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 # S371C110039
Grants.gov Tracking#: GRANT10865444

Closing Date: MAY 09, 2011

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

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

Application for Federal Assistance SF-424

Version 02

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

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

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received: 05/09/2011

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: North Carolina Department of Public Instruction

* b. Employer/Taxpayer Identification Number (EIN/TIN): 561492826

* c. Organizational DUNS: 067195610

d. Address:

* Street1: 6341 Mail Service Center
Street2:
* City: Raleigh
County:
* State: NC: North Carolina
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 27699-6341

e. Organizational Unit:

Department Name: NC Dept. of Public Instruction

Division Name: K-12 Curriculum & Instruction

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

Prefix: Dr.
* First Name: Vinetta
Middle Name:
* Last Name: Bell
Suffix:

Title: Coordinator of Special Projects

Organizational Affiliation: NC Department of Public Instruction

* Telephone Number: 919-807-3848
Fax Number: 919-807-3826

* Email: vbell@dpi.state.nc.us

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.):

State of North Carolina
Counties in North Carolina
Cities in North Carolina
Towns in North Carolina
Rural Areas in North Carolina

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

Increasing Literacy Knowledge and Skills: A USED SRCL Program Discretionary Grant Funded Project Conducted by the North Carolina Department of Public Instruction (NCDPI)

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: NC-all

* b. Program/Project: NC-all

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 07/01/2011

* b. End Date: 06/30/2016

18. Estimated Funding ($):

* a. Federal	250,000,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	250,000,000.00

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

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

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

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

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

☐ Yes ☒ No

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

☒ ** I AGREE

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

Authorized Representative:

Prefix:	Dr.
* First Name:	June
Middle Name:	St. Clair
* Last Name:	Atkinson
Suffix:	
* Title:	State Superintendant
* Telephone Number:	919-807-3430
Fax Number:	919-807-3445
* Email:	jatkinson@dpi.state.nc.us
* Signature of Authorized Representative:	Sarah Harris
* 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:
North Carolina Department of Pub...

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	$ 9,650,000	$ 9,650,000	$ 9,650,000	$ 9,650,000	$ 9,650,000	$ 48,250,000
2. Fringe Benefits	$ 2,317,200	$ 2,317,200	$ 2,317,200	$ 2,317,200	$ 2,317,200	$ 11,586,000
3. Travel	$ 6,521,739	$ 6,521,739	$ 6,521,739	$ 6,521,739	$ 6,521,739	$ 32,608,695
4. Equipment	$ 6,380,626	$ 3,119,756	$ 3,119,756	$ 3,119,756	$ 3,119,756	$ 18,859,653
5. Supplies	$ 8,739,130	$ 11,999,999	$ 11,999,999	$ 11,999,999	$ 11,999,999	$ 56,739,129
6. Contractual	$ 6,521,739	$ 6,521,739	$ 6,521,739	$ 6,521,739	$ 6,521,739	$ 32,608,695
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 3,347,826	$ 3,347,826	$ 3,347,826	$ 3,347,826	$ 3,347,826	$ 16,739,130
9. Total Direct Costs (lines 1-8)	$ 43,478,260	$ 43,478,260	$ 43,478,260	$ 43,478,260	$ 43,478,260	$ 217,391,304
10. Indirect Costs*	$ 6,521,739	$ 6,521,739	$ 6,521,739	$ 6,521,739	$ 6,521,739	$ 32,608,695
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 50,000,000	$ 50,000,000	$ 50,000,000	$ 50,000,000	$ 50,000,000	$ 250,000,000

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2011 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[X] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
North Carolina Department of Pub...

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
Sarah Harris	State Superintendant
* APPLICANT ORGANIZATION	* DATE SUBMITTED
North Carolina Department of Public Instruction	05/09/2011

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

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

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

4. Name and Address of Reporting Entity:

☒ Prime ☐ SubAwardee

** Name* NC Department of Public Instruction

** Street 1* 6341 Mail Service Center *Street 2*

** City* Raleigh *State* NC: North Carolina *Zip* 27699-6341

Congressional District, if known:

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

6. * Federal Department/Agency:

US Department of Education

7. * Federal Program Name/Description:

Striving Readers

CFDA Number, *if applicable:* 84.371

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* Not *Middle Name*

** Last Name* Applicable *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

Prefix ** First Name* Not *Middle Name*

** Last Name* Applicable *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:** Sarah Harris

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

** Last Name* Atkinson *Suffix*

Title: State Superintendant **Telephone No.:** 919-807-3430 **Date:** 05/09/2011

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

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

Department of Education: Section 427 of GEPA

North Carolina will ensure compliance with Section 427 of GEPA by actively working to ensure that all participants within our 115 local education agencies have access to information about the grant regardless of gender, race, national origin, color, disability, or age.

This Agency requires that all activities abide by the following policy: "In compliance with federal law, NC Public Schools administers all state-operated education programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law."

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	North Carolina Department of Public Instruction
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	Dr.
* First Name:	June
Middle Name:	St. Clair
* Last Name:	Atkinson
Suffix:	
* Title:	State Superintendant
* SIGNATURE:	Sarah Harris
* 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:
Dr.	Vinetta		Bell	

Address:

* Street1: 6341 Mail Service Center
Street2:
* City: Raleigh
County: Wake County
* State: NC: North Carolina
* Zip Code: 27699
* Country: USA: UNITED STATES

* Phone Number (give area code) 919-807-3848
Fax Number (give area code) 919-807-3826

Email Address: vbell@dpi.state.nc.us

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: **1234-Project Abstract.pdf**

Project Abstract

The primary purpose of this project is to identify and to eliminate gaps in learning for all North Carolina students, especially English Language Learners, Limited English Proficient (LEP) students, Exceptional Children, and children from low-income families, as a means of increasing academic achievement and limiting referrals to Exceptional Children programs.

The secondary purpose of this project is to create a parity of literacy development and performance throughout the eight regions of the state of North Carolina. The diverse Local Education Administrations (LEAs) and geographic locations in North Carolina have challenged the goal of parity among schools and students in this state. Low-wealth counties and this state's decreasing but continuing reliance upon an unstable agricultural economy contribute to this problem. The need for parity among schools is also based upon inconsistent academic opportunities among and within LEAs in this state.

Literacy standards in Common Core State Standards (CCSS) in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and early education literacy standards inform this project. Sources for data collection, analysis and interpretation will include multiple data sources, such as, but not limited, North Carolina End of Course tests (EOC), and North Carolina End of Grades tests (EOG).

All School Improvement Grant Fiscal Year 2011 qualifying schools, schools with low-income students at 40% or higher, any LEA and school with a significant number (40% or more) of Exceptional Children and/or ELL students not performing at a proficient level on the EOC and EOG tests, and partners who serve students at any stage from birth to age 5 in low wealth areas of the state are eligible to participate in the subgrantee competition.

State-level activities are modeled on the North Carolina Responsiveness to Instruction (NCRtI) framework for instructional intervention as a means of raising student proficiency and test scores, which can then translate into improved rates of more inclusive student success from birth through grade 12, high school graduation, College and Career Readiness (CCR), and overall school success. Project management begins with conceptualization by statewide constituents who represent SEA staff in K-12 Curriculum and Instruction, Exceptional Children (EC), English as Second Language/English Language Learners (ESL/ELLS), early childhood educators and partners, classroom teachers, Institutions of Higher Education (IHEs), educational associations, media and technology staff, and other partners on this committee that was assembled to write the State Literacy Plan. The adequacy of resources is assured through alignment of all relevant statewide initiatives with this project and the comprehensive literacy plan so that duplication and other forms of inefficiency and ineffectiveness of effort can be decreased significantly, if not totally eliminated, and so that this project is implemented with realistic expectations of needs and sustainability.

The entire process is designed to permit all students to achieve success through meeting and preferably exceeding the proficiency levels for literacy skills in general and literacy in the most challenging subjects and skills in particular. This process includes those with disabilities and those who are limited in their English proficiency in some of the approximately 47 lowest achieving schools and 85 low wealth counties. The expected outcome is the inclusion of most, if not all students (excluding only those EC students whose physical and/or cognitive abilities prohibit their inclusion into the general student population), into the general population whose academic achievement includes high school graduation and measurable readiness for college and career and whose lives are enriched by being prepared adequately to contribute meaningfully to the global community in which we live.

Project Narrative

Project Narrative

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Project Narrative

Introduction to the Project

The primary purpose of this project is to identify and to eliminate gaps in learning for all North Carolina students, especially English Language Learners, Limited English Proficient (LEP) students, Exceptional Children, and children from low-income families (see Table 3), as a means of increasing academic achievement and limiting referrals to Exceptional Children programs. The elements of Universal Design for Learning provide the foundational theoretical framework for the use of North Carolina Responsiveness to Instruction (NCRtI) in this project. The goal is to provide the needed flexibility to meet the needs of students quickly and responsively while reducing and removing the typically occurring barriers to intervention for students with disabilities and those who are limited-English-proficient. Using NCRtI as the instructional model for the project provides teachers and schools a level of autonomy in the deliverability of interventions based upon students' needs and their responsiveness to interventions. NCRtI allows teachers to intervene quickly using the tiered framework and to design instruction that fits each student. The RtI model, both conceptually and empirically, has been most frequently articulated in the area of reading instruction, while generalizations to other academic domains can be readily imagined (Lyon et al., 2001).

The secondary purpose of this project is to create a parity of literacy development and performance throughout the eight regions of the state of North Carolina. The diverse Local Education Administrations (LEAs) and geographic locations in North Carolina have challenged the goal of parity among schools and students in this state. Low-wealth counties and this state's decreasing but continuing reliance upon an unstable agricultural economy contribute to this

problem. The need for parity among schools is also based upon inconsistent academic opportunities among and within LEAs in this state.

There is a need for increased opportunities to provide sustainable literacy development and education to students and teachers who live, study, and teach within impoverished areas of North Carolina and who have demonstrated a persistent struggle with academic achievement and performance, as evidenced by low test scores, low graduation rates (see Table 3), and limited access to post-secondary school and work (College and Career Readiness).

Overview of North Carolina

North Carolina has 2,277,967 children living in the southeastern region of the United States of America (Source: Kids Count Data Center for 2009). Males (1,165,235 or 51%) slightly outnumber females (1,112,732 or 49%). The average number of students in school systems on a typical day is 1,347,704. Of the 193,600 students, ages birth to 5, enrolled in regulated child care, 65,550 children (34%) receive subsidies, and 36,863 (19%) are eligible, have applied, but have not received subsidies. These two percentages equal 49% of children in North Carolina eligible for subsidies due to low family income. The median household income in North Carolina in 2009 was $43,754.

In North Carolina, more than 1,404,957 students attend school in 115 Local Education Agencies (LEAs), and more than 31,605 students attend school in charter schools (2007-2008 data as reported in the North Carolina Public Schools *Statistical Profile, 2009*). In order to provide a snapshot of the context of North Carolina classrooms, two tables follow that illustrate the make-up of the youth population in North Carolina's schools. Table 1 illustrates the breakdown of North Carolina's youth population and the number of public schools including charter schools in North Carolina.

Table 1: Distribution of North Carolina Students by Race and Ethnicity in Public and Charter Schools.

North Carolina Youth Population by Age Group (2009)		North Carolina Children Population by Race and Ethnicity (2009)		Number of Public Schools (2010-2011)
Ages 0-17	2,216,249	Non-Hispanic White	58.8%	Elementary (grades PK-8): 1,835 (72.7%)
Ages 0-4	635,977 (23%)	Non-Hispanic Black	24.4%	Secondary (grades 9-12): 417 (16.5%)
Ages 5-9	610,829 (22%)	Non-Hispanic American Indian	1.3%	Secondary (grades 9-13 Early College): 64 (2.6%)
Ages 10-14	597,403 (21%)	Non-Hispanic Asian and Pacific Islander	2.5%	Combined: 109 (4.3%)
Ages 15-17	372,040 (13%)	Hispanic or Latino	13.0%	Charter Schools: 99 (3.9%)
Ages 18-21	577,100 (21%)			Total Schools (traditional public and charter): 2,524
Total ages 0-21	***2,793,349 (basis for %)***			
Ages 22-24	387,696			
Ages 0-24	3,181,045			

sources: Kids Count Data Center (2009) and North Carolina Public Schools website (2010-2011)

The following table (Table 2) shows the required age and grade categories and percentages for the Striving Readers Comprehensive Literacy (SRCL) discretionary grant and the comparative age ranges in North Carolina.

