from this project have provided information to kindergarten teachers as to the needs of young children entering their classrooms and data for their instructional decisions. Other projects have included designing a School Readiness Data Initiative that will provide an updated school readiness framework for the state of Kansas and participating on the core team for Multi-Tier System of Supports (MTSS). All projects include a strong literacy component with the MTSS work having a focus on strengthening the connection between instruction and data.

3. Diverse Personnel

The Kansas Striving Readers Project will ensure a diversity of perspectives in the design and implementation of the project, including those of: families, teachers, early childhood education professionals, officials from other State and local agencies, Head Start Advisory Councils, professional organizations, institutions of higher education, community-based organizations, and libraries. Representatives from these organizations will be identified and solicited to be part of the Advisory Group, informing the development of professional development implementation with students from disadvantaged groups and birth through high school.

E. ADEQUACY OF RESOURCES

1. Requested Funds

KSDE is requesting $15,000,000 in grant funds. Five percent will be allocated to SEA for project staff, technical assistance, literacy expertise and consulting, project events, travel, and equipment as described in the budget narrative. Ninety five percent of the funds will be subgranted to districts according to the statutory requirements.

2. Plan to Allocate Funds to Subgrantees

The Kansas Striving Readers funding will be allocated in subgrants to a Lead LEA, each of which will require a partnership among early childhood providers/programs, nonprofit organizations, community-based organizations and families within the school community. As specified in the subgrant section, KSDE will require each subgrant proposal and associated budget to align with the statutory requirements for funding distribution: 15% of funding serves children from birth through age 5, 40% of SEA grant award serves children from grades K-5, 40% of SEA grant award serves children from grades 6-12 (including equitable distribution between middle/high school).

March 2012 subgrant awards are anticipated based on the timeline provided in the Subgrant section. A statement of assurances will be required from all Subgrantees, and will include specific commitment to meeting the required funding distribution, a commitment to implement the project as proposed, a commitment to leverage other state and federal funds to maximize the project impact, and a commitment to provide leadership and support for sustaining and growing the project. The Project Director will work with the KSDE fiscal services and operations team to monitor federal funding draws related to the operations of the subgrants. During the operation of the grant, districts will request funds from KSDE Fiscal Operations and Services on a monthly basis to be applied to specific project activities. Both the Director of Fiscal Operations and Services and the Project Director will receive monthly reports of the funding requests. These will be reviewed based on the statutory requirements of the funding distribution. Funding requests that are not aligned with the statutory requirements of the funding distribution will be returned with comment and a request to revise or justify any deviations for anticipated request percentages.

3. Leverage State and Federal Funds

The Kansas Striving Readers Project will require that districts, through the application process, specify how existing federal and state initiatives will support this initiative. These include state and local initiatives such as Title I, Title II-A, and Title III of the ESEA and, as appropriate, the Head Start Act, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act of 2006. The review process will provide rubrics to score compliance with this requirement.

4. Adequacy of Funding Levels to Grantees

The Kansas Striving Readers grants competition allows districts to submit a subgrant proposal to fund activities that are scaled to the size of the district. The awards are anticipated to range

from $700,000 to $2,500,000 depending upon the number of partners, classes, teachers, coaches/literacy leaders and students involved in the proposed activities. Grantees will be required to outline statutory funding requirements for the 15/40/40 division of funds. The average estimated costs per class, K through fifth grade, for participation in required activities is $50,000. This includes teacher and coach release for professional development, travel costs (if needed), materials, and providing a minimum of a 1:2 web-enabled device, with appropriate security and theft control, to students. In the secondary settings, 6th through 12th grades, the average estimated costs for one instructional period is are $750 per pupil with an estimated enrollment of 25 students per class (one instructional period). As with K-5, these estimates include release for professional development, and related travel, if necessary, resources, and web-enabled devices for a minimum of a 1:2 ratio with students, and devices for the teachers and coaches or instructional leaders. Funds may also cover travel expenses for administrators and similar technology. The awards also include funds to provide professional development activities and formative and summative activities for each subgrant. The University of Kansas CRL and SRI International will provide these services through a contractual services agreement.

Smaller districts may, for example, develop a proposal that includes one class at each grade level, two or more early childhood agencies, and the small community library. Larger districts may, for example, submit a proposal that includes two to three classes at each grade level and 10 or more instructional periods at the middle and high school particularly selected because of the number of ELL, disadvantaged, or youth with special needs enrolled in the classes. These larger applications may also include community centers and multiple daycare and preschool centers

within the application to represent a continuum of services through feeder schools and agencies into one high school.

The RFA will be specifically designed to meet the literacy instruction needs of individual districts, reflecting enrollment, number of students with identified needs, and geographic location. The review process will address the adequacy of the requested funds in meeting the proposed goals and activities.

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Resumes of Key Project Personnel

Kansas State Department of Education – Program Oversight and Literacy Framework

Diane DeBacker
Kathy Gosa
Tom Foster
Coleen Riley
Ethan Erickson
Matt Copeland
Laurie Winter
Melinda Stanley
Gayle Stuber

Center for Research on Learning – Program Management and Professional Development

Marilyn Ault
Jana Craig Hare
Amber Rowland
Patty Graner

SRI International – Program Evaluation

Keith Lenz
Ellen Schiller

DR. DIANE M. DeBACKER

PROFESSIONAL EXPERIENCE

Commissioner of Education
Kansas State Department of Education ■ September 2010 – Present
As Commissioner of Education for the State of Kansas, I provide leadership for the Kansas State Department of Education to carry out the policies and programs prescribed by state law and the State Board, ensuring Department personnel are providing the necessary oversight and support for all schools, educators and students to meet their academic goals. Leadership and supervision for an educational system that includes 475,000 students in public and private accredited K-12 schools is an utmost priority. Through my role, I promote many initiatives including increasing academic standards, improving literacy skills, bringing technology to the classroom and making schools safer. I provide oversight of the department's teams consisting of state and federal programs, student support services, teacher education and licensure, research and planning, school accreditation, fiscal services, communication and recognitions programs, fiscal services and operations, information technology, fiscal auditing, school finance, human resources, and child nutrition and wellness.

Interim Commissioner of Education
Kansas State Department of Education ■ October 2009 – September 2010 (serving concurrently as Deputy Commissioner of the Division of Learning and Innovative Services)
As Interim Commissioner of Education I performed the same duties as those shown above. Serving as the interim commissioner for nearly a year provided me the opportunity to continue the work of the agency and the State Board of Education during a time of uncertainty in terms of the financing of public schools and increased accountability.

Deputy Commissioner of the Division of Learning and Innovative Services
Kansas State Department of Education ■ July 2008 – September 2010
As Deputy Commissioner of the Division of Learning and Innovative Services, I provide leadership to the division staff and state school districts in fulfilling the Kansas Board of Education's Strategic Goals while ensuring compliance with all state and federal education legislation including, but not limited to, the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Act (IDEA), the No Child Left Behind (NCLB) Act and the Kansas Quality Performance Accreditation (QPA) system. Division teams under my supervision include: Standards and Assessments, Teacher Education & Licensure, Special Education Services, Research & Evaluation, Title Programs & Services and Innovation and Improvement.

Associate Superintendent
Shawnee Heights USD 450 ■ July 2006 – June 2008
The associate superintendent position afforded me the opportunity to assist the superintendent in providing leadership for developing, achieving and maintaining the best possible educational programs and services for the students, staff and community members of USD 450. Major responsibilities included the recruitment and management of certified personnel; development and oversight of the New Teacher Academy and the Mentor Teacher Program; facilitating the Shawnee Heights Academy of Leadership in Technology (SHAL-Tech); serving as the suspension and expulsion hearing officer; and the supervision of curriculum in grades 7-12.

Interim Deputy Commissioner of the Learning Services Division
Kansas State Department of Education ■ April 2006 – June 2006
While serving as the Interim Deputy Commissioner of Education for the Learning Services Division, I provided leadership to the division staff and state school districts in fulfilling the Kansas Board of Education's Strategic Goals. I supervised all statewide education programs and services including

standards, assessments, curriculum instruction, research, data analysis, school accreditation, and educator licensure related to state and federal education legislation including the No Child Left Behind (NCLB) Act, the Individuals with Disabilities Education Act (IDEA), and the Kansas Quality Performance Accreditation system (QPA).

Adjunct Instructor
Washburn University and Kansas State University ■ Spring and Summer 2006; Fall 2007
I have served as an adjunct instructor for *Curriculum Development* (EDCI803) (summer 2006; fall 2007) and *Strategies for Educational Change* (EDADL834) (fall 2008; fall 2007) for Kansas State University. I also served as an adjunct instructor for *Becoming and Educational Professional* (ED225) at Washburn University during the spring semester of 2006.

Director, School Improvement & Accreditation
Kansas State Department of Education ■ July 2003 – June 2006
As Director of the School Improvement and Accreditation Team at the Kansas State Department of Education, I directed and supervised the monitoring of K-12 public and private schools participating in Quality Performance Accreditation (QPA). Additional responsibilities included supervision of the development of curricular standards, instructional support materials, and professional development related to curriculum and school improvement issues. I also supervised the Kansas Assessment Program responsible for the administration and interpretation of all statewide curriculum assessments. Other responsibilities included administration of the federal charter school grant, administration of driver education and motorcycle safety programs and approval of district staff development plans.

Principal, Washburn Rural Alternative High School ■ August 1998–June 2003
As principal at Washburn Rural Alternative High School, I was responsible for building the class schedule every three weeks, overseeing the curriculum development by the certified staff members, interviewing prospective students, supervising and evaluating the certified and classified staff, disciplining students, promoting the school to community organizations, managing the budget and working cooperatively with the main school.

Interim Test Coordinator, Auburn-Washburn USD 437 ■ Spring Semester 2003
(Concurrently with Principal of Washburn Rural Alternative HS)
I assumed the duties of the district's test coordinator when the position was unexpectedly left vacant. As the interim test coordinator, I was responsible for facilitating and coordinating the state assessments for the nearly 5,000 students in the district. I worked closely with the building administrators and teachers in scheduling the assessments and collecting the assessment answer sheets. I was also responsible for ensuring that the answer sheets were delivered to the state assessment contractor for scoring.

Internship with Senator Dwayne Umbarger, Kansas State Senate ■ January 2002 – May 2002
(Concurrently with Principal of Washburn Rural Alternative HS)
An internship of one day a week during the 2002 Kansas Legislative session was served with Senator Dwayne Umbarger. Senator Umbarger served as chair of the Senate Education Committee, the committee responsible for introducing legislation pertaining to K-12 public education and post-secondary education in Kansas. Duties performed during the internship included accompanying Senator Umbarger to committee meetings, researching education issues related to pending legislation and responding to constituent requests for information.

Sabbatical to pursue doctorate in Educational Administration & Leadership, KSU ■
August 2000 – May 2001
I was awarded a graduate assistantship at Kansas State University to teach two sections of Principles of Elementary Education during the fall and spring semesters. Additionally, I took 39 graduate hours and completed 300 hours of internships. The internships were completed with Howard Shuler,

Superintendent of USD 437 (Auburn-Washburn) (since retired), and Dale Dennis, Deputy Commissioner of Education for the Kansas State Department of Education.

Assistant Principal, Washburn Rural High School ■ August 1993 – June 1998
As Assistant Principal at Washburn Rural High School, a 6A school with an enrollment of 1,500 students, I was responsible for student discipline and attendance management, staff development, faculty evaluations, supervision of extra-curricular events and a member of various committees.

Instructional Facilitator, Auburn-Washburn USD 437 ■ August 1991 - June 1993
My role as instructional facilitator for the Auburn-Washburn school district was to ensure district coordination and assist individual schools, principals and teachers in the development and implementation of curriculum, instructional materials, instructional strategies, and evaluation tools in order to fulfill the district's instructional mission.

Director, Kansas Competency-Based Curriculum Center
School of Applied Studies, Washburn University ■ November 1987 - June 1991
I was responsible for the daily management of the Center that included the budgeting, planning, development, supervision, implementation, inservicing and dissemination of competency-based curriculum materials used in secondary and post-secondary technical education programs throughout the state of Kansas. In this position, I worked directly with the funding agency of the Center, the Kansas State Department of Education.

Manager/Systems Analyst, Office Automation Systems ■ October 1986–October 1987
Responsibilities included managing the daily activities and training and supporting the computer and word processing systems and software sold by the company.

Program Coordinator ■ Office Training and Assessment Center, Washburn University
June 1985 - October 1986
Responsibilities included the training of non-traditional students on a variety of subjects including keyboarding, computer operations, word processing, transcription machines, 10-key and electronic calculators. I was also responsible for assisting the students with job placement once training was completed.

Adjunct Instructor, School of Applied Studies, Washburn University ■ 1985 - 1991
Adjunct instructor for beginning keyboarding, beginning word processing, word processing applications and introduction to computers.

Business Education Instructor, St. Marys High School ■ August 1983 - June 1985
Courses taught included accounting I and II, general business, calculating machines and word processing. I also was the sponsor of cheerleaders, pep club, sophomore class, Future Business Leaders of America (FBLA) and student council.

Business Education Instructor, Luckey High School, Manhattan, Kansas
August 1982 - May 1983
Courses taught included accounting I and II, general business, office practice, shorthand and typing I.

EDUCATION

April 2002	**Doctorate of Educational Administration and Leadership** Kansas State University **Dissertation title**: *A Longitudinal Study of Selected Impacts of the School District Finance and Quality Performance Accreditation Act (SDFQPA) on Representative Kansas School Districts, 1993-2001*
2002	**District Level Certification** Kansas State University
1993	**Educational Administration Certification (7-12)** Washburn University of Topeka
1987	**Master of Education, Curriculum and Instruction** Washburn University of Topeka
1982	**Bachelor of Science, Business Education** Emporia State University

CURRICULUM DEVELOPMENT/FACILITATION

- Shawnee Heights USD 450 – Language Arts – 2007-2008; Science 2007-2008
- Kansas State Department of Education
  - Mathematics Standards
  - History/Government, Economics & Geography Standards
  - Reading Standards
  - Science Standards
  - Writing Standards
  - Counseling Model Standards
  - Physical Education Model Standards
  - Dance and Creative Movement Model Standards
  - Music Model Standards
  - Theater Arts Model Standards
  - Library Media Model Standards
  - Driver Education Model Standards
- Washburn Rural Alternative High School Curriculum for 1998-2003
- USD 437 Driver's Education Program, Course and Unit Outcomes Curriculum
- USD 437 Foreign Language 7-12 Program and Course Outcomes Curriculum
- USD 437 French 7-12 Unit Outcomes Curriculum
- USD 437 Music K-12 Program, Course and Unit Outcomes Curriculum
- USD 437 Social Studies K-12 Program, Course and Unit Outcomes Curriculum
- USD 437 Vocational-Technical Education 7-12 Carl Perkins & KSDE Regulations
- Washburn Rural High School Course Outcomes

LEADERSHIP RESPONSIBILITIES/COMMITTEE ASSIGNMENTS

- Education Commission of the States – Steering Committee – December 2010 - Present
- Kansas Education Commission – Fall 2010
- Governor's Graduation and Dropout Recovery and Prevention Commission Co-Chair – Fall 2010
- Governor's P20 Council – 2008-December 2010
- Kansas Postsecondary Technical Education Authority – 2009-Present
- The Center for Conative Abilities – Volunteer Executive Director – 2009 - Present
- United School Administrators – Co-chair Legislative Committee 2007-2008
- Kansas State Department of Education – Standards & Assessment Workgroup Chairperson
- Kansas State Department of Education – Guideline Documents Workgroup Chairperson
- United School Administrators NE Regional Fall Conference Coordinator 1999-2001
- Washburn Rural High School Flexible Schedule Steering Committee
- Washburn Rural High School NCA/QPA Steering Committee
- Washburn Rural High School Site Development Committee
- Washburn Rural High School, School Site Council
- USD 437 Alternative Education Committee
- USD 437 Classified Study Committee
- USD 437 Policy Review Committee
- USD 437 Professional Development Committee
- Development Committee, School of Applied Studies, Washburn University

QPA/NCA COMMITTEE MEMBERSHIP

- Logan Junior High School - NCA/QPA Chairperson
- Rossville and Emmett Grade Schools - QPA Site Team
- Burlingame High School - QPA Site Team
- Wamego High and Middle Schools – QPA Site Team

PRIVATE CONSULTANT WORK

- Cheney USD 268
- Johnson County Community College
- Kansas Competency-Based Curriculum Center
- Kaw Valley USD 321
- Lawrence High School, Technical Education Division
- Washburn University, School of Applied Studies

SELECTED INSERVICES/WORKSHOPS PRESENTED

- DeBacker, D., Dennis, D., Evans, J. (2010, August 20). *A State-District Partnership Approach for School Improvement: The Kansas Learning Network.* Presentation at the ECS National Forum on Education Policy, Portland, Oregon.
- DeBacker, D. (2005, October 25). *Accreditation of Kansas Schools*. Presentation to the 2010 Legislative Commission, Topeka, Kansas.
- DeBacker, D. (2010, May 15). Commencement Address at Kansas State University, College of Education, Manhattan, Kansas.
- DeBacker, D., Steinlage, T., White, T. (2003, November 6). *AYP and NCLB*. Speech presented at the Royal Valley Elementary School Site Council meeting, Hoyt, Kansas.
- DeBacker, D. (2010, August 10). Back to School presentation, Royal Valley school district.
- DeBacker, D. (2005, November 15). *Curriculum Development in Kansas*. Speech presented to Kansas State University curriculum class, Manhattan, Kansas.
- DeBacker, D. (2006, December 2). *Developing Leaders at the Building Level*. Speech presented at the Kansas Association of School Boards Annual Conference, Wichita, Kansas.
- DeBacker, D. (2008, May 20). *Recruitment & Retention of Teachers.* Speech presented to the Intergovernmental Council, Washburn University, Topeka, Kansas.
- DeBacker, D. (2005, November 2). *KSDE Update*. Speech presented at the Kansas Guidance Counselor's Communications Council, Emporia, Kansas.
- DeBacker, D. & Geiger, L. (2008, January 2). *The Kolbe Concept.* Professional development session presented at Shawnee Heights Middle School and Tecumseh South Elementary School, Tecumseh, Kansas.
- DeBacker, D. (2007, October 15). *The Kolbe Concept.* Breakout session presented at Shawnee Heights USD 450 professional development day, Tecumseh, Kansas.
- DeBacker, D., Gage, M., Hagerman, W., Torrey, Z. (2004, April 30). *Leader to Leader*. Speech presented at the KSDE Annual Conference, Wichita, Kansas.
- DeBacker, D. (2005, December 4). *Mini Clinic on QPA in Kansas*. Mini Clinic presented at the Kansas Association of School Boards Annual Conference, Overland Park, Kansas.
- DeBacker, D. (2003, September 11). *The New QPA and Other New State Regulations*. Speech presented at Kansas Association of School Boards Regional Conference, Topeka, Kansas.
- DeBacker, D. (2007, February 28). *NCLB*. Speech presented to the Topeka Senior Chamber of Commerce, Topeka, Kansas.
- DeBacker, D. & Huser, J. (2005, March 4). *NCLB and QPA*. Speech presented to the Wichita USD 259 staff, Wichita, Kansas.
- DeBacker, D., Loebel, J., Nobo, J. (2004, February 25). *NCLB and QPA*. Speech presented to the Basehor-Linwood USD 458 staff, Bashehor, Kansas.
- DeBacker, D. (2003, January 30). *NCLB, QPA and Other Updates from KSDE.* Speech presented at United School Administrators Conference, Wichita, Kansas.
- DeBacker, D. (2006, April 25). National Honor Society induction ceremony keynote speaker, Tecumseh, Kansas.
- DeBacker, D. & Nobo, J. (2005, October 24). *On-line Standards Training*. Speech presented at the Rural Education and Small Schools Conference, Manhattan, Kansas.
- DeBacker, D. (2010, March 26). Panel presentation to Leadership Topeka, Topeka, Kansas.
- DeBacker, D. (2004, April 26). *Overview of QPA*. Speech presented at the Northeast Kansas Educational Service Center monthly meeting, Lecompton, Kansas.
- DeBacker, D. (2005, June 15). *Panel Member for Re-Imagine 2005 with Tom Peters*. Panel member for Kan-Ed Conference, Wichita, Kansas.
- DeBacker, D. (2004, April 20). *Pilot Schools and the Revised QPA*. Speech presented at the QPA Miniconference, Girard, Kansas.

- DeBacker, D. & Nobo, J. (2004, August 11). *QPA Comparison of Current & Revised Systems.* Speech presented to the Washburn Rural High School staff, Topeka, Kansas.
- DeBacker, D. (2005, October 14). *QPA in Kansas.* Speech presented at the Kansas Association of Education Office Professionals Annual Conference, Manhattan, Kansas.
- DeBacker, D. (2005, August 4). *QPA in Kansas.* Speech presented to Baker University administration class, Overland Park, Kansas.
- DeBacker, D. (2004, December 4). *QPA in Kansas.* Speech presented at the Kansas Association of School Boards Annual Conference, Wichita, Kansas.
- DeBacker, D. (2004, April 14). *QPA in Kansas.* Speech presented to Baker University administration class, Overland Park, Kansas.
- DeBacker, D., Foster, T., Nobo, J. (2005, February 24). *School Improvement Update.* Speech presented at the Northeast Kansas Educational Service Center monthly meeting, Lecompton, Kansas.
- DeBacker, D. (2010, January 18). *State of Education.* Presentation to Kansas Teacher of the Year team.
- DeBacker, D. (2004, March 18). *Student Discipline Seminar.* Speech presented at the Kansas Association of School Boards Regional Conference, Topeka, Kansas.
- DeBacker, D. (2003, October 2). *Student Discipline Seminar.* Speech presented at Kansas Association of School Boards Regional Conference, McPherson, Kansas.
- DeBacker, D. (2003, November 6). *Welcoming Address.* Speech presented at the 54th Annual Fall Counselor's Conference, Emporia, Kansas.

PERSONAL PROFESSIONAL DEVELOPMENT

- Assistant Principal's Academy-The Learning Exchange
- Cognitive Coaching - Center for Cognitive Coaching
- Effective Schools Cadre – Auburn-Washburn USD 437
- Facilitation of Collaborative Groups - Adaptive Schools
- Haberman Star Teacher Selection Interview
- KAL-Tech – Kansas State Department of Education (member and mentor)
- Kolbe Certified Consultant – Kolbe Corporation

ADVISORY BOARDS/PROFESSIONAL ASSOCIATIONS

- Member – Education Commission of States
- Member – Council of Chief State School Officers
- Member – Baker University, Continuing Education Advisory Council
- Member - Kansas Association for School Administrators (KASA)
- Member – Association of Supervision and Curriculum Development (ASCD)
- Advisory Council Member – Mid-Continent Comprehensive Center (MCCC)
- Member - United School Administrators (USA)

COMMUNITY INVOLVEMENT

- Shawnee County Community Corrections Advisory Council Board Member 2002 – Present
- Living the Dream – USD 450 Representative
- School Attendance Coalition – USD 450 Representative
- Community Service Program – USD 450 Representative
- Christ the King Church Council Secretary 2003 - 2009
- New Directions Learning Academy Advisory Board 1998 - 2003
- USD 321 School Board; President 2001 - 2002; 2002 - 2003
- St. Marys Grade School Booster Club Co-President 2001 - 2002

- USD 321 Strategic Planning Team 2001 - 2002

AWARDS & RECOGNITION

- Excellence in Educational Leadership Award - University Council for Educational Administration – Kansas State University – Spring 2007
- Kansas Administrator of the Year – awarded by the Kansas Association of Education Office Professionals – April 2006
- Outstanding Graduate Student in Education Award – Kansas State University – College of Education – 2002
- Leadership Honoree (as nominated by Auburn-Washburn USD 437) – YMCA – 1994

J. Kathleen Gosa Director, Information Technology, KSDE

Qualifications:

- More than 25 years' experience in information technology with progressive responsibility for technical and organizational leadership with over 20 years of technical management experience including software systems development/deployment, project management, budget development/management, network administration, information systems management, customer service management, & development/negotiation of supplier relationships.
- Experienced in development and management of multi-million dollar information technology budgets, including P&L responsibility.
- Proven ability to initiate, direct, and manage corporate initiatives for providing strategic solutions to business problems. Accomplished this through numerous technologies including data warehousing, e-commerce, and client/server applications, as well as advanced business strategies such as business process re-engineering, and rapid prototyping and development.
- Experienced in establishing and utilizing formal methodologies and development frameworks, integrating prototyping, software development, database design and development, quality assurance, configuration management, user and technical training, application deployment, change management, and follow-on support.

Professional Experience:

Kansas State Dept of Educ., Topeka, Kansas (2004 – Present) ***Director of Information Technology***

AT&T Broadband, Denver, Colorado (2001 – 2003) ***Senior Technical Manager***

KAIVO, Inc., Denver, Colorado (2000-2001) ***Vice-President***

INVESCO Funds Group, Denver, Colorado (1996-2000) ***Director of Application Development***

Jc-I-T Institute of Technology, Denver, Colorado (1995-1996)*Vice President Software Engineering*

Information Foundation, Denver, Colorado (1985-1995) *Director, Software Development & Training*

University of Kansas, Lawrence, Kansas (1985-1986), *Research Assistant*

Washburn University, Topeka, Kansas (1982-1986), *Instructor*

Other Experience and Affiliations:

KAN-ED Advisory Council representative for K-12 (2004-present). **Kansas Information Technology Advisory Board (ITAB) member** (2004-present).
Council of Chief State School Officers (CCSSO) EIMAC representative for Kansas and current chair of Longitudinal Data System subcommittee (2006 – present).
NCES Forum SEA Representative and current Chair of the Forum (2005 – present).
The Data Warehouse Institute (TDWI) member (2002 – present).