Table 2: A Comparison of SRCL Grant Allocations and the Student Population in North Carolina by Age Range

Striving Readers Comprehensive Literacy (SRCL) Discretionary Grant Allocations		***Comparative Age Ranges, Numbers, and Percentages of North Carolina Students***		
		Age Ranges	***Numbers***	***Percentages***
Birth-age 5 (PreK)	15%	Ages 0-4	635,977	23%
K-grade 5	40%	Ages 5-9	610,829	22%
Secondary (grades 6-12)	40%	Ages 10-14	597,403	21%
• Middle school (6-8)	(20%)	Ages 15-17	372,040	13%
• High School (9-12)	(20%)	Ages 18-21	577,100	21%
SEA (NCDPI)	5%			
Totals	100%	Ages 0-21	2,793,349	100%

The SRCL grant requirement for coverage of birth through age five is represented in Table 2 in the age range category 0-4 and represents 23% of the population of children in North Carolina. Elementary school is represented by ages 5-9 (22%). The secondary level is represented by ages 10-14 (21%), 15-17 (13%), and 18-21 (21%). Middle school is represented by ages 10-14 (21%), and high school is represented by ages 15-17 (13%) and 18-21 (21%). The early years (birth through elementary school) in North Carolina includes 45% of students, while the secondary level in North Carolina includes 55% of students.

Need for the Project: Statistical Profile of Selected Student Populations in North Carolina

Table 3 contains statistical data for selected student populations (EC, LEP, Economically Disadvantaged, males, females, Native Americans, Asian, Black, Hispanic, Multi-racial, and White students) and provides the number of students tested in North Carolina, the percentage of students scoring levels I and II proficiency, the percentage of students not proficient on EOC and EOG assessments, high school graduation rates for all students, and high school dropout rates for all students.

Table 3: Disaggregated Data by Subgroup for Students Scoring Not Proficient on EOG and EOC including High School Graduation Rates and Dropout Rates.

Student Population	Number of Students Tested in North Carolina	Levels I and II Students in North Carolina for grades 3-8 in Reading	Percent of Students Not Proficient on EOC for High School English Courses	Percentage of Students Not Proficient on EOG for grades 3-8 in Reading	High School Graduation Rates (all students) (2009)	2009-2010 High School Dropout Rates (all students)
EC	78,876	62.7%	45.1%	62.7%	56.8%	**
LEP	22,351	73.1%	44.2%	41.1%	52.2%	**
Economically Disadvantaged/ Low Income (Free and Reduced Lunch)	289,166	52.1%	29.1%	23.1%	61.8%	**
Males	328,260	39.2%	19.1%	16.9%	67.0%%	**
Females	324,036	35.1%	18.7%	11.5%	76.5%	**
Native American	9,326	52.2%	28.3%	52.2%	59.9%	314
Asian	16,678	26.9%	12.0%	26.9%	83.7%	179
Black	172,221	56.5%	33.0%	56.5%	63.1%	6,219
Hispanic	71,720	54.6%	25.9%	54.6%	59.0%	1,901
Multi-Racial	27,159	35.6%	16.7%	35.6%	71.3%	476
White	355,192	24.5%	11.5%	24.5%	77.6%	7,715

Source: Public Schools of North Carolina, North Carolina Statistical Profile (2009)

Table 3 shows several subgroups of students with more than 50% of the population scoring levels I and II: EC students, LEP students, ED students, Black students, and Hispanic students. Of those students scoring at not proficient levels, EC and LEP, are also reported as scoring not

proficient on the EOC exams. Four subgroups of students have more than 50% of the students scoring at not proficient levels on the EOG as well: EC students, Native American students, LEP students, and Hispanic students. In addition, similar subgroups of students (EC, LEP, Native American, and Hispanic) have the lowest high school graduation rates of all subgroups at less than 60%. While there are other needs in North Carolina, the needs of these subgroups of students are clearly the most salient according to this data indicating a clear need for additional literacy support; therefore, any LEA and school with a significant number of Exceptional Children and/or ELL students not performing at a proficient level on the EOC and EOG tests qualify for the subgrantee competition.

Continued Need for the Project: Statistical Profile of School Improvement Grant (SIG) Fiscal Year 2011 Qualifying Schools

Table 4 provides statistical data for the schools that qualified for School Improvement Grants (SIG) for the Fiscal Year 2011 and includes: LEA (Local Education Agency) name, school name, and the number of female, male, Exceptional Children (EC), free and reduced lunch status (FRL), and Limited English Proficiency (LEP) students, and non reading proficiency (NRP) percentages are noted for each subgroup. These schools qualify for the subgrantee competition.

Table 4: LEAs/Schools Qualifying for SIG 2011 with NRP Percentages by Subgroup

LEA Name	School Name	Females NRP*	Males NRP*	EC NRP*	FRL NRP*	LEP NRP*
Anson County Schools	Morven Elementary School	62.70%	69.30%	92.00%	67.40%	28.60%
Anson County Schools	Anson High School	48.60%	54.10%	80.80%	64.00%	32.00%
Asheville City Schools	Randolf Learning Center	81.80%	50.00%	50.00%	66.70%	**
Beaufort County Schools	B C Ed Tech Center	**	80.00%	**	**	**

LEA Name	School Name	Females NRP*	Males NRP*	EC NRP*	FRL NRP*	LEP NRP*
Carter G. Woodson School	Carter G. Woodson School	**	**	**	**	**
Charlotte-Mecklenburg Schools	Billingsville Elementary	76.20%	75.00%	94.40%	76.10%	82.80%
Charlotte-Mecklenburg Schools	West Charlotte High	26.80%	28.70%	49.80%	29.00%	42.90%
Cumberland County Schools	Westover High	31.50%	36.60%	64.10%	36.70%	44.70%
Dare County Schools	Dare County Alternative School	**	60.00%	**	**	**
Dillard Academy	Dillard Academy	**	**	**	**	**
Durham Public Schools	Y E Smith Elementary School	52.90%	77.70%	92.30%	66.70%	78.60%
Durham Public Schools	Hillside High	43.20%	46.20%	63.80%	49.90%	69.60%
Durham Public Schools	Southern High	57.30%	59.10%	73.20%	60.60%	59.90%
Durham Public Schools	Southern School of Engineering	33.70%	27.30%	37.00%	35.50%	41.70%
Edgecombe County Public School	Coker-Wimberly Elementary School	57.70%	63.80%	82.40%	62.60%	57.70%
Edgecombe County Public School	North Edgecombe High	38.20%	39.10%	67.40%	41.80%	28.60%
Edgecombe County Public School	SouthWest Edgecombe High	32.20%	34.20%	62.20%	38.50%	52.60%
Forsyth County Schools	Forest Park Elementary School	68.30%	69.20%	73.30%	68.30%	75.80%
Gaston County Schools	Woodhill Elementary School	60.60%	77.40%	95.00%	73.60%	73.30%
Greene County Schools	Greene Central High	35.70%	45.10%	66.90%	48.60%	64.50%
Guilford County Schools	Wiley Elementary School	75.50%	73.10%	90.90%	74.00%	**
Guilford County Schools	T Wingate Andrews High	47.30%	48.90%	73.50%	51.50%	56.40%
Halifax County Schools	Dawson Elementary School	73.60%	62.70%	68.70%	68.30%	75.00%
Halifax County Schools	Inborden Elementary School	75.00%	75.90%	95.00%	77.00%	**
Halifax County Schools	Northwest High	52.10%	64.60%	74.10%	60.95	80.00%

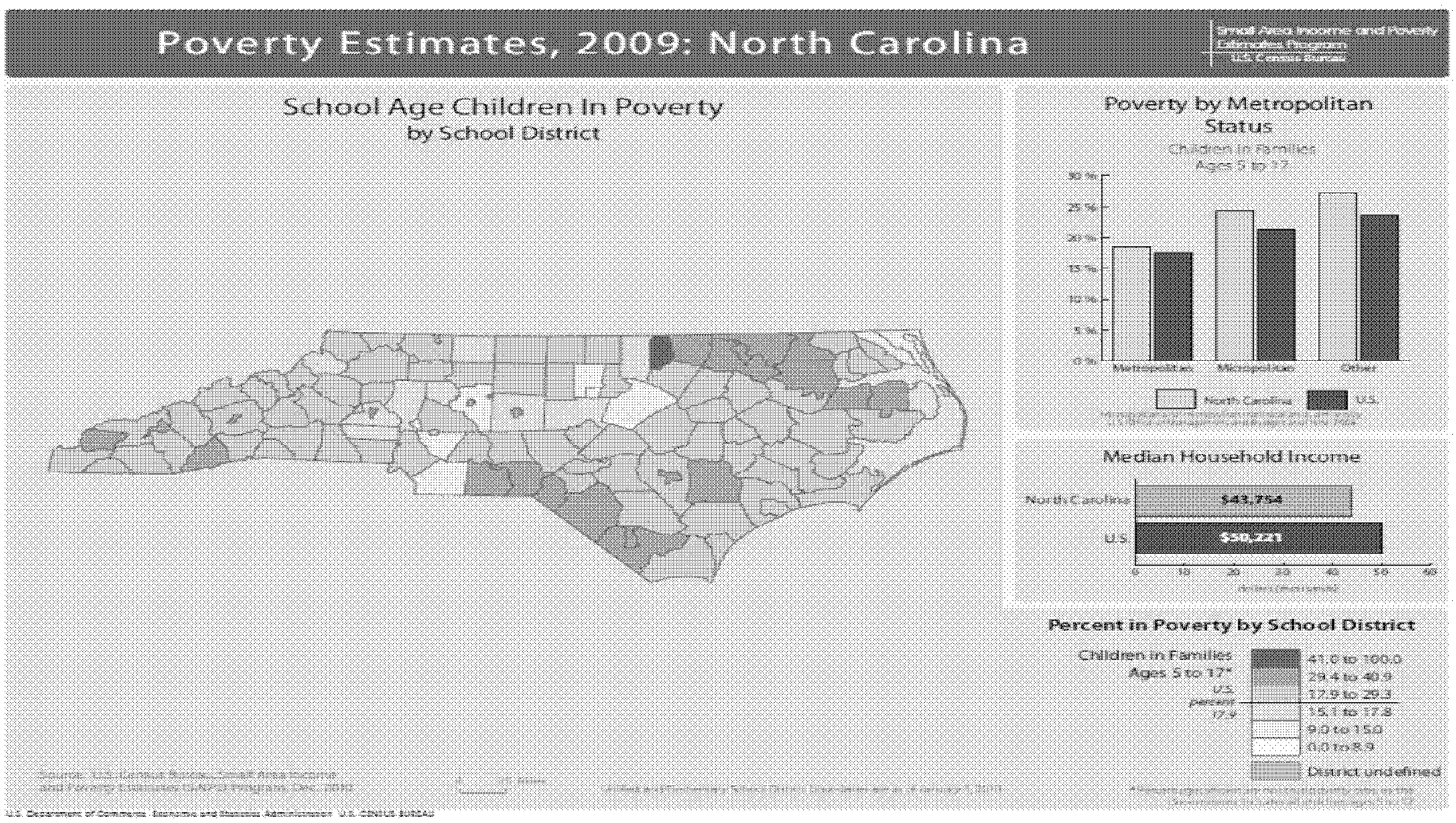
LEA Name	School Name	Females NRP*	Males NRP*	EC NRP*	FRL NRP*	LEP NRP*
Halifax County Schools	William R Davie Middle	62.50%	67.60%	95.00%	6703%	57.10%
Haywood County Schools	Central Haywood High	61.40%	57.50%	57.10%	58.90%	**
Henderson County Schools	Balfour Education Center	83.30%	73.70%	**	75.00%	**
Hertford County Schools	Hertford County High	20.40%	18.10%	25.50%	21.80%	5.00%
Johnston County Schools	South Campus Community High	34.60%	31.70%	45.00%	35.70%	**
Jackson County Schools	Jackson County Sch. Of Alternatives	44.40%	44.00%	33.30%	44.40%	**
Kennedy Carter	Kennedy Carter	**	**	**	**	**
Moore County Schools	Pinckney Academy	57.10%	43.50%	66.70%	59.10%	**
Nash-Rocky Mount Schools	D S Johnson Elementary	59.80%	65.00%	70.00%	63.60%	**
Pitt County	Northwest Elementary	53.40%	74.40%	89.20%	63.60%	68.70%
Robeson County Schools	Red Springs Middle	63.30%	69.80%	69.00%	68.90%	78.70%
Robeson County Schools	South Robeson High	35.40%	35.60%	36.50%	35.50%	40.00%
Robeson County Schools	Townsend Middle	63.50%	57.30%	95.00%	63.70%	**
Rutherford County Schoools	Rutherford Opportunity School	37.50%	74.10%	84.60%	64.70%	**
Tyrrell County Schools	Columbia High	17.30%	24.70%	42.10%	24.00%	42.90%
Union County Public Schools	South Providence	80.00%	59.60%	70.00%	75.00%	**
Wake County Schools	Longview	62.50%	94.90%	89.10%	93.00%	**
Warren County Schools	Warren County High	35.90%	42.40%	70.90%	44.00%	80.00%
Wilson County Schools	Milton M. Daniels Learning Center	80.80%	82.10%	66.70%	82.00%	**
Wilson County Schools	Beddingfield High	16.00%	15.90%	36.60%	19.30%	17.60%

***NRP (Non Reading Proficient) [All qualifying SIG FY 2011 and DST schools are eligible to apply to be subgrantees.]**

Continued Need for the Project: Poverty

Poverty levels among North Carolina's school age children, ages 5 to 17, are noticeably higher than in the United States as a whole. Figure 2 from the U.S. Department of Commerce illustrates this fact. School districts in the northeast, east, and west are especially affected by children in poverty. The data reveals a trend indicating that test scores and high school graduation rates are typically lower in the areas that have the highest concentration of school age children living in poverty; therefore, schools with low-income students at 40% or higher and partners who serve students at any stage from birth to age 5 in low wealth areas of the state are eligible to participate in the subgrantee competition.