Education:

M.S., Computer Science (With Highest Honors), University of Kansas, Lawrence, KS
B.A., Computer Science/Mathematics (MagnaCumLaude), Washburn University, Topeka, KS
A.A., Information Sciences, Washburn University
B.S.Ed., Mathematics (With Distinction), University of Kansas, Lawrence, KS

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Lawrence, KS 66049-5015
Phone: (785) 312-7774
tfoster@ksde.org

Thomas W. Foster

Earned Degrees:

PhD., University of Kansas, 1999
M.A., Washburn University, 1988
Certified Secondary Education and Administration, Washburn University, 1980, 1988
B.A., University of Kansas, 1976

State and National Experience

Kansas State Department of Education, Topeka, KS **2004 – Present**
Director, Standards and Assessment Services
Director, Career and Technical Education Services,
Director, Research and Evaluation Services
Deputy Commissioner, Division Learning and Innovative Services
Deputy Commissioner, Learning Services Division.
Director, School Improvement & Accreditation

University Experience

Benedictine College Atchison, KS **2009 – Current**
Adjunct Professor – Department of Education
Baker University Baldwin, KS **1999 – Current**
Adjunct Professor – School of Professional and Graduate Studies
Washburn University Topeka, KS **1999 – 2006**
Adjunct Professor – Department of Education
University of Kansas Lawrence Ks **1992 – 1995**
Adjunct Professor – Schools of Education and Liberal Arts
University of Kansas, Lawrence, KS **1974 – 1977**
Teaching Assistant –College of Liberal Arts and Sciences

District and Classroom Level Experience

Auburn-Washburn USD 437, Topeka, KS **1994 – 2004**
Curriculum Supervisor, K – 12.
Director of Career and Technical Education
Principal of High School and Middle School At-Risk Program
USD #450, Shawnee Heights, Tecumseh, KS **1982 – 1993**
Language Arts Teacher
USD #454, Burlingame, KS **1981 – 1982**
Language Arts Teacher

COLLEEN M. RILEY

(b)(6)

criley@ksde.org

Education

Administrative/Supervisory Endorsement	Utah State University	2001
Master of Education	University of Arizona	1989
Bachelor of Education	Montana State University – Billings Major: Special Education, K-12 Minor: Elementary Education, 1-6	1983

Professional Administrative Experience

Kansas State Department of Education, Topeka, Kansas
Director, Special Education Services — 2006 – present

Jordan School District, West Jordan, Utah — 2004-2006
Principal, Copper Canyon Elementary School – PreK-6

Jordan School District, Sandy, Utah
Assistant Director, Special Education — 2002 – 2004

Tooele County School District, Tooele, Utah
Director of Special Education — 1999 – 2002

Specific Areas of Responsibilities

- General supervision of Special Education programs throughout the State of Kansas
- Oversee development and implementation of Multi-Tier System of Supports framework to meet the needs of every student
- Development and implementation of Comprehensive School Improvement Plan for year-round elementary school
- Effective working relationships with students, parents, teachers, principals, district and state office administrators, university and city members
- Evaluation of certified and classified staff
- Finance/budget responsibilities for special education programs for students ages 3-21
- Finance/budget responsibilities for year-round elementary school
- Oversee the monitoring of compliance of special education services
- Oversee implementation of Balanced Literacy Reading in elementary school
- Oversee implementation of Lenses on Learning Math in elementary school
- Oversee implementation of school-wide positive behavior support system and implementation of school-wide system of interventions for academic support
- Oversee implementation of school programs for children & families, birth through grade six
- Recruit/hire/train staff new to special education including teachers, school psychologists, nurses, occupational, physical and recreational therapists

Ethan Erickson

(b)(6)

Experienced manager with extensive knowledge of fiscal and budgeting principles within the state government environment. A proactive management style, which focuses on sound business practices, collaborative work efforts, growth opportunities and team development.

EDUCATION/SKILLS

- Master of Business Administration (MBA)
  Kansas State University, Manhattan, KS
- Bachelors Degree in Business Administration (BS)
  Dual Major: Human Resource Management and General Management
  Kansas State University, Manhattan, KS

PROFESSIONAL WORK EXPERIENCE

Director, Fiscal Services and Operations **04/10-Present**
Kansas Department of Education Topeka, KS

- Directs the formulation, preparation and justification of the Department's annual budget request totaling approximately $3.8 billion. Manage the daily fiscal affairs of the agency to ensure expenditures stay within approved budgets.
- Leads the formulation and preparation of the Department's annual federal indirect cost proposal and negotiates a final indirect cost rate with the U.S. Department of Education. This allows the Department to recover approximately $700,000 to $850,000 a year in federal indirect cost funds to offset administrative support costs incurred in the administration of federal grants.
- Prepares for the Agency's participation in the annual federal A-133 financial and compliance audit as well as any other federal program audit. Oversees federal/private grant preparation and financial reporting to ensure the proper use and draw down of funds.

Office Chief **1/06-04/10**
Kansas Department of Transportation, Office of the Budget Topeka, KS

- Serve as the agency's 'Budget Officer' compiling, reviewing and presenting the agency's annual budget request to the Governor's Budget Office and legislative appropriation committees. Manage the defense of the agency budget request against legislative and Budget Office inquiries.
- Monitor and respond to state legislative activities that pertain to the Department's budget; coordinate the fiscal analysis of proposed legislation including the final review and approval of fiscal notes; attend legislative budget committee hearings; create and present training materials regarding the legislative and budget process.
- Manage professional staff; interact with legislators and agency heads. Perform ad hoc policy and business analysis as requested by the Secretary's office.

Budget Analyst **6/03-12/05**
Kansas Department of Administration, Division of the Budget Topeka, KS

- Administered the state's Budget Management System. Ensured the system performed correct budget calculations for state agencies. Calculated salary and wage expenditures on a statewide basis. Developed SQL queries to retrieve information utilized by the Division in making budget decisions.
- Reviewed state agency budget requests and prepared written budget analysis with recommendations for Director of the Budget and the Governor. Assisted the Governor and staff in formulating budget recommendations to be presented to the state legislature.
- Prepared appropriation bills for introduction to the legislature; monitored legislative action on the Governor's budget recommendations. Prepared fiscal notes on pending legislation in accordance with statutory requirements.
- Developed a thorough understanding of program objectives, procedures, organizational structures, financial resources, and budgets of agencies. Assisted agencies in preparation of their annual budget request through communication and guidance on policies and procedures.

Ethan Erickson

(b)(6)

Human Resource Professional **7/02-6/03**
Kansas Department of Administration, Division of Personnel Services Topeka, KS

- Performed fit analysis activities for on-going upgrades of the PeopleSoft HRIS system. Examined new system features and verified modifications needed based on current Human Resource policies or regulations.
- Developed test scripts for use in PeopleSoft HRIS system test. Test scripts are based on new/existing Human Resource practices or transactions. PeopleSoft system tests are performed to determine if transactions can be completed in the system and if results of transactions are appropriate.
- Developed Computer Based Training course for the PeopleSoft HRIS system by examining current system features, determining proper course format and drafting appropriate language.
- Formulated queries within the PeopleSoft HRIS system in order to extract and analyze data for system test.

Human Resource Consultant **7/00-7/02**
Kansas Department of Administration, Division of Personnel Services Topeka, KS

- Advised State of Kansas Employees and State of Kansas Agency Human Resource Offices on human resource laws and regulations. Counseled on appropriate course of action based on laws and regulation as dictated by employment issue.
- Facilitated position classification teams and determined appropriate classification and FLSA status for positions.
- Provided professional expertise and resolution for user problems on the PeopleSoft system.
- Developed and provided training on various human resource activities.

REFERENCES

(b)(6)

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MATT COPELAND

EDUCATION

1993 – 2000 The University of Kansas Lawrence, KS
Master of Science in Education, Secondary Language Arts, July 2000
Bachelor of Science in Education, Secondary Language Arts, May 1997

PROFESSIONAL EXPERIENCE

2007 – present Kansas State Department of Education Topeka, KS
Education Program Consultant—Language Arts and Literacy

1998 – 2007 Washburn Rural High School Topeka, KS
English Department Chair, 2005 – 2007
English Instructor, 1998 – 2007

AWARDS AND HONORS RECEIVED

Kansas Arts Commission Mini-Fellowship for Fiction Writing, 2006
Milken National Educator Award, 2006
Distinguished Kansan of the Year in Education, 2005
Kansas Author's Club First Five Pages of a Book Contest, 2005 First Place
Kansas Career Teacher, 2005
Kansas Voices Writing Contest, 2004 Honorable Mention
Disney Hand Award, 2004 Nominee
Kansas Master Teacher Award, 2003
Judith C. Gilbert Outstanding Writing Teacher Award, 2002

PROFESSIONAL ORGANIZATIONS AND ACTIVITIES (* = elected office)

Kansas Association of Teachers of English (KATE)
* Co-Editor, *Kansas English,* 2008 – present
* President, 2006 – 2007
* Conference Chair, 2005 – 2006
Chair, KATE Scholarship Committee, 2003 – 2006
* Executive Board Member, 2002 – 2005
National Council of Teachers of English (NCTE)
Judge, Achievement Awards in Writing, 2005 – 2007
* Standing Committee on Affiliates, 2010-2013

CREDENTIALS & REFERENCES

Credentials and references available upon request.

Laurie Leiker Winter

(b)(6)

EDUCATION, LICENSES, AND HONORS:

M.S.E., Curriculum and Instruction, concentration in Reading, University of Kansas, 1995
B.S.E., Elementary Education, University of Kansas, 1988

Professional Licenses: Elementary (K-9), Reading Specialist (K-9) – Expiration: April, 2013
State of Kansas

Unclassified Staff Achievement Award, University of Kansas, 2007

EDUCATIONAL LEADERSHIP:

Independent Reading Consultant, *August 1999 – present*

- Provide district and school evaluations that include recommendations for curriculum and instruction development specializing in literacy.
- Provide support to district administrators, principals, learning coaches, and teachers to implement instructional change that will result in increased student achievement.
- Provide professional development to teachers in schools on a variety of topics including but not limited to differentiated reading instruction, reading assessments, emergent literacy, language development, vocabulary, phonological awareness, phonics, and comprehension.
- Train kindergarten, first, second grade, special education and Title I teachers in the Kansas Accelerated Literacy Learning (KALL), which is an early intervention reading program.

Kansas Reading First Project Coordinator, *August 2003 – 2010*

University of Kansas, Institute for Educational Research and Public Service

- Lead in the creation of a statewide Reading professional development program for Kindergarten through third grade, ESL, Title I and Special Education teachers in the State of Kansas titled the Kansas Reading Academy.
- Lead in the delivery of the Kansas Reading Academy for more than 5,000 teachers.
- Develop a reading instruction curriculum for fourth, fifth, and sixth grade teachers.
- Develop and deliver follow-up professional development for teachers in the form of Interactive Distance Learning (IDL) sessions.
- Recruit, select, prepare, and support trainers to present the Kansas Reading Academy curriculum.
- Lead in collaboration between professors at the University of Kansas and Emporia State University, administrators at the Kansas State Department of Education and school district personnel.
- Maintain and coordinate expenditures in excess of $4.2 million.
- Generate yearly progress reports for the Kansas State Department of Education.
- Supervise various project assistants and graduate research assistants.
- Develop video clips of effective literacy instruction.
- Develop an online version of the Kansas Reading Academy.

Elementary Literacy Coordinator, *August 1997 – 2003*
Kansas City, Kansas Public Schools
Literacy Instructional Resource Person, *August 2001 – May 2003*

- Evaluated effective literacy instruction in elementary schools.
- Communicated and collaborated with school leadership to improve student achievement.
- Modeled effective literacy lessons for classroom teachers.
- Provided professional development to assist teachers and leadership in improving student achievement.
- Trained School Improvement Facilitators in literacy.

Reading Excellence Grant Coordinator, *December 1999 – July 2001*

- Coordinated the implementation of $3.2 million Reading Excellence grant for five elementary schools.
- Trained 9 literacy coaches to support teachers in the five elementary sites.

Kansas Accelerated Literacy Learning (KALL) Trainer, *August 1997 -2003*

- Coordinated the growth of participating KALL schools from five to seventeen.
- Coordinated and trained 25 KALL teachers.
- Coordinated the implementation of balanced literacy in 30 elementary schools with an intense focus on guided reading.
- Trained 36 elementary teachers as literacy leaders who assisted in implementing balanced literacy at 30 elementary sites.
- Trained district administrators in literacy strategies.

TEACHING EXPERIENCE:
Classroom Teacher, White Church Elementary School
Kansas City, Kansas Public Schools
August 1990 – 1997, Fourth, fifth, first grade and Title I

PROFESSIONAL CONTRIBUTIONS:
Publications

- Nielsen, D.C., Winter, L.L., Keetle, S., & Jackson, C. (2007). More than a reading intervention: Teachers working together to improve the reading achievement of students from culturally and linguistically diverse backgrounds. *Multiple Voices 10* (1&2), 125-146.

Scholarly Presentations

- National Reading Conference, *An urban districts reform and effects in student achievement: A 6-year study*, December 2006.
- National Reading Conference, *Bringing the Knowledge of the Intervention Teacher to the Classroom Teacher: Effect on Student Achievement in an Urban District*, December 2004.
- National Reading Conference, *Multi-dimensional Professional Development K-3 in an Urban District and it's Impact on Student Achievement*, December 2002.
- Kansas Reading Association, *Supporting Word Work Recognition Strategies with Word Work Activities,* February 2001.
- Kansas Reading Association, *Three Teacher In-service Models Which Move an Early Intervention Program into the Classroom,"* February 1999.
- National Reading Conference, *Moving the Intervention into the Classroom,* December 1998.

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MELINDA STANLEY

EDUCATION

1987 Washburn University Topeka, KS

Bachelor of Science in Business Administration, December 1987

PROFESSIONAL EXPERIENCE

2003 – present Kansas State Department of Education Topeka, KS
State Education Technology Coordinator

1992 – 2003 Auburn Washburn School District Topeka, KS
District Technology and Curriculum Coordinator

1989 – 1992 International Business Machines Topeka, KS
Marketing Consultant

ADVISORY BOARDS AND PROFESSIONAL ASSOCIATIONS

State Education Technology Director's Association, Board Member
State Library of Kansas, Broadband Advisory Council
Partnership for 21st Century Skills, State Partner
Kan-Ed Advisory Council
State E-rate Coordinators Alliance
Kansas MACE Board
Governor's BEST Technology Initiative Team
Governor's Partnership for Web Accessibility
KS ARRA Broadband Advisory Board
Kansas Learning First Alliance

AWARDS AND RECOGNITION

Kansas Technology Rich Classrooms Best Practice Award-awarded by the Partnership for 21st Century Skills – Summer 2009

Leadership Honoree (as nominated by Auburn-Washburn USD 437) – YMCA – 1998-99

CREDENTIALS & REFERENCES

Credentials and references available upon request.

Biographical Information

Gayle M. Stuber, Ph.D
Early Childhood Coordinator, Kansas State Department of Education
(b)(6)
gstuber@ksde.org

As the Early Childhood Coordinator for the Kansas State Department Of Kansas, Dr. Stuber coordinates the work of the Early Learning Services Unit (ELSU), located in the Special Education Services team under the direction of Colleen Riley. The following programs are a part of the ELSU: Four Year Old At-Risk, Parents as Teachers, Pre-K Pilot, and Early Childhood Special Education. The work of the ELSU includes the Kansas In-service Training team (KITS) and the School Readiness Project, a data collection process. Dr. Stuber also coordinates recent work to revisit and revise, if necessary, the state's framework for School Readiness, including developing a list of indicators and data elements.

As a member of multiple state level early childhood statewide agencies, organizations, and professional groups, Dr. Stuber provides expertise and training in areas specific to the early childhood years, birth through age eight. Dr. Stuber helps support and oversee the KECCS plan as a member of the Early Childhood Advisory Council. She works closely with other state and local early childhood specialists in such areas as developing the Early Learning Document, collecting data around school readiness, and maintaining a national presence for Kansas. A current project is the Kansas School Readiness Data Initiative focusing on decision making on behalf of young children's healthy development and school readiness to be informed by valid and reliable data. The School Readiness Data Task Force is a part of this work and has a charge to develop a list of indicators and data elements that will frame the work of school readiness and will answer the priority policy questions.

Examples of participation in Kansas Early Childhood Work

2000-2003	In collaboration with other state and local early childhood agencies, organizations, and professional groups, developed the School Readiness Framework.
2004-2008	In conjunction with the Children's Cabinet, early childhood organizations and agencies created a process to collect school readiness data. Results have been shared across the state and at the national level.
2006-2009	In collaboration with multiple early childhood agencies, organizations, and professional groups, helped in the development of the Kansas Early Learning Document—the standards for birth to age five.
2009-present	In collaboration with the Children's Cabinet, policy makers, practitioners, and others representing the multiple early childhood organizations, and agencies, working toward developing a coordinated and comprehensive longitudinal data system that aligns with the K-12 system.

Educational Background

1972 -- B.A. in Elementary Education, University of Kansas
1986 – M.S. in Early Childhood Education, University of Kansas
1994 – Ph.D. in Early Childhood Special Education, University of Kansas

Professional Experience

2008 - present
Early Childhood Coordinator, Kansas State Department of Education

1998-2008
Education Program Consultant, Kansas State Department of Education

1994-1998
Assistant Professor, Baker University (Early Childhood, Special Education, Elementary Education)
Director of the Baker-Baldwin Laboratory School (a child care center that was a collaborative venture between Baker University and the Baldwin City school district (USD 348)

1990 – 1994 (as a Graduate Student)
Coordinator of the Early Intervention Preschool (an early childhood special education preschool located at the University of Kansas—some of the children were served at the local Head Start)

1989-1990
Kindergarten Teacher, USD 348 (Baldwin City, Ks.)

1986-1988
Developmental First Grade Teacher, USD 497 (Lawrence, Ks.)

MARILYN MULLIGAN AULT, PHD
(b)(6)

EDUCATION:

1981 Ph.D. University of Kansas, Major: Education
1978 M.S. University of Kansas, Major: Special Education/Severe Disabilities
1972 B.A. Grinnell College, Major: Psychology

PROFESSIONAL EXPERIENCE

2010-present Co-Principal Investigator, The Evidence Games: Collaborative Games Engaging Middle School Students in the Evaluation of Scientific Evidence. Funded by the National Science Foundation, DRL - Discovery Research K-12.

2002-present Director, Technology Rich Classrooms, Funded by the Kansas State Department of Education as a US Title IID Project.

2000-present Research Associate, The University of Kansas Center for Research on Learning, Lawrence

2000-present Director, ALTEC (Advanced Learning Technologies in Education Consortia), The University of Kansas Center for Research on Learning, Lawrence

2005-2008 Director, subcontract to T. Best and S. Cassidy, the Ohio Board of Regents *MATRIX Project.* Star Schools Program, Office of Innovation and Improvement (OII), U.S. Department of Education

2004-2007 Co-Principal Investigator and Co-Director, Intel Assessment Project. Funded by Intel Corporation and Intel Foundation.

2003-2008 Co-Principal Investigator and Co-Director, Private and Independent Schools Technology in Education Consortia (PI*TEC). Funded by the U.S. Department of Education.

2002-2009 Associate Director, Kansas Computerized Assessment Project. Funded through the Center for Education Testing and Evaluation at the University of Kansas as directed by the Kansas State Department of Education

2000-2005 Co-Principal Investigator and Co-Director, High Plains Regional Technology in Education Consortium (HPR*TEC). Funded by the U.S. Department of Education.

1999-2005 Co-Principal Investigator and Associate Director, The PT3 Project. Funded by the U.S. Department of Education Preparing Tomorrow's Teachers to use Technology Program.

1998-1999 Coordinator of Research to Instructional Design, The Online Academy. Funded by the U.S. Department of Education.

1995-2000 Associate Director, South Central Regional Technology in Education Consortia (SCR*TEC). Funded by U.S. Department of Education Regional Technology in Education Consortia Program.

1995-2000 Associate Director and COO, ALTEC (Advanced Learning Technologies in Education Consortia), The University of Kansas Center for Research on Learning, Lawrence

1990-1995 Co-Principal Investigator, Project ABLE (Analyzing Behavior State in Learning Environments). Innovations for Meeting Special Problems of Children with Severe Handicaps in the Context of Regular Education Settings. Funded by the U.S. Department of Education, Office of Special Education.

1990-1993	Project Director, Preparation of Personnel to Work in Rural Areas: Field Centered Preparation of Teachers in Early Childhood Education of the Handicapped and Severe Multiple Handicaps. Funded by the U.S. Department of Education, Office of Special Education Programs.
1989-1992	Project Director, Personnel Preparation of Special Educators: Training Personnel for the Education of Young Children with Severe and Profound Handicaps in Early Childhood Settings. Funded by the U.S. Department of Education, Office of Special Education Programs.
1986-present	Program Associate, The University of Kansas Department of Special Education, School of Education, Lawrence
1986-1995	Adjunct Assistant Professor, The University of Kansas Department of Special Education, School of Education, Lawrence
1986-1989	Project Director, Personnel Preparation of Special Educators: Severely Multiply Handicapped and Deaf Blind. Funded by the U.S. Department of Education, Office of Special Education Programs.
1984-1986	Curriculum and Instructional Specialist for Dallas Independent School District's Autism Project, Developmental Centers for Severely Handicapped Students, and the Transition Program for Deaf-Blind Students exiting the Callier Center.
Summer 1986	Guest Lecturer and Coordinator for the Summer Institute for Teachers of Students with Profound Handicaps. Sponsored by the Dallas Independent School District and the University of Texas at Dallas.
1984	Curriculum and Instructional Specialist for Dallas Independent School District's Early Childhood Intervention Program: Project KIDS.
1983-1986	Special Education Consultant to LEA's in the Dallas/Fort Worth Metroplex in the area of service delivery for severely handicapped, deaf-blind, or autistic children and youth.
1982-1983	Project Director for the Curriculum Development Project for Deaf-Blind Adolescents funded through the U.S. Department of Education to the University of Kansas.
1982-83, 1986	Courtesy Assistant Professor in the Department of Special Education, School of Education, at the University of Kansas in the area of general special education.
1981-1982	Acting Assistant Professor in the Department of Special Education, School of Education, at the University of Kansas in the area of severely handicapped.
1980-1981	Research Associate for the Kansas Individualized Curriculum Sequencing Project funded to the University of Kansas for severely handicapped youth through the U.S. Department of Education.
1978-1980	Research Assistant for the Kansas Research Institute for the Early Childhood Education of the Handicapped funded to the University of Kansas through the U.S. Department of Education.
1976-1978	Head Teacher at the Preschool for Severely and Multiply Handicapped Children at the University of Kansas Medical Center.

PUBLICATIONS:

Ault, M., Hare, J. C., Bulgren, J., Scherrer, D., & Adams, D. (2011). Iterative Development Process for the Evidence Game: A scientific argumentation game for middle school students. *Proceedings of Society for Information Technology and Teacher Education International Conference*, Nashville, TN. http://site.aace.org/conf/

Ault, M., Hare, J. C, Frey, B. & Tiemann, G. (2011). Use of Targeted Games to Support Instruction. *Proceedings of Society for Information Technology & Teacher Education*

International Conference, 2011(1). http://site.aace.org/conf/
Ault, M., Adams, D. Rowland, A, & Tiemann, G. (2010). Targeted Educational Games: Fun and So Much More! Paper presented at the *International Society for Technology in Education Conference (ISTE),* Denver, CO.
Ault, M. & Bradley, B. (2010). Multi-Player Targeted-Content Video Games in Education. *Paper presented at the Global Chinese Conference on Computers in Education (GCCCE)*, Singapore, China.
Rues, J.P., Graff, G. C., & Ault, M. M. (2010). Special health care procedures. In M. Snell & F. Brown (Eds.), *Instruction of persons with severe disabilities* (7th ed). Columbus, OH: Merrill Publishing Co.
Adams, D. & Ault, M. (2009) Games have a long history in American education. *Southeast Education Network.* Vol 11.3 (pp. 38-40).
Bacon, M. & Ault, M. (2009). Oodles of Google – Free tools for teachers. *Southeast Education Network.* Vol 11.3 (pp. 53-40).
Hare, C. J. & Ault, M. (2009). Technology Rich Classrooms: Effect of the Kansas Model. Paper included in proceedings at National Educational Computing Conference (NECC), Washington, DC.
Bacon, M., Blood, L., Ault, M., & Adams, D. (Spring/Summer 2008). 4Kids.org: Topical, searchable, and safe internet-based resource for children and youth. *Education Libraries Children's Literature.* Volume 31, No. 1, pg. 46-50.
Stanley, M, Rowland, A., & Ault, M. (2008). Transforming the Classroom. *THE Journal* , July, pg. 12.
Rues, J.P., Graff, G.C., Ault, M.M., & Holvoet, J.F. (2006). Special health care procedures. In M. Snell & F. Brown (Eds.), *Instruction of persons with severe disabilities* (6th ed., pp. 251-290). Columbus, OH: Merrill Publishing Co.
Rues, J.P., Graff, G.C., Ault, M.M., & Holvoet, J.F. (2000). Special health care procedures. In M. Snell & F. Brown (Eds.), *Instruction of persons with severe disabilities* (5th ed., pp. 245-290). Columbus, OH: Merrill Publishing Co.
Ault, M.M., Graff, G.C., & Rues, J.P. (1993). Special health care procedures and teaching. In M. Snell (Ed.), *Systematic instruction of persons with severe disabilities* (4th ed., pp. 215-247). Columbus, OH: Merrill Publishing Co.
Thompson, B., Wickham, D., Wegner, J., & Ault, M.M. (1996). All children should know joy: Reflections on inclusive, family centered services for young children with significant disabilities. In D. Lehr & F. Brown (Eds.), *Persons who challenge the system* (pp. 23-48). Baltimore: Paul H. Brooks Publishing Co.
Ault, M.M., Guy, B., Guess, D., Bashinski, S., & Roberts, S. (1995). Analyzing behavior state and learning environments: Application in instructional settings. *Mental Retardation, 33(5),* 304-316.
Peterson, N., Barber, P., & Ault, M.M. (1994). Children with special health care needs in early childhood special education. In B. Spodek & P. Safford (Eds.), *Year book in early childhood education* (Vol. 5, 89-105). New York: Teachers College Press.
Ault, M.M., Guy, B., Rues, J.P., Noto, L., & Guess, D. (1994). Some educational implications for students with profound disabilities at risk for inadequate nutrition and the nontherapeutic effects of medication. *Mental Retardation, 32*(3), 200-205.
Ault, M.M., Rues, J.P., & Graff, G.C. (1994). Special health care needs. In L. Sternberg (Ed.), *Individuals with profound handicaps: Instructional and assistive strategies* (pp. 54-100). Austin: Pro-Ed.

Ault, M.M., Graff, G.C., & Rues, J.P. (1993). Special health care procedures and teaching. In M. Snell (Ed.), *Systematic instruction of persons with severe disabilities* (4th ed., pp. 215-247). Columbus, OH: Merrill Publishing Co.

Graff, J.C., & Ault, M.M. (1993). Guidelines for working with students having special health care needs. *Journal of School Health, 63*(8), 335-339.

Guess, D., Roberts, S., Siegel-Causey, E., Ault, M.M., Thompson, B., & Rues, J. (1993). An analysis of behavior state conditions and associated environmental variables among students with profound handicaps. *American Journal on Mental Retardation,* 97(6), 634-653.

Guess, D., Siegel-Causey, E., Roberts, S., Guy, B., Ault, M., & Rues, J. (1993). Analysis of state organization patterns among students with profound disabilities. *The Journal of the Association for Persons with Severe Handicaps, 18*(2), 93-108.

Guy, B., Guess, D., & Ault, M.M. (1993). Classroom procedures for the measurement of behavior state among students with profound disabilities. *Journal of the Association for Persons with Severe Handicaps, 18*(1), 52-60.

Guy, B., Ault, M.M., & Guess, D. (1993). *Analyzing behavior states and learning environments profile*. Lawrence: The University of Kansas, Department of Special Education.

Thompson, B., Wickham, D., Wegner, J., Ault, M.M., Shanks, P., & Reinertson, B. (1993). *Handbook for the inclusion of young children with severe disabilities: Strategies for implementing exemplary full inclusion programs*. Lawrence, KS: Learner Managed Designs, Inc.

Howard, S.W., Ault, M.M., Knowlton, E.H., & Swall, R. (1992) Distance education: Promises and cautions for special education. *Teacher Education and Special Education, 15*(4), 275-283.

Thompson, B., Wickham, D., Ault, M.M., Shanks, P., Reinertson, B., Wegner, J., & Guess, D. (1991, Winter). Expanding the circle of inclusion: Integrating young children with severe multiple disabilities into Montessori classrooms. *Montessori Life,* 11-14.

Guess, D., Roberts, S., Siegel-Causey, E., Ault, M., Guy, B., Thompson, B., & Rues, J. (1990). *Investigations into state behaviors of students with severe and profound handicapping conditions* [Special Education Monograph 1]. Lawrence: University of Kansas Special Education Department.

Graff, C., Ault, M.M., Guess, D., Taylor, M., & Thompson, B. (1990). *Health care for students with disabilities: An illustrated medical guide for the classroom*. Baltimore: Paul H. Brookes Publishing Co.

Guess, D., Mulligan-Ault, M., Roberts, S., Struth, J., Siegel-Causey, E., Thompson, B., Bronicki, G.J., & Guy, B. (1988). Implications of biobehavioral states for the education and treatment of students with the most profound handicapping conditions. *Journal of the Association for Persons with Severe Handicaps, 13(*3), 163-174.

Ault, M., Guess, D., Struth, L., & Thompson, B. (1988). The implementation of health related procedures in classrooms for students with severe multiple impairments. *Journal of the Association for Persons with Severe Handicaps, 13*(2), 100-109.

Mulligan-Ault, M. (1988). Curriculum development. In. L Sternberg (Ed.), *Educating students with severe and profound handicaps* (2nd ed., pp. 219-266). Baltimore: Aspen Press.

McDonald, P., Wilson, R., Turner, R., & Mulligan-Ault, M. (1988). Classroom-based medical interventions. In. L. Sternberg (Ed.), *Educating students with severe and profound handicaps* (2nd ed., pp. 53-100). Baltimore: Aspen Press.

Wilson, R., Mulligan, M., & Turner, R. (l985). Early childhood education of the handicapped in an urban setting. *Teaching Exceptional Children, l7* (2), l34-l39.

Holvoet, J., Mulligan, M., Schussler, N., Lacy, L., & Guess, P.D. (1984). The Kansas individualized curriculum sequencing model: Sequencing learning experiences for severely handicapped children and youth. Portland, OR: A.S.I.E.P. Education Company.

Guess, D., Dussault, B., Brown, F., Mulligan, M., Orelove, F., Comegy, A., & Rues, J. (l984). Legal economic, psychological, and moral considerations on the practice of withholding medical treatment from infants with congenital defects, Monograph #l. The Association for Persons with Severe Handicaps: Seattle, Washington.

Mulligan, M. & Guess, P.D. (l984). Using an individualized curriculum sequencing model for teaching communication skills. In L. McCormick and R.L. Schiefelbusch, (Eds.). Language and communication disorders: An introduction. Columbus, Ohio: Charles E. Merrill Publishing Company.

Turnbull, R.T., Turnbull, A., & Mulligan, M. (l983). Primer on P. L. 94-l42 for the regular educator. Leadership Management Series, University of Minnesota.

Mulligan, M., Lacy, L., & Guess, P.D. (l982). The effects of massed, distributed, and spaced trial sequencing on severely handicapped students' performance. The Journal of the Association for the Severely Handicapped, 7, Summer, 48-62.

Mulligan, M. & Schussler, N. (l982). The Individualized Curriculum Sequencing (ICS) Model training module. Minneapolis, Minn.: Upper Midwest Regional Resource Center, University of Minnesota.

Guess, P. D. and Mulligan, M.(l982). The severely and profoundly handicapped. In E. L. Meyen (Ed.)Exceptional Children and Youth: An introduction (2nd. edition), Denver, Co.: Love.

Noonan, M. J., Brown, F., Mulligan, M., & Rettig, M. (l982). Educability of severely handicapped persons: Both sides of the issue. The Journal of the Association for the Severely Handicapped, 7, Spring, 3-l3.

Mulligan, M., Guess, P.D., Holvoet, J., & Brown, F. (l980). The individualized curriculum sequencing model (I): Implication from research on massed, distributed, and spaced trial training. The Journal of the Association for the Severely Handicapped,5, 325-336.

Brown, F., Holvoet, F., Guess, D., & Mulligan, M. (l980). The individualized curriculum sequencing model (III): Small group instruction. Journal of the Association for the Severely Handicapped, 5, 353-367.

Holvoet, J., Guess, P. D., Mulligan, M., & Brown, F. (l980). The individualized curriculum sequencing model (II): A teaching strategy for teaching severely handicapped students. Journal of the Association for the Severely Handicapped, 5, 337-352.

PROFESSIONAL AFFILIATIONS:

Member; International Society for Technology in Education (ISTE), 2005 to present.
Certification; Severely multiply handicapped K - l2, Kansas.
Member; the Association for the Severely Handicapped (formerly The American Association for the Education of the Severely/Profoundly Handicapped). l976-1995
Advisory Committee: Texas Developmental Disabilities Curriculum Project, Corpus Christi, Texas, l986
Member; American Association of Mental Deficiency, l980-1995
Member; Council for Exceptional Children, Early Childhood Division, l977-l98l, 1990
Member; National Society for Autistic Children, l972-l977
Member; Missouri Society for Autistic Children, l972-l976
Member; Kansas Society for Autistic Children, l976-l980; secretary; l976-l977

BOARDS OF EDITORS:

The Journal of the Association for the Severely Handicapped. 1981 to 1984.
Guest reviewer: 1990, 1991

The American Journal of Mental Deficiency. Guest reviewer: 1984, 1993.

CURRICULUM VITAE

Jana Craig Hare, Ph.D.
Advanced Learning Technologies in Education Consortia
University of Kansas

Education

Ph.D. 2011 **University of Kansas**, Lawrence, KS
Major: Curriculum & Instruction, emphasis in Technology-Rich Learning Environments
Minor: Program Evaluation

M.S. Ed. 2002 **University of Kansas**, Lawrence, KS
Major: Curriculum & Instruction
Focus Area: Educational Communication & Technology

B.S. E. 1990 **Emporia State University**, Emporia, KS
Major: Secondary Education
Teaching Endorsements: Level 5-12 Accounting, Business Economics, Computer Studies, Data Processing, General Business, Keyboarding, Office Practice

Employment History

University of Kansas, Lawrence, KS

Advanced Learning Technologies in Education Consortia/Center for Research on Learning

2007 - Present **Associate Director – ALTEC**
2005 - 2007 **Senior Project Leader - CRL**
Associate Director - Provide organizational leadership and program management, assistance in grant writing, technology assistance/guidance for district leaders & teachers, and internal and external professional development in the area of Educational Technology for K-12 and Higher Education audiences
Research Coordinator - Currently provide vision, guidance and implementation strategies for the formal program evaluation and research of state Title IID Competitive grants
Project Coordinator - Currently coordinate NSF DR-K12 grant to develop targeted games to help teach Middle School students the concepts of scientific argumentation.
Project Coordinator - Co-Coordinated IES Teacher Quality grant on the Impact of Instructional Coaches on Student Achievement, develop and maintain web presence for the Kansas Coaching Project.
Project Coordinator - Coordinated Intel® Teach to the Future Regional Training Center activities for a 5-state area.

2007 **Graduate Teaching Assistant**
Teacher C&T 301: Instructional Technology in Elementary/Middle Education

Kansas State Department of Education, Topeka, KS

2003 – 2005 **Educational Technology Program Director**
State Liaison for Federal Programs, including Title IID and NETTS
Grant Coordinator for Enhancing Education through Technology Program
Project Director – EETT Technology Rich Classroom Project
Provided technology assistance/guidance for district leaders & teachers
Assisted school districts with Federal E-Rate Program
Provided internal and external professional development in the area of Educational Technology

Selected Research Papers

Craig Hare, J. & Ault, M. (2011). Student Grouping Strategies within Technology Rich Learning Environments. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 3177-3184). Chesapeake, VA: AACE.

Craig Hare, J., Ault, M. & Niileksela, C. (2011). The Influence of Technology Rich Learning Environments: A Classroom-based Observational Study. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 4304-4311). Chesapeake, VA: AACE.

Craig Hare, J. & Ault, M. (2011). Teaching Scientific Argumentation through Games: A Design-Based Approach. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 4082-4087). Chesapeake, VA: AACE.

Selected Presentations (National, Regional, State and Local)

Bulgren, J., Ault, M., Ellis, J., Frey, B. & Craig Hare, J. (2010). The Evidence Games: Collaborative Games Engaging Middle School Students in the Evaluation of Scientific Evidence. Poster session presented at the 2010 DR K-12 PI Meeting for the National Science Foundation: Washington, DC, December 2010.

Craig Hare, J., & Rowland, A. (2009). *Technology Rich Classrooms: A Model for Professional Development and Technology Integration,* Roundtable session presented at the annual conference of the National Staff Development Council: St. Louis, MO, December 2009.

Craig Hare, J., Rowland, A., & Stanley, M. (2009). *Measuring Educational Technology in the Classroom.* Session presented at the Kansas State Department of Education Assessment Conference: Topeka, KS, October 2009.

Craig Hare, J. (2005). *EETT Evaluation Strategies Used in Kansas*. Panel discussion presented at the U.S. Department of Education Evaluation Institute: Washington, DC, February 2005.

Craig Hare, J. (2004). *Enhancing Education through Technology (EETT) Spotlights: Emerging Models at the State and Local School Districts*. Panel discussion presented at the Florida Educational Technology Conference: Orlando, FL, January 2004.

Certifications and Awards

- ISTE Special Interest Group for Teacher Educators Conference Scholarship (2010, 2009, 2008)
- National School Boards Association's "20 Leaders to Watch" for 2007 Award
- University of Kansas School of Education Endowment Scholarship (2006-07, 2007-08)
- University of Kansas School of Education Merit Scholarship (2007-08)
- Thinkfinity Field Trainer
- LoTi (Levels of Technology Implementation) – National Certified Trainer
- Intel® Teach Program – Master Teacher for the Essentials Course and Thinking with Technology Workshop
- Intel® Teach Program – Leadership Forum Master Leader
- In the Arena Award - Center for Digital Education

Membership in Professional Organizations

- MidAmerica Association for Computers in Education – Board of Directors 2003-2011
- International Society for Technology in Education
- American Evaluation Association
- Association for the Advancement of Computing in Education (AACE)
- Society for Information Technology and Teacher Education (SITE)
- National Staff Development Council
- Consortium for School Networking

CURRICULUM VITAE – Short Form

Amber Rowland, M.S. Ed.
Advanced Learning Technologies in Education Consortia
The University of Kansas

EDUCATION

Doctor of Philosophy, Curriculum and Instruction (in progress), 2008-present, GPA 4.0
University of Kansas, Lawrence, KS
Minor: Special Education

Master of Science, Curriculum and Instruction, December, 2003, GPA 4.0
University of Kansas, Lawrence, KS
Focus: Instructional Technology

Bachelor of Science, Elementary Education, May 2001, GPA 3.5
University of Kansas, Lawrence, KS
Minors: Multidisciplinary and Social Studies

CERTIFICATIONS

Kansas Elementary Teaching Certificate K-9
Intel Master Teacher
Levels of Technology Implementation (LoTi) National Trainer

PROFESSIONAL EXPERIENCE

Technology Rich Classroom (TRC) Project Coordinator, ALTEC
Kansas State Department of Education Title IID Initiative, June 2006-present

- Coordinate statewide, sustained professional development program support for more than 20 school districts and 156 teachers.
- Plan, organize, facilitate and implement multiple trainings across Kansas throughout the calendar year.
- Maintain social networking space for grant communications with teachers, facilitators and administrators
- Edit and author collaborative blog with my leadership team and TRC member contributions

Senior Project Lead, ALTEC, Advanced Learning Technologies in Education Consortia, Federal Grant Housed at the University of Kansas, June 2002-present.

- Present on technology integration, Project-Based Learning, Web 2.0 Tools, 21st Century Skills, Digital-Aged Students and ALTEC tools at conferences and district professional development opportunities
- Facilitate online workshops on Project Based Learning, technology integration and ALTEC tools for K-12 teachers
- Conduct Intel Essentials Course trainings in Kansas
- Guest lecturer in faculty courses

Enrichment Program Teacher, ALTEC and Southeast Kansas Education Service Center
Greenbush Interactive Distance Learning Program Offerings, December 2006-February 2009

- Authored a variety of standards based K-9 lessons.
- Taught one day per week in one hour blocks to classrooms across the state of Kansas.

HONORS AND AWARDS

Academic Merit Scholarship, 2000, 2008, 2009 & 2011
Academic Honor Roll, 1997-present
School of Education Honor Roll, 1999-present
Clare C. Baldwin 1927 Memorial Scholarship in Education, 2009
Judith Howard Billings Scholarship, 2008 & 2009
National School Board Association's "20 to Watch" recipient, 2008
P.E.O. Member, Chapter FZ, inducted 2005
Pi Lambda Theta Honor Society, inducted 2003
Kappa Delta Pi Honor Society, inducted 2000
Vesta Marie Edwards Smith Scholarship, 2000
P.E.O. Educational Loan Fund recipient, 2000
Golden Key National Honors Society, inducted 1999

PROFESSIONAL ORGANIZATIONS

Kansas Association for Interactive Distance Education (KAIDE), officer
International Society for Technology in Education (ISTE)
National Staff Development Council (NSDC)

National Presentations

Rowland A.L., Gilley, T. (June, 2011). "Interactive NETS: Free Resources and Projects for Digital Age Learning." Invited, hands-on, half-day workshop to be given at the annual meeting of the International Society for Technology in Education (ISTE). Philidelphia, PA.

Rowland A.L., Gilley, T. (June, 2010). "Interactive NETS: Free Resources and Projects for Digital Age Learning." Presentation given at the annual meeting of the International Society for Technology in Education (ISTE). Denver, CO.

Rowland, A.L. & Craig Hare, J. (December 2009) "Web-based Resources for 21st Century Professional Development." Presentation to be given at the annual meeting of the National Staff Development Council (NSDC), St. Louis, MO.

Stanley, M. & Rowland, A.L. (November 2009). "Evaluation of Kansas Technology Rich Classroom Project." Presentation given at State Education Technology Director's Association's (SETDA) Leadership Summit, Washington, DC.

Rowland, A.L. & Craig Hare, J. (June, 2009). "Global Connections through Natural Disasters." Presentation given at the National Education Computing Conference (NECC), Washington D.C.

Rowland, A.L. (June, 2008). "Technology Rich Classrooms: A Successful Professional Development Model." Presentation given at the National Education Computing Conference (NECC), San Antonio, TX.

Rowland, A.L. (June, 2008). "The Best Free Stuff on the Web: Tools for Teachers." Presentation given at the National Education Computing Conference (NECC), San Antonio, TX.

Rowland, A.L. (December, 2007). "Integrate Internet Resources into Classroom Instruction with 4Teacher Tools." Presentation given at the annual meeting of the National Staff Development Council (NSDC), Dallas, TX.

State and Local Presentations

Rowland, A.L., Gilley, T. (March, 2011). "Achieving the NETS*S: Field-Tested Projects, Lessons, and Free Resources." Presentation to be given at the annual meeting of the Mid-America Association for Computers in Education (MACE), Manhattan, KS.

Stanley, M. & Rowland, A.L. (January, 2011) "Critical Elements for Creating 21st Century Schools". Presentation given at annual meeting of United School Administrators (USA) of Kansas annual convention. Wichita, KS.

Rowland, A.L. (June, 2010). "Filling your NETS*S: Free Resources and Projects for Digital Age Learning." Presentation given at the Strategies for Educational Improvement Conference, Lawrence, KS.

Rowland, A.L. & Gilley, T. (October 2009). "21st Century Classrooms: Today's Students, Tomorrow's World." Presentation given at Kansas State Department of Education's Assessment Conference, Topeka, KS.

Rowland, A.L. (July, 2009). "The Ultimate Teacher Toolbox: Free Web-Based Resources for Teachers." Half day, preconference session given at the International Strategic Instruction Model (SIM) Conference, Lawrence, KS.

Rowland, A.L. (April 2009). "Technology Can Make Your Life Easier: Free Online Resources for Teachers!" Presentation given at the annual meeting of the Kansas Department of Education (KSDE) Technology Conference, Wichita, KS.

Rowland, A.L. (March 2009). "Technology to the Rescue: Powerful Assessment Preparation Resources!." Presentation given at the annual meeting of the Mid-America Association for Computers in Education (MACE), Manhattan, KS.

Rowland, A.L. (March 2008). "Levels of Technology Implementation (LoTi): An Authentic Measure of Use." Presentation given at the annual meeting of the Mid-America Association for Computers in Education (MACE), Manhattan, KS.

Rowland, A.L. (February 2007). "Integrate Internet Resources into Classroom Instruction with 4teacher Tools." Presentation given at the annual meeting of the Kansas City Metropolitan Educational Technology Network (TechNet), Lee's Summit, MO

Publications

Ault, M., Adams, D., Rowland, A.L., Tiemann, G. (2010). Targeted Educational Games: Fun and So Much More! Paper presented at annual meeting of the International Society for Technology in Education (ISTE). Denver, CO.

Isreal, M., Knowlton, E., Griswold, D., Rowland, A. (2009). Application of video-conferencing technology in teacher education: Increasing understanding, engagement, and competence. *Journal of Special Education Technology.*

Rowland, A.L., & Stanley, M (2008). Transforming the Classroom: TRC in Kansas. *T.H.E. Journal*, 35(7), 12.

Patricia Sampson Graner

University of Kansas Center
for Research on Learning
JRP 517
Lawrence, KS 66044
pgraner@ku.edu

Summary of Professional Experience:

- **PhD in Learning Disabilities and minor in Reading**
- **Director of the Professional Development Research Institute at KUCRL**
- **Public school teacher and administrator for more than 24 years with focus in special education at the secondary level**
- **Expert implementer and instructor in various research based, evidence based instructional tools and strategies developed at the University of Kansas and elsewhere.**

Professional Experience

2006-present **University of Kansas Center for Research on Learning** *Lawrence, Kansas*
Director, Specialist, Researcher

- Lead and support the professional developer network – more than 1500 educators internationally
- Scale up the network to deliver quality professional development and support for effective schools that results in improved student achievement
- Engage in professional development research efforts
- Lead professional development efforts for IES Adult Literacy Grant at Job Corps, Excelsior Springs. Develop
- Support Virginia State Personnel Development Grant project to develop and research the Content Literacy Continuum in demonstration sites in 20 school sites.

2002-2007 **University of Kansas Center for Research on Learning** *Lawrence, Kansas*
Doctoral Fellow – Special Education

- Guest Lecturer & Presenter, University of Kansas: various courses, Special Education and Teaching and Leadership, Content Area Reading
- Graduate Teaching Assistant to the Assistant Dean for the School of Education, Introduction to Teaching.

2000-2004 **University of Kansas Center for Research on Learning** *Seattle, Washington*
Practice Integration Director, Strategic Learning Center

- Start-up, develop products, and lead professional development activities for a non-profit organization focused on the educational needs of youth in out-of-home and foster care.
- Directed the design and development of professional development activities related to Strategic Tutoring
- Designed and developed the capacity building certification related to Strategic Tutoring

2001-2002 **Casey Family Programs** *Seattle Washington*
Assistant Director of Education

- Supported 23 national divisions in meeting educational needs of youth in foster and out-of-home care
- Curriculum and product development focused on literacy.
- Curriculum development - *Endless Dreams*: What schools should know about youth in foster care

1986-2000 **School District of Palm Beach County** *Palm Beach County, Florida*
Curriculum and Instructional Specialist, Program Planner, Teacher

- *District Specialist, School Improvement and Staff Development*: Lead and facilitate district professional development goals, inservice implementation, add-on certification, and alternative certification
- *District Facilitator, K-2 Reading/Literacy Initiative*: Develop, conduct, and facilitate site-based training model for early literacy coaches
- *District Lead, Collaborative Site-Based Training Cadre*: Develop, conduct, and facilitate district

professional development for inclusive practices

- *District Program Planner, Specific Learning Disabilities and Varying Exceptionality Programs*: Facilitate implementation of IDEA, curriculum development, Pupil Progression Plan, Special Programs and Procedures, product development, program and teacher evaluation
- *Area Resource Teacher specializing in inclusive practices*: IDEA/LRE compliance, curriculum support, product development, progress monitoring, exemplary practices, mentor teacher and support
- *Olympic Heights High School: Learning Strategies Teacher*, Department Chair, Exceptional Student Education Contact, School Improvement Chair, SACS accreditation co-chair
  - Member: State of Florida Collaborative Training Initiative Committee, Florida Comprehensive Assessment Test (FCAT) Middle School Math Advisory Committee, State of Florida Proposal Reviewer;
  - District Professional Developer: Strategic Instruction Model, Cooperative Consultation Model, Southern Association of Colleges and Schools, Work Sampling;
- *Loggers' Run Middle School: Learning Strategies Teacher*

1976-1986 **Northwest Tri-County Intermediate Unit** *Edinboro, Pennsylvania*
Teacher and Instructional Support

- Northwestern High School, Mixed Category Resource Room Teacher
- Pennsylvania Regional Computer Resource Center Resource Teacher
- Summer Project Career Exploration Coordinator
- Waterford Elementary School, Primary Special Education Teacher

Education

2007 Ph.D. University of Kansas, Major: Learning Disabilities/Reading
1979 M.Ed. Edinboro University of Pennsylvania, Major: Special Education
1975 B.S. Edinboro University of Pennsylvania, Major: Elementary Education/Special Education
1973 A.A. Community College of Allegheny County, Pennsylvania

Publications

Ehren, B.J., Deshler, D. D., & Graner, P. S. (2010). Using the content literacy continuum as a framework for implementing RTI in secondary schools. *Theory Into Practice, Volume 49 Issue 4.2,* 315-322.

Faggella-Luby, M. N. & Graner, P. S. (2010) Literacy supports for adolescent struggling readers: taking action through comprehension instruction. In Mastropieri, M. & Scruggs, T. (Eds.) *Literacy and Learning (Advances in Learning and Behavioral Disabilities, Volume 23)*, Emerald Group Publishing Limited, pp.61-94

Scheuermann, A., Harris, M.L., Faggella-Luby, M.N., Fritschmann, N., Graner, P.S., & Deshler, D.D. (2009). Closing the performance gap: Learning strategies instruction for adolescents with learning disabilities. In George Sideridis & T. Citro (Eds.) *Educating students with learning disabilities: Validated instructional practices*. Boston: Learning Disabilities Worldwide.

Graner, P.S., Faggella-Luby, M.N., & Fritschmann, N.S. (2005). An overview of responsiveness to intervention: What practitioners ought to know. *Topics in Language Disorders, 25*(2), 93-105.

Simpson, R.L., LaCava, P.G., & Graner, P.S. (2004). The No Child Left Behind Act: Challenges and implications for educators of students with special needs. *Intervention in School and Clinic, 40*(2), 67-75.

Lenz, K., Graner, P., & Adams, G. (2003). Learning Express-ways: Building academic relationships to improve learning. *Teaching Exceptional Children 35*(3), 70-3.

Adams, G., Lenz, B.K., Laraux, M., Graner, P., & Pouliot, N. (2001). The effects of ongoing communication between teachers and adolescents with disabilities. University of Kansas Center for Research on Learning: Institute for Academic Access.

B. KEITH LENZ
SRI International

Senior Disability Researcher
Center for Education and Human Services, Policy Division

Specialized Professional Competence

Large-scale evaluation and intervention research, with a focus on exceptional and disadvantaged populations.

Representative Research Assignments

Senior Researcher. Under subcontract with Michigan Department of Education, conducting a 4-year impact evaluation of Michigan's FUSION Reading for Striving Readers in 10 high schools. Students are the unit of assignment and analysis.

Co-Principal Investigator, Evaluation of the Effects of the Intel Reader on Improving the Reading Performance of Adolescents with Learning Disabilities, study conducted for the Intel Digital Health Group.

Project Director and Principal Investigator, Development of a Screening, Intervention, and Service Provider Training Model to Enhance Programs for Adults with Learning Disabilities, University of Kansas.

Other Professional Experience

Associate Professor, Department of Special Education, University of Kansas, 2002–May 2010

Executive Director, Strategic Learning Center, Inc., Seattle, 1999–2002

Research Scientist, Center for Research on Learning, University of Kansas, 1995–2010

Research Associate, Institute for Research in Learning Disabilities, University of Kansas, 1987–95

Evaluation Activities Coordinator, Center of Excellence for Math, Science, Computers and Technology, Florida Atlantic University, 1984–86

Research Associate, Coordinator of Curriculum Development and School Liaison, Institute for Research in Learning Disabilities, University of Kansas, 1981–82

Research Assistant, Institute for Research in Learning Disabilities, University of Kansas, 1979–81

Graduate Assistant, Bradley University, Secondary Education Department, Peoria, Illinois 1975–76

Academic Background

Ph.D., special education, curriculum, honors, 1983, University of Kansas, Lawrence

M.A., special education, 1976, Bradley University, Peoria, Illinois

B.S., history/secondary education, cum laude, 1975, Bradley University, Peoria, Illinois

Selected Publications

Lenz, K., Wei, X., & Blackorby, J. (2011). *Evaluation of the effects of the Intel® Reader on improving the reading performance of adolescents with learning disabilities.* Menlo Park, CA: SRI International.

Bulgren, J. A., Marquis, J. G., Lenz, B. K., Schumaker, J. B., & Deshler, D. D. (2009). Effectiveness of a question exploration to enhance students' written expression of content knowledge and comprehension. *Reading and Writing Quarterly, 25*(4), 271–289.

B. KEITH LENZ (continued)

Selected Publications (continued)

Bulgren, J. A., Marquis, J. G., Lenz, B. K., Schumaker, J. B., & Deshler, D. D. (2009). The effectiveness of a question exploration routine to enhance learning in diverse secondary classrooms. *Journal of Educational Psychology*.

Boudah, D. J., Lenz, B. K., Schumaker, J., & Deshler, D. D. (2008). Teaching in the face of academic diversity: Unit planning and instruction by secondary teachers to enhance learning in inclusive classes. *Journal of Curriculum and Instruction, 2*(2), 74–91.

Lenz, B. K., & Deshler, D. D. (2008). Using the principles of strategies instruction as the underpinnings of an effective preservice teacher education model. In T. M. Skrtic, E. M. Horn, & G. M. Clark (Eds.) *Taking stock of special education policy and practice: A retrospective commentary*. Denver, CO: Love Publishing.

Lenz, B. K., Adams, G. L., Bulgren, J. A., Pouliot, N., & Laraux, M. (2007). Effects of curriculum maps and guiding questions on the test performance of adolescents with learning disabilities. *Learning Disabilities Quarterly, 10,* 235–244.

Bulgren, J., Deshler, D. D., & Lenz, B. K. (2007). Engaging adolescents with LD in higher order thinking about history concepts using integrated content enhancement routines. *Journal of Learning Disabilities, 40*(2), 121–133.

Bulgren, J. A., Marquis, J. G., Deshler, D. D., Schumaker, J. B., & Lenz, B. K. (2006). Instructional context of inclusive secondary general education classes: Teachers' instructional roles and practices, curricular demands, and research-based practices and standards. *Learning Disabilities: A Contemporary Journal, 4*(1), 39–66.