Figure 2: Poverty Estimates in North Carolina for 2009



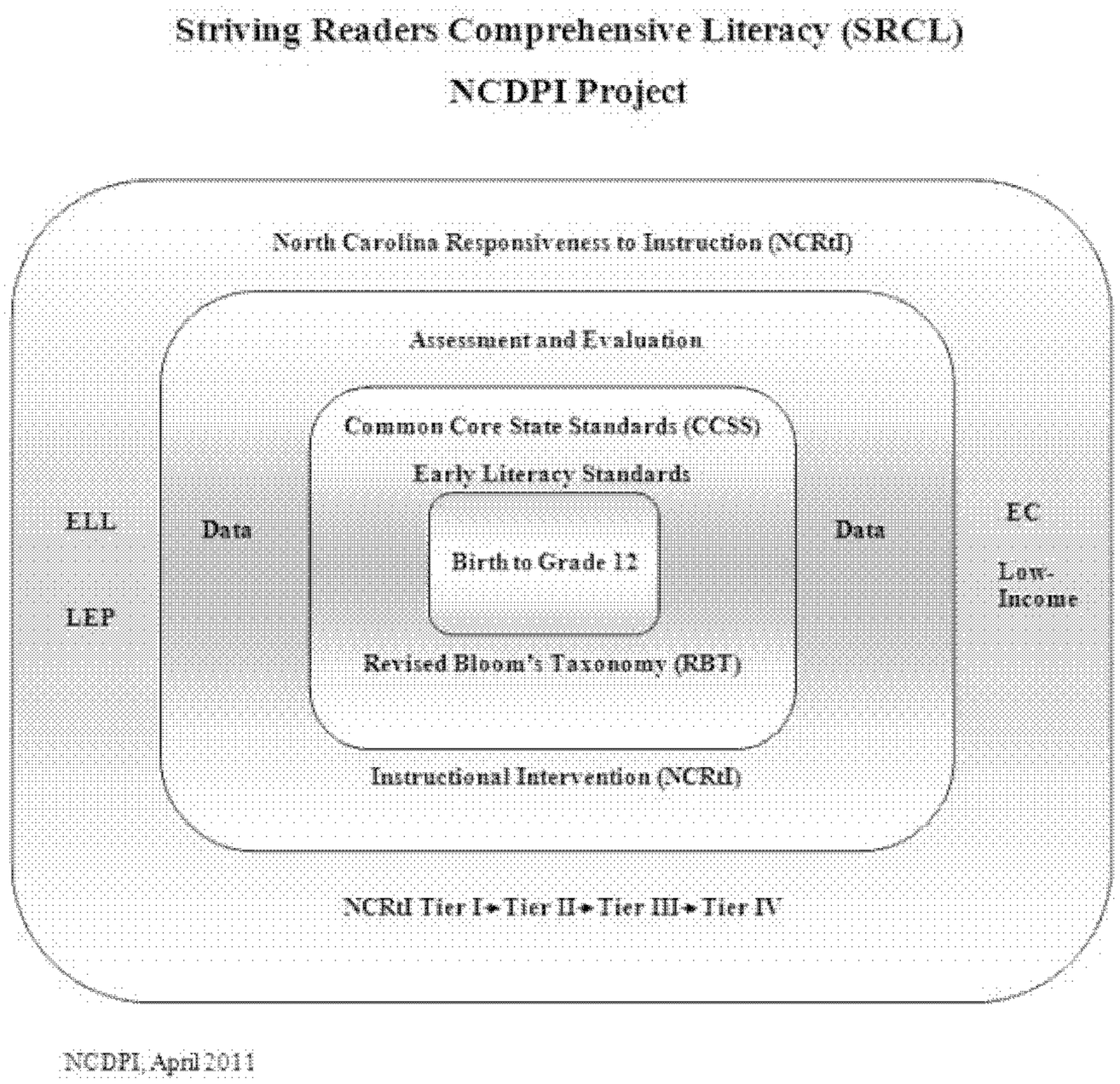
Source: U.S. Census Bureau, 2010

The Project

The dual purpose of this project is to identify and eliminate learning gaps for all students and to provide literacy development and performance parity throughout the state. These purposes can be met through the implementation of literacy programs and practices targeting both the areas of need throughout the state (see Table 4) and the students identified as needing services within those schools (see Table 3). The framework for implementing the program will be a grant award system for subgrantees to support the target schools (see Table 4) and the NCRtI student identification process within schools to support learning gaps for students (see Table 3).

The following figure further illustrates the project that North Carolina is proposing for the Striving Readers Comprehensive Literacy (SRCL) discretionary grant application.

Figure1: Striving Readers Comprehensive Literacy Graphic



The student from birth to grade 12 is located in the center of this graphic as the focus for instruction and instructional intervention in literacy acquisition and education. In North Carolina, standards inform the curriculum and assessment. Therefore, the literacy standards within the Common Core State Standards (CCSS) are the core of instruction and learning in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. North Carolina's early literacy standards are also included in this project. The assessment and evaluation of data, especially from formative assessment, identify the gaps in learning and inform the types and levels of targeted instructional intervention. This project uses the four-tiered structure of the NCRtI model as researched and data-based instructional intervention. English Language Learners (ELLs), Limited English Proficient (LEP) students, Exceptional Children (EC), and children from low-income families are the primary foci.

Alignment

North Carolina has participated in many efforts to define literacy including developing a broad understand of literacy within the context of research-based, data driven theories and practical applications. In North Carolina, plans and progress have also been made to implement literacy in ways that meet the needs of students, residents, governing bodies, organizations, community groups, and businesses. However, not all efforts have been aligned with each other or with other statewide initiatives and not all efforts have been implemented in ways that have been the result of statewide consensus or that have been sustainable by all stakeholders in this state.

This project permits North Carolina to align its literacy efforts for maximum effectiveness, including research models, resources, and staff. Alignment of literacy development and education in North Carolina is an expected outcome as the Common Core State Standards (CCSS) in English Language Arts and Literacy in History/Social Studies, Science, and Technical

Subjects adopted by the State Board of Education and the NCRtI Model are used as foundational vehicles to bridge the work of this project and define and sustain student success across the state.

Parity and Literacy

The diverse Local Education Administrations (LEAs) and geographic locations in North Carolina have challenged the goal of parity among schools and students in this state. Low-wealth counties and this state's continuing reliance upon an unstable agricultural economy contribute to this problem. The need for parity among schools is also based upon inconsistent academic opportunities among and within LEAs in this state.

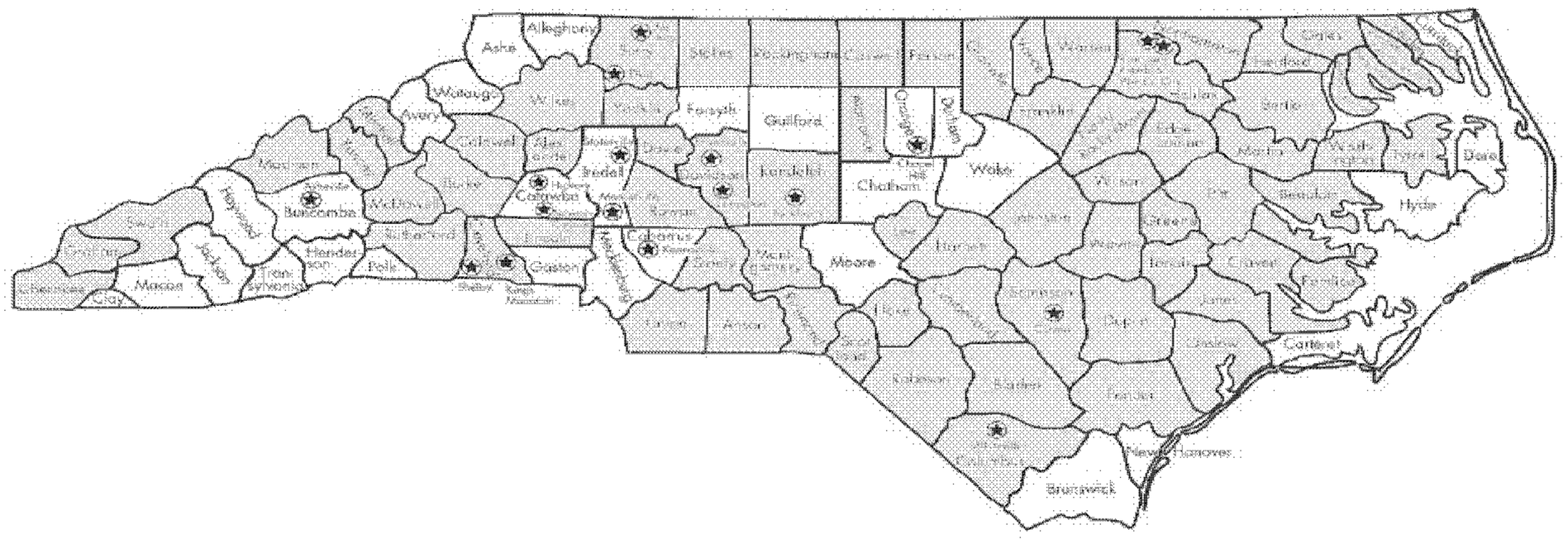
There is a need for increased opportunities to provide sustainable literacy development and education to students and teachers who live, study, and teach within impoverished areas of North Carolina and who have demonstrated a persistent struggle with academic achievement and performance, as evidenced by low test scores, low graduation rates, and limited access to post-secondary school and work (College and Career Readiness).

Low-income families and low-performing schools are frequently correlated by statistical data reported by region due to educational levels of parents and guardians, economic opportunities, and the impact of generational poverty. Regions 1, 2, 3, and 4 are located in the eastern, more agrarian part of North Carolina, with some counties that border the coast (Atlantic Ocean), which frequently experiences hurricane damage. Regions 3, 4, 5, and 6 are located in the central part of North Carolina, with counties that are landlocked and residents with increased educational opportunities, but that also experience much adverse weather, typically in the form of snow and ice. Regions 6, 7, and 8 are located in the western part of North Carolina, with counties that contain mountains and rugged terrain, also experiencing adverse weather, typically in the form of snow and ice, and a mixture of educational opportunities. North Carolina was also impacted

economically by the multiple tornadoes that devastated many counties and states during April 2011.

The map below (Figure 3) representing low-wealth or impoverished areas of North Carolina in yellow reflects the 21st century economic condition of many counties and families in North Carolina.

Figure 3: Map of North Carolina with Low-wealth Areas Highlighted



Source: North Carolina Department of Public Instruction (NCDPI), April 2006 (republished April 2011).

North Carolina's Foundational Basis for Literacy Acquisition and Development

In 2006, the North Carolina State Board of Education (NCSBE and SBE) approved a researched based, statewide prepared conceptualization of and strategy for literacy entitled "A Strategic Plan for Reading Literacy" that provided a foundation for this SRCL discretionary grant application and the State Literacy Plan (2011). The SRCL discretionary grant application was funded by the SRCL Program formula (planning) USED grant in October 2010. This application and the State Literacy Plan (2011) will provide continuity between the 2006 strategic literacy plan and the updates that are required by the increasing needs of the 21st century and a global society.

Literacy has historically been defined as proficiency in reading and writing acquisition and development. While students must be at proficiency or above in basic literacy (i.e., reading, writing, listening, speaking, and using conventional or technology-based media), we recognize in North Carolina that these skills are no longer sufficient for college- and work-ready high school graduates. Schools must now evolve to meet future needs and North Carolina is preparing to meet that challenge. Therefore, literacy in North Carolina (according to the "Strategic Plan for Reading Literacy" of 2006) expanded to include technology, visual texts, informational texts, and self-direction to create independent learners and global citizens. These components of literacy provide diverse perspectives about literacy acquisition and development.

North Carolina is grounding its literacy development and education in the Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and North Carolina's early literacy standards (see Table 6). This SRCL project proposes that these literacy standards will be implemented and monitored through the NCRtI process, using data from multiple data sources for instructional intervention and academic success.

North Carolina Responsiveness to Instruction (NCRtI)

North Carolina proposes to use a researched based, data-driven instructional model—North Carolina Responsiveness to Instruction (NCRtI)—to assist classroom teachers to increase student achievement by:

- identifying specific gaps in individual student learning, at the beginning and throughout the academic year, based upon data accessed information and teacher observations,
- providing appropriate and sustained instructional interventions to individual students based upon the four tiers of NCRtI,

- decreasing and limiting the number of students who are referred to Exceptional Children programs through the targeted interventions of NCRtI,
- increasing and enhancing the acquisition and development of language and literacy for English Language Learners (ELLs) and students who are classified as Limited English Proficient, and
- increasing the literacy proficiency levels of all students (especially students from low-income families) so that they can be integrated more fully into general education and accelerated courses and programs.

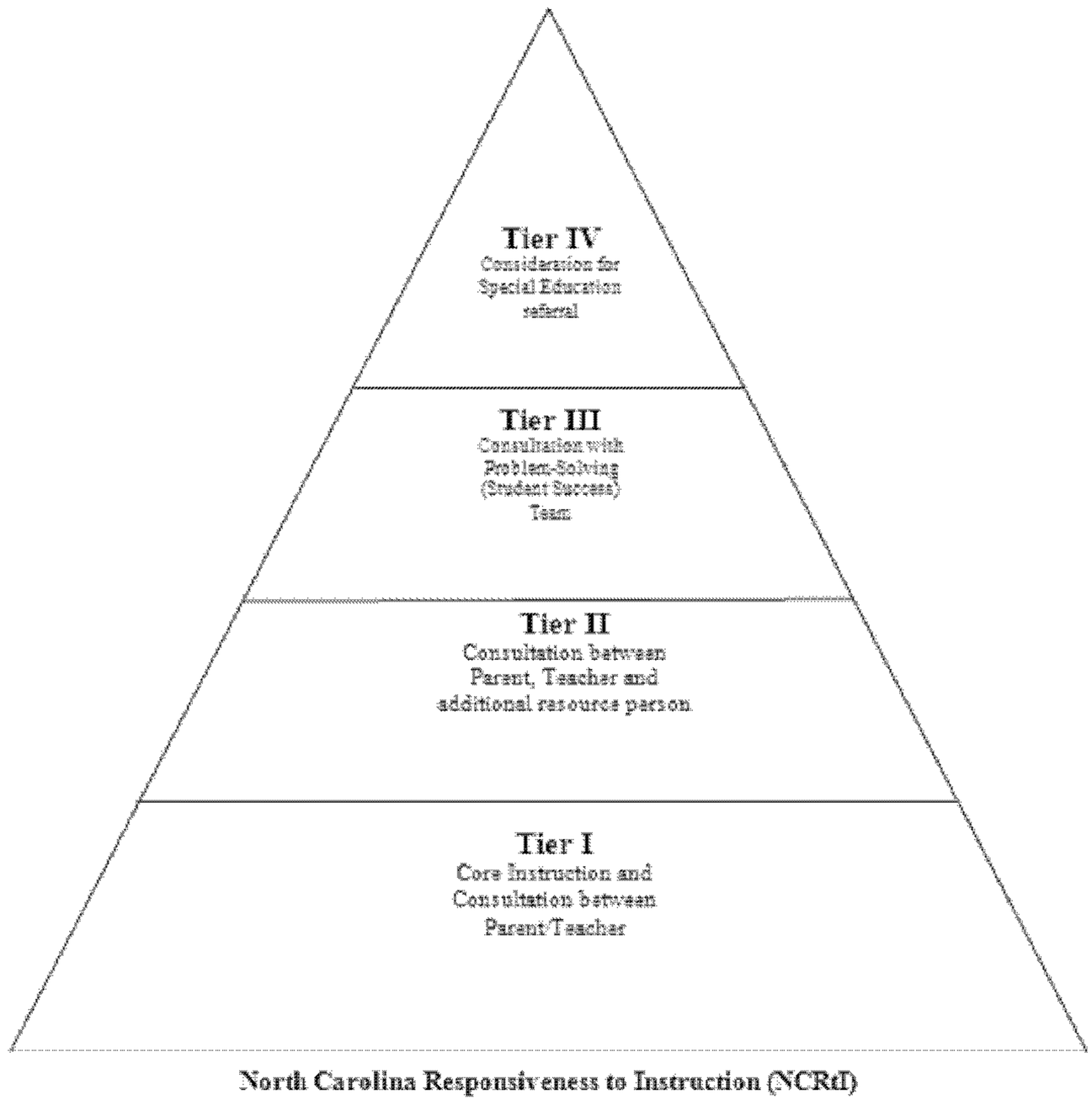
NCRtI is a framework (see Figure 4) that identifies student needs and then provides the appropriate, most effective level of intervention as a means of aiding student success by identifying and filling in the learning gaps and limiting the number and types of students who are referred for classification and intervention as Exceptional Children (EC) in special education. Diagnostic and formative assessments permit teachers to begin the identification and intervention process at Tier I, at which level core instruction and collaboration among the teacher, student, and parent occur. If this least intensive level of intervention is insufficient for a particular student's needs, as evidenced by test data and teacher observation, then Tier II permits the teacher to add a resource or support teacher to the instructional-learning team so that specific learning difficulties and gaps can be targeted by that resource teacher in partnership with the regular classroom teacher's instructional delivery and differentiated instruction. Formative Assessment, teacher observation, and other sources of data will then determine if the student successfully responds to this intervention or needs additional intervention.

Tier III expands the intervention effort to a school-wide School Success team that examines and interprets the data more specifically and globally and recommends problem

solving interventions and strategies that are researched based and targeted again specifically for that particular student. If these three progressive levels of intense intervention are implemented without success, then Tier IV, which is referral for special education consideration within the Exceptional Children's instructional intervention, is implemented. Tier IV is the most intense level of intervention and is designed, via prior testing, data interpretation, and instructional intervention, to be the instructional and learning domain of a small number of students.

The following graphic illustrates the four-tiered levels of the problem solving model for student intervention within the framework of NCRtI.

Figure 4: North Carolina Responsiveness to Instruction (NCRtI)



Early Literacy Development

The years from birth through age five are critical for the development of young children. Children are growing and developing as they experience meaningful interactions with the adults

in their lives, both in the home with their parents and other caregivers, as well as in early childhood settings with early educators. Research has shown that particular experiences are important for providing a strong foundation for early literacy development (see Table 5). Ideally, both families and early educators work together to support early literacy development. Partners selected for this project will assist in meeting the needs of birth-age 5. The North Carolina Office of Early Learning recognizes that infants develop (1) emotional bonding, (2) the ability to enjoy interactions with books, and (3) the ability to engage with adults as they talk with the child and help make meaning of signs, labels, and words in our surroundings. Toddlers develop (1) vocabulary and concepts, (2) knowledge about books, and (3) understanding of narrative and story and preschoolers develop (1) letter knowledge, (2) letter-sound correspondence, (3) phonological awareness, (4) print knowledge, and (5) emergent writing.

Ideally, both families and early educators work together to support early literacy development as referenced in Table 5. Partners selected for this project will assist in meeting the needs of birth-age 5.

Table 5: Stages of Early Literacy Development

Age	**Experiences promoting early literacy development**
Infants	• Literacy-rich experiences • Alphabet Awareness (e.g., playing with letter blocks) • Exposure to books (e.g., picture books, touch-&-feel books) • Sound awareness (e.g., nursery rhymes) • Vocalizing and Listening (mealtime conversations, animal sounds)
Toddlers	• Literacy-rich experiences • Alphabet Awareness (e.g., alphabet books) • Storytelling and listening (e.g., shared reading) • Emergent writing (e.g., writing through art) • Sound & phonemic awareness (e.g., finger plays) • Talking and listening
Preschoolers	• Literacy-rich experiences • Alphabet knowledge (e.g., environmental print; writing names)

	• Reading and print awareness (e.g., repeated readings) • Invented spelling and writing (e.g., writing names, journals) • Phonological awareness (nursery rhymes, poetry, silly songs) • Talking and listening

NC DPI Office of Early Learning

Table 6: Common Core State Standards (CCSS) Alignment

SRCL Effective Literacy Instruction	Common Core State Standards (CCSS) College and Career Readiness (CCR) Anchor Standards
(i) Early development and grade-level mastery of (A) oral language skills, both listening and speaking, (B) phonological awareness, using a wide vocabulary, (C) conventional forms of grammar, and (D) academic language; **Recommended Data Sources:** EOC (End of Course tests), EOG (End of Grade tests), EVAAS (Education Value Added Assessment System), IIS (Instructional Improvement System), NC Falcon (Formative Assessment Tool), CNA (Comprehensive Needs Assessment completed by SEA), Literacy Assessment Tools (for universal screening, diagnosis, benchmarking, and progress monitoring)	CCSS Reading Standards: Foundational Skills RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CCR Anchor Standards for Language L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3 Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaning word parts, and consulting general and specialized reference materials, as appropriate. L.5 Demonstrate understanding of word relationships and nuances in word meanings. L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CCR Anchor Standards for Speaking and Listening SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on others' ideas and expressing their own clearly and persuasively. SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. SL.4 Present information, findings, and supporting

	evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
(ii) The ability to read regularly spelled words and high-frequency irregularly spelled words with automaticity and to decode regularly spelled unfamiliar words accurately, using phonemic awareness, print awareness, alphabet knowledge, and knowledge of English spelling patterns; **Recommended Data Sources:** EOC (End of Course tests), EOG (End of Grade tests), EVAAS (Education Value Added Assessment System), IIS (Instructional Improvement System), NC Falcon (Formative Assessment Tool), CNA (Comprehensive Needs Assessment completed by SEA), Literacy Assessment Tools (for universal screening, diagnosis, benchmarking, and progress monitoring)	<u>CCSS Reading Standards: Foundational Skills</u> RF.1 Demonstrate understanding of the organization and basic features of print. RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4 Read with sufficient accuracy and fluency to support comprehension. <u>CCR Anchor Standards for Language</u> L.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaning word parts, and consulting general and specialized reference materials, as appropriate.
(iv) The ability to read with a purpose and the capacity to differentiate purposes and to select and apply comprehension strategies appropriate to achieving the purpose; **Recommended Data Sources:** EOC (End of Course tests), EOG (End of Grade tests), EVAAS (Education Value Added Assessment System), IIS (Instructional Improvement System), NC Falcon (Formative Assessment Tool), CNA (Comprehensive Needs Assessment completed by SEA), Literacy Assessment Tools (for universal screening, diagnosis, benchmarking, and progress monitoring)	<u>CCR Anchor Standards for Reading</u> R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R.10 Read and comprehend complex literacy and informational texts independently and proficiently.
(v) An understanding of, and ability to adapt to, the varying demands of different genres, formats, and types of texts across the core content areas in order to comprehend texts of appropriate levels of complexity and content, including texts necessary for mastery of grade-level standards; **Recommended Data Sources:** EOC (End of Course tests), EOG (End of Grade	<u>CCR Anchor Standards for Reading</u> R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R.10 Reading and comprehend complex literacy and informational text independently and proficiently.

tests), EVAAS (Education Value Added Assessment System), IIS (Instructional Improvement System), NC Falcon (Formative Assessment Tool), CNA (Comprehensive Needs Assessment completed by SEA), Literacy Assessment Tools (for universal screening, diagnosis, benchmarking, and progress monitoring)	
(vi) The ability to effectively access, critically evaluate, and appropriately synthesize information from a variety of sources and formats; **Recommended Data Sources:** EOC (End of Course tests), EOG (End of Grade tests), EVAAS (Education Value Added Assessment System), IIS (Instructional Improvement System), NC Falcon (Formative Assessment Tool), CNA (Comprehensive Needs Assessment completed by SEA), Literacy Assessment Tools (for universal screening, diagnosis, benchmarking, and progress monitoring)	<u>CCR Anchor Standards for Reading</u> R.7 Integrate and evaluate content presented in diverse media and formats; including visually and quantitatively, as well as in words. R. 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. R.10 Reading and comprehend complex literacy and informational text independently and proficiently.
(vii) The development and maintenance of a motivation to read and write, as reflected in habits of reading and writing regularly and of discussing one's reading and writing with others; and **Recommended Data Sources:** EOC (End of Course tests), EOG (End of Grade tests), EVAAS (Education Value Added Assessment System), IIS (Instructional Improvement System), NC Falcon (Formative Assessment Tool), CNA (Comprehensive Needs Assessment completed by SEA), Literacy Assessment Tools (for universal screening, diagnosis, benchmarking, and progress monitoring) and HSTW (High Schools That Work Assessment Process)	<u>CCR Anchor Standards for Writing</u> W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis or content. W.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured even sequences. W.5 Develop and strengthen writing as needed by planning, revision, editing, and rewriting, or trying a new approach. W.6 Use technology, including the internet, to produce and publish writing and to interact and collaborate with others. <u>CCR Anchor Standards for Language</u> L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
(viii) The ability to write clearly, accurately, and quickly so as to communicate ideas and deepen comprehension in ways that fit purpose, audience, occasion, discipline, and format; adhere to conventions of spelling and punctuation; and benefit from revision so as to improve clarity, coherence, logical development, and the precise use of language.	<u>CCR Anchor Standards for Writing</u> W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.5. Develop and strengthen writing as needed by planning, revision, editing, and rewriting, or trying a new approach. W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and

Recommended Data Sources: EOC (End of Course tests), EOG (End of Grade tests), EVAAS (Education Value Added Assessment System), IIS (Instructional Improvement System), NC Falcon (Formative Assessment Tool), CNA (Comprehensive Needs Assessment completed by SEA), Literacy Assessment Tools (for universal screening, diagnosis, benchmarking, and progress monitoring) and HSTW (High Schools That Work Assessment Process)	audiences CCR Anchor Standards for Language L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Stages of Early Literacy Development and Common Core State Standards will be the instructional standards used by the SEA, LEAs, schools and partner organizations to determine how children are progressing in obtaining and retaining effective literacy instruction. Table 6 provides several data sources and uses for technology by both students and educators to ensure that the highest quality tools are provided. For example, the IIS (the North Carolina Department of Public Instructions Instructional Improvement System) will generate accurate and timely information to educators regarding assessment items that measure key Common Core State Standards and permits students to assume an active role in their educational experience by tracking their own performance and NC Falcon, which is a formative assessment learning community online network, will provide on-going support to teachers in utilizing formative assessment to monitor and adjust instruction for students in a timely manner.