Schumaker, J. B., Deshler, D. D., Woodruff, S., Hock, M F., Bulgren, J. A., & Lenz, B. K. (2006). Reading strategy interventions: Can literacy outcomes be enhanced for at-risk adolescents? *Teaching Exceptional Children, 38*(3), 64–69.

Lenz, B. K., Ehren, B. J., & Deshler, D. D. (2005). The content literacy continuum: A school reform framework for improving adolescent literacy for all students. *Teaching Exceptional Children. 37*(6), 60–63.

Lenz, B. K., & Deshler, D. D. (Eds.). (2004). *Teaching content to all: Inclusive teaching in grades 4-12.* Boston, MA: McGraw-Hill.

Lenz, B. K., & Deshler, D. D. (2004). Adolescents with learning disabilities: Revisiting the educator's enigma. In B. Y. L. Wong (Ed.), *Learning about learning disabilities.* 3rd edition (pp 535-564). San Diego, CA: Academic Press.

Ehren, B. J., Lenz, B. K., & Deshler, D. D. (2004). Language factors affecting adolescent literacy. In C. A. Stone, E. R. Silliman, K. Apel, & B. J. Ehren (Eds.). *Handbook of literacy and language: Development and disorders (Challenges in language and literacy)*. New York, NY: Guilford.

Bulgren, J. A., Lenz, B. K., Schumaker, J. B., Deshler, D. D., & Marquis, J. (2002). The use and effectiveness of a comparison routine in diverse secondary content classrooms. *Journal of Educational Psychology*, *94*(2), 356–371.

Grossen, B., Davis, B., Deshler, D. D., Schumaker, J. B., Bulgren, J., & Lenz, B. K., (2002). Big ideas (plus a little effort) produce big results. *Teaching Exceptional Children, 34*(4), 70–74.

Scanlon, D., & Lenz, B. K. (2002). Intervention practices in adult literacy education for adults with learning disabilities. *Journal of Postsecondary Education and Disability*, *16*(1), 32–49.

Selected Publications (continued)

Deshler, D. D., Schumaker, J. S., Bulgren, J. B., Lenz, B. K., Carnine, D., Grossen, B., & Jantzen, J. E. (2001). Teaching students with LD how to master difficult content by anchoring it to what they know. *Teaching Exceptional Children, 33*(4), 82-86.

Deshler, D. D., Schumaker, J. B., Lenz, B. K., Bulgren, J. A., Hock, M. F., Knight, J., & Ehren, B. J. (2001). Ensuring content-area learning by secondary students with learning disabilities. *Learning Disabilities Research and Practice, 16*(2), 96–108.

Lenz, B. K. (Ed.). (2001). *Online academy: Research-based practices for teaching reading to students with learning disabilities* (7 online course modules). University of Kansas Center for Research on Learning.

Boudah, D. J., Lenz, B. K., Bulgren, J. A., Schumaker, J. B., & Deshler, D. D. (2000). Don't water down: Enhance content learning through the unit organizer routine. *Teaching Exceptional Children, 32*(3), 48–57.

Bulgren, J. A., Deshler, D. D., Schumaker, J. B., & Lenz, B. K. (2000). The use and effectiveness of analogical instruction in diverse secondary content classrooms. *Journal of Educational Psychology, 92*(3), 426–441.

Corley, M. A., Lenz, B. K., Sturomski, M. S., Scanlon, D., Tibbetts, J., Mellard, D., & Catts, H. (1999). *Bridges to practice: A research-based guide for literacy practitioners serving adults with learning disabilities. Guidebook 1- Preparing to serve adults with learning disabilities.* Washington, DC: National Adult Literacy and Learning Disability Center.

Corley, M. A., Lenz, B. K., Sturomski, M. S., Scanlon, D., Tibbetts, J., Mellard, D., & Catts, H. (1999). *Bridges to practice: A research-based guide for literacy practitioners serving adults with learning disabilities. Guidebook 2 - The assessment process.* Washington, DC: National Adult Literacy and Learning Disability Center.

Corley, M. A., Lenz, B. K., Sturomski, M. S., Scanlon, D., Tibbetts, J., Mellard, D., & Catts, H. (1999). *Bridges to practice: A research-based guide for literacy practitioners serving adults with learning disabilities. Guidebook 3 - The planning process.* Washington, DC: National Adult Literacy and Learning Disability Center.

Corley, M. A., Lenz, B. K., Sturomski, M. S., Scanlon, D., Tibbetts, J., Mellard, D., & Catts, H. (1999). *Bridges to practice: A research-based guide for literacy practitioners serving adults with learning disabilities. Guidebook 4 - The teaching/learning process.* Washington, DC: National Adult Literacy and Learning Disability Center.

Lenz, B. K., & Schumaker, J. B. (Eds.). (1999). *Adapting materials for middle school students with disabilities.* Reston, VA: The Council for Exceptional Children.

Lenz, B. K., & Scanlon, D. (1998). SMARTER teaching: Developing accommodations to reduce cognitive barriers to learning for individuals with learning disabilities. *Perspectives*, *24*(3), 16–19.

Lenz, B. K., with Schumaker, J. B., Deshler, D. D., & Bulgren, J. A. (1998). *The course organizer routine.* Lawrence, KS: Edge Enterprises.

Boudah, D. J., Deshler, D. D., Schumaker, J. B., Lenz, B. K., & Cook, B. (1997). Student-centered or content-centered? A case study of a middle school teacher's lesson planning and instruction in inclusive classes. *Teacher Education and Special Education, 20*(3), 189–203.

B. KEITH LENZ (concluded)

Selected Publications (concluded)

Deshler, D. D., Ellis, E. S., & Lenz, B. K. (1996). *Teaching the learning disabled adolescent: Strategies and methods.* Denver, CO: Love Publishing.

Lenz, B. K., Ellis, E. S., & Scanlon, D. (1996). *Strategic instruction for adolescents with learning disabilities.* Austin, TX: PRO-ED.

Papers and Invited Presentations

Bulgren, J. A., & Lenz, B. K. (2008, July). *Embedded and emerging strategies at Level I of the Content Literacy Continuum*. Presented at the 30th Annual International SIM Conference, Kansas City, MO.

Bulgren, J. A., & Lenz, B. K. (2008, July). *High-quality content enhancement implementation.* Presented at the 30th Annual International SIM Conference, Kansas City, MO.

Bulgren, J. A., & Lenz, B. K. (2008, July). *Making content enhancement make a difference: Let's find all the pieces to the puzzle*. Presented at the 30th Annual International SIM Conference, Kansas City, MO.

Lenz, B. K., & Bulgren, J. A. (2008, July). *And now for the rest of the story: Strategic enhancers!* Presented at the 30th Annual International SIM Conference, Kansas City, MO.

Ehren, B. J., & Lenz, B. K., (2002, November) *The role of the SLP in promoting content literacy with adolescents.* American Speech-Language-Hearing Association Annual Convention.

Lenz, B. K. (2002, June). *Learning expressways: Developing academic relationships to improve learning.* Presented at the annual meeting of educational specialists serving youth in out-of-home care, sponsored by Casey Family Programs Foundation.

Lenz, B. K. (2002, May). *The Strategic Instruction Model. Workshop II: Practice models for adolescent literacy success*. Delivered at the Conference of the National Institutes of Child Health and Human Development (invited).

Bulgren, J. A., Lenz, B. K., & McKnight, M. (2002, April). *The power of questions and graphic organizers in inclusive high school language arts courses.* International Council for Exceptional Children Annual Conference, New York, NY.

Lenz, B. K. (2002, January). *Organizing the curriculum*. Presented at the Winter Institute for Educational Leaders, sponsored by the American Federation of Teachers.

ELLEN PETERS SCHILLER
SRI International

Senior Policy Researcher
Center for Education and Human Services, Policy Division

Specialized Professional Competence

Research and evaluation focused on interventions for struggling adolescent readers, study of implementation and special education policy and practices. Use of research designs has included experimental research, survey research and implementation of field research, including interviews, focus groups, and document analysis. Analytic approaches include creation of conceptual logic models, analytic designs, instrument development; use and analysis of existing databases. Communication modes include preparation of fact sheets and reports for policy and practice audiences at local and national levels.

Representative Research Assignments

Co-Principle Investigator. Under subcontract with Michigan Department of Education, conducting a 4-year impact evaluation of Michigan's FUSION Reading for Striving Readers in 10 high schools. Students are the unit of assignment and analysis.

Co-Principle Investigator. Under subcontract to MDRC, conducting the 5-year study on the Impact Evaluation of Response to Intervention Strategies. Responsible for analytic description of mature RtI schools. Contribute to site recruitment, impact analysis, and report writing.

Co-Project Director. Under subcontract to Mathematica Policy Research (MPR) for the What Works Clearinghouse (WWC), serve as the content expert and conduct reviews of research on effective interventions for children with learning disabilities. Obtained certification for conducting WWC reviews for the quality and rigor of group research designs.

Task Leader, IDEA National Assessment Analytic Support project. Analysis of secondary data sources to study state variation in the identification and outcomes of children for early intervention and special education services for the Institute of Education Sciences. Findings to be included in a Congressional report.

Senior Policy Researcher. Wrote report, *A National Profile of the Classroom Experiences and Academic Performance of Students with Learning Disabilities,* using data from the Special Education Elementary Longitudinal Study (SEELS).

Project Director, The Study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act (SLIIDEA). Using a mixed methods design, conducted this congressionally mandated study that collected and analyzed data from all 50 states plus DC, as well as a nationally representative sample of districts and schools that serve children with disabilities. The study measured change over time by collecting survey data four times over a 6-year period, beginning in 2000. Survey data was buttressed by four qualitative studies. Policy briefs, fact sheets, and final reports prepared for use by multiple audiences.

Director, An Analysis of the Use of an Early Reading Program. Designed and analyzed surveys sent to a simplified random sample of 6,000 teachers to assess teachers' satisfaction with their current reading/language arts programs and materials.

Senior Analyst. Participated in design and analysis of Best Practices of a Charter High School supported by the Ford Foundation. Prepared the conceptual framework for guiding the identification and analysis of best practices used by high school teachers.

ELLEN PETERS SCHILLER (continued)

Representative Research Assignments (concluded)

Education Researcher. Conducted quasi-experimental research on strategies designed to improve vocabulary and reading comprehension outcomes for students with and without learning disabilities. Published in referred journals.

Selected Professional Experiences

SRI International (2006 to present)
Senior Associate, Abt Associates (1998-06)
Branch Chief of Directed Research. Division of Innovation and Development, Office of Special Education Programs, U. S. Department of Education (1991-98)
Specialist, Association for Supervision and Curriculum Development (l988-89)
Director of Training, Council for Exceptional Children (l985-88)
Assistant Professor, Trinity College (1983-85)
Research Specialist, University of Wisconsin-Madison (1982-83)
Research Associate, Arizona State University (1978-82)
Learning Disability Teacher, Berkeley County Board of Education (1975-78)

Academic Background

Ph.D., special education, 1983, Arizona State University
M.A., special education, 1975, West Virginia University
B.A., psychology, 1972, West Virginia University

Selected Publications and Presentations

Blackorby, J., Schiller, E., Mallik, S., Hebbeler, K., Huang, T., Javitz, H., Marder, C., Nagle, K., Shaver, D., Wagner, N., & Williamson, C. (2010). *Patterns in the identification of and outcomes for children and youth with disabilities (NCEE 2010-4005).* Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Jacobson, J., Angelo, L., Sekino, Y., Blackorby, J., Schiller, E., & Mallik, S. (2010, April). *Children and youth identified under IDEA and their outcomes.* Prepared for the Annual Council for Exceptional Children Conference. Nashville, Tenn.

Schiller, E., & Jacobson, J. (2008, November). *Design of the impact evaluation of response to intervention strategies in reading*. Prepared for the Annual Conference of the Council for Exceptional Children: Council of Administrators of Special Education, Myrtle Beach, SC.

Schiller, E., Sanford, C., & Blackorby, J. (2008). *A national profile of the classroom experience and academic performance of students with learning disabilities: A special topic report from the Special Education Elementary Longitudinal Study.* Menlo Park, CA: SRI International.

Schiller, E. (2006, March). *Marking the progress of IDEA implementation.* Invited paper at the AERA/IEL Congressional Briefing, Washington, DC.

O'Reilly, F., Ouellette T., & Schiller, E. (2005, March). *Improving teachers' instructional capacity: Resource implications for meeting the educational needs of students with disabilities*. Presented at the Annual American Education Finance Association Conference, Louisville, KY.

Schiller, E., & O'Reilly, F. (2003, April). *Accountability for students with disabilities: Year 1 survey findings, Year 1 and 2 focus study findings*. Presentation at the annual meeting of the American Educational Research Association, Chicago, IL.

Selected Publications and Presentations (concluded)

Gersten, R., Schiller, E., Vaughn, S., & Schumm, J. (Eds.). (2001). *Contemporary special education research: Syntheses of the knowledge base on critical instructional issues.* Hillsdale, NJ: Lawrence Erlbaum Associates.

Schiller, E., Malouf, D., Hauser, J., & Fein, J. (1998). Technology and children with disabilities. In M. Coutinho (Ed.), *Integrating children with disabilities: Best practices*. Baltimore, MD: Brooks Cole Publishing Co.

Danielson, L., Henderson, K., & Schiller, E. (1998, November). *Educational policies for children with attention deficit disorders*. Invited paper for the consensus conference on children with attention deficit disorders sponsored by the National Institute of Health, Bethesda, MD.

Gersten, R., Vaughn, S., Deshler, D., & Schiller, E. (1997). What we know about using research findings: Implications for improving special education practice. *Journal of Learning Disabilities*, *30*(5), 466-476.

Schiller, E. (1996, July). *Federal education interests and priorities on attention deficit disorder.* Invited testimony to the Institute of Medicine Board on Children, Youth, and Families, National Academy of Sciences, Washington, DC.

Schiller, E., Malouf, D., & Danielson, L. (1995). Using research to improve practice: A Federal perspective. *Remedial and Special Education*, *16*(6), 372-375.

Malouf, D., & Schiller, E. (1995). Practice and research. *Exceptional Children*, *61*(5), 414-424.

Peters, E. E., & Lloyd, J. W. (Eds.). (1987). Effective reading instruction. *Teaching Exceptional Children, 19*(2), 58-65.

Peters, E. E., & Levin, J. R. (1986). Effects of a mnemonic imagery strategy on good and poor readers recall of prose. *Reading Research Quarterly, 21*, 179-192.

Peters, E. E., Levin, J. R., McGivern, J., & Pressley, M. (1985). A further comparison of representational and transformational imagery. *Journal of Educational Psychology, 77*, 129-136.

Honors and Awards

OSERS Peer Recognition Award for exemplary skills exhibited as a mentor to helping, advising, and instructing other employees, Office of Special Education Programs, U.S. Department of Education, May 1998.

OSERS Peer Recognition Award for distinction in carrying out a project that contributes to the general welfare of OSERS as an organization, Office of Special Education Programs, U.S. Department of Education, April 1995.

CHADD Outstanding Educator, Awarded by Children and Adults with Attention Deficit Disorders for improvement of research on attention deficit disorder, 1995.

Dr. Joanne Frazier Parachek Research Assistant Award, Department of Educational Psychology, Arizona State University, 1983.

Member (1996-1999), Professional Advisory Board for the Shaklee Institute for the Improvement of Practices in Special Education, Wichita, Kansas.

Member (1996-1998), Research Advisory Board to the Division of Learning Disabilities, Council for Exceptional Children, Reston, Virginia.

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1237-Indirect_Cost_Agreement_7-1-2010_through_6-30-2012.pdf**

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

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

Attachment 4:
Title: Pages: Uploaded File: **1240-Resumes_of_Key_Project_Personnel_050511(445pm).pdf**

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

Kansas Department of Education
120 S.E. 10th Avenue
Topeka, KS 66612-1182

EIN: 486029925

DATE: OCT 1 3 2010

AGREEMENT NO. 2010-055
FILING REFERENCE: This replaces previous Agreement No. 2009-057A dated July 20, 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
Predetermined	07-01-10	06-30-11	15.3%	1/	All	All Programs
Predetermined	07-01-11	06-30-12	15.3%	1/	All	All Programs

1/ Total direct costs less capitalized equipment, alterations and renovations, flow-through funds and each sub-award 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 those employee salaries designated as a direct cost for the restricted cost rate calculation.

Capitalization Policy: Equipment items having an acquisition cost of $500 or more, and an estimated useful life of at least one year, are capitalized and depreciated. Items under $500 are charges as supplies. Depreciation charges are excluded from rate calculation and billing.

Section II – Particulars

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

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

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

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

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

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

Section III - Special Remarks

1. This agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this agreement should be directed to the Negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.

Section IV - Approvals

For the State Education Agency:

Kansas Department of Education
120 S.E. 10th Avenue
Topeka, KS 66612-1182

Signature

Ethan Erickson
Name

Director, FSO
Title

10/19/10
Date

For the Federal Government:

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

Mary Gougisha
Signature

Mary Gougisha
Name

Director, Indirect Cost Group
Title

OCT 13 2010
Date

Richard A. Koris
Negotiator

(202) 245-8061
Telephone

May 5, 2011

Dr. Diane DeBacker
Commissioner of Education
Kansas State Department of Education
120 SE 10th Avenue
Topeka, KS 66612-1182

Dear Diane,

The purpose of this letter is to express my wholehearted support for the Kansas Striving Readers Project proposal being submitted to the US Department of Education.

As you know, SRI International a strong track record in providing programmatic evaluation for educational initiatives nationwide, and internationally. Evaluation is a key factor contributing to the overall success of a program, particularly one as complex as that described in your proposal.

SRI International is pleased to serve as an independent external evaluator for the Kansas Striving Readers Project should it be funded. As an independent, non-profit, national research and evaluation firm, SRI International possesses diverse capacity in executing quantitative and qualitative research across multiple areas enumerated in the RFP. The vast majority of SRI's studies focus on educational policies and practices that support the effectiveness of teachers and principals to improve outcomes for underserved students, especially those at-risk, English Language Learners (ELL), and students with learning disabilities. Our studies employ methods that span large-scale cluster randomized trials, quasi-experimental designs, survey research, implementation research and in-depth qualitative case studies. SRI understands that research conducted as part of this project must meet the highest standards for technical quality, rigor and relevance in order to provide reliable evidence to support claims and recommendations. Our organization has a reputation of providing impartial, unbiased results with a goal of identifying what works to improve education and translate that information for a variety of stakeholders. We propose to conduct an objective and independent formative evaluation of the progress and impact of the activities of those who are awarded subgrants as part of this project. We look forward to working with the University of Kansas Center for Research on Learning in providing technical support to these subgrants.

In our evaluation activities we take a customer-focused orientation. Our culture is one of working to make our clients successful by working collaboratively to ensure cost-effective, informative outcomes. We use a team approach to staffing and managing research projects so that we can bring a variety of expertise and perspectives to bear on important problems and decisions. For the evaluation of subgrant activities we are proposing a small senior team, led investigators, Dr. Keith Lenz and Dr. Ellen Schiller, supported by researchers with both methodological and substantive expertise (e.g., ELL and special education, literacy interventions, program implementation, teacher professional development, growth modeling).

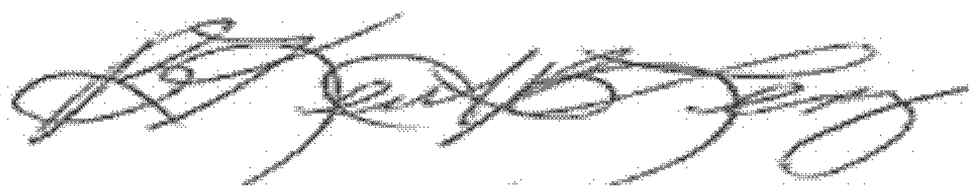
SRI International
333 Ravenswood Avenue • Menlo Park, California 94025-3493 • 650.859.2000

Our team has an outstanding record of experience and expertise in complex experimental and mixed method evaluations of multiyear, multilevel school reform efforts. We design, collect, and analyze interview, survey, classroom and student achievement data and produce reader friendly products on time and on budget. Nearly all of our recent work involves effective collaboration with multiple partners including school staff, broader school communities, university researchers, and community nonprofit staff. We currently serve a similar evaluation role for three Investing in Innovation (i3) projects in Illinois, Virginia, and Florida, as well as for Michigan's Striving Readers Program. We also are studying the implementation of models of Response to Intervention (RtI) in four states, as well as a national evaluation of RtI. In each of these cases, we work closely with developers and implementers to establish evaluation needs and also provide the necessary independence for a strong, rigorous evaluation.

Should the Kansas Striving Readers proposal be funded SRI International is very willing to be involved in this initiative by providing evaluation services, both formative and summative. This would involve monitoring progress towards meeting the goals and indicators outlined by the grantee districts in birth to five years, K-5, middle, and secondary schools. We would participate with KU-CRL in program planning and implementation and the instructional use of technology as the project progresses. I understand that our involvement with the grantee districts would be through a contractual services agreement and is a part of the grant requirements.

Thank you for the opportunity to work with you on this very worthwhile project.

Sincerely,



B. Keith Lenz
Senior Disability Researcher

SRI International
333 Ravenswood Avenue • Menlo Park, California 94025-3493 • 650.859.2000

THE UNIVERSITY OF KANSAS
Center for Research on Learning

May 4, 2011

Dr. Diane DeBacker
Commissioner of Education
Kansas State Department of Education

Dear Diane:

The purpose of this letter is to express my wholehearted support for the Kansas Striving Readers Project proposal being submitted to the US Department of Education. As you know, the Center for Research on Learning has been committed to meeting the needs of struggling learners for nearly 35 years, particularly addressing students who experience barriers to literacy. Our research has contributed to the efforts to development evidence-based intervention strategies, particularly for the secondary learner. We have established an extensive professional development network of highly skilled coaches who have extensive experience working with practitioners to support them in the effective implementation of evidence-based practices.

Should The Kansas Striving Readers proposal be funded, our Center is very willing to be involved in this initiate by providing professional development and project management services. This would involve planning and implementing professional development and support for the administrators, coaches, and instructional leaders in Birth to five years, K-5, and middle and secondary schools. We would be implementing our existing models of intensive, embedded professional development in elementary and secondary settings, supported through the innovative use of instructional technologies. I understand that our involvement with the grantee districts would be through a contractual services agreement and is a part of the grant requirements.

We look forward to the opportunity of working with you on this very worthwhile project.

Most sincerely,

Donald D. Deshler
Williamson Family Distinguished Professor of Education
Director, Center for Research on Learning

J.R. Pearson Hall | 1122 West Campus Road, Room 521 | Lawrence, KS 66045-3101 | (785) 864-4780 | Fax: (785) 864-5728 | www.kucrl.org

THE UNIVERSITY OF KANSAS

Center for Research on Learning

J.R. Pearson Hall | 1122 West Campus Road, Room 521 | Lawrence, KS 66045-3101 | (785) 864-4780 | Fax: (785) 864-5728 | www.kucrl.org

Resumes of Key Project Personnel

Kansas State Department of Education – Program Oversight and Literacy Framework

Diane DeBacker
Kathy Gosa
Tom Foster
Coleen Riley
Ethan Erickson
Matt Copeland
Laurie Winter
Melinda Stanley
Gayle Stuber

Center for Research on Learning – Program Management and Professional Development

Marilyn Ault
Jana Craig Hare
Amber Rowland
Patty Graner

SRI International – Program Evaluation

Keith Lenz
Ellen Schiller

DR. DIANE M. DeBACKER

PROFESSIONAL EXPERIENCE

Commissioner of Education
Kansas State Department of Education ■ September 2010 – Present
As Commissioner of Education for the State of Kansas, I provide leadership for the Kansas State Department of Education to carry out the policies and programs prescribed by state law and the State Board, ensuring Department personnel are providing the necessary oversight and support for all schools, educators and students to meet their academic goals. Leadership and supervision for an educational system that includes 475,000 students in public and private accredited K-12 schools is an utmost priority. Through my role, I promote many initiatives including increasing academic standards, improving literacy skills, bringing technology to the classroom and making schools safer. I provide oversight of the department's teams consisting of state and federal programs, student support services, teacher education and licensure, research and planning, school accreditation, fiscal services, communication and recognitions programs, fiscal services and operations, information technology, fiscal auditing, school finance, human resources, and child nutrition and wellness.

Interim Commissioner of Education
Kansas State Department of Education ■ October 2009 – September 2010 (serving concurrently as Deputy Commissioner of the Division of Learning and Innovative Services)
As Interim Commissioner of Education I performed the same duties as those shown above. Serving as the interim commissioner for nearly a year provided me the opportunity to continue the work of the agency and the State Board of Education during a time of uncertainty in terms of the financing of public schools and increased accountability.

Deputy Commissioner of the Division of Learning and Innovative Services
Kansas State Department of Education ■ July 2008 – September 2010
As Deputy Commissioner of the Division of Learning and Innovative Services, I provide leadership to the division staff and state school districts in fulfilling the Kansas Board of Education's Strategic Goals while ensuring compliance with all state and federal education legislation including, but not limited to, the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Act (IDEA), the No Child Left Behind (NCLB) Act and the Kansas Quality Performance Accreditation (QPA) system. Division teams under my supervision include: Standards and Assessments, Teacher Education & Licensure, Special Education Services, Research & Evaluation, Title Programs & Services and Innovation and Improvement.

Associate Superintendent
Shawnee Heights USD 450 ■ July 2006 – June 2008
The associate superintendent position afforded me the opportunity to assist the superintendent in providing leadership for developing, achieving and maintaining the best possible educational programs and services for the students, staff and community members of USD 450. Major responsibilities included the recruitment and management of certified personnel; development and oversight of the New Teacher Academy and the Mentor Teacher Program; facilitating the Shawnee Heights Academy of Leadership in Technology (SHAL-Tech); serving as the suspension and expulsion hearing officer; and the supervision of curriculum in grades 7-12.

Interim Deputy Commissioner of the Learning Services Division
Kansas State Department of Education ■ April 2006 – June 2006
While serving as the Interim Deputy Commissioner of Education for the Learning Services Division, I provided leadership to the division staff and state school districts in fulfilling the Kansas Board of Education's Strategic Goals. I supervised all statewide education programs and services including

standards, assessments, curriculum instruction, research, data analysis, school accreditation, and educator licensure related to state and federal education legislation including the No Child Left Behind (NCLB) Act, the Individuals with Disabilities Education Act (IDEA), and the Kansas Quality Performance Accreditation system (QPA).

Adjunct Instructor
Washburn University and Kansas State University ■ Spring and Summer 2006; Fall 2007
I have served as an adjunct instructor for *Curriculum Development* (EDCI803) (summer 2006; fall 2007) and *Strategies for Educational Change* (EDADL834) (fall 2008; fall 2007) for Kansas State University. I also served as an adjunct instructor for *Becoming and Educational Professional* (ED225) at Washburn University during the spring semester of 2006.

Director, School Improvement & Accreditation
Kansas State Department of Education ■ July 2003 – June 2006
As Director of the School Improvement and Accreditation Team at the Kansas State Department of Education, I directed and supervised the monitoring of K-12 public and private schools participating in Quality Performance Accreditation (QPA). Additional responsibilities included supervision of the development of curricular standards, instructional support materials, and professional development related to curriculum and school improvement issues. I also supervised the Kansas Assessment Program responsible for the administration and interpretation of all statewide curriculum assessments. Other responsibilities included administration of the federal charter school grant, administration of driver education and motorcycle safety programs and approval of district staff development plans.