Table 7: SRCL Project Plan Absolute Priority 1
Striving Readers Comprehensive Literacy (SRCL)
Project Plan
State Level Supported Activities

Absolute Priority 1: Improving Learning Outcomes

Goals:

1. To use NCRtI to identify students with varying levels of and reasons for literacy acquisition and development.
2. To use the four tiers of NCRtI for targeted instructional intervention.
3. To provide ongoing instructional support in literacy for students based on diagnostic testing and formative and summative assessments

Targeted Population	Activity [NCRtI]	Methodology and Alignment [NCRtI]	Timeline
1. (prenatal care) birth through grade 12	1. diagnostic testing of all students, including wellness visits for children prior to K-12 schooling 2. diagnostic testing of all students throughout PreK-12	1. Use diagnostic testing provided by NCDPI, LEA, school, teacher, and/or commercial sources for data collection and interpretation and instructional intervention. 2. Collaborate with partners for birth through age 5 children.	• prenatal care • birth to age 5: wellness visits and childcare facilities • PreK-12: Summer, Fall, Winter, and Spring
2. Levels 1 and 2 students based on North Carolina testing results in reading , writing, and math	3. teacher observations 4. North Carolina End of Course tests (EOC) 5. North Carolina End of Grade tests (EOG)	2. Use assessment results from North Use North Carolina End of Course (EOC tests) and End of Grade (EOG tests) and other data sources to identify gaps in learning and to determine and to provide appropriate and targeted interventions.	• Summer • Beginning of school year • Mid-school year • End of school year • Throughout school year
3. students who qualify to receive free and reduced lunch	7. ongoing communication of physical, emotional, and academic benefits of good nutrition and physical activity	4. Use various modes of communication to inform students and parents about the availability and benefits (plus confidentiality measures) of free and reduced lunch and physical activity.	• Summer • August-September • December-January • May-June

Targeted Population	**Activity [NCRtI]**	**Methodology and Alignment [NCRtI]**	**Timeline**
4. students in Exceptional Children (EC) and English as Second Language/English Language Learners (ESL/ELL) programs 5. Limited English Proficient (LEP) students not necessarily in ESL	8. sustained instructional interventions targeted to each student whose academic deficiencies require progression through all tiers of NCRtI	5. Use all four tiers of NCRtI to identify persistent gaps in learning and to provide targeted, sustained instructional intervention.	• Summer (as appropriate) • Throughout school year • Winter Break (as appropriate)
Technical Assistance and Support to Subgrantees	**Monitoring**	**Evaluation of Progress**	**Communication of Project Outcomes**
1. Expectations and Procedural documents with timelines for monitoring visits and feedback	1. Training in expectations of the monitoring process, including monitoring rubric and evaluation of results (Summer and Fall)	1. Onsite observation of fidelity to NCRtI 2. Rubric used during onsite monitoring visits	1. Written reports (e.g., monitoring rubrics, needs assessments, and SEA corrective action documents)
2. Initial and ongoing training and monitoring in NCRtI	2. Onsite visits to document identification of students, classroom teachers' data collection and intervention based upon NCRtI guidelines and expectations, and progress and appropriate placement of students based upon NCRtI results (Summer and throughout school year)	3. Teacher test data (diagnostic, formative, and summative based upon benchmarks and standards) 4. North Carolina test data: End of Course (EOC tests), End of Grade (EOG tests), and other data sources	2. Communication with subgrantees (e.g., onsite visits and meetings, webinars, emails, telephone calls, training sessions in which outcomes are publicized and discussed, and publication of state and national test data)

Technical Assistance and Support to Subgrantees	Monitoring	Evaluation of Progress	Communication of Project Outcomes
3. onsite visits to assist , to monitor, and to provide implementation support	3. SEA monitoring of monitors and monitoring onsite visits results (ongoing and following onsite monitoring visits) 4. SEA monitoring of appropriate implementation of recommendations to school and classroom teacher based upon monitoring visits and student progress (ongoing and following onsite monitoring visits)	5. North Carolina Standard Course of Study based on Common Core State Standards (CCSS) in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. 6. Stages of Early Literacy Development 7. Interviews with students and parents about expectations and progress, including recommendations from them about interventions	3. Progress reports to United States Department of Education (USED), SEA (NCDPI), North Carolina State Board of Education (NCSBE or SBE), and subgrantees 4. Media (as appropriate)
4. Contact information for sources of assistance and support	5. Corrective action based upon results of monitoring visits and student test data (ongoing and following onsite monitoring visits)	7. Statistical analysis of data based upon NCRtI interventions used with individual students with specific academic needs and personal profiles 8. Student academic readiness for next grade level 9. Student promotion throughout grade levels 10. High school graduation rates 11. College and Career Readiness (CCR)	5. Yearly reports to USED 6. Onsite monitoring visits by USED 7. Final Performance Report to USED

Table 8: Absolute Priority 2

Absolute Priority 2: Enabling More Data-Based Decision-Making			
Goals: 1. To use data sources, such as NC WISE, diagnostic testing, NC Falcon (formative assessment), EVAAS, and specialized reading and writing programs, to determine which level of intervention is needed based on implementation of the NCRtI for each student 2. To use data sources for conferences with students and parents (legal guardians) to explain the academic needs, appropriate interventions, and anticipated outcomes for each student 3. To provide ongoing training to subgrantees, monitors, and other SEA staff in the relevance, methodology, analysis, evaluation, use, and anticipated outcomes for the use of specific data sources used during this project			
Targeted Population	**Activity**	**Methodology and Alignment**	**Timeline**
2. (prenatal) birth through grade 12	1. Conduct NC WISE and EVAAS data searches to identify students in EC and ESL programs, LEP students in ESL and general education, and general education students who have scored at Levels 1 and 2 on reading and writing tests for literacy intervention. 2. Use classroom teacher's observations and diagnostic testing to identify students needing literacy intervention.	1. Use diagnostic testing provided by NCDPI, LEA, school, teacher, and/or commercial sources for data collection and interpretation and instructional intervention. 2. Collaborate with partners for birth through age 5 children.	• prenatal care • birth to age 5: wellness visits and childcare facilities • PreK-12: Summer, Fall, Winter, and Spring
2. Levels 1 and 2 students based on North Carolina testing results in reading , writing, and math	3. Conduct conferences with students, parents and other legal guardians, classroom teachers, resource teachers, literacy coaches, school counselors, and other appropriate staff to discuss and to evaluate each student's academic needs based upon data collection and analysis, appropriate interventions, and anticipated outcomes.	2. Use assessment results from North Carolina End of Course (EOC tests) and End of Grade (EOG tests) to identify gaps in learning and to determine and to provide appropriate and targeted interventions..	• Summer • Beginning of school year • Mid-school year • End of school year • Throughout school year

Targeted Population	Activity	Methodology and Alignment	Timeline
3. students who qualify to receive free and reduced lunch	4. Conduct initial and ongoing training in NCRtI with all relevant SEA (NCDPI) and subgrantee staff. 5. Conduct professional development in interpretation, implementation, and alignment of Common Core State Standards (CCSS) with NCRtI interventions.	4. Use various modes of communication to inform students and parents about the availability and benefits (plus confidentiality measures) of free and reduced lunch and physical activity.	• Summer • August-September • December-January • May-June
4. students in Exceptional Children (EC) and English as Second Language/English Language Learners (ESL/ELL) programs 5. Limited English Proficient (LEP) students not necessarily in ESL	6. Provide training and monitor classroom teacher's and other subgrantee staff need for training in diagnostic testing, formative assessment, summative assessment, and data collection, analysis, and reporting.	5. Use all four tiers of NCRtI to identify persistent gaps in learning and to provide targeted, sustained instructional intervention.	• Summer (as appropriate) • Throughout school year • Winter Break (as appropriate)
Technical Assistance and Support to Subgrantees	**Monitoring**	**Evaluation of Progress**	**Communication of Project Outcomes**
1. Expectations and Procedural documents with timelines for monitoring visits and feedback	1. Training in expectations of the monitoring process, including monitoring rubric and evaluation of results (Summer and Fall)	1. Onsite observation of fidelity to NCRtI 2. Rubric used during onsite monitoring visits	1. Written reports (e.g., monitoring rubrics, needs assessments, and SEA corrective action documents)

Technical Assistance and Support to Subgrantees	Monitoring	Evaluation of Progress	Communication of Project Outcomes
2. Initial and ongoing training and monitoring in NCRtI	2. Onsite visits to document identification of students, classroom teachers' data collection and intervention based upon NCRtI guidelines and expectations, and progress and appropriate placement of students based upon NCRtI results (Summer and throughout school year)	3. Teacher test data (diagnostic, formative, and summative based upon benchmarks and standards) 4. North Carolina test data: End of Course (EOC tests), End of Grade (EOG tests) and other data sources	2. Communication with subgrantees (e.g., onsite visits and meetings, webinars, emails, telephone calls, training sessions in which outcomes are publicized and discussed, and publication of state and national test data)
3. onsite visits to assist , to monitor, and to provide corrective action	3. SEA monitoring of monitors and monitoring onsite visits results (ongoing and following onsite monitoring visits) 4. SEA monitoring of appropriate implementation of recommendations to school and classroom teacher based upon monitoring visits and student progress (ongoing and following onsite monitoring visits)	5. North Carolina Standard Course of Study based on Common Core State Standards (CCSS) in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. 6. Stages of Early Literacy Development 7. Interviews with students and parents about expectations and progress, including recommendations from them about interventions	3. Progress reports to United States Department of Education (USED), SEA (NCDPI), North Carolina State Board of Education (NCSBE or SBE), and subgrantees 4. Media (as appropriate)
4. Contact information for sources of assistance and support	5. Corrective action based upon results of monitoring visits and student test data (ongoing and following evaluation of onsite monitoring visits)	7. Statistical analysis of data based upon NCRtI interventions used with individual students with specific academic needs and personal profiles 8. Student academic readiness for next grade level 9. Student promotion throughout grade levels 10. High school	5. Yearly reports to USED 6. Onsite monitoring visits by USED 7. Final Performance Report to USED

		graduation rates 11. College and Career Readiness (CCR)	

Table 9: Competitive Preference Priority

Competitive Preference Priority: Effective Use of Technology			
Goals 1. To use technologically accessed data for data collection and analysis, identification of targeted students, evidence of student gaps in learning, most appropriate interventions, sustained student achievement and progress, formative assessment, summative assessment, corrective action, conferences, reflective practices, and reports 2. To use technology for training and other professional development 3. To provide students with 21st century knowledge and skills in preparation for College and Career Readiness (CCR) 4. To use technology for virtual meetings and completion of shared tasks			
Targeted Population	**Activity**	**Methodology and Alignment**	**Timeline**
1. (prenatal) birth through grade 12	1. Conduct NC WISE and EVAAS data searches to identify students in EC and ESL programs, LEP students in ESL and general education, and general education students who have scored at Levels 1 and 2 on reading and writing tests for literacy intervention. 2. Use classroom teachers' observations and diagnostic testing to identify students needing literacy intervention.	1. Use diagnostic testing provided by NCDPI, LEA, school, teacher, and/or commercial sources for data collection and interpretation and instructional intervention. 2. Collaborate with partners for birth through age 5 children.	• prenatal care • birth to age 5: wellness visits and childcare facilities • PreK-12: Summer, Fall, Winter, and Spring
2. Levels 1 and 2 students based on North Carolina testing results in reading , writing, and math	3. Require teachers to complete all technologically accessed professional development modules in NC Falcon (formative assessment). 4. Encourage students and teachers to complete online courses and training via Learn NC and North Carolina Virtual Public Schools (NCVPS).	2. Use assessment results from North Carolina End of Course (EOC) and End of Grade (EOG) to identify gaps in learning and to determine and to provide appropriate and targeted interventions.	• Summer • Beginning of school year • Mid-school year • End of school year • Throughout school year

Targeted Population	Activity	Methodology and Alignment	Timeline
3. students who qualify to receive free and reduced lunch	5. Conduct initial and ongoing training in NCRtI with all relevant SEA (NCDPI) and subgrantee staff. 6. Conduct professional development in interpretation, implementation, and alignment of Common Core State Standards (CCSS) with NCRtI interventions. 7. Conduct virtual courses and meetings with the global student community and statewide constituents.	4. Use various modes of communication to inform students and parents about the availability and benefits (plus confidentiality measures) of free and reduced lunch and physical activity.	• Summer • August-September • December-January • May-June
4. students in Exceptional Children (EC) and English as Second Language/English Language Learners (ESL/ELL) programs 5. Limited English Proficient (LEP) students not necessarily in ESL	8. Provide training and monitor classroom teacher's and other subgrantee staff need for training in diagnostic testing, formative assessment, summative assessment, and data collection, analysis, and reporting.	5. Use all four tiers of NCRtI to identify persistent gaps in learning and to provide targeted, sustained instructional intervention.	• Summer (as appropriate) • Throughout school year • Winter Break (as appropriate)

Technical Assistance and Support to Subgrantees	Monitoring	Evaluation of Progress	Communication of Project Outcomes
1. Expectations and Procedural documents with timelines for monitoring visits and feedback	1. Training in expectations of the monitoring process, including monitoring rubric and evaluation of results (Summer and Fall)	1. Onsite observation of fidelity to NCRtI 2. Rubric used during onsite monitoring visits	1. Written reports (e.g., monitoring rubrics, needs assessments, and SEA corrective action documents)

Technical Assistance and Support to Subgrantees	Monitoring	Evaluation of Progress	Communication of Project Outcomes
2. Initial and ongoing training and monitoring in NCRtI	2. Onsite visits to document identification of students, classroom teacher's data collection and intervention based upon NCRtI guidelines and expectations, and progress and appropriate placement of students based upon NCRtI results (Summer and throughout school year)	3. Teacher test data (diagnostic, formative, and summative based upon benchmarks and standards) 4. North Carolina test data: End of Course (EOC) and End of Grade (EOG)	2. Communication with subgrantees (e.g., onsite visits and meetings, webinars, emails, telephone calls, training sessions in which outcomes are publicized and discussed, and publication of state and national test data)
3. onsite visits to assist , to monitor, and to provide corrective action	3. SEA monitoring of monitors and monitoring onsite visits results (ongoing and following onsite monitoring visits) 4. SEA monitoring of appropriate implementation of recommendations to school and classroom teacher based upon monitoring visits and student progress (ongoing and following onsite monitoring visits)	5. North Carolina Standard Course of Study based on Common Core State Standards (CCSS) in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects 6. Stages of Early Literacy Development 7. Interviews with students and parents about expectations and progress, including recommendations from them about interventions	3. Progress reports to United States Department of Education (USED), SEA (NCDPI), North Carolina State Board of Education (NCSBE or SBE), and subgrantees 4. Media (as appropriate)
4. Contact information for sources of assistance and support	5. Corrective action based upon results of monitoring visits and student test data (ongoing and following evaluation of onsite monitoring visits)	7. Statistical analysis of data based upon NCRtI interventions used with individual students with specific academic needs and personal profiles 8. Student academic readiness for next grade level 9. Student promotion throughout grade levels 10. High school	5. Yearly reports to USED 6. Onsite monitoring visits by USED 7. Final Performance Report to USED

		graduation rates 11. College and Career Readiness (CCR)	

SEA (NCDPI) Project Subgrantee Competition

Table 10: SEA (NCDPI) Subgrantee Project Timeline

Activity	Participants	Requirements	Due Dates
Application Process	• SIG FY 2011 qualifying schools • SEA (NCDPI) staff • Subgrantees	• Electronic submission (WORD document)	• September 30, 2011, by 5:00:00 p.m.
Review and selection of subgrantee applications by SEA Selection Committee	• SEA and LEA staff • SEA partners • Selection Committee Members	• Rubric • No conflict of interest	• October 10, 2011, by 5:00:00 p.m.
Announcement of Subgrantee Awards	• SEA staff (NCDPI) • Statewide communication sources	• Individual written notification to all applicants	• October 15, 2011, by 5:00:00 p.m.
Training of Subgrantees in Grant Expectations and SEA Roles and Responsibilities	• SEA NCRtI monitoring staff • SEA managerial staff (NCDPI) • NCRtI professional development trainers • Subgrantees	• Participation by all subgrantees (designated staff) • Completion of initial and ongoing training	• October 2011 • December 2011 or January 2012 • March 2012 • Summer 2012
Monitoring and Evaluation with feedback and recommendations for improvement (with targeted interventions)	• SEA NCRtI monitoring staff • SEA managerial staff (NCDPI) • NCRtI professional	• Participation by all subgrantees (designated staff) • Access to all relevant data, data analysis, and reports	• During application process • October-December 2011 • January-June

Activity	Participants	Requirements	Due Dates
	development trainers • Subgrantees	• Clear, convincing evidence of implementing recommendations	2012 • Summer 2012 • August-September 2012
Assessment (formative and summative)	• Subgrantees (especially classroom teachers and resource teachers) • SEA NCRtI monitoring staff • NCRtI staff	• Clear, convincing evidence of ongoing, sustained formative and summative assessment • Use of assessment results for targeted intervention	• Throughout school year and grant period
Reports (to LEA, SEA, and USED)	• Subgrantees (especially classroom teachers and resource teachers) • SEA NCRtI monitoring staff • NCRtI staff	• Availability of data throughout school year and grant period • SEA (NCDPI) monitoring rubrics and reports • Reflective feedback by subgrantees	• September-December 2011 • January-June 2012 • Summer 2012 • End of grant period
Closure of subgrantee projects	• Subgrantees (especially classroom teachers and resource teachers) • SEA NCRtI monitoring staff • NCRtI staff	• Culminating SEA (NCDPI) monitoring rubrics and reports • Culminating reflective feedback from and to subgrantees • Final Performance Report	• During closing month(s) of grant period
Reflective feedback by and to subgrantees and SEA	• Subgrantees (especially classroom teachers and resource teachers)	• Meeting between SEA (NCDPI) monitoring staff and subgrantees • Oral and written reflections to and	• Final month of school year and grant period • Summer 2012

Activity	Participants	Requirements	Due Dates
	• SEA NCRtI monitoring staff • NCRtI staff	from subgrantees	
Final Performance Report to USED	• SEA (NCDPI) monitoring staff • SEA (NCDPI) SRCL discretionary grant Project Manager	• All rubrics, feedback, and reports from and to subgrantees • Data from NCRtI intervention • Data from data sources used during this project	• Final month of school year and grant period • Due within 90 days after conclusion of grant period

DIRECTIONS for Application Completion and Submission:

In addition to adherence to the SEA (NCDPI) Project Plan components, this Striving Readers Comprehensive Literacy (SRCL) discretionary grant application requires each subgrantee applicant to follow these directions in the subgrantee competition process:

1. Study and discuss with your colleagues, parents, and other relevant stakeholders the SEA (NCDPI) Project Plan for this Striving Readers Comprehensive Literacy (SRCL) discretionary grant application. [Each subgrantee must include all of the SEA (NCDPI) goals in the subgrantee's project.]

2. Select in a collaborative manner no less than one but no more than three complementary goals specific to the needs of your students who fit the profile for this grant application in order to personalize this Project Plan for your school community's best interests. [Remember: You must include all of the SEA (NCDPI) goals in your subgrantee project AND no less than one but no more than three complementary goals that are relevant to your school and students and that are clearly aligned with the SEA (NCDPI) goals.]

3. Develop fully but also concisely and precisely all information necessary to complete the charts that are provided for the subgrantee competition in which you record your elaboration of complementary goals for your targeted student populations, assuring required coverage of children from birth through grade 12 (high school graduation) and Absolute Priority #1, Absolute Priority #2, and the Competitive Preference Priority.

4. Type your responses into the subgrantee competition charts, as modeled by the SEA (NCDPI) Project Plan charts, under the same headings and without change to the formatting

of cells that are expandable as you type. [Do not change any pre-populated information in this subgrantee competition charts.]

5. Be specific, relevant, and realistic in your selections and documentation so that your responses and complete application are clear, convincing, and sustainable.

6. Submit your signed and dated subgrantee competition application via email attachment (WORD document) with a day/date/time stamp that is no later than Friday, September 30, 2011, by 5:00:00 p.m., Raleigh, NC, time. [Any email and/or attachments that cannot be opened and read by the SEA (NCDPI) by the required submission day/date/time stamp, that does not include all required content, including electronic signature and date, or that is submitted in any other format but the required application format will not qualify for consideration for this subgrantee competition.

SUBMIT SUBGRANTEE COMPETITION APPLICATIONS TO Amy Betsill at abetsill@dpi.state.nc.us no later than Friday, September 30, 2011, by 5:00:00 p.m., Raleigh, NC, time

NOTE: All SIG FY 2011 qualifying schools are eligible to apply to be a subgrantee of this SEA (NCDPI) project. Other low-performing schools, especially those schools served by the NCDPI District and School Transformation (DST) Division, are also eligible to apply to be a subgrantee of this SEA (NCDPI) project.

SUBGRANTEE TABLES FOR COMPLETION AND SUBMISSION TO NCDPI AS APPLICATION, MONITORING, AND EVALUATION

SUBGRANTEE TABLE #1 OF 3 FOR COMPLETION AND SUBMISSION TO NCDPI AS APPLICATION

[to be used during the subgrantee competition and for SRCL Monitoring Process]

- **Absolute Priority 1: Improving Learning Outcomes**

- **Subgrantee Goals (in addition to SEA (NCDPI) Project Goals): to be supplied by the subgrantee (required submission)**

[Include no less than one but no more than three complementary goals that are relevant to your school and students and that are clearly aligned with the SEA (NCDPI) goals.]

1.

2.

3.

Competition Scoring Rubric 1. evidence of sustained rigor of project and project implementation (10 points) 2. evidence of comprehensive literacy plan (birth through high school graduation) (29 points) 3. evidence of sound implementation strategies (7 points) 4. evidence of priority given to	**Targeted Population**	**Activity**	**Methodology and Alignment**	**Timeline**
	Technical Assistance and Support to Subgrantees' Participants	**Monitoring**	**Evaluation of Progress**	**Communication of Project Outcomes**

high poverty children (22 points) evidence of emphasis upon early education (14 points) evidence of emphasis upon state standards (18 points) TOTAL POSSIBLE POINTS: 100 points				

SUBGRANTEE TABLE #2 OF 3 TABLES FOR COMPLETION AND SUBMISSION TO NCDPI AS APPLICATION

[to be used during the subgrantee competition and for SRCL Monitoring Process]

- **Absolute Priority 2: Enabling More Data-Based Decision-Making**

- **Subgrantee Goals (in addition to SEA (NCDPI) Project Goals): to be supplied by the subgrantee (required submission)**

[Include no less than one but no more than three complementary goals that are relevant to your school and students and that are clearly aligned with the SEA (NCDPI) goals.]

1.

2.

3.

Competition Scoring Rubric 5. evidence of sustained rigor of project and project implementation (10 points) 6. evidence of comprehensive literacy plan (birth through high school graduation) (29 points) 7. evidence of sound implementation strategies (7 points) 8. evidence of priority given to high poverty	**Targeted Population**	**Activity**	**Methodology and Alignment**	**Timeline**
	Technical Assistance and Support to Subgrantees	**Monitoring**	**Evaluation of Progress**	**Communication of Project Outcomes**

children (22 points) 9. evidence of emphasis upon early education (14 points) 10. evidence of emphasis upon state standards (18 points) TOTAL POSSIBLE POINTS: 100 points				

SUBGRANTEE TABLE #3 OF 3 TABLES FOR COMPLETION AND SUBMISSION TO NCDPI AS APPLICATION

[to be used during the subgrantee competition and for SRCL Monitoring Process]

- **Competitive Preference Priority: Effective Use of Technology**

- **Subgrantee Goals (in addition to SEA (NCDPI) Project Goals): to be supplied by the subgrantee (required submission)**

[Include no less than one but no more than three complementary goals that are relevant to your school and students and that are clearly aligned with the SEA (NCDPI) goals.]

1.

2.

3.