Principal, Washburn Rural Alternative High School ■ August 1998–June 2003
As principal at Washburn Rural Alternative High School, I was responsible for building the class schedule every three weeks, overseeing the curriculum development by the certified staff members, interviewing prospective students, supervising and evaluating the certified and classified staff, disciplining students, promoting the school to community organizations, managing the budget and working cooperatively with the main school.

Interim Test Coordinator, Auburn-Washburn USD 437 ■ Spring Semester 2003
(Concurrently with Principal of Washburn Rural Alternative HS)
I assumed the duties of the district's test coordinator when the position was unexpectedly left vacant. As the interim test coordinator, I was responsible for facilitating and coordinating the state assessments for the nearly 5,000 students in the district. I worked closely with the building administrators and teachers in scheduling the assessments and collecting the assessment answer sheets. I was also responsible for ensuring that the answer sheets were delivered to the state assessment contractor for scoring.

Internship with Senator Dwayne Umbarger, Kansas State Senate ■ January 2002 – May 2002
(Concurrently with Principal of Washburn Rural Alternative HS)
An internship of one day a week during the 2002 Kansas Legislative session was served with Senator Dwayne Umbarger. Senator Umbarger served as chair of the Senate Education Committee, the committee responsible for introducing legislation pertaining to K-12 public education and post-secondary education in Kansas. Duties performed during the internship included accompanying Senator Umbarger to committee meetings, researching education issues related to pending legislation and responding to constituent requests for information.

Sabbatical to pursue doctorate in Educational Administration & Leadership, KSU ■
August 2000 – May 2001
I was awarded a graduate assistantship at Kansas State University to teach two sections of Principles of Elementary Education during the fall and spring semesters. Additionally, I took 39 graduate hours and completed 300 hours of internships. The internships were completed with Howard Shuler,

Superintendent of USD 437 (Auburn-Washburn) (since retired), and Dale Dennis, Deputy Commissioner of Education for the Kansas State Department of Education.

Assistant Principal, Washburn Rural High School ■ August 1993 – June 1998
As Assistant Principal at Washburn Rural High School, a 6A school with an enrollment of 1,500 students, I was responsible for student discipline and attendance management, staff development, faculty evaluations, supervision of extra-curricular events and a member of various committees.

Instructional Facilitator, Auburn-Washburn USD 437 ■ August 1991 - June 1993
My role as instructional facilitator for the Auburn-Washburn school district was to ensure district coordination and assist individual schools, principals and teachers in the development and implementation of curriculum, instructional materials, instructional strategies, and evaluation tools in order to fulfill the district's instructional mission.

Director, Kansas Competency-Based Curriculum Center
School of Applied Studies, Washburn University ■ November 1987 - June 1991
I was responsible for the daily management of the Center that included the budgeting, planning, development, supervision, implementation, inservicing and dissemination of competency-based curriculum materials used in secondary and post-secondary technical education programs throughout the state of Kansas. In this position, I worked directly with the funding agency of the Center, the Kansas State Department of Education.

Manager/Systems Analyst, Office Automation Systems ■ October 1986–October 1987
Responsibilities included managing the daily activities and training and supporting the computer and word processing systems and software sold by the company.

Program Coordinator ■ Office Training and Assessment Center, Washburn University
June 1985 - October 1986
Responsibilities included the training of non-traditional students on a variety of subjects including keyboarding, computer operations, word processing, transcription machines, 10-key and electronic calculators. I was also responsible for assisting the students with job placement once training was completed.

Adjunct Instructor, School of Applied Studies, Washburn University ■ 1985 - 1991
Adjunct instructor for beginning keyboarding, beginning word processing, word processing applications and introduction to computers.

Business Education Instructor, St. Marys High School ■ August 1983 - June 1985
Courses taught included accounting I and II, general business, calculating machines and word processing. I also was the sponsor of cheerleaders, pep club, sophomore class, Future Business Leaders of America (FBLA) and student council.

Business Education Instructor, Luckey High School, Manhattan, Kansas
August 1982 - May 1983
Courses taught included accounting I and II, general business, office practice, shorthand and typing I.

EDUCATION

April 2002	**Doctorate of Educational Administration and Leadership** Kansas State University **Dissertation title**: *A Longitudinal Study of Selected Impacts of the School District Finance and Quality Performance Accreditation Act (SDFQPA) on Representative Kansas School Districts, 1993-2001*
2002	**District Level Certification** Kansas State University
1993	**Educational Administration Certification (7-12)** Washburn University of Topeka
1987	**Master of Education, Curriculum and Instruction** Washburn University of Topeka
1982	**Bachelor of Science, Business Education** Emporia State University

CURRICULUM DEVELOPMENT/FACILITATION

- Shawnee Heights USD 450 – Language Arts – 2007-2008; Science 2007-2008
- Kansas State Department of Education
  - Mathematics Standards
  - History/Government, Economics & Geography Standards
  - Reading Standards
  - Science Standards
  - Writing Standards
  - Counseling Model Standards
  - Physical Education Model Standards
  - Dance and Creative Movement Model Standards
  - Music Model Standards
  - Theater Arts Model Standards
  - Library Media Model Standards
  - Driver Education Model Standards
- Washburn Rural Alternative High School Curriculum for 1998-2003
- USD 437 Driver's Education Program, Course and Unit Outcomes Curriculum
- USD 437 Foreign Language 7-12 Program and Course Outcomes Curriculum
- USD 437 French 7-12 Unit Outcomes Curriculum
- USD 437 Music K-12 Program, Course and Unit Outcomes Curriculum
- USD 437 Social Studies K-12 Program, Course and Unit Outcomes Curriculum
- USD 437 Vocational-Technical Education 7-12 Carl Perkins & KSDE Regulations
- Washburn Rural High School Course Outcomes

LEADERSHIP RESPONSIBILITIES/COMMITTEE ASSIGNMENTS

- Education Commission of the States – Steering Committee – December 2010 - Present
- Kansas Education Commission – Fall 2010
- Governor's Graduation and Dropout Recovery and Prevention Commission Co-Chair – Fall 2010
- Governor's P20 Council – 2008-December 2010
- Kansas Postsecondary Technical Education Authority – 2009-Present
- The Center for Conative Abilities – Volunteer Executive Director – 2009 - Present
- United School Administrators – Co-chair Legislative Committee 2007-2008
- Kansas State Department of Education – Standards & Assessment Workgroup Chairperson
- Kansas State Department of Education – Guideline Documents Workgroup Chairperson
- United School Administrators NE Regional Fall Conference Coordinator 1999-2001
- Washburn Rural High School Flexible Schedule Steering Committee
- Washburn Rural High School NCA/QPA Steering Committee
- Washburn Rural High School Site Development Committee
- Washburn Rural High School, School Site Council
- USD 437 Alternative Education Committee
- USD 437 Classified Study Committee
- USD 437 Policy Review Committee
- USD 437 Professional Development Committee
- Development Committee, School of Applied Studies, Washburn University

QPA/NCA COMMITTEE MEMBERSHIP

- Logan Junior High School - NCA/QPA Chairperson
- Rossville and Emmett Grade Schools - QPA Site Team
- Burlingame High School - QPA Site Team
- Wamego High and Middle Schools – QPA Site Team

PRIVATE CONSULTANT WORK

- Cheney USD 268
- Johnson County Community College
- Kansas Competency-Based Curriculum Center
- Kaw Valley USD 321
- Lawrence High School, Technical Education Division
- Washburn University, School of Applied Studies

SELECTED INSERVICES/WORKSHOPS PRESENTED

- DeBacker, D., Dennis, D., Evans, J. (2010, August 20). *A State-District Partnership Approach for School Improvement: The Kansas Learning Network.* Presentation at the ECS National Forum on Education Policy, Portland, Oregon.
- DeBacker, D. (2005, October 25). *Accreditation of Kansas Schools*. Presentation to the 2010 Legislative Commission, Topeka, Kansas.
- DeBacker, D. (2010, May 15). Commencement Address at Kansas State University, College of Education, Manhattan, Kansas.
- DeBacker, D., Steinlage, T., White, T. (2003, November 6). *AYP and NCLB*. Speech presented at the Royal Valley Elementary School Site Council meeting, Hoyt, Kansas.
- DeBacker, D. (2010, August 10). Back to School presentation, Royal Valley school district.
- DeBacker, D. (2005, November 15). *Curriculum Development in Kansas*. Speech presented to Kansas State University curriculum class, Manhattan, Kansas.
- DeBacker, D. (2006, December 2). *Developing Leaders at the Building Level*. Speech presented at the Kansas Association of School Boards Annual Conference, Wichita, Kansas.
- DeBacker, D. (2008, May 20). *Recruitment & Retention of Teachers.* Speech presented to the Intergovernmental Council, Washburn University, Topeka, Kansas.
- DeBacker, D. (2005, November 2). *KSDE Update*. Speech presented at the Kansas Guidance Counselor's Communications Council, Emporia, Kansas.
- DeBacker, D. & Geiger, L. (2008, January 2). *The Kolbe Concept.* Professional development session presented at Shawnee Heights Middle School and Tecumseh South Elementary School, Tecumseh, Kansas.
- DeBacker, D. (2007, October 15). *The Kolbe Concept.* Breakout session presented at Shawnee Heights USD 450 professional development day, Tecumseh, Kansas.
- DeBacker, D., Gage, M., Hagerman, W., Torrey, Z. (2004, April 30). *Leader to Leader*. Speech presented at the KSDE Annual Conference, Wichita, Kansas.
- DeBacker, D. (2005, December 4). *Mini Clinic on QPA in Kansas*. Mini Clinic presented at the Kansas Association of School Boards Annual Conference, Overland Park, Kansas.
- DeBacker, D. (2003, September 11). *The New QPA and Other New State Regulations*. Speech presented at Kansas Association of School Boards Regional Conference, Topeka, Kansas.
- DeBacker, D. (2007, February 28). *NCLB*. Speech presented to the Topeka Senior Chamber of Commerce, Topeka, Kansas.
- DeBacker, D. & Huser, J. (2005, March 4). *NCLB and QPA*. Speech presented to the Wichita USD 259 staff, Wichita, Kansas.
- DeBacker, D., Loebel, J., Nobo, J. (2004, February 25). *NCLB and QPA*. Speech presented to the Basehor-Linwood USD 458 staff, Bashehor, Kansas.
- DeBacker, D. (2003, January 30). *NCLB, QPA and Other Updates from KSDE.* Speech presented at United School Administrators Conference, Wichita, Kansas.
- DeBacker, D. (2006, April 25). National Honor Society induction ceremony keynote speaker, Tecumseh, Kansas.
- DeBacker, D. & Nobo, J. (2005, October 24). *On-line Standards Training*. Speech presented at the Rural Education and Small Schools Conference, Manhattan, Kansas.
- DeBacker, D. (2010, March 26). Panel presentation to Leadership Topeka, Topeka, Kansas.
- DeBacker, D. (2004, April 26). *Overview of QPA*. Speech presented at the Northeast Kansas Educational Service Center monthly meeting, Lecompton, Kansas.
- DeBacker, D. (2005, June 15). *Panel Member for Re-Imagine 2005 with Tom Peters*. Panel member for Kan-Ed Conference, Wichita, Kansas.
- DeBacker, D. (2004, April 20). *Pilot Schools and the Revised QPA*. Speech presented at the QPA Miniconference, Girard, Kansas.

- DeBacker, D. & Nobo, J. (2004, August 11). *QPA Comparison of Current & Revised Systems.* Speech presented to the Washburn Rural High School staff, Topeka, Kansas.
- DeBacker, D. (2005, October 14). *QPA in Kansas.* Speech presented at the Kansas Association of Education Office Professionals Annual Conference, Manhattan, Kansas.
- DeBacker, D. (2005, August 4). *QPA in Kansas.* Speech presented to Baker University administration class, Overland Park, Kansas.
- DeBacker, D. (2004, December 4). *QPA in Kansas.* Speech presented at the Kansas Association of School Boards Annual Conference, Wichita, Kansas.
- DeBacker, D. (2004, April 14). *QPA in Kansas.* Speech presented to Baker University administration class, Overland Park, Kansas.
- DeBacker, D., Foster, T., Nobo, J. (2005, February 24). *School Improvement Update.* Speech presented at the Northeast Kansas Educational Service Center monthly meeting, Lecompton, Kansas.
- DeBacker, D. (2010, January 18). *State of Education.* Presentation to Kansas Teacher of the Year team.
- DeBacker, D. (2004, March 18). *Student Discipline Seminar.* Speech presented at the Kansas Association of School Boards Regional Conference, Topeka, Kansas.
- DeBacker, D. (2003, October 2). *Student Discipline Seminar.* Speech presented at Kansas Association of School Boards Regional Conference, McPherson, Kansas.
- DeBacker, D. (2003, November 6). *Welcoming Address.* Speech presented at the 54th Annual Fall Counselor's Conference, Emporia, Kansas.

PERSONAL PROFESSIONAL DEVELOPMENT

- Assistant Principal's Academy-The Learning Exchange
- Cognitive Coaching - Center for Cognitive Coaching
- Effective Schools Cadre – Auburn-Washburn USD 437
- Facilitation of Collaborative Groups - Adaptive Schools
- Haberman Star Teacher Selection Interview
- KAL-Tech – Kansas State Department of Education (member and mentor)
- Kolbe Certified Consultant – Kolbe Corporation

ADVISORY BOARDS/PROFESSIONAL ASSOCIATIONS

- Member – Education Commission of States
- Member – Council of Chief State School Officers
- Member – Baker University, Continuing Education Advisory Council
- Member - Kansas Association for School Administrators (KASA)
- Member – Association of Supervision and Curriculum Development (ASCD)
- Advisory Council Member – Mid-Continent Comprehensive Center (MCCC)
- Member - United School Administrators (USA)

COMMUNITY INVOLVEMENT

- Shawnee County Community Corrections Advisory Council Board Member 2002 – Present
- Living the Dream – USD 450 Representative
- School Attendance Coalition – USD 450 Representative
- Community Service Program – USD 450 Representative
- Christ the King Church Council Secretary 2003 - 2009
- New Directions Learning Academy Advisory Board 1998 - 2003
- USD 321 School Board; President 2001 - 2002; 2002 - 2003
- St. Marys Grade School Booster Club Co-President 2001 - 2002

- USD 321 Strategic Planning Team 2001 - 2002

AWARDS & RECOGNITION

- Excellence in Educational Leadership Award - University Council for Educational Administration – Kansas State University – Spring 2007
- Kansas Administrator of the Year – awarded by the Kansas Association of Education Office Professionals – April 2006
- Outstanding Graduate Student in Education Award – Kansas State University – College of Education – 2002
- Leadership Honoree (as nominated by Auburn-Washburn USD 437) – YMCA – 1994

J. Kathleen Gosa Director, Information Technology, KSDE

Qualifications:

- More than 25 years' experience in information technology with progressive responsibility for technical and organizational leadership with over 20 years of technical management experience including software systems development/deployment, project management, budget development/management, network administration, information systems management, customer service management, & development/negotiation of supplier relationships.
- Experienced in development and management of multi-million dollar information technology budgets, including P&L responsibility.
- Proven ability to initiate, direct, and manage corporate initiatives for providing strategic solutions to business problems. Accomplished this through numerous technologies including data warehousing, e-commerce, and client/server applications, as well as advanced business strategies such as business process re-engineering, and rapid prototyping and development.
- Experienced in establishing and utilizing formal methodologies and development frameworks, integrating prototyping, software development, database design and development, quality assurance, configuration management, user and technical training, application deployment, change management, and follow-on support.

Professional Experience:

Kansas State Dept of Educ., Topeka, Kansas (2004 – Present) ***Director of Information Technology***

AT&T Broadband, Denver, Colorado (2001 – 2003) ***Senior Technical Manager***

KAIVO, Inc., Denver, Colorado (2000-2001) ***Vice-President***

INVESCO Funds Group, Denver, Colorado (1996-2000) ***Director of Application Development***

Jc-I-T Institute of Technology, Denver, Colorado (1995-1996)*Vice President Software Engineering*

Information Foundation, Denver, Colorado (1985-1995) *Director, Software Development & Training*

University of Kansas, Lawrence, Kansas (1985-1986), *Research Assistant*

Washburn University, Topeka, Kansas (1982-1986), *Instructor*

Other Experience and Affiliations:

KAN-ED Advisory Council representative for K-12 (2004-present). **Kansas Information Technology Advisory Board (ITAB) member** (2004-present).
Council of Chief State School Officers (CCSSO) EIMAC representative for Kansas and current chair of Longitudinal Data System subcommittee (2006 – present).
NCES Forum SEA Representative and current Chair of the Forum (2005 – present).
The Data Warehouse Institute (TDWI) member (2002 – present).

Education:

M.S., Computer Science (With Highest Honors), University of Kansas, Lawrence, KS
B.A., Computer Science/Mathematics (MagnaCumLaude), Washburn University, Topeka, KS
A.A., Information Sciences, Washburn University
B.S.Ed., Mathematics (With Distinction), University of Kansas, Lawrence, KS

(b)(6)
(b)(6)
tfoster@ksde.org

Thomas W. Foster

Earned Degrees:

PhD., University of Kansas, 1999
M.A., Washburn University, 1988
Certified Secondary Education and Administration, Washburn University, 1980, 1988
B.A., University of Kansas, 1976

State and National Experience

Kansas State Department of Education, Topeka, KS **2004 – Present**
Director, Standards and Assessment Services
Director, Career and Technical Education Services,
Director, Research and Evaluation Services
Deputy Commissioner, Division Learning and Innovative Services
Deputy Commissioner, Learning Services Division.
Director, School Improvement & Accreditation

University Experience

Benedictine College Atchison, KS **2009 – Current**
Adjunct Professor – Department of Education
Baker University Baldwin, KS **1999 – Current**
Adjunct Professor – School of Professional and Graduate Studies
Washburn University Topeka, KS **1999 – 2006**
Adjunct Professor – Department of Education
University of Kansas Lawrence Ks **1992 – 1995**
Adjunct Professor – Schools of Education and Liberal Arts
University of Kansas, Lawrence, KS **1974 – 1977**
Teaching Assistant –College of Liberal Arts and Sciences

District and Classroom Level Experience

Auburn-Washburn USD 437, Topeka, KS **1994 – 2004**
Curriculum Supervisor, K – 12.
Director of Career and Technical Education
Principal of High School and Middle School At-Risk Program
USD #450, Shawnee Heights, Tecumseh, KS **1982 – 1993**
Language Arts Teacher
USD #454, Burlingame, KS **1981 – 1982**
Language Arts Teacher

COLLEEN M. RILEY

(b)(6)

criley@ksde.org

Education

Administrative/Supervisory Endorsement	Utah State University	2001
Master of Education	University of Arizona	1989
Bachelor of Education	Montana State University – Billings Major: Special Education, K-12 Minor: Elementary Education, 1-6	1983

Professional Administrative Experience

Kansas State Department of Education, Topeka, Kansas
Director, Special Education Services — 2006 – present

Jordan School District, West Jordan, Utah — 2004-2006
Principal, Copper Canyon Elementary School – PreK-6

Jordan School District, Sandy, Utah
Assistant Director, Special Education — 2002 – 2004

Tooele County School District, Tooele, Utah
Director of Special Education — 1999 – 2002

Specific Areas of Responsibilities

- General supervision of Special Education programs throughout the State of Kansas
- Oversee development and implementation of Multi-Tier System of Supports framework to meet the needs of every student
- Development and implementation of Comprehensive School Improvement Plan for year-round elementary school
- Effective working relationships with students, parents, teachers, principals, district and state office administrators, university and city members
- Evaluation of certified and classified staff
- Finance/budget responsibilities for special education programs for students ages 3-21
- Finance/budget responsibilities for year-round elementary school
- Oversee the monitoring of compliance of special education services
- Oversee implementation of Balanced Literacy Reading in elementary school
- Oversee implementation of Lenses on Learning Math in elementary school
- Oversee implementation of school-wide positive behavior support system and implementation of school-wide system of interventions for academic support
- Oversee implementation of school programs for children & families, birth through grade six
- Recruit/hire/train staff new to special education including teachers, school psychologists, nurses, occupational, physical and recreational therapists

Ethan Erickson

(b)(6)

Experienced manager with extensive knowledge of fiscal and budgeting principles within the state government environment. A proactive management style, which focuses on sound business practices, collaborative work efforts, growth opportunities and team development.

EDUCATION/SKILLS

- Master of Business Administration (MBA)
  Kansas State University, Manhattan, KS
- Bachelors Degree in Business Administration (BS)
  Dual Major: Human Resource Management and General Management
  Kansas State University, Manhattan, KS

PROFESSIONAL WORK EXPERIENCE

Director, Fiscal Services and Operations **04/10-Present**
Kansas Department of Education Topeka, KS

- Directs the formulation, preparation and justification of the Department's annual budget request totaling approximately $3.8 billion. Manage the daily fiscal affairs of the agency to ensure expenditures stay within approved budgets.
- Leads the formulation and preparation of the Department's annual federal indirect cost proposal and negotiates a final indirect cost rate with the U.S. Department of Education. This allows the Department to recover approximately $700,000 to $850,000 a year in federal indirect cost funds to offset administrative support costs incurred in the administration of federal grants.
- Prepares for the Agency's participation in the annual federal A-133 financial and compliance audit as well as any other federal program audit. Oversees federal/private grant preparation and financial reporting to ensure the proper use and draw down of funds.

Office Chief **1/06-04/10**
Kansas Department of Transportation, Office of the Budget Topeka, KS

- Serve as the agency's 'Budget Officer' compiling, reviewing and presenting the agency's annual budget request to the Governor's Budget Office and legislative appropriation committees. Manage the defense of the agency budget request against legislative and Budget Office inquiries.
- Monitor and respond to state legislative activities that pertain to the Department's budget; coordinate the fiscal analysis of proposed legislation including the final review and approval of fiscal notes; attend legislative budget committee hearings; create and present training materials regarding the legislative and budget process.
- Manage professional staff; interact with legislators and agency heads. Perform ad hoc policy and business analysis as requested by the Secretary's office.

Budget Analyst **6/03-12/05**
Kansas Department of Administration, Division of the Budget Topeka, KS

- Administered the state's Budget Management System. Ensured the system performed correct budget calculations for state agencies. Calculated salary and wage expenditures on a statewide basis. Developed SQL queries to retrieve information utilized by the Division in making budget decisions.
- Reviewed state agency budget requests and prepared written budget analysis with recommendations for Director of the Budget and the Governor. Assisted the Governor and staff in formulating budget recommendations to be presented to the state legislature.
- Prepared appropriation bills for introduction to the legislature; monitored legislative action on the Governor's budget recommendations. Prepared fiscal notes on pending legislation in accordance with statutory requirements.
- Developed a thorough understanding of program objectives, procedures, organizational structures, financial resources, and budgets of agencies. Assisted agencies in preparation of their annual budget request through communication and guidance on policies and procedures.

Ethan Erickson

(b)(6)

Human Resource Professional **7/02-6/03**
Kansas Department of Administration, Division of Personnel Services Topeka, KS

- Performed fit analysis activities for on-going upgrades of the PeopleSoft HRIS system. Examined new system features and verified modifications needed based on current Human Resource policies or regulations.
- Developed test scripts for use in PeopleSoft HRIS system test. Test scripts are based on new/existing Human Resource practices or transactions. PeopleSoft system tests are performed to determine if transactions can be completed in the system and if results of transactions are appropriate.
- Developed Computer Based Training course for the PeopleSoft HRIS system by examining current system features, determining proper course format and drafting appropriate language.
- Formulated queries within the PeopleSoft HRIS system in order to extract and analyze data for system test.

Human Resource Consultant **7/00-7/02**
Kansas Department of Administration, Division of Personnel Services Topeka, KS

- Advised State of Kansas Employees and State of Kansas Agency Human Resource Offices on human resource laws and regulations. Counseled on appropriate course of action based on laws and regulation as dictated by employment issue.
- Facilitated position classification teams and determined appropriate classification and FLSA status for positions.
- Provided professional expertise and resolution for user problems on the PeopleSoft system.
- Developed and provided training on various human resource activities.

REFERENCES

(b)(6)

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EDUCATION

1993 – 2000 The University of Kansas Lawrence, KS
Master of Science in Education, Secondary Language Arts, July 2000
Bachelor of Science in Education, Secondary Language Arts, May 1997

PROFESSIONAL EXPERIENCE

2007 – present Kansas State Department of Education Topeka, KS
Education Program Consultant—Language Arts and Literacy

1998 – 2007 Washburn Rural High School Topeka, KS
English Department Chair, 2005 – 2007
English Instructor, 1998 – 2007

AWARDS AND HONORS RECEIVED

Kansas Arts Commission Mini-Fellowship for Fiction Writing, 2006
Milken National Educator Award, 2006
Distinguished Kansan of the Year in Education, 2005
Kansas Author's Club First Five Pages of a Book Contest, 2005 First Place
Kansas Career Teacher, 2005
Kansas Voices Writing Contest, 2004 Honorable Mention
Disney Hand Award, 2004 Nominee
Kansas Master Teacher Award, 2003
Judith C. Gilbert Outstanding Writing Teacher Award, 2002

PROFESSIONAL ORGANIZATIONS AND ACTIVITIES (* = elected office)

Kansas Association of Teachers of English (KATE)
* Co-Editor, *Kansas English,* 2008 – present
* President, 2006 – 2007
* Conference Chair, 2005 – 2006
Chair, KATE Scholarship Committee, 2003 – 2006
* Executive Board Member, 2002 – 2005
National Council of Teachers of English (NCTE)
Judge, Achievement Awards in Writing, 2005 – 2007
* Standing Committee on Affiliates, 2010-2013

CREDENTIALS & REFERENCES

Credentials and references available upon request.

Laurie Leiker Winter
(b)(6)

EDUCATION, LICENSES, AND HONORS:
M.S.E., Curriculum and Instruction, concentration in Reading, University of Kansas, 1995
B.S.E., Elementary Education, University of Kansas, 1988

Professional Licenses: Elementary (K-9), Reading Specialist (K-9) – Expiration: April, 2013
State of Kansas

Unclassified Staff Achievement Award, University of Kansas, 2007

EDUCATIONAL LEADERSHIP:
Independent Reading Consultant, *August 1999 – present*

- Provide district and school evaluations that include recommendations for curriculum and instruction development specializing in literacy.
- Provide support to district administrators, principals, learning coaches, and teachers to implement instructional change that will result in increased student achievement.
- Provide professional development to teachers in schools on a variety of topics including but not limited to differentiated reading instruction, reading assessments, emergent literacy, language development, vocabulary, phonological awareness, phonics, and comprehension.
- Train kindergarten, first, second grade, special education and Title I teachers in the Kansas Accelerated Literacy Learning (KALL), which is an early intervention reading program.