Competition Scoring Rubric	**Targeted Population**	**Activity**	**Methodology and Alignment**	**Timeline**
1. evidence of sustained rigor of project and project implementation (10 points) 2. evidence of comprehensive literacy plan (birth through high school graduation) (29 points) 3. evidence of sound implementation strategies (7 points) 4. evidence of priority given to high poverty children (22 points)				
	Technical Assistance and Support to Subgrantees	**Monitoring**	**Evaluation of Progress**	**Communication of Project Outcomes**

5. evidence of emphasis upon early education (14 points) 6. evidence of emphasis upon state standards (18 points) TOTAL POSSIBLE POINTS: 100 points				

Project Management

[to be used during the subgrantee competition and for SRCL Monitoring and Evaluation]

NOTE: All SIG FY 2011 qualifying schools are eligible to apply to be a subgrantee of this SEA (NCDPI) project. Other low-performing schools, especially those schools served by the NCDPI District and School Transformation (DST) Division, are also eligible to apply to be a subgrantee of this SEA (NCDPI) project.	**Type and Source of Evidence** [Include date of documentation.]	**Alignment of Evidence with Subgrantee's Plan and SEA Project**	**Evaluation of Subgrantee's Evidence and Alignment:** Exceeds expectations Meets expectations Below expectations Not Evident [Explain why.] Not Applicable (NA) [Explain why.]	**Recommendations for Improvement**
Alignment of Subgrantee's Plan with SEA Project's Goals and Objectives	Required alignment of SEA (NCDPI) formatted charts and required content with subgrantee submissions Required complementary subgrantee goals that align with SRCL grant priorities and SEA (NCDPI) goals Selection committee Monitoring by SEA (NCDPI)	Subgrantee competition based upon clear, convincing, sustained evidence of alignment of subgrantee's complementary goal(s) with SRCL priorities and SEA (NCDPI) goals	Use of scoring rubric provided to subgrantees within the charts that must be completed for this competition and aligned with SRCL priorities and SEA (NCDPI) goals	Monitoring rubrics and other feedback to include identification of specific areas in need of improvement and recommended strategies for improvement

	and subgrantee Ongoing technical support and reflective feedback reports			
Qualifications and Training of Key Project Personnel	Resumes Unencumbered and current North Carolina Professional Educator's License Professional employment status and position NCRtI documented training Other professional development, such as online training , ongoing PD in standards, and assessment		Dr. Vinetta Bell, NCDPI Project Manager, Coordinator of Special Projects, K-12 Curriculum and Instruction Dr. Cynthia Dewey, NCDPI Project Manager, K-12 ELA, Consultant, K-12 Curriculum and Instruction Dr. Maria Pitre-Martin, NCDPI Director of K-12 Curriculum and Instruction, Academic Services and Instructional Support (ASIS) SRCL grant Project Manager (1) SRCL grant Literacy Coaches (2) SRCL grant Monitors (2) SRCL clerical staff (1) Providers of NCRtI training Providers of PD SRCL Partners	Ongoing, sustained staff supervision, training, reflective feedback, and evaluation Measurement of staff effectiveness as evidenced by collaborative working relationship with SEA (NCDPI), staff subgrantees, and other constituents Maintenance of required credentials Suitability for the position and grant priorities

Evidence of Sustained and Valued Diversity of Perspectives	Staff profiles Subgrantee profiles Parental involvement Evidence of varied cultural, socio-economic-political, and philosophical perspectives Community involvement SRCL Partners	Position and mission statements that align with the grant's priorities, the SEA (NCDPI) goals, and subgrantee's complementary goals, regardless of different perspectives on those components	Use of demographic evidence, position and mission statements, interactions, and anecdotal evidence to establish, to monitor, and to sustain diversity of perspectives Use of shared, collaborative leadership	
Comments:				

Adequacy of Resources

[to be used during the subgrantee competition and for SRCL Monitoring and Evaluation]

Rubric **(total points)** **TOTAL SCORE:** _____	**Type and Source of Evidence** **[Include date of documentation.]**	**Alignment of Evidence with Subgrantee's Plan and SEA Project**	**Evaluation of Subgrantee's Evidence and Alignment:** • **Exceeds expectations** • **Meets expectations** • **Below expectations** • **Not Evident [Explain why.]** • **Not Applicable (NA) [Explain why.]**	**Recommendations for Improvement**
1. Reasonableness of costs (25 points) **Score: _____**				
2. Quality of SEA plan regarding required percentages of subgrantees (25 points) **Score: _____**				
3. Leveraging of other state and federal funds to maximize impact (25 points) **Score: _____**				
4. Sufficient size of subgrantees to support projects for a significant number of students (25 points) **Score: _____**				
Comments:				

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1237-Striving Readers Comprehensive Literacy (Key Personnel).pdf**

Attachment 2:
Title: Pages: Uploaded File: **1238-I.C. Rate Agreement - FY 11.pdf**

Attachment 3:
Title: Pages: Uploaded File: **1239-I.C. Rate Agreement - FY 11-2.pdf**

Striving Readers Comprehensive Literacy (SRCL)

Discretionary Grant Application

QUALIFICATIONS AND RESUMES

for

Project Key Personnel

Dr. Vinetta Bell
NCDPI Project Manager

Dr. Cynthia Dewey
NCDPI Project Manager

Dr. Maria Pitre-Martin
Director, K-12 Curriculum and Instruction
Academic Services and Instructional Support (ASIS)
North Carolina Department of Public Instruction (NCDPI)

SRCL Project Manager (1 professional position)

SRCL Literacy Coaches (2 professional positions)

SRCL Monitors (2 professional positions)

SRCL Administrative Assistant (1 clerical position)

Vinetta Marie Bell, Ed.D.

(b)(6)

Education:

Ed.D. (1996), Curriculum and Instruction, North Carolina State University, Raleigh, NC
M.Div. (1993), Religion and Education, Howard University, Washington, DC
M.A. (1985), English, East Carolina University, Greenville, NC
B.A. (1972), Political Science, Guilford College, Greensboro, NC

Educational Licensing, Certification, and Training:

Principal's License (Grades K-12, doctoral level)
Curriculum and Instructional Specialist (SG)
Mentor (G)
NCDPI Assessor Training (Summer 2001)
IB Mentor of the IB Extended Essay (since 1997-2007)
NBCT AYA/ELA 2001 (NBPTS)
IB Language A1 (English) (1997)
English (G)
Language Arts (A)
Bible (G)
Academically Gifted (AG) * AP English Language Training June 2003 * English as Second Language
AP English Language and Composition Workshop (Dr. Dennis Carroll), Wake Forest University, June 2003

Educational Employment:

Coordinator of Special Projects, K-12 Curriculum and Instruction, NCDPI, July 2009-present
Education Consultant II, ELA, NC Department of Public Instruction, June 2007-June 2009
English Teacher and Mentor, Enloe High School (magnet), WCPSS, August 1990-June 2007
English Teacher, East Wake High School, WCPSS, August 1989-June 1990
Graduate Teaching Assistant, North Carolina State University, 1987-1989
Adjunct Instructor (English), Wake Technical Community College, 1987-1988
Correctional Training Instructor II, North Carolina Department of Correction, 1986-1987
Educational Specialist, Eastern Correctional Center (NC DOC), 1983-1986
English and Reading Teacher, Francis Junior High School, Washington, D.C., 1980
Law Library Business Manager/Librarian Assistant, American University, Washington College of Law (Law Library), Washington, D.C., 1976-1978
AP Reader (AP English Literature, 2003 & 2004/AP English Language, 2005-2007), The College Board/ETS
AP Consultant, The College Board, AP English Language & Composition (2004-2010)
Pre-AP Consultant, The College Board, Pre-AP English and Advanced Topics in Grammar (2007-)

Ministerial Experience:

Pastor and Founder, Maranatha Evangel Church, Raleigh, NC, January 1992-present
On-Call Chaplain and Pre-Op Counselor (Clergy Volunteer), WakeMed Hospital, 1992-2006
Clergy Volunteer, Raleigh Rehabilitation and Healthcare Center, January 1992-present
Interim Pastor/Stated Supply Pastor, Mount Pisgah Presbyterian Church, Rocky Mount, NC, approx. two years
Stated Supply Pastor, White Rock Presbyterian Church, Kinston, NC, and Saint James Presbyterian Church, Snow Hill, NC, approx. four years

Ordination:

Church of Christ (Disciples of Christ), April 27, 1980
Goldsboro-Raleigh District (North Carolina)
St. Peters Church of Christ (Disciples of Christ), Kinston, NC

References:

Ed.D. Committee Members: Box 7801; NCSU; Raleigh, NC 27695-7801
Dr. Barbara M. Parramore, Advisor and Co-chair (retired) (919) 787-2287 (home)
Dr. Bruce Beezer , co-chair (deceased)
Dr. John F. Arnold (retired)
Dr. Carol A. Pope (919) 515-1776 (NCSU)
Dr. Edwin R. Gerler (919) 515-5975 (NCSU)

William G. Enloe High School (magnet)
Dr. Beth Cochran, Principal
128 Clarendon Crescent
Raleigh, North Carolina 27610
bcochran@wcpss.net
(919) 856-7918 (West office)
FAX: (919) 856-7917

The Presbytery of New Hope
2309 Sunset Avenue
Rocky Mount, North Carolina 27804
(252) 443-7090
(252) 443-5229 (FAX)

The Reverend Lillian (Lil) Galphin, Department of Spiritual Care
WakeMed Hospital 3000 New Bern Avenue Raleigh, North Carolina 27610
(919) 350-8556 (Dept. of Spiritual Care) or (919) 350-8000 (main hospital number)

Continuation of one-page resume for Vinetta Marie Bell

Brief Organizational Affiliation and Job Description

I. North Carolina Department of Public Instruction (NCDPI):

The North Carolina Department of Public Instruction (NCDPI) is the state agency that creates and monitors policies for the public schools of North Carolina and implements and monitors the educational laws of the state legislature and the policies of the State Board of Education. It is the premiere agency and organization in this state for influencing educational policies and practices for the purpose of positively affecting school success and student achievement in a global 21st century and beyond.

My current position is Coordinator of Special Projects for K-12 Curriculum and Instruction for the North Carolina Department of Public Instruction (NCDPI). This position requires me to research questions for the public, top NCDPI management, and state legislature staff, among others. These duties range from serving as the state's ELA curriculum expert for the Common Core State Standards (CCSS) that are sponsored by the CCSSO and NGA, writing letters under my own signature or that of someone else, making determinations about state laws and policies based upon research findings, facilitating statewide student services staff (school counselors) contacts and resources, and performing other tasks as assigned or self-initiated. I began my position with NCDPI as an Education Consultant II in the English Language Arts (ELA) section of the Division of Middle and Secondary Education on June 19, 2007, after teaching English for 22.5 years and more in the public schools. My current responsibilities include laying the groundwork in ELA for the 2008 revision of the English Language Arts Standards; serving as ELA secondary point person for ADP and P21; presenting professional development in regional and state-wide settings; designing curriculum and institutes that address Differentiated Instruction, Concept Based Instruction, and Formative Assessment; undergoing the consultant endorsement process by College Board for Pre-AP English and Pre-AP Advanced Topics in Grammar workshops as one means of forming a partnership between College Board and NCDPI in our efforts to save money and to serve under achieving students and schools in this state; and writing documents that support the programs of NCDPI and the public schools and students of North Carolina, in addition to other tasks that I initiate or that are assigned to me.

II. WCPSS at William G. Enloe High School (magnet):

The Wake County Public Schools System (WCPSS) presently consists of approximately 130,000 students, approximately 2,400 of them located at William G. Enloe Magnet High School where I taught from August 1990 until June 2007 primarily 11th grade English to mainly juniors and, sometimes, Foreign Exchange Students who were registered as seniors, later as juniors. This school system and school are nationally known for academic rigor and achievement, and Enloe High School currently ranks in one poll at approximately #56 nationally, based on the number of students taking AP and IB exams. This school system, located in the state's capital, serves students from very affluent homes as well as students from low-income homes. It assigns students countywide based upon socio-economic factors rather than upon racial demographics. This school system and school mirror the diverse population in the Triangle but is atypical of many North Carolina rural and small town schools and school systems.

I taught AP/IB/Adv. (H) English 11: American Literature to four sections of students during a two-semester academic year that was divided into four quarters of evaluated instruction and study. I also taught a semester elective each semester, such as Study Skills and School Success, Philosophy and Literature, The Bible as History, College Writing I and II (in support of 11th grade AP English), Focus Upon An Author (a course that I wrote), SAT Prep, and Introduction to Journalism. Within an eight-period school day, I taught five periods, with two periods as planning, due to the high volume of writing assignments required, and one lunch period, during which I performed lunch duty approximately every four weeks for half the lunch period. I also participated in staff development activities, one year as a peer facilitator for the joint book study groups and the next year as a member of a Professional Learning Community (PLC). I left this position on June 18, 2007, to join the North Carolina Department of Public Instruction (NCDPI) on June 19, 2007.