Kansas Reading First Project Coordinator, *August 2003 – 2010*
University of Kansas, Institute for Educational Research and Public Service

- Lead in the creation of a statewide Reading professional development program for Kindergarten through third grade, ESL, Title I and Special Education teachers in the State of Kansas titled the Kansas Reading Academy.
- Lead in the delivery of the Kansas Reading Academy for more than 5,000 teachers.
- Develop a reading instruction curriculum for fourth, fifth, and sixth grade teachers.
- Develop and deliver follow-up professional development for teachers in the form of Interactive Distance Learning (IDL) sessions.
- Recruit, select, prepare, and support trainers to present the Kansas Reading Academy curriculum.
- Lead in collaboration between professors at the University of Kansas and Emporia State University, administrators at the Kansas State Department of Education and school district personnel.
- Maintain and coordinate expenditures in excess of $4.2 million.
- Generate yearly progress reports for the Kansas State Department of Education.
- Supervise various project assistants and graduate research assistants.
- Develop video clips of effective literacy instruction.
- Develop an online version of the Kansas Reading Academy.

Elementary Literacy Coordinator, *August 1997 – 2003*
Kansas City, Kansas Public Schools
Literacy Instructional Resource Person, *August 2001 – May 2003*

- Evaluated effective literacy instruction in elementary schools.
- Communicated and collaborated with school leadership to improve student achievement.
- Modeled effective literacy lessons for classroom teachers.
- Provided professional development to assist teachers and leadership in improving student achievement.
- Trained School Improvement Facilitators in literacy.

Reading Excellence Grant Coordinator, *December 1999 – July 2001*

- Coordinated the implementation of $3.2 million Reading Excellence grant for five elementary schools.
- Trained 9 literacy coaches to support teachers in the five elementary sites.

Kansas Accelerated Literacy Learning (KALL) Trainer, *August 1997 -2003*

- Coordinated the growth of participating KALL schools from five to seventeen.
- Coordinated and trained 25 KALL teachers.
- Coordinated the implementation of balanced literacy in 30 elementary schools with an intense focus on guided reading.
- Trained 36 elementary teachers as literacy leaders who assisted in implementing balanced literacy at 30 elementary sites.
- Trained district administrators in literacy strategies.

TEACHING EXPERIENCE:
Classroom Teacher, White Church Elementary School
Kansas City, Kansas Public Schools
August 1990 – 1997, Fourth, fifth, first grade and Title I

PROFESSIONAL CONTRIBUTIONS:
Publications

- Nielsen, D.C., Winter, L.L., Keetle, S., & Jackson, C. (2007). More than a reading intervention: Teachers working together to improve the reading achievement of students from culturally and linguistically diverse backgrounds. *Multiple Voices 10* (1&2), 125-146.

Scholarly Presentations

- National Reading Conference, *An urban districts reform and effects in student achievement: A 6-year study*, December 2006.
- National Reading Conference, *Bringing the Knowledge of the Intervention Teacher to the Classroom Teacher: Effect on Student Achievement in an Urban District*, December 2004.
- National Reading Conference, *Multi-dimensional Professional Development K-3 in an Urban District and it's Impact on Student Achievement*, December 2002.
- Kansas Reading Association, *Supporting Word Work Recognition Strategies with Word Work Activities,* February 2001.
- Kansas Reading Association, *Three Teacher In-service Models Which Move an Early Intervention Program into the Classroom,"* February 1999.
- National Reading Conference, *Moving the Intervention into the Classroom,* December 1998.

(b)(6)

MELINDA STANLEY

EDUCATION

1987 Washburn University Topeka, KS

Bachelor of Science in Business Administration, December 1987

PROFESSIONAL EXPERIENCE

2003 – present Kansas State Department of Education Topeka, KS
State Education Technology Coordinator

1992 – 2003 Auburn Washburn School District Topeka, KS
District Technology and Curriculum Coordinator

1989 – 1992 International Business Machines Topeka, KS
Marketing Consultant

ADVISORY BOARDS AND PROFESSIONAL ASSOCIATIONS

State Education Technology Director's Association, Board Member
State Library of Kansas, Broadband Advisory Council
Partnership for 21st Century Skills, State Partner
Kan-Ed Advisory Council
State E-rate Coordinators Alliance
Kansas MACE Board
Governor's BEST Technology Initiative Team
Governor's Partnership for Web Accessibility
KS ARRA Broadband Advisory Board
Kansas Learning First Alliance

AWARDS AND RECOGNITION

Kansas Technology Rich Classrooms Best Practice Award-awarded by the Partnership for 21st Century Skills – Summer 2009

Leadership Honoree (as nominated by Auburn-Washburn USD 437) – YMCA – 1998-99

CREDENTIALS & REFERENCES

Credentials and references available upon request.

Biographical Information

Gayle M. Stuber, Ph.D
Early Childhood Coordinator, Kansas State Department of Education
(b)(6)
gstuber@ksde.org

As the Early Childhood Coordinator for the Kansas State Department Of Kansas, Dr. Stuber coordinates the work of the Early Learning Services Unit (ELSU), located in the Special Education Services team under the direction of Colleen Riley. The following programs are a part of the ELSU: Four Year Old At-Risk, Parents as Teachers, Pre-K Pilot, and Early Childhood Special Education. The work of the ELSU includes the Kansas In-service Training team (KITS) and the School Readiness Project, a data collection process. Dr. Stuber also coordinates recent work to revisit and revise, if necessary, the state's framework for School Readiness, including developing a list of indicators and data elements.

As a member of multiple state level early childhood statewide agencies, organizations, and professional groups, Dr. Stuber provides expertise and training in areas specific to the early childhood years, birth through age eight. Dr. Stuber helps support and oversee the KECCS plan as a member of the Early Childhood Advisory Council. She works closely with other state and local early childhood specialists in such areas as developing the Early Learning Document, collecting data around school readiness, and maintaining a national presence for Kansas. A current project is the Kansas School Readiness Data Initiative focusing on decision making on behalf of young children's healthy development and school readiness to be informed by valid and reliable data. The School Readiness Data Task Force is a part of this work and has a charge to develop a list of indicators and data elements that will frame the work of school readiness and will answer the priority policy questions.

Examples of participation in Kansas Early Childhood Work

2000-2003	In collaboration with other state and local early childhood agencies, organizations, and professional groups, developed the School Readiness Framework.
2004-2008	In conjunction with the Children's Cabinet, early childhood organizations and agencies created a process to collect school readiness data. Results have been shared across the state and at the national level.
2006-2009	In collaboration with multiple early childhood agencies, organizations, and professional groups, helped in the development of the Kansas Early Learning Document—the standards for birth to age five.
2009-present	In collaboration with the Children's Cabinet, policy makers, practitioners, and others representing the multiple early childhood organizations, and agencies, working toward developing a coordinated and comprehensive longitudinal data system that aligns with the K-12 system.

Educational Background

1972 -- B.A. in Elementary Education, University of Kansas
1986 – M.S. in Early Childhood Education, University of Kansas
1994 – Ph.D. in Early Childhood Special Education, University of Kansas

Professional Experience

2008 - present
Early Childhood Coordinator, Kansas State Department of Education

1998-2008
Education Program Consultant, Kansas State Department of Education

1994-1998
Assistant Professor, Baker University (Early Childhood, Special Education, Elementary Education)
Director of the Baker-Baldwin Laboratory School (a child care center that was a collaborative venture between Baker University and the Baldwin City school district (USD 348)

1990 – 1994 (as a Graduate Student)
Coordinator of the Early Intervention Preschool (an early childhood special education preschool located at the University of Kansas—some of the children were served at the local Head Start)

1989-1990
Kindergarten Teacher, USD 348 (Baldwin City, Ks.)

1986-1988
Developmental First Grade Teacher, USD 497 (Lawrence, Ks.)

EDUCATION:

1981 Ph.D. University of Kansas, Major: Education
1978 M.S. University of Kansas, Major: Special Education/Severe Disabilities
1972 B.A. Grinnell College, Major: Psychology

PROFESSIONAL EXPERIENCE

2010-present Co-Principal Investigator, The Evidence Games: Collaborative Games Engaging Middle School Students in the Evaluation of Scientific Evidence. Funded by the National Science Foundation, DRL - Discovery Research K-12.

2002-present Director, Technology Rich Classrooms, Funded by the Kansas State Department of Education as a US Title IID Project.

2000-present Research Associate, The University of Kansas Center for Research on Learning, Lawrence

2000-present Director, ALTEC (Advanced Learning Technologies in Education Consortia), The University of Kansas Center for Research on Learning, Lawrence

2005-2008 Director, subcontract to T. Best and S. Cassidy, the Ohio Board of Regents *MATRIX Project.* Star Schools Program, Office of Innovation and Improvement (OII), U.S. Department of Education

2004-2007 Co-Principal Investigator and Co-Director, Intel Assessment Project. Funded by Intel Corporation and Intel Foundation.

2003-2008 Co-Principal Investigator and Co-Director, Private and Independent Schools Technology in Education Consortia (PI*TEC). Funded by the U.S. Department of Education.

2002-2009 Associate Director, Kansas Computerized Assessment Project. Funded through the Center for Education Testing and Evaluation at the University of Kansas as directed by the Kansas State Department of Education

2000-2005 Co-Principal Investigator and Co-Director, High Plains Regional Technology in Education Consortium (HPR*TEC). Funded by the U.S. Department of Education.

1999-2005 Co-Principal Investigator and Associate Director, The PT3 Project. Funded by the U.S. Department of Education Preparing Tomorrow's Teachers to use Technology Program.

1998-1999 Coordinator of Research to Instructional Design, The Online Academy. Funded by the U.S. Department of Education.

1995-2000 Associate Director, South Central Regional Technology in Education Consortia (SCR*TEC). Funded by U.S. Department of Education Regional Technology in Education Consortia Program.

1995-2000 Associate Director and COO, ALTEC (Advanced Learning Technologies in Education Consortia), The University of Kansas Center for Research on Learning, Lawrence

1990-1995 Co-Principal Investigator, Project ABLE (Analyzing Behavior State in Learning Environments). Innovations for Meeting Special Problems of Children with Severe Handicaps in the Context of Regular Education Settings. Funded by the U.S. Department of Education, Office of Special Education.

1990-1993	Project Director, Preparation of Personnel to Work in Rural Areas: Field Centered Preparation of Teachers in Early Childhood Education of the Handicapped and Severe Multiple Handicaps. Funded by the U.S. Department of Education, Office of Special Education Programs.
1989-1992	Project Director, Personnel Preparation of Special Educators: Training Personnel for the Education of Young Children with Severe and Profound Handicaps in Early Childhood Settings. Funded by the U.S. Department of Education, Office of Special Education Programs.
1986-present	Program Associate, The University of Kansas Department of Special Education, School of Education, Lawrence
1986-1995	Adjunct Assistant Professor, The University of Kansas Department of Special Education, School of Education, Lawrence
1986-1989	Project Director, Personnel Preparation of Special Educators: Severely Multiply Handicapped and Deaf Blind. Funded by the U.S. Department of Education, Office of Special Education Programs.
1984-1986	Curriculum and Instructional Specialist for Dallas Independent School District's Autism Project, Developmental Centers for Severely Handicapped Students, and the Transition Program for Deaf-Blind Students exiting the Callier Center.
Summer 1986	Guest Lecturer and Coordinator for the Summer Institute for Teachers of Students with Profound Handicaps. Sponsored by the Dallas Independent School District and the University of Texas at Dallas.
1984	Curriculum and Instructional Specialist for Dallas Independent School District's Early Childhood Intervention Program: Project KIDS.
1983-1986	Special Education Consultant to LEA's in the Dallas/Fort Worth Metroplex in the area of service delivery for severely handicapped, deaf-blind, or autistic children and youth.
1982-1983	Project Director for the Curriculum Development Project for Deaf-Blind Adolescents funded through the U.S. Department of Education to the University of Kansas.
1982-83, 1986	Courtesy Assistant Professor in the Department of Special Education, School of Education, at the University of Kansas in the area of general special education.
1981-1982	Acting Assistant Professor in the Department of Special Education, School of Education, at the University of Kansas in the area of severely handicapped.
1980-1981	Research Associate for the Kansas Individualized Curriculum Sequencing Project funded to the University of Kansas for severely handicapped youth through the U.S. Department of Education.
1978-1980	Research Assistant for the Kansas Research Institute for the Early Childhood Education of the Handicapped funded to the University of Kansas through the U.S. Department of Education.
1976-1978	Head Teacher at the Preschool for Severely and Multiply Handicapped Children at the University of Kansas Medical Center.

PUBLICATIONS:

Ault, M., Hare, J. C., Bulgren, J., Scherrer, D., & Adams, D. (2011). Iterative Development Process for the Evidence Game: A scientific argumentation game for middle school students. *Proceedings of Society for Information Technology and Teacher Education International Conference*, Nashville, TN. http://site.aace.org/conf/

Ault, M., Hare, J. C, Frey, B. & Tiemann, G. (2011). Use of Targeted Games to Support Instruction. *Proceedings of Society for Information Technology & Teacher Education*

International Conference, 2011(1). http://site.aace.org/conf/
Ault, M., Adams, D. Rowland, A, & Tiemann, G. (2010). Targeted Educational Games: Fun and So Much More! Paper presented at the *International Society for Technology in Education Conference (ISTE),* Denver, CO.
Ault, M. & Bradley, B. (2010). Multi-Player Targeted-Content Video Games in Education. *Paper presented at the Global Chinese Conference on Computers in Education (GCCCE)*, Singapore, China.
Rues, J.P., Graff, G. C., & Ault, M. M. (2010). Special health care procedures. In M. Snell & F. Brown (Eds.), *Instruction of persons with severe disabilities* (7th ed). Columbus, OH: Merrill Publishing Co.
Adams, D. & Ault, M. (2009) Games have a long history in American education. *Southeast Education Network.* Vol 11.3 (pp. 38-40).
Bacon, M. & Ault, M. (2009). Oodles of Google – Free tools for teachers. *Southeast Education Network.* Vol 11.3 (pp. 53-40).
Hare, C. J. & Ault, M. (2009). Technology Rich Classrooms: Effect of the Kansas Model. Paper included in proceedings at National Educational Computing Conference (NECC), Washington, DC.
Bacon, M., Blood, L., Ault, M., & Adams, D. (Spring/Summer 2008). 4Kids.org: Topical, searchable, and safe internet-based resource for children and youth. *Education Libraries Children's Literature.* Volume 31, No. 1, pg. 46-50.
Stanley, M, Rowland, A., & Ault, M. (2008). Transforming the Classroom. *THE Journal* , July, pg. 12.
Rues, J.P., Graff, G.C., Ault, M.M., & Holvoet, J.F. (2006). Special health care procedures. In M. Snell & F. Brown (Eds.), *Instruction of persons with severe disabilities* (6th ed., pp. 251-290). Columbus, OH: Merrill Publishing Co.
Rues, J.P., Graff, G.C., Ault, M.M., & Holvoet, J.F. (2000). Special health care procedures. In M. Snell & F. Brown (Eds.), *Instruction of persons with severe disabilities* (5th ed., pp. 245-290). Columbus, OH: Merrill Publishing Co.
Ault, M.M., Graff, G.C., & Rues, J.P. (1993). Special health care procedures and teaching. In M. Snell (Ed.), *Systematic instruction of persons with severe disabilities* (4th ed., pp. 215-247). Columbus, OH: Merrill Publishing Co.
Thompson, B., Wickham, D., Wegner, J., & Ault, M.M. (1996). All children should know joy: Reflections on inclusive, family centered services for young children with significant disabilities. In D. Lehr & F. Brown (Eds.), *Persons who challenge the system* (pp. 23-48). Baltimore: Paul H. Brooks Publishing Co.
Ault, M.M., Guy, B., Guess, D., Bashinski, S., & Roberts, S. (1995). Analyzing behavior state and learning environments: Application in instructional settings. *Mental Retardation, 33(5),* 304-316.
Peterson, N., Barber, P., & Ault, M.M. (1994). Children with special health care needs in early childhood special education. In B. Spodek & P. Safford (Eds.), *Year book in early childhood education* (Vol. 5, 89-105). New York: Teachers College Press.
Ault, M.M., Guy, B., Rues, J.P., Noto, L., & Guess, D. (1994). Some educational implications for students with profound disabilities at risk for inadequate nutrition and the nontherapeutic effects of medication. *Mental Retardation, 32*(3), 200-205.
Ault, M.M., Rues, J.P., & Graff, G.C. (1994). Special health care needs. In L. Sternberg (Ed.), *Individuals with profound handicaps: Instructional and assistive strategies* (pp. 54-100). Austin: Pro-Ed.

Ault, M.M., Graff, G.C., & Rues, J.P. (1993). Special health care procedures and teaching. In M. Snell (Ed.), *Systematic instruction of persons with severe disabilities* (4th ed., pp. 215-247). Columbus, OH: Merrill Publishing Co.

Graff, J.C., & Ault, M.M. (1993). Guidelines for working with students having special health care needs. *Journal of School Health, 63*(8), 335-339.

Guess, D., Roberts, S., Siegel-Causey, E., Ault, M.M., Thompson, B., & Rues, J. (1993). An analysis of behavior state conditions and associated environmental variables among students with profound handicaps. *American Journal on Mental Retardation,* 97(6), 634-653.

Guess, D., Siegel-Causey, E., Roberts, S., Guy, B., Ault, M., & Rues, J. (1993). Analysis of state organization patterns among students with profound disabilities. *The Journal of the Association for Persons with Severe Handicaps, 18*(2), 93-108.

Guy, B., Guess, D., & Ault, M.M. (1993). Classroom procedures for the measurement of behavior state among students with profound disabilities. *Journal of the Association for Persons with Severe Handicaps, 18*(1), 52-60.

Guy, B., Ault, M.M., & Guess, D. (1993). *Analyzing behavior states and learning environments profile*. Lawrence: The University of Kansas, Department of Special Education.

Thompson, B., Wickham, D., Wegner, J., Ault, M.M., Shanks, P., & Reinertson, B. (1993). *Handbook for the inclusion of young children with severe disabilities: Strategies for implementing exemplary full inclusion programs*. Lawrence, KS: Learner Managed Designs, Inc.

Howard, S.W., Ault, M.M., Knowlton, E.H., & Swall, R. (1992) Distance education: Promises and cautions for special education. *Teacher Education and Special Education, 15*(4), 275-283.

Thompson, B., Wickham, D., Ault, M.M., Shanks, P., Reinertson, B., Wegner, J., & Guess, D. (1991, Winter). Expanding the circle of inclusion: Integrating young children with severe multiple disabilities into Montessori classrooms. *Montessori Life,* 11-14.

Guess, D., Roberts, S., Siegel-Causey, E., Ault, M., Guy, B., Thompson, B., & Rues, J. (1990). *Investigations into state behaviors of students with severe and profound handicapping conditions* [Special Education Monograph 1]. Lawrence: University of Kansas Special Education Department.

Graff, C., Ault, M.M., Guess, D., Taylor, M., & Thompson, B. (1990). *Health care for students with disabilities: An illustrated medical guide for the classroom*. Baltimore: Paul H. Brookes Publishing Co.

Guess, D., Mulligan-Ault, M., Roberts, S., Struth, J., Siegel-Causey, E., Thompson, B., Bronicki, G.J., & Guy, B. (1988). Implications of biobehavioral states for the education and treatment of students with the most profound handicapping conditions. *Journal of the Association for Persons with Severe Handicaps, 13(*3), 163-174.

Ault, M., Guess, D., Struth, L., & Thompson, B. (1988). The implementation of health related procedures in classrooms for students with severe multiple impairments. *Journal of the Association for Persons with Severe Handicaps, 13*(2), 100-109.

Mulligan-Ault, M. (1988). Curriculum development. In. L Sternberg (Ed.), *Educating students with severe and profound handicaps* (2nd ed., pp. 219-266). Baltimore: Aspen Press.

McDonald, P., Wilson, R., Turner, R., & Mulligan-Ault, M. (1988). Classroom-based medical interventions. In. L. Sternberg (Ed.), *Educating students with severe and profound handicaps* (2nd ed., pp. 53-100). Baltimore: Aspen Press.

Wilson, R., Mulligan, M., & Turner, R. (l985). Early childhood education of the handicapped in an urban setting. *Teaching Exceptional Children, l7* (2), l34-l39.

Holvoet, J., Mulligan, M., Schussler, N., Lacy, L., & Guess, P.D. (1984). The Kansas individualized curriculum sequencing model: Sequencing learning experiences for severely handicapped children and youth. Portland, OR: A.S.I.E.P. Education Company.

Guess, D., Dussault, B., Brown, F., Mulligan, M., Orelove, F., Comegy, A., & Rues, J. (l984). Legal economic, psychological, and moral considerations on the practice of withholding medical treatment from infants with congenital defects, Monograph #l. The Association for Persons with Severe Handicaps: Seattle, Washington.

Mulligan, M. & Guess, P.D. (l984). Using an individualized curriculum sequencing model for teaching communication skills. In L. McCormick and R.L. Schiefelbusch, (Eds.). Language and communication disorders: An introduction. Columbus, Ohio: Charles E. Merrill Publishing Company.

Turnbull, R.T., Turnbull, A., & Mulligan, M. (l983). Primer on P. L. 94-l42 for the regular educator. Leadership Management Series, University of Minnesota.

Mulligan, M., Lacy, L., & Guess, P.D. (l982). The effects of massed, distributed, and spaced trial sequencing on severely handicapped students' performance. The Journal of the Association for the Severely Handicapped, 7, Summer, 48-62.

Mulligan, M. & Schussler, N. (l982). The Individualized Curriculum Sequencing (ICS) Model training module. Minneapolis, Minn.: Upper Midwest Regional Resource Center, University of Minnesota.

Guess, P. D. and Mulligan, M.(l982). The severely and profoundly handicapped. In E. L. Meyen (Ed.)Exceptional Children and Youth: An introduction (2nd. edition), Denver, Co.: Love.

Noonan, M. J., Brown, F., Mulligan, M., & Rettig, M. (l982). Educability of severely handicapped persons: Both sides of the issue. The Journal of the Association for the Severely Handicapped, 7, Spring, 3-l3.

Mulligan, M., Guess, P.D., Holvoet, J., & Brown, F. (l980). The individualized curriculum sequencing model (I): Implication from research on massed, distributed, and spaced trial training. The Journal of the Association for the Severely Handicapped,5, 325-336.

Brown, F., Holvoet, F., Guess, D., & Mulligan, M. (l980). The individualized curriculum sequencing model (III): Small group instruction. Journal of the Association for the Severely Handicapped, 5, 353-367.

Holvoet, J., Guess, P. D., Mulligan, M., & Brown, F. (l980). The individualized curriculum sequencing model (II): A teaching strategy for teaching severely handicapped students. Journal of the Association for the Severely Handicapped, 5, 337-352.

PROFESSIONAL AFFILIATIONS:

Member; International Society for Technology in Education (ISTE), 2005 to present.
Certification; Severely multiply handicapped K - l2, Kansas.
Member; the Association for the Severely Handicapped (formerly The American Association for the Education of the Severely/Profoundly Handicapped). l976-1995
Advisory Committee: Texas Developmental Disabilities Curriculum Project, Corpus Christi, Texas, l986
Member; American Association of Mental Deficiency, l980-1995
Member; Council for Exceptional Children, Early Childhood Division, l977-l98l, 1990
Member; National Society for Autistic Children, l972-l977
Member; Missouri Society for Autistic Children, l972-l976
Member; Kansas Society for Autistic Children, l976-l980; secretary; l976-l977

BOARDS OF EDITORS:

The Journal of the Association for the Severely Handicapped. 1981 to 1984.
Guest reviewer: 1990, 1991

The American Journal of Mental Deficiency. Guest reviewer: 1984, 1993.

CURRICULUM VITAE

Jana Craig Hare, Ph.D.
Advanced Learning Technologies in Education Consortia
University of Kansas

Education

Ph.D. 2011 **University of Kansas**, Lawrence, KS
Major: Curriculum & Instruction, emphasis in Technology-Rich Learning Environments
Minor: Program Evaluation

M.S. Ed. 2002 **University of Kansas**, Lawrence, KS
Major: Curriculum & Instruction
Focus Area: Educational Communication & Technology

B.S. E. 1990 **Emporia State University**, Emporia, KS
Major: Secondary Education
Teaching Endorsements: Level 5-12 Accounting, Business Economics, Computer Studies, Data Processing, General Business, Keyboarding, Office Practice

Employment History

University of Kansas, Lawrence, KS

Advanced Learning Technologies in Education Consortia/Center for Research on Learning

2007 - Present **Associate Director – ALTEC**
2005 - 2007 **Senior Project Leader - CRL**
Associate Director - Provide organizational leadership and program management, assistance in grant writing, technology assistance/guidance for district leaders & teachers, and internal and external professional development in the area of Educational Technology for K-12 and Higher Education audiences
Research Coordinator - Currently provide vision, guidance and implementation strategies for the formal program evaluation and research of state Title IID Competitive grants
Project Coordinator - Currently coordinate NSF DR-K12 grant to develop targeted games to help teach Middle School students the concepts of scientific argumentation.
Project Coordinator - Co-Coordinated IES Teacher Quality grant on the Impact of Instructional Coaches on Student Achievement, develop and maintain web presence for the Kansas Coaching Project.
Project Coordinator - Coordinated Intel® Teach to the Future Regional Training Center activities for a 5-state area.

2007 **Graduate Teaching Assistant**
Teacher C&T 301: Instructional Technology in Elementary/Middle Education

Kansas State Department of Education, Topeka, KS

2003 – 2005 **Educational Technology Program Director**
State Liaison for Federal Programs, including Title IID and NETTS
Grant Coordinator for Enhancing Education through Technology Program
Project Director – EETT Technology Rich Classroom Project
Provided technology assistance/guidance for district leaders & teachers
Assisted school districts with Federal E-Rate Program
Provided internal and external professional development in the area of Educational Technology

Selected Research Papers

Craig Hare, J. & Ault, M. (2011). Student Grouping Strategies within Technology Rich Learning Environments. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 3177-3184). Chesapeake, VA: AACE.

Craig Hare, J., Ault, M. & Niileksela, C. (2011). The Influence of Technology Rich Learning Environments: A Classroom-based Observational Study. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 4304-4311). Chesapeake, VA: AACE.

Craig Hare, J. & Ault, M. (2011). Teaching Scientific Argumentation through Games: A Design-Based Approach. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 4082-4087). Chesapeake, VA: AACE.

Selected Presentations (National, Regional, State and Local)

Bulgren, J., Ault, M., Ellis, J., Frey, B. & Craig Hare, J. (2010). The Evidence Games: Collaborative Games Engaging Middle School Students in the Evaluation of Scientific Evidence. Poster session presented at the 2010 DR K-12 PI Meeting for the National Science Foundation: Washington, DC, December 2010.

Craig Hare, J., & Rowland, A. (2009). *Technology Rich Classrooms: A Model for Professional Development and Technology Integration,* Roundtable session presented at the annual conference of the National Staff Development Council: St. Louis, MO, December 2009.

Craig Hare, J., Rowland, A., & Stanley, M. (2009). *Measuring Educational Technology in the Classroom.* Session presented at the Kansas State Department of Education Assessment Conference: Topeka, KS, October 2009.

Craig Hare, J. (2005). *EETT Evaluation Strategies Used in Kansas*. Panel discussion presented at the U.S. Department of Education Evaluation Institute: Washington, DC, February 2005.

Craig Hare, J. (2004). *Enhancing Education through Technology (EETT) Spotlights: Emerging Models at the State and Local School Districts*. Panel discussion presented at the Florida Educational Technology Conference: Orlando, FL, January 2004.

Certifications and Awards

- ISTE Special Interest Group for Teacher Educators Conference Scholarship (2010, 2009, 2008)
- National School Boards Association's "20 Leaders to Watch" for 2007 Award
- University of Kansas School of Education Endowment Scholarship (2006-07, 2007-08)
- University of Kansas School of Education Merit Scholarship (2007-08)
- Thinkfinity Field Trainer
- LoTi (Levels of Technology Implementation) – National Certified Trainer
- Intel® Teach Program – Master Teacher for the Essentials Course and Thinking with Technology Workshop
- Intel® Teach Program – Leadership Forum Master Leader
- In the Arena Award - Center for Digital Education

Membership in Professional Organizations

- MidAmerica Association for Computers in Education – Board of Directors 2003-2011
- International Society for Technology in Education
- American Evaluation Association
- Association for the Advancement of Computing in Education (AACE)
- Society for Information Technology and Teacher Education (SITE)
- National Staff Development Council
- Consortium for School Networking

CURRICULUM VITAE – Short Form

Amber Rowland, M.S. Ed.
Advanced Learning Technologies in Education Consortia
The University of Kansas

EDUCATION

Doctor of Philosophy, Curriculum and Instruction (in progress), 2008-present, GPA 4.0
University of Kansas, Lawrence, KS
Minor: Special Education

Master of Science, Curriculum and Instruction, December, 2003, GPA 4.0
University of Kansas, Lawrence, KS
Focus: Instructional Technology

Bachelor of Science, Elementary Education, May 2001, GPA 3.5
University of Kansas, Lawrence, KS
Minors: Multidisciplinary and Social Studies

CERTIFICATIONS

Kansas Elementary Teaching Certificate K-9
Intel Master Teacher
Levels of Technology Implementation (LoTi) National Trainer

PROFESSIONAL EXPERIENCE

Technology Rich Classroom (TRC) Project Coordinator, ALTEC
Kansas State Department of Education Title IID Initiative, June 2006-present

- Coordinate statewide, sustained professional development program support for more than 20 school districts and 156 teachers.
- Plan, organize, facilitate and implement multiple trainings across Kansas throughout the calendar year.
- Maintain social networking space for grant communications with teachers, facilitators and administrators
- Edit and author collaborative blog with my leadership team and TRC member contributions

Senior Project Lead, ALTEC, Advanced Learning Technologies in Education Consortia, Federal Grant Housed at the University of Kansas, June 2002-present.

- Present on technology integration, Project-Based Learning, Web 2.0 Tools, 21st Century Skills, Digital-Aged Students and ALTEC tools at conferences and district professional development opportunities
- Facilitate online workshops on Project Based Learning, technology integration and ALTEC tools for K-12 teachers
- Conduct Intel Essentials Course trainings in Kansas
- Guest lecturer in faculty courses

Enrichment Program Teacher, ALTEC and Southeast Kansas Education Service Center
Greenbush Interactive Distance Learning Program Offerings, December 2006-February 2009

- Authored a variety of standards based K-9 lessons.
- Taught one day per week in one hour blocks to classrooms across the state of Kansas.

HONORS AND AWARDS

Academic Merit Scholarship, 2000, 2008, 2009 & 2011
Academic Honor Roll, 1997-present
School of Education Honor Roll, 1999-present
Clare C. Baldwin 1927 Memorial Scholarship in Education, 2009
Judith Howard Billings Scholarship, 2008 & 2009
National School Board Association's "20 to Watch" recipient, 2008
P.E.O. Member, Chapter FZ, inducted 2005
Pi Lambda Theta Honor Society, inducted 2003
Kappa Delta Pi Honor Society, inducted 2000
Vesta Marie Edwards Smith Scholarship, 2000
P.E.O. Educational Loan Fund recipient, 2000
Golden Key National Honors Society, inducted 1999

PROFESSIONAL ORGANIZATIONS

Kansas Association for Interactive Distance Education (KAIDE), officer
International Society for Technology in Education (ISTE)
National Staff Development Council (NSDC)

National Presentations

Rowland A.L., Gilley, T. (June, 2011). "Interactive NETS: Free Resources and Projects for Digital Age Learning." Invited, hands-on, half-day workshop to be given at the annual meeting of the International Society for Technology in Education (ISTE). Philidelphia, PA.

Rowland A.L., Gilley, T. (June, 2010). "Interactive NETS: Free Resources and Projects for Digital Age Learning." Presentation given at the annual meeting of the International Society for Technology in Education (ISTE). Denver, CO.

Rowland, A.L. & Craig Hare, J. (December 2009) "Web-based Resources for 21st Century Professional Development." Presentation to be given at the annual meeting of the National Staff Development Council (NSDC), St. Louis, MO.

Stanley, M. & Rowland, A.L. (November 2009). "Evaluation of Kansas Technology Rich Classroom Project." Presentation given at State Education Technology Director's Association's (SETDA) Leadership Summit, Washington, DC.

Rowland, A.L. & Craig Hare, J. (June, 2009). "Global Connections through Natural Disasters." Presentation given at the National Education Computing Conference (NECC), Washington D.C.

Rowland, A.L. (June, 2008). "Technology Rich Classrooms: A Successful Professional Development Model." Presentation given at the National Education Computing Conference (NECC), San Antonio, TX.

Rowland, A.L. (June, 2008). "The Best Free Stuff on the Web: Tools for Teachers." Presentation given at the National Education Computing Conference (NECC), San Antonio, TX.

Rowland, A.L. (December, 2007). "Integrate Internet Resources into Classroom Instruction with 4Teacher Tools." Presentation given at the annual meeting of the National Staff Development Council (NSDC), Dallas, TX.

State and Local Presentations

Rowland, A.L., Gilley, T. (March, 2011). "Achieving the NETS*S: Field-Tested Projects, Lessons, and Free Resources." Presentation to be given at the annual meeting of the Mid-America Association for Computers in Education (MACE), Manhattan, KS.

Stanley, M. & Rowland, A.L. (January, 2011) "Critical Elements for Creating 21st Century Schools". Presentation given at annual meeting of United School Administrators (USA) of Kansas annual convention. Wichita, KS.

Rowland, A.L. (June, 2010). "Filling your NETS*S: Free Resources and Projects for Digital Age Learning." Presentation given at the Strategies for Educational Improvement Conference, Lawrence, KS.

Rowland, A.L. & Gilley, T. (October 2009). "21st Century Classrooms: Today's Students, Tomorrow's World." Presentation given at Kansas State Department of Education's Assessment Conference, Topeka, KS.

Rowland, A.L. (July, 2009). "The Ultimate Teacher Toolbox: Free Web-Based Resources for Teachers." Half day, preconference session given at the International Strategic Instruction Model (SIM) Conference, Lawrence, KS.

Rowland, A.L. (April 2009). "Technology Can Make Your Life Easier: Free Online Resources for Teachers!" Presentation given at the annual meeting of the Kansas Department of Education (KSDE) Technology Conference, Wichita, KS.

Rowland, A.L. (March 2009). "Technology to the Rescue: Powerful Assessment Preparation Resources!." Presentation given at the annual meeting of the Mid-America Association for Computers in Education (MACE), Manhattan, KS.

Rowland, A.L. (March 2008). "Levels of Technology Implementation (LoTi): An Authentic Measure of Use." Presentation given at the annual meeting of the Mid-America Association for Computers in Education (MACE), Manhattan, KS.

Rowland, A.L. (February 2007). "Integrate Internet Resources into Classroom Instruction with 4teacher Tools." Presentation given at the annual meeting of the Kansas City Metropolitan Educational Technology Network (TechNet), Lee's Summit, MO

Publications

Ault, M., Adams, D., Rowland, A.L., Tiemann, G. (2010). Targeted Educational Games: Fun and So Much More! Paper presented at annual meeting of the International Society for Technology in Education (ISTE). Denver, CO.

Isreal, M., Knowlton, E., Griswold, D., Rowland, A. (2009). Application of video-conferencing technology in teacher education: Increasing understanding, engagement, and competence. *Journal of Special Education Technology.*

Rowland, A.L., & Stanley, M (2008). Transforming the Classroom: TRC in Kansas. *T.H.E. Journal*, 35(7), 12.

Patricia Sampson Graner

University of Kansas Center
for Research on Learning
JRP 517
Lawrence, KS 66044
pgraner@ku.edu

Summary of Professional Experience:

- **PhD in Learning Disabilities and minor in Reading**
- **Director of the Professional Development Research Institute at KUCRL**
- **Public school teacher and administrator for more than 24 years with focus in special education at the secondary level**
- **Expert implementer and instructor in various research based, evidence based instructional tools and strategies developed at the University of Kansas and elsewhere.**

Professional Experience

2006-present **University of Kansas Center for Research on Learning** *Lawrence, Kansas*
Director, Specialist, Researcher

- Lead and support the professional developer network – more than 1500 educators internationally
- Scale up the network to deliver quality professional development and support for effective schools that results in improved student achievement
- Engage in professional development research efforts
- Lead professional development efforts for IES Adult Literacy Grant at Job Corps, Excelsior Springs. Develop
- Support Virginia State Personnel Development Grant project to develop and research the Content Literacy Continuum in demonstration sites in 20 school sites.

2002-2007 **University of Kansas Center for Research on Learning** *Lawrence, Kansas*
Doctoral Fellow – Special Education

- Guest Lecturer & Presenter, University of Kansas: various courses, Special Education and Teaching and Leadership, Content Area Reading
- Graduate Teaching Assistant to the Assistant Dean for the School of Education, Introduction to Teaching.

2000-2004 **University of Kansas Center for Research on Learning** *Seattle, Washington*
Practice Integration Director, Strategic Learning Center

- Start-up, develop products, and lead professional development activities for a non-profit organization focused on the educational needs of youth in out-of-home and foster care.
- Directed the design and development of professional development activities related to Strategic Tutoring
- Designed and developed the capacity building certification related to Strategic Tutoring

2001-2002 **Casey Family Programs** *Seattle Washington*
Assistant Director of Education

- Supported 23 national divisions in meeting educational needs of youth in foster and out-of-home care
- Curriculum and product development focused on literacy.
- Curriculum development - *Endless Dreams*: What schools should know about youth in foster care

1986-2000 **School District of Palm Beach County** *Palm Beach County, Florida*
Curriculum and Instructional Specialist, Program Planner, Teacher

- *District Specialist, School Improvement and Staff Development*: Lead and facilitate district professional development goals, inservice implementation, add-on certification, and alternative certification
- *District Facilitator, K-2 Reading/Literacy Initiative*: Develop, conduct, and facilitate site-based training model for early literacy coaches
- *District Lead, Collaborative Site-Based Training Cadre*: Develop, conduct, and facilitate district

professional development for inclusive practices

- *District Program Planner, Specific Learning Disabilities and Varying Exceptionality Programs*: Facilitate implementation of IDEA, curriculum development, Pupil Progression Plan, Special Programs and Procedures, product development, program and teacher evaluation
- *Area Resource Teacher specializing in inclusive practices*: IDEA/LRE compliance, curriculum support, product development, progress monitoring, exemplary practices, mentor teacher and support
- *Olympic Heights High School: Learning Strategies Teacher*, Department Chair, Exceptional Student Education Contact, School Improvement Chair, SACS accreditation co-chair
  - Member: State of Florida Collaborative Training Initiative Committee, Florida Comprehensive Assessment Test (FCAT) Middle School Math Advisory Committee, State of Florida Proposal Reviewer;
  - District Professional Developer: Strategic Instruction Model, Cooperative Consultation Model, Southern Association of Colleges and Schools, Work Sampling;
- *Loggers' Run Middle School: Learning Strategies Teacher*

1976-1986 **Northwest Tri-County Intermediate Unit** *Edinboro, Pennsylvania*
Teacher and Instructional Support

- Northwestern High School, Mixed Category Resource Room Teacher
- Pennsylvania Regional Computer Resource Center Resource Teacher
- Summer Project Career Exploration Coordinator
- Waterford Elementary School, Primary Special Education Teacher

Education

2007 Ph.D. University of Kansas, Major: Learning Disabilities/Reading
1979 M.Ed. Edinboro University of Pennsylvania, Major: Special Education
1975 B.S. Edinboro University of Pennsylvania, Major: Elementary Education/Special Education
1973 A.A. Community College of Allegheny County, Pennsylvania

Publications

Ehren, B.J., Deshler, D. D., & Graner, P. S. (2010). Using the content literacy continuum as a framework for implementing RTI in secondary schools. *Theory Into Practice, Volume 49 Issue 4.2,* 315-322.

Faggella-Luby, M. N. & Graner, P. S. (2010) Literacy supports for adolescent struggling readers: taking action through comprehension instruction. In Mastropieri, M. & Scruggs, T. (Eds.) *Literacy and Learning (Advances in Learning and Behavioral Disabilities, Volume 23)*, Emerald Group Publishing Limited, pp.61-94

Scheuermann, A., Harris, M.L., Faggella-Luby, M.N., Fritschmann, N., Graner, P.S., & Deshler, D.D. (2009). Closing the performance gap: Learning strategies instruction for adolescents with learning disabilities. In George Sideridis & T. Citro (Eds.) *Educating students with learning disabilities: Validated instructional practices*. Boston: Learning Disabilities Worldwide.

Graner, P.S., Faggella-Luby, M.N., & Fritschmann, N.S. (2005). An overview of responsiveness to intervention: What practitioners ought to know. *Topics in Language Disorders, 25*(2), 93-105.

Simpson, R.L., LaCava, P.G., & Graner, P.S. (2004). The No Child Left Behind Act: Challenges and implications for educators of students with special needs. *Intervention in School and Clinic, 40*(2), 67-75.

Lenz, K., Graner, P., & Adams, G. (2003). Learning Express-ways: Building academic relationships to improve learning. *Teaching Exceptional Children 35*(3), 70-3.

Adams, G., Lenz, B.K., Laraux, M., Graner, P., & Pouliot, N. (2001). The effects of ongoing communication between teachers and adolescents with disabilities. University of Kansas Center for Research on Learning: Institute for Academic Access.

B. KEITH LENZ
SRI International

Senior Disability Researcher
Center for Education and Human Services, Policy Division

Specialized Professional Competence

Large-scale evaluation and intervention research, with a focus on exceptional and disadvantaged populations.

Representative Research Assignments

Senior Researcher. Under subcontract with Michigan Department of Education, conducting a 4-year impact evaluation of Michigan's FUSION Reading for Striving Readers in 10 high schools. Students are the unit of assignment and analysis.

Co-Principal Investigator, Evaluation of the Effects of the Intel Reader on Improving the Reading Performance of Adolescents with Learning Disabilities, study conducted for the Intel Digital Health Group.

Project Director and Principal Investigator, Development of a Screening, Intervention, and Service Provider Training Model to Enhance Programs for Adults with Learning Disabilities, University of Kansas.

Other Professional Experience

Associate Professor, Department of Special Education, University of Kansas, 2002–May 2010

Executive Director, Strategic Learning Center, Inc., Seattle, 1999–2002

Research Scientist, Center for Research on Learning, University of Kansas, 1995–2010

Research Associate, Institute for Research in Learning Disabilities, University of Kansas, 1987–95

Evaluation Activities Coordinator, Center of Excellence for Math, Science, Computers and Technology, Florida Atlantic University, 1984–86

Research Associate, Coordinator of Curriculum Development and School Liaison, Institute for Research in Learning Disabilities, University of Kansas, 1981–82

Research Assistant, Institute for Research in Learning Disabilities, University of Kansas, 1979–81

Graduate Assistant, Bradley University, Secondary Education Department, Peoria, Illinois 1975–76

Academic Background

Ph.D., special education, curriculum, honors, 1983, University of Kansas, Lawrence

M.A., special education, 1976, Bradley University, Peoria, Illinois

B.S., history/secondary education, cum laude, 1975, Bradley University, Peoria, Illinois

Selected Publications

Lenz, K., Wei, X., & Blackorby, J. (2011). *Evaluation of the effects of the Intel® Reader on improving the reading performance of adolescents with learning disabilities.* Menlo Park, CA: SRI International.

Bulgren, J. A., Marquis, J. G., Lenz, B. K., Schumaker, J. B., & Deshler, D. D. (2009). Effectiveness of a question exploration to enhance students' written expression of content knowledge and comprehension. *Reading and Writing Quarterly, 25*(4), 271–289.

B. KEITH LENZ (continued)

Selected Publications (continued)

Bulgren, J. A., Marquis, J. G., Lenz, B. K., Schumaker, J. B., & Deshler, D. D. (2009). The effectiveness of a question exploration routine to enhance learning in diverse secondary classrooms. *Journal of Educational Psychology*.

Boudah, D. J., Lenz, B. K., Schumaker, J., & Deshler, D. D. (2008). Teaching in the face of academic diversity: Unit planning and instruction by secondary teachers to enhance learning in inclusive classes. *Journal of Curriculum and Instruction, 2*(2), 74–91.

Lenz, B. K., & Deshler, D. D. (2008). Using the principles of strategies instruction as the underpinnings of an effective preservice teacher education model. In T. M. Skrtic, E. M. Horn, & G. M. Clark (Eds.) *Taking stock of special education policy and practice: A retrospective commentary*. Denver, CO: Love Publishing.

Lenz, B. K., Adams, G. L., Bulgren, J. A., Pouliot, N., & Laraux, M. (2007). Effects of curriculum maps and guiding questions on the test performance of adolescents with learning disabilities. *Learning Disabilities Quarterly, 10,* 235–244.

Bulgren, J., Deshler, D. D., & Lenz, B. K. (2007). Engaging adolescents with LD in higher order thinking about history concepts using integrated content enhancement routines. *Journal of Learning Disabilities, 40*(2), 121–133.

Bulgren, J. A., Marquis, J. G., Deshler, D. D., Schumaker, J. B., & Lenz, B. K. (2006). Instructional context of inclusive secondary general education classes: Teachers' instructional roles and practices, curricular demands, and research-based practices and standards. *Learning Disabilities: A Contemporary Journal, 4*(1), 39–66.

Schumaker, J. B., Deshler, D. D., Woodruff, S., Hock, M F., Bulgren, J. A., & Lenz, B. K. (2006). Reading strategy interventions: Can literacy outcomes be enhanced for at-risk adolescents? *Teaching Exceptional Children, 38*(3), 64–69.

Lenz, B. K., Ehren, B. J., & Deshler, D. D. (2005). The content literacy continuum: A school reform framework for improving adolescent literacy for all students. *Teaching Exceptional Children. 37*(6), 60–63.

Lenz, B. K., & Deshler, D. D. (Eds.). (2004). *Teaching content to all: Inclusive teaching in grades 4-12.* Boston, MA: McGraw-Hill.

Lenz, B. K., & Deshler, D. D. (2004). Adolescents with learning disabilities: Revisiting the educator's enigma. In B. Y. L. Wong (Ed.), *Learning about learning disabilities.* 3rd edition (pp 535-564). San Diego, CA: Academic Press.

Ehren, B. J., Lenz, B. K., & Deshler, D. D. (2004). Language factors affecting adolescent literacy. In C. A. Stone, E. R. Silliman, K. Apel, & B. J. Ehren (Eds.). *Handbook of literacy and language: Development and disorders (Challenges in language and literacy)*. New York, NY: Guilford.

Bulgren, J. A., Lenz, B. K., Schumaker, J. B., Deshler, D. D., & Marquis, J. (2002). The use and effectiveness of a comparison routine in diverse secondary content classrooms. *Journal of Educational Psychology*, *94*(2), 356–371.

Grossen, B., Davis, B., Deshler, D. D., Schumaker, J. B., Bulgren, J., & Lenz, B. K., (2002). Big ideas (plus a little effort) produce big results. *Teaching Exceptional Children, 34*(4), 70–74.

Scanlon, D., & Lenz, B. K. (2002). Intervention practices in adult literacy education for adults with learning disabilities. *Journal of Postsecondary Education and Disability*, *16*(1), 32–49.

Selected Publications (continued)

Deshler, D. D., Schumaker, J. S., Bulgren, J. B., Lenz, B. K., Carnine, D., Grossen, B., & Jantzen, J. E. (2001). Teaching students with LD how to master difficult content by anchoring it to what they know. *Teaching Exceptional Children, 33*(4), 82-86.

Deshler, D. D., Schumaker, J. B., Lenz, B. K., Bulgren, J. A., Hock, M. F., Knight, J., & Ehren, B. J. (2001). Ensuring content-area learning by secondary students with learning disabilities. *Learning Disabilities Research and Practice, 16*(2), 96–108.

Lenz, B. K. (Ed.). (2001). *Online academy: Research-based practices for teaching reading to students with learning disabilities* (7 online course modules). University of Kansas Center for Research on Learning.

Boudah, D. J., Lenz, B. K., Bulgren, J. A., Schumaker, J. B., & Deshler, D. D. (2000). Don't water down: Enhance content learning through the unit organizer routine. *Teaching Exceptional Children, 32*(3), 48–57.

Bulgren, J. A., Deshler, D. D., Schumaker, J. B., & Lenz, B. K. (2000). The use and effectiveness of analogical instruction in diverse secondary content classrooms. *Journal of Educational Psychology, 92*(3), 426–441.

Corley, M. A., Lenz, B. K., Sturomski, M. S., Scanlon, D., Tibbetts, J., Mellard, D., & Catts, H. (1999). *Bridges to practice: A research-based guide for literacy practitioners serving adults with learning disabilities. Guidebook 1- Preparing to serve adults with learning disabilities.* Washington, DC: National Adult Literacy and Learning Disability Center.

Corley, M. A., Lenz, B. K., Sturomski, M. S., Scanlon, D., Tibbetts, J., Mellard, D., & Catts, H. (1999). *Bridges to practice: A research-based guide for literacy practitioners serving adults with learning disabilities. Guidebook 2 - The assessment process.* Washington, DC: National Adult Literacy and Learning Disability Center.

Corley, M. A., Lenz, B. K., Sturomski, M. S., Scanlon, D., Tibbetts, J., Mellard, D., & Catts, H. (1999). *Bridges to practice: A research-based guide for literacy practitioners serving adults with learning disabilities. Guidebook 3 - The planning process.* Washington, DC: National Adult Literacy and Learning Disability Center.

Corley, M. A., Lenz, B. K., Sturomski, M. S., Scanlon, D., Tibbetts, J., Mellard, D., & Catts, H. (1999). *Bridges to practice: A research-based guide for literacy practitioners serving adults with learning disabilities. Guidebook 4 - The teaching/learning process.* Washington, DC: National Adult Literacy and Learning Disability Center.

Lenz, B. K., & Schumaker, J. B. (Eds.). (1999). *Adapting materials for middle school students with disabilities.* Reston, VA: The Council for Exceptional Children.

Lenz, B. K., & Scanlon, D. (1998). SMARTER teaching: Developing accommodations to reduce cognitive barriers to learning for individuals with learning disabilities. *Perspectives*, *24*(3), 16–19.

Lenz, B. K., with Schumaker, J. B., Deshler, D. D., & Bulgren, J. A. (1998). *The course organizer routine.* Lawrence, KS: Edge Enterprises.

Boudah, D. J., Deshler, D. D., Schumaker, J. B., Lenz, B. K., & Cook, B. (1997). Student-centered or content-centered? A case study of a middle school teacher's lesson planning and instruction in inclusive classes. *Teacher Education and Special Education, 20*(3), 189–203.

B. KEITH LENZ (concluded)

Selected Publications (concluded)

Deshler, D. D., Ellis, E. S., & Lenz, B. K. (1996). *Teaching the learning disabled adolescent: Strategies and methods.* Denver, CO: Love Publishing.

Lenz, B. K., Ellis, E. S., & Scanlon, D. (1996). *Strategic instruction for adolescents with learning disabilities.* Austin, TX: PRO-ED.

Papers and Invited Presentations

Bulgren, J. A., & Lenz, B. K. (2008, July). *Embedded and emerging strategies at Level I of the Content Literacy Continuum*. Presented at the 30th Annual International SIM Conference, Kansas City, MO.

Bulgren, J. A., & Lenz, B. K. (2008, July). *High-quality content enhancement implementation.* Presented at the 30th Annual International SIM Conference, Kansas City, MO.

Bulgren, J. A., & Lenz, B. K. (2008, July). *Making content enhancement make a difference: Let's find all the pieces to the puzzle*. Presented at the 30th Annual International SIM Conference, Kansas City, MO.

Lenz, B. K., & Bulgren, J. A. (2008, July). *And now for the rest of the story: Strategic enhancers!* Presented at the 30th Annual International SIM Conference, Kansas City, MO.

Ehren, B. J., & Lenz, B. K., (2002, November) *The role of the SLP in promoting content literacy with adolescents.* American Speech-Language-Hearing Association Annual Convention.

Lenz, B. K. (2002, June). *Learning expressways: Developing academic relationships to improve learning.* Presented at the annual meeting of educational specialists serving youth in out-of-home care, sponsored by Casey Family Programs Foundation.

Lenz, B. K. (2002, May). *The Strategic Instruction Model. Workshop II: Practice models for adolescent literacy success*. Delivered at the Conference of the National Institutes of Child Health and Human Development (invited).

Bulgren, J. A., Lenz, B. K., & McKnight, M. (2002, April). *The power of questions and graphic organizers in inclusive high school language arts courses.* International Council for Exceptional Children Annual Conference, New York, NY.

Lenz, B. K. (2002, January). *Organizing the curriculum*. Presented at the Winter Institute for Educational Leaders, sponsored by the American Federation of Teachers.

ELLEN PETERS SCHILLER
SRI International

Senior Policy Researcher
Center for Education and Human Services, Policy Division

Specialized Professional Competence

Research and evaluation focused on interventions for struggling adolescent readers, study of implementation and special education policy and practices. Use of research designs has included experimental research, survey research and implementation of field research, including interviews, focus groups, and document analysis. Analytic approaches include creation of conceptual logic models, analytic designs, instrument development; use and analysis of existing databases. Communication modes include preparation of fact sheets and reports for policy and practice audiences at local and national levels.

Representative Research Assignments

Co-Principle Investigator. Under subcontract with Michigan Department of Education, conducting a 4-year impact evaluation of Michigan's FUSION Reading for Striving Readers in 10 high schools. Students are the unit of assignment and analysis.

Co-Principle Investigator. Under subcontract to MDRC, conducting the 5-year study on the Impact Evaluation of Response to Intervention Strategies. Responsible for analytic description of mature RtI schools. Contribute to site recruitment, impact analysis, and report writing.

Co-Project Director. Under subcontract to Mathematica Policy Research (MPR) for the What Works Clearinghouse (WWC), serve as the content expert and conduct reviews of research on effective interventions for children with learning disabilities. Obtained certification for conducting WWC reviews for the quality and rigor of group research designs.

Task Leader, IDEA National Assessment Analytic Support project. Analysis of secondary data sources to study state variation in the identification and outcomes of children for early intervention and special education services for the Institute of Education Sciences. Findings to be included in a Congressional report.

Senior Policy Researcher. Wrote report, *A National Profile of the Classroom Experiences and Academic Performance of Students with Learning Disabilities,* using data from the Special Education Elementary Longitudinal Study (SEELS).

Project Director, The Study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act (SLIIDEA). Using a mixed methods design, conducted this congressionally mandated study that collected and analyzed data from all 50 states plus DC, as well as a nationally representative sample of districts and schools that serve children with disabilities. The study measured change over time by collecting survey data four times over a 6-year period, beginning in 2000. Survey data was buttressed by four qualitative studies. Policy briefs, fact sheets, and final reports prepared for use by multiple audiences.

Director, An Analysis of the Use of an Early Reading Program. Designed and analyzed surveys sent to a simplified random sample of 6,000 teachers to assess teachers' satisfaction with their current reading/language arts programs and materials.

Senior Analyst. Participated in design and analysis of Best Practices of a Charter High School supported by the Ford Foundation. Prepared the conceptual framework for guiding the identification and analysis of best practices used by high school teachers.

ELLEN PETERS SCHILLER (continued)

Representative Research Assignments (concluded)

Education Researcher. Conducted quasi-experimental research on strategies designed to improve vocabulary and reading comprehension outcomes for students with and without learning disabilities. Published in referred journals.

Selected Professional Experiences

SRI International (2006 to present)
Senior Associate, Abt Associates (1998-06)
Branch Chief of Directed Research. Division of Innovation and Development, Office of Special Education Programs, U. S. Department of Education (1991-98)
Specialist, Association for Supervision and Curriculum Development (l988-89)
Director of Training, Council for Exceptional Children (l985-88)
Assistant Professor, Trinity College (1983-85)
Research Specialist, University of Wisconsin-Madison (1982-83)
Research Associate, Arizona State University (1978-82)
Learning Disability Teacher, Berkeley County Board of Education (1975-78)

Academic Background

Ph.D., special education, 1983, Arizona State University
M.A., special education, 1975, West Virginia University
B.A., psychology, 1972, West Virginia University

Selected Publications and Presentations

Blackorby, J., Schiller, E., Mallik, S., Hebbeler, K., Huang, T., Javitz, H., Marder, C., Nagle, K., Shaver, D., Wagner, N., & Williamson, C. (2010). *Patterns in the identification of and outcomes for children and youth with disabilities (NCEE 2010-4005).* Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Jacobson, J., Angelo, L., Sekino, Y., Blackorby, J., Schiller, E., & Mallik, S. (2010, April). *Children and youth identified under IDEA and their outcomes.* Prepared for the Annual Council for Exceptional Children Conference. Nashville, Tenn.

Schiller, E., & Jacobson, J. (2008, November). *Design of the impact evaluation of response to intervention strategies in reading*. Prepared for the Annual Conference of the Council for Exceptional Children: Council of Administrators of Special Education, Myrtle Beach, SC.

Schiller, E., Sanford, C., & Blackorby, J. (2008). *A national profile of the classroom experience and academic performance of students with learning disabilities: A special topic report from the Special Education Elementary Longitudinal Study.* Menlo Park, CA: SRI International.

Schiller, E. (2006, March). *Marking the progress of IDEA implementation.* Invited paper at the AERA/IEL Congressional Briefing, Washington, DC.

O'Reilly, F., Ouellette T., & Schiller, E. (2005, March). *Improving teachers' instructional capacity: Resource implications for meeting the educational needs of students with disabilities*. Presented at the Annual American Education Finance Association Conference, Louisville, KY.

Schiller, E., & O'Reilly, F. (2003, April). *Accountability for students with disabilities: Year 1 survey findings, Year 1 and 2 focus study findings*. Presentation at the annual meeting of the American Educational Research Association, Chicago, IL.

Selected Publications and Presentations (concluded)

Gersten, R., Schiller, E., Vaughn, S., & Schumm, J. (Eds.). (2001). *Contemporary special education research: Syntheses of the knowledge base on critical instructional issues.* Hillsdale, NJ: Lawrence Erlbaum Associates.

Schiller, E., Malouf, D., Hauser, J., & Fein, J. (1998). Technology and children with disabilities. In M. Coutinho (Ed.), *Integrating children with disabilities: Best practices*. Baltimore, MD: Brooks Cole Publishing Co.

Danielson, L., Henderson, K., & Schiller, E. (1998, November). *Educational policies for children with attention deficit disorders*. Invited paper for the consensus conference on children with attention deficit disorders sponsored by the National Institute of Health, Bethesda, MD.

Gersten, R., Vaughn, S., Deshler, D., & Schiller, E. (1997). What we know about using research findings: Implications for improving special education practice. *Journal of Learning Disabilities*, *30*(5), 466-476.

Schiller, E. (1996, July). *Federal education interests and priorities on attention deficit disorder.* Invited testimony to the Institute of Medicine Board on Children, Youth, and Families, National Academy of Sciences, Washington, DC.

Schiller, E., Malouf, D., & Danielson, L. (1995). Using research to improve practice: A Federal perspective. *Remedial and Special Education*, *16*(6), 372-375.

Malouf, D., & Schiller, E. (1995). Practice and research. *Exceptional Children*, *61*(5), 414-424.

Peters, E. E., & Lloyd, J. W. (Eds.). (1987). Effective reading instruction. *Teaching Exceptional Children, 19*(2), 58-65.

Peters, E. E., & Levin, J. R. (1986). Effects of a mnemonic imagery strategy on good and poor readers recall of prose. *Reading Research Quarterly, 21*, 179-192.

Peters, E. E., Levin, J. R., McGivern, J., & Pressley, M. (1985). A further comparison of representational and transformational imagery. *Journal of Educational Psychology, 77*, 129-136.

Honors and Awards

OSERS Peer Recognition Award for exemplary skills exhibited as a mentor to helping, advising, and instructing other employees, Office of Special Education Programs, U.S. Department of Education, May 1998.

OSERS Peer Recognition Award for distinction in carrying out a project that contributes to the general welfare of OSERS as an organization, Office of Special Education Programs, U.S. Department of Education, April 1995.

CHADD Outstanding Educator, Awarded by Children and Adults with Attention Deficit Disorders for improvement of research on attention deficit disorder, 1995.

Dr. Joanne Frazier Parachek Research Assistant Award, Department of Educational Psychology, Arizona State University, 1983.

Member (1996-1999), Professional Advisory Board for the Shaklee Institute for the Improvement of Practices in Special Education, Wichita, Kansas.

Member (1996-1998), Research Advisory Board to the Division of Learning Disabilities, Council for Exceptional Children, Reston, Virginia.

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1234-KS budget narrative final 06May2011.pdf**

Part 5: Budget Narrative: Kansas Striving Readers Grant Proposal

The Kansas Striving Readers Proposal seeks grant funding of $15,000,000 per year for each of 5 years to implement the proposed project. Pursuant to the statutory requirements, 95% of the award will be Sub Grants which are included in "other". The majority of the budget narrative outlines the proposed budget for the 5% in SEA funding for leadership activities including technical assistance and training, data collection, reporting, and administration.

PERSONNEL

Year 1 Total Budget Request	$ 240,383
Year 2 Total Budget Request	$ 240,383
Year 3 Total Budget Request	$ 240,383
Year 4 Total Budget Request	$ 240,383
Year 5 Total Budget Request	$ 240,383
Total	$1,201,915

The basis for cost estimates or computations related to Personnel Salary are current salary expenses and/or current agency averages if the position is open.

Project Director: Laurie Winter, Literacy Expert and Educational Program Consultant, KSDE

Yr 1: 1.0 FTE	Budget Request $ 58,885
Yr 2: 1.0 FTE	Budget Request $ 58,885
Yr 3: 1.0 FTE	Budget Request $ 58,885
Yr 4: 1.0 FTE	Budget Request $ 58,885
Yr 5: 1.0 FTE	Budget Request $ 58,885

The Grant Project Director will have oversight of the progress of all goals, technical assistance and sub grant efforts proposed in this grant, and is responsible for summarizing and reporting to the grant authority, and participating and coordinating district participation in the annual Striving Readers Technical Assistance meeting in Washington, D.C. The Project Director will coordinate efforts with Leadership and Grant Support Teams, Subcontractors, and all key staff involved in the project. The Project Director will be responsible for fiscal reporting and monitoring as well as the implementation and activities.

Administrative Assistant: OPEN POSITION, KSDE

Yr 1: 0.75 FTE	Budget Request $ 21,232
Yr 2: 0.75 FTE	Budget Request $ 21,232
Yr 3: 0.75 FTE	Budget Request $ 21,232
Yr 4: 0.75 FTE	Budget Request $ 21,232
Yr 5: 0.75 FTE	Budget Request $ 21,232

The Administrative Assistant will perform clerical duties for the project staff of this

project including record keeping, mailings, meeting scheduling, travel scheduling, phone support, training materials production support, and other tasks as requested by project team members.

State Literacy and Learning Resource Coordinator: : OPEN POSITION, KSDE

Yr 1: 1.0 FTE	Budget Request: $ 58,329
Yr 2: 1.0 FTE	Budget Request: $ 58,329
Yr 3: 1.0 FTE	Budget Request: $ 58,329
Yr 4: 1.0 FTE	Budget Request: $ 58,329
Yr 5: 1.0 FTE	Budget Request $ 58,329

The State Literacy and Learning Resource Coordinator, an Education Program Consultant on the Career, Standards, and Assessment Team, will report to the Director of Career, Standards, and Assessments. This position will lead efforts to identify specific (including open education resources) for instruction and for professional development/training that can be used in support of the Essential Elements of Literacy instruction and the Kansas Striving Readers project. This position will be involved in the implementation of state events related to the project, as well as work collaboratively with the Project Team to vet resources for quality, and alignment to the Common Core standards related to the project. This position will work collaboratively with the IT Team to develop these resources through the USMRS and the Collaborative Workspace. This position will also pursue potential iTunes U state presence to offer these resources to the broader educational community.

State Literacy, Language Arts, and Writing Expert:
Matt Copeland, Education Program Consultant, KSDE

Yr 1: 0.25 FTE	Budget Request: $ 14,582
Yr 2: 0.25 FTE	Budget Request: $ 14,582
Yr 3: 0.25 FTE	Budget Request: $ 14,582
Yr 4: 0.25 FTE	Budget Request: $ 14,582
Yr 5: 0.25 FTE	Budget Request: $ 14,582

The State Literacy, Language Arts, and Writing Expert is an existing member of KSDE's Career, Standards, and Assessment team and leads efforts around reading, writing, listening and speaking relative to common core standards, and assessment efforts for KSDE. For this project, he will be involved in all aspects of sub grant development, K-12 needs assessments, professional learning, communication, and implementation related to the Kansas Literacy Plan. A member of the Kansas Literacy Plan Advisory Board, Matt will provide leadership, guidance and expertise to the Project Leadership team, assisting in delivering state level training efforts, identifying instructional resources, and materials related to supporting teachers in addressing the Essential Elements. He will also be involved with providing input related to the Common Core, Essential Elements, and resources available through the Collaborative Workspace for participating teachers/schools/districts.

Data Literacy Trainer: Kateri Grillot, IT Trainer, KSDE

Yr 1: 0.5 FTE	Budget Request $ 25,459
Yr 2: 0.5 FTE	Budget Request $ 25,459
Yr 3: 0.5 FTE	Budget Request $ 25,459
Yr 4: 0.5 FTE	Budget Request $ 25,459
Yr 5: 0.5 FTE	Budget Request $ 25,459

The Data Literacy Trainer is an existing member of KSDE's Information Technology team and is responsible for design, development and delivery of training for the KIDS system, SEEK Dashboard, the Collaborative Workspace, and the Early Childhood Data Initiative, along with other related student level data collection applications. For this project, Kateri will assist with delivering data literacy training modules using multiple modes of delivery for the KIDS Data Quality Certification Training, SEEK Dashboard Training, Collaborative Workspace Training and training on the Early Childhood Data Initiative for the participating sub grant staff including district administrators, school administrators, instructional coaches/literacy leaders, and teachers.

State Education Technology Coordinator:
Melinda Stanley, KSDE

Yr 1: 0.50 FTE	Budget Request: $ 28,715
Yr 2: 0.50 FTE	Budget Request: $ 28,715
Yr 3: 0.50 FTE	Budget Request: $ 28,715
Yr 4: 0.50 FTE	Budget Request: $ 28,715
Yr 5: 0.50 FTE	Budget Request: $ 28,715

The State Education Technology Coordinator is an existing member of KSDE's Information Technology team and leads efforts instructional best practices empowered by technology, 21st Century Learning, and Professional learning opportunities related to technology for KSDE. For this project, she will be coordinating the sub grant development with the Project Director, assisting in developing technology practices to support literacy instruction, assisting in identifying subscription based resources, materials, and open education resources to support the literacy instruction of sub grant participants. She will work closely with the Project Director and the Literacy and Learning Resource Coordinator in identifying, aligning, and publishing resources to support literacy instruction that are aligned to the Common Core, and will support development of a collaborative online presence for teams to communicate and share on an ongoing basis. She will participate on the Project Leadership team, assisting in delivering state level training efforts, identifying instructional resources, and materials related to supporting teachers in addressing the Essential Elements. She will also be involved with providing input related to the Common Core, Essential Elements, and resources available through the Collaborative

Workspace for participating teachers/schools/districts. She will also support the Project Director in all sub grant processes, monitoring, and reporting.

State Early Childhood Coordinator:
Gayle Stuber, Education Program Consultant, KSDE

Yr 1: 0.25 FTE	Budget Request: $ 15,096
Yr 2: 0.25 FTE	Budget Request: $ 15,096
Yr 3: 0.25 FTE	Budget Request: $ 15,096
Yr 4: 0.25 FTE	Budget Request: $ 15,096
Yr 5: 0.25 FTE	Budget Request: $ 15,096

The Early Childhood Coordinator is an existing member of KSDE's Student Support Services team and leads Early Childhood Programs for KSDE. This includes chairing the Early Childhood Task Force (ECTF) and collaborating with district personnel as well as staff at KDHE, SRS, and other Early childhood Programs, Advisory Councils, and collaboratives regarding early childhood programs. For this project, she will be involved in all aspects of sub grant development, early childhood needs assessments, communication, and implementation oversight with the Birth through age 5 component. She will participate in the Project Leadership team, coordinating state level training efforts, instructional resources, and materials related to the Essential Elements for Birth through 5. She will also act as a subject matter expert during the development of the data collection and reporting tools available to the field through the Early Childhood Data Initiative. She will also be involved with updating the field on data collection and reporting tools, including training and user support related to the Early Childhood Data Initiative.

KIDS, SEEK Dashboard and Collaborative Workspace Help Desk Support:
Jessica Ludlum, Technical Support Technician II, KSDE

Yr 1: 0.5 FTE	Budget Request $ 18,086
Yr 2: 0.5 FTE	Budget Request $ 18,086
Yr 3: 0.5 FTE	Budget Request $ 18,086
Yr 4: 0.5 FTE	Budget Request $ 18,086
Yr 5: 0.5 FTE	Budget Request $ 18,086

The Help Desk Support staff is an existing member of KSDE's IT team and is responsible for help desk support for KSDE's KIDS system and related student level data collection applications. For this Outcome during the first year of the grant he will work with district staff supporting early childhood programs to develop and implement processes for assigning SSIDs to children in these programs via the KIDS system. In addition during the first year of the grant he will participate in application testing, and will lead the development of user documentation and assist with training module design for the KELLI assessment collection and reporting tool. During the second year of the grant he will participate in application testing, and will lead the development of user documentation and assist with training module design for the PAT evaluation

collection and reporting tool. During all three years of the grant he will provide helpdesk support to users of the two tools.

FRINGE

On behalf of its employees, KSDE contributes funds for staff for such things as retirement, social security, workers compensation, unemployment insurance and health insurance. The calculations are as follows:

Yr 1: Total	Budget Request $	96,092
Yr 2: Total	Budget Request $	96,092
Yr 3: Total	Budget Request $	96,092
Yr 4: Total	Budget Request $	96,092
Yr 5: Total	Budget Request $	96,092
Total		$ 480,460

The fringe benefit percentage used for this calculation is: 19.284%
The individual base for fringe calculations are outlined in the Salary section above.

TRAVEL

Yr 1: Total	Budget Request $	50,869
Yr 2: Total	Budget Request $	56,614
Yr 3: Total	Budget Request $	60,444
Yr 4: Total	Budget Request $	60,444
Yr 5: Total	Budget Request $	60,444
Total		$ 288,815

Three categories of travel are included in the application:

Kansas Striving Readers State Training Event Travel: $11,519

Travel costs related to Key Project staff conducting training events for sub grant participants. State Level trainings provide opportunities for collaboration among participating sub grant teams and are key to building a community of practice across the state. 30 Events are planned for each of the five project years, and costs were calculated on the basis of hosting events in either the NE section of the state (10 events), Central section of the state (15 events) or Western section of the state (5 events); It is anticipated that project staff will travel together. For NE events, no hotel was budgeted, as this is relatively close. For events in Central Kansas, 1 night of hotel and per diem was included. For Western Kansas events, 2 nights of hotel and per diem were included.

Striving Readers Technical Assistance Meetings Travel: $ 39,350

Travel costs are included for each of the five project years for the the Project Director, and 2 Staff members from each grant team to participate in the annual two day technical assistance

meeting in Washington DC. Costs allowances were based on travel estimates and budgeted at $1700 for Project Leader, and $1,255 per person for 15 school teams of 2 persons, assuming shared costs for some travel and lodging expenses. Expenses included travel to/from departure airport ($25 each way pp), airfare, ($500 pp) baggage fee ($25pp each way), shuttle/taxi to/from airport to hotel ($25 each way pp), hotel ($250 per night) and internet fee ($15/day pp), tips ($5 per day pp), and per diem ($54/day pp according to state allowance).

Kansas Striving Reader SubGrant Site Visits: Year 2: $5,745 Year 3-5 $9,575

Travel costs are included beginning in year 2 of the grant year for the Key Project staff to conduct site visits to participating sub grant recipients across the state. This was budgeted based on current state travel rates and per diem, to include an average of 350 mile round trip for travel, 1 night of lodging, and 2 days of per diem per trip, for an average of $383 per trip. Year 2 includes 15 site visits; Year 3-5 includes 25 site visits. For the purposes of all above related travel estimates, the point of origin for the project staff is Topeka, KS.

EQUIPMENT

Yr 1: Total	Budget Request $	19,500
Yr 2: Total	Budget Request $	18,500
Yr 3: Total	Budget Request $	7,000
Yr 4: Total	Budget Request $	7,500
Yr 5: Total	Budget Request $	17,500
Total	$	70,000

Technology equipment related to project administration, professional learning and best practices, and modeling literacy skills conducive to classroom instruction are included in this budget. A three year replacement rotation will be incorporated.

Computers will be used by project staff primarily for project administration, instructional resource identification and development, and professional learning presentations. Computers may be laptops or desktops. Mobile tablets/iPads are incorporated for Key Project Staff to allow for professional learning, growth, familiarity, and modeling mobile technologies similar to what sub grant applicants will be using. Projectors are included for Key Project Staff that will be making formal presentations and conducting professional learning opportunities with sub grant applicant teams. Some projectors included will be interactive projectors—which combine the features of a projector and interactivity of an interactive whiteboard into one simple device. The portable digital video cameras will be used to capture presentations, professional learning opportunities for posting, as well as for the team to use in instructional coaching professional learning sessions with the sub grant instructional coaches/literacy leaders.

The basis for the cost of equipment is based on current average cost on state contract. A laptop/desktop computer is budgeted at $2,500.00 (this includes a docking station, case, and display for laptop). A mobile tablet/ iPad 2 is budgeted at $900, and assumes a 32gb iPad 2 with case and camera kit. A Projector is budgeted at either $2,500 which is for a basic LCD projector based on current average cost on state contract, or $3,500 for an interactive LCD projector based

on current vendor price estimates. The following outlines the purchases for each project year for the associated project personnel:

Year 1	Computer	Mobile Tablet/iPad	Projector	TOTAL
Project Director	2500	900	2500	
Administrative Asst	2500			
Literacy Resource Coordinator	2500	900		
Literacy Lang Arts Expert		900		
Early Childhood Expert		900	2500	
State Ed Tech Coordinator		900		
It Trainer			2500	
Helpdesk Support Staff				
	7500	4500	7500	19,500

Year 2	Computer	Mobile Tablet/iPad	Projector	TOTAL
Project Director				
Administrative Asst				
Literacy Resource Coordinator				
Literacy Lang Arts Expert	2500		2500	
Early Childhood Expert	2500			
State Ed Tech Coordinator	2500		3500	
It Trainer	2500			
Helpdesk Support Staff	2500			
	12500		6000	18,500

Year 3	Computer	Mobile Tablet/iPad	Projector	TOTAL
Project Director		900		
Administrative Asst				
Literacy Resource Coordinator		900	2500	
Literacy Lang Arts Expert		900		
Early Childhood Expert		900		
State Ed Tech Coordinator		900		
It Trainer				
Helpdesk Support Staff				
	0	4500	2500	7000

Year 4	Computer	Mobile Tablet/iPad	Projector	TOTAL
Project Director	2500			
Administrative Asst	2500			
Literacy Resource Coordinator	2500			
Literacy Lang Arts Expert				
Early Childhood Expert				
State Ed Tech Coordinator				
It Trainer				
Helpdesk Support Staff				
	7500	0	0	7500

Year 5	Computer	Mobile Tablet/iPad	Projector	TOTAL
Project Director			2500	
Administrative Asst				
Literacy Resource Coordinator				
Literacy Lang Arts Expert	2500		2500	
Early Childhood Expert	2500			
State Ed Tech Coordinator	2500		2500	
It Trainer	2500			
Helpdesk Support Staff	2500			
	12500	0	5000	17500

SUPPLIES

Yr 1: Total	Budget Request $	24,644
Yr 2: Total	Budget Request $	26,765
Yr 3: Total	Budget Request $	32,911
Yr 4: Total	Budget Request $	32,477
Yr 5: Total	Budget Request $	31,804
Total:		$ 148,601

Software and Online Instructional Resources Subscriptions are budgeted for the project and will be secured to include Microsoft Office, Adobe Creative Suite, Camtasia Studio, iWorks, iLife, iMovie, Garage Band, and other iPad apps yet to be determined. Subscriptions include Inspiration Online, Sublime Learning, Atomic Learning, Visual Thesaurus, and Ning along with other professional learning subscriptions under evaluation. Technology supplies such as eReaders, portable hard drives, portable video cameras, and peripherals technology devices under $500 are included. Instructional materials, professional subscriptions, and office supplies relative to project staff support are also included in the budget and are estimated at: $2,000.00 and $1,500 per year respectively.

CONTRACTUAL

Yr 1: Total	Budget Request $	185,000
Yr 2: Total	Budget Request $	178,000
Yr 3: Total	Budget Request $	178,000
Yr 4: Total	Budget Request $	178,000
Yr 5: Total	Budget Request $	170,000
Total:	$	889,000

Contractual includes Contract for Services for three specific areas associated with the project goals, literacy support, and facilitating the sub grant review process specifically: Literacy Expertise and Training Academies, Expertise to support the Development of Online Literacy Resources and Materials, and for facilitating the Grant Review process through a multivendor contract. These contract for services will be secured upon project approval and will follow the procedures for procurement under Kansas State Law and 34CFR Parts 74.40 – 4.48 and part 80.36

Contract for Services for Literacy Expertise, Training Academies
Budgeted at $145,000 for Years 1-5
This contract for services will provide professional development to birth to Grade 12 teams participating in the Striving Readers Sub Grant process. The scope of work includes:

- creating professional development curriculum materials for birth – Age 5 teachers;
- creating professional development curriculum materials for kindergarten – grade 5 teachers;
- creating professional development curriculum materials for grades 6-8 teachers;
- creating professional development curriculum materials for grades 9-12 teachers;
- hiring and training of trainers for the Kansas Literacy Plan professional development curriculum;
- creating or integrating with the current Kansas Literacy Plan/TRC website;
- creating new video clips as needed for the Kansas Literacy Plan; and
- preparing for and delivering content sessions for the 2012 summer institute for sub grantees of the Striving Readers Grant.

This contract for services will be secured upon project approval following the procurement procedures outlined above.

Contract for Services for Development of Online Literacy Resources and Materials
Budgeted at $20,000 for Years 1-4, and $25,000 for Year 5

The contract for services for development of online literacy resources and materials will provide expertise and support for development of online professional learning, instructional resources, and lesson plans associated with teaching literacy and the Essential Elements outlined in this proposal. The contract include the development of artifacts to populate the Collaborative Workspace with resources aligned to the Common Core/Kansas Literacy Plan and as well as development of a Kansas iTunes U site (technical development) to offer resources to the greater educational community.

Contract for Services for Sub Grant Review Process (Multi vendor)
Budgeted at $20,000 for Year 1, $13,000 per year for Years 2-4, and $0 for Year 5

The contract for services for the grant review process will allow KSDE to leverage out of state and in state experts to review the sub grant proposals. This is similar to the process used for EETT Title IID Competitive Grants, and as outlined in the Sub Grant section of the proposal, will include reviewing, scoring and ranking the applications, as well as in state reviewers will participate in an in-person review session. The actual cost of the process will depend on the number of applications received. It is anticipated that each proposal will have a minimum of 4 reviews. The review process is more specifically outlined in the Sub Grant section of the proposal, but is approximately a 60 day timeframe. Year 1 is budgeted at a higher level, as in years 2-4, continuation sub grant applications will not be subject to extensive review. Year 5 does not include funding for this contract since it is anticipated funds will be fully obligated in the Year 4 review process.

OTHER

Yr 1: Total	Budget Request $	14,302,500
Yr 2: Total	Budget Request $	14,302,500
Yr 3: Total	Budget Request $	14,302,500
Yr 4: Total	Budget Request $	14,302,500
Yr 5: Total	Budget Request $	14,302,500
Total:	$	71,512,500

Those items budgeted in the 'Other' category include Sub Grant Awards, Meeting Expenses, Communication, and Printing.

Sub Grant Awards: $14,250,000 per year for each year
Per the statutory requirement for the Striving Readers grant, 95% of the total award will be distributed to Sub Grant recipients. The Sub Grant narrative included in the project proposal provides additional detail on the process and requirements.

Meeting Expenses: $45,000 per year for each year

These are the meeting expenses associated with the 30 state level events that sub grant participants will attend during each of the project years. Meeting expenses include facilities,

breakfast, snacks, and lunch, and internet fees. The budget estimate is built on an average cost of $30 per person per day and estimates 50 participants at each event.

Communications including Conference Calls, Help Desk Support Lines, and Webinars:
Year 1 - 5: $ 5,000 per year

Printing Materials are included at:
Year 1- 5: $ 2,500 per year

TOTAL DIRECT COSTS

Year 1: $ 14,918,988
Year 2: $ 14,918,854
Year 3: $ 14,917,330
Year 4: $ 14,917,396
Year 5: $ 14,918,723
Total for Direct Costs: $ 74,591,291

TOTAL INDIRECT COSTS

Indirect costs are computed per the allowable categories at a rate of 15.3%.
Year 1: $ 81,012
Year 2: $ 81,145
Year 3: $ 82,670
Year 4: $ 82,604
Year 5: $ 81,277
Total for Indirect Costs is $408,708

TOTAL PROJECT COSTS

Year 1: $ 14,999,966
Year 2: $ 14,999,905
Year 3: $ 14,999,929
Year 4: $ 14,999,929
Year 5: $ 14,999,940
Total for Years 1-5: $74,999,999