CYNTHIA ROSE DEWEY, PhD

(b)(6)

EDUCATIONAL LEADERSHIP EXPERIENCE

2011 – Present
North Carolina Department of Public Instruction, Raleigh, NC
3-8 English Language Arts Consultant
Responsibilities include:
Supervise and align ELA standards and curriculum at the elementary and middle school level
Develop teacher training and instructional modules
Provide professional development services
Make recommendations for policy, program, fiscal operations and new 3-8 school initiatives

2007 – 2011
Mary Scroggs Elementary School, Chapel Hill, NC
Principal Intern and Literacy Coach
Responsibilities included:
Data analysis and School Improvement Plan development
Teacher performance evaluation
Instructional Leader
Professional development services
Directed/Secured two $6500 grants for After School Tutoring Program
Prevention and intervention plan development

1999 – 2005
University of North Carolina at Chapel Hill, NC
Ohio University, Athens, OH
The Ohio State University, Columbus, OH
Assistant Professor of Literacy
Responsibilities included:
Coordinator of Literacy Project for Research Triangle Schools Partnership
Chair of the School Community, Climate, and Culture Special Interest Group (SIG) for the American Educational Research Association
Directed grant as Field Faculty Member, $75K, Ohio Department of Education
Directed and developed new School/University Partnership (OU/East Elementary)
Presented original research at national and international conferences
Supervised master's and doctorate student research
Leader of Master's of Experienced Teachers Cohort
Supervised/advised undergraduate students
Directed/Created Mentoring Program for graduate students

1992 – 1996
Charleston County Schools, Charleston, SC
Central Staff Administrator/ Title 1 Consultant
Responsibilities included:
Professional development services for Title 1 Schools
Budget procurement for Title 1 programming
Data analysis and School Improvement Plan development

ACADEMIC BACKGROUND
2010 School Administration Program, University of North Carolina, Chapel Hill, NC
1998 Doctor of Philosophy: Education: Language, Literacy & Culture, The Ohio State University, Columbus, OH
1992 Master's of Education, Wright State University, Dayton, OH
1987 Bachelor's of Science in Education, Wright State University, Dayton, OH

TEACHING AND OTHER PROFESSIONAL EXPERIENCE
2005 – 2007 Literacy Specialist/Reading Recovery Teacher
Chapel Hill-Carrboro City Schools
1996 – 1999 Graduate Teaching Assistant and Lecturer
The Ohio State University at Columbus, OH
1991 – 1992 Full-time Graduate Fellow
Volunteer textbook reader for the Office for Students with Disabilities
Wright State University, Dayton, OH
1992 – 1992 Stratford High School, Charleston, SC
Relocated to SC mid-year due to military transfer
Special short-term intervention position and summer school English teacher
1988 – 1991 Middle School Teacher
6th grade reading and social studies
Southwestern City Schools, Grove City, OH

SELECTED HONORS AND AWARDS
2011 Grant award $6,500 each year (2010 and 2011) - NC Public School Foundation.
Authored a grant for students at Mary Scroggs Elementary to fund an after-school tutoring program aimed at closing the achievement gap
2002 Innovative Teaching Award at Ohio University for new partnership development:
Recognized for ability to build relationships and create new partnerships with multiple stakeholders
2001 Certificate of Recognition for Exemplary Collaboration and Professional Contribution to the College of Education Research Conference at Ohio University
2001 Ohio University Research Incentive Award Matching Grant - $5000
2000 Grant award $75,000 – Ohio Department of Education Literacy Specialist Project

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS
Association for Supervision and Curriculum Development (ASCD), 2010 – Present
North Carolina Department of Public Instruction Task Force, 2004 – 2010
International Reading Association, Outstanding Teacher Educator in Reading Award Committee, 2002 – 2005
National Reading Conference, Session Chair for Teacher Education, 2003 - 2004
American Educational Research Association, 2002 – 2004
Ohio State Standards for Reading/Language Arts Review Board, 2002
Ohio International Reading Association Middle School Literacy Committee, 2000 – 2002

Maria Pitre-Martin, Ph.D. **mpitremartin@yahoo.com**
(b)(6)

EDUCATION

Broad Superintendents Academy Fellow, 2008
Doctorate of Philosophy in **Educational Administration**, Texas A&M University, College Station, Texas, 2000
Master of Science in **Organizational Communication**, University Of Southwestern Louisiana, Lafayette, Louisiana, 1997
Bachelor of Arts in **Speech Education**, University Of Southwestern Louisiana, Lafayette, Louisiana, 1989
Superintendency Certification, Louisiana Department of Education, Baton Rouge, Louisiana.
Superintendency Certification, Texas A&M University, College Station, Texas
Mid-Management Certification, Texas A&M University, College Station, Texas
Research Project Participant, University Of Southwestern Louisiana, Lafayette, Louisiana. Ronald E. McNair Post-Baccalaureate Achievement Program.

PROFESSIONAL EXPERIENCE

Director of K-12 Curriculum and Instruction **2011 - Present**
North Carolina Department of Public Instruction, Raleigh, NC
Serves on the North Carolina Race to the Top Implementation Team and directs the content standards effort within North Carolina's Career and College: Ready, Set, Go! Initiative. Directs the day-to-day operations of the Division of K-12 Curriculum and Instruction, which is comprised of Mathematics, English Language Arts, Science, Social Studies, Primary Education Initiatives, Healthy Schools and Guidance, Arts Education, World Languages, and English as a Second Language and organizes support to 115 school districts, serving 1.5 million students in eight educational regions of the State.

Regional Lead Coordinator **2009 - 2011**
North Carolina Department of Public Instruction, Raleigh, NC
Served on the North Carolina Race to the Top Implementation Team. Provided organization and leadership for Regional Roundtables, which provide direct assistance to superintendents and central office staff within the eight educational regions and 115 school districts, serving 1.5 million students.

Chief Academic Officer **2008 – 2009**
The School District of Philadelphia, Philadelphia, PA
Served as a member of the Superintendent's Executive Cabinet for The School District of Philadelphia, which is the eighth largest school district in the nation by enrollment, serving a racially and ethnically diverse student population. The School District of Philadelphia has 284 schools, serving 163,064 students in kindergarten through 12th grade.

Assistant Superintendent for Instructional Service Area II **2006 – 2008**
East Baton Rouge Parish Schools, Baton Rouge, LA
Served as a member of the Superintendent's Executive Leadership Team for the largest school district in the State of Louisiana, which had ninety schools serving 46,200 Pre-K – 12th grade students, of which 79% lived in poverty. Supervised fifteen middle school principals who served over 11,000 students.

Director, Research and Staff Development **2004 – 2006**
Fort Bend Independent School District, Sugar Land, TX
Provided staff development and research leadership for the 7th largest district in Texas, serving 67 schools, 68,000 students, 4100 teachers, and 200 administrators.

Principal **2000 – 2004**
Oakwood Intermediate School
College Station Independent School District, College Station, TX
Provided leadership for an intermediate school serving 550 5th and 6th grade students and employing 55 teachers.

Associate Principal **1999 – 2000**
A&M Consolidated High School
College Station Independent School District, College Station, TX
Wrote state and foundation grants. Coordinated student teacher activities. Organized the campus improvement planning process. Served on the District Educational Improvement Committee. Coordinated the Professional Development School Partnership with Texas A&M University.

Teacher **1996 – 1999**
A&M Consolidated High School
College Station Independent School District, College Station, TX
Taught 10th grade on level and 12th grade accelerated block English in a suburban high school. Taught TAAS Remediation Courses in Reading and Writing. Served on the District Strategic Planning Committee. Sponsored the local chapter of the National Society of Black Engineers.

Teacher/Speech & Debate Coach **1989 – 1996**
Northside High School
Lafayette Parish School Board, Lafayette, LA
Taught 9th-12th grade English, drama, and speech in an urban high school. Served as a speechwriter and consultant for students, faculty, and administration and as a liaison between the school and the local media. Led several students to state championships and national rankings in speech and debate.

Job Descriptions for Key Personnel

SRCL Project manager (1 professional position) Base salary $85,000
The primary purpose of this position is to assist the project director and NCDPI Project managers in organizing and providing leadership for the SRCL literacy coaches with operationalizing action steps that will ensure improved student achievement in subgrantee districts and schools. Areas of focus include leadership, management, instruction, organization, and external forces.

An ideal candidate will have deep content knowledge of literacy, knowledge of curriculum and instruction related to the NC Standard Course of Study and the Common Core State Standards, knowledge of adult learners, and knowledge of best practices for capacity building. Minimum requirements for this position include a master's degree in education, curriculum, school administration or related field and six years experience in public education with three years in an administrative capacity; or a doctoral degree in education, curriculum, school administration or related field and three years experience in public education including two years in an administrative capacity or supervisory capacity; or an equivalent combination of education and experience.

SRCL Project manager (132 professional positions) Base salary $70,000
The primary purpose of this position is to assist the local school district/school in organizing and providing leadership for the SRCL grant implementation. Areas of focus include leadership, management, instruction, organization, and external forces.

An ideal candidate will have deep content knowledge of literacy, knowledge of curriculum and instruction related to the NC Standard Course of Study and the Common Core State Standards, knowledge of adult learners, and knowledge of best practices for capacity building. Minimum requirements for this position include a bachelor's degree in education, curriculum, or related field and four years experience in public education or related field with a focus on literacy development; or an equivalent combination of education and experience.

SRCL Literacy Coach (2 professional positions) Base salary $75,000
The primary purpose of this position is to assist teachers and administrators in subgrantee schools to improve student performance. This position will be aligned with other key positions (program managers, program director, and monitors) to provide a coordinated support for the teaching staff and administrators. Although overall improvement efforts provide assistance in the areas of leadership, instruction, organization, and external forces, this position will focus on teaching and learning with the instructional program.

Minimum requirements include a master's degree in reading Education with a Literacy Specialist license or closely related field and a minimum of four years of specifically related experience in education. Preference will be given to candidates with experience related to literacy experience; or an acceptable equivalent combination of education and experience.

SRCL Monitors (2 professional positions) Base salary $70,000
The primary purpose of this position is to monitor the subgrantees implementation of the SRCL program and to examine how they have instituted policies, systems, and procedures. This

position is responsible for ensuring subgrantees compliance with the federal statutes and regulations and report the fidelity of implementation to the director and program managers.

Minimum requirements for this position include a master's degree in education, curriculum, school administration or related field and four years experience in public education with two years in an administrative capacity; or a doctoral degree in education, curriculum, school administration or related field and three years experience in public education including two years in an administrative capacity or supervisory capacity; or an equivalent combination of education and experience.

SRCL Administrative Assistant (1 clerical position) Base salary $40,000
This position performs a variety of administrative functions and tasks in support of SRCL program. Major responsibilities include planning and coordinating meetings, directing inquiries to appropriate staff, answering questions about programs and initiatives within the context of his/her duties, and maintaining budget expenses. The administrative assistant compiles and finalizes reports and related documents required by the program. Strong oral and written communication is a must for the administrative assistant to be an integral part of the program.

The employee in this position must possess effective interpersonal skills, oral and written communication skills, and basic technological skills. For entry into this position, the employee should be a high school graduate and possess knowledge, skills, and abilities gained through at least three years of experience in a secretarial role or business administration program.

COPY

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

North Carolina Department of Public Instruction
301 North Wilmington Street
Raleigh, NC 27001-2825

DATE: JAN 19 2011

AGREEMENT NO. 2010-164

FILING REFERENCE: This replaces previous Agreement No. 2009-186 (A) dated July 20, 2010

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

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

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

	Effective Period					Coverage
TYPE	From	To	Rate	Base	Location	Applicability
Fixed	07-01-09	06-30-10	15.1%	1/	All	All Programs
Fixed	07-01-10	06-31-11	15.0%	1/	All	All Programs
Predetermined	07-01-11	06-31-12	15.0%	1/	All	All Programs

1/ Total direct cost less: capital expenditures, alterations, renovations, flow-through funds, and the portion of 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, in accordance with Office of Management and Budget Circular A-87, Attachment B (8)(d)(3), payments to separating employees for unused leave are treated as indirect costs.

Capitalization Policy: Items of equipment costing $5,000 or more with a useful life in excess of one year are capitalized.

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Section III - Special Remarks

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

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

3. Approval of the rates(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:

North Carolina Department of
Public Instruction
301 North Wilmington Street
Raleigh, NC 27001-2825

[signature]
Signature

Philip W. Price
Name

CFO
Title

1/28/11
Date

For the Federal Government:

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

[signature]
Signature

Mary Gougisha
Name

Director, Indirect Cost Group
Title

JAN 19 2011
Date

Paul J. Brickman
Negotiator

(202) 245-8012
Telephone Number

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 North Carolina Department of Public Instruction and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder is subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the State Education Agency were included in indirect cost pools as finally accepted, and that such costs are legal obligations of the State Education Agency 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 State Education Agency, 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.

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1236-SRCL Budget Narrative-Section C (NCDPI).pdf**

Section C – Budget Narrative
U.S. Department of Education (USED)

Striving Readers Comprehensive Literacy (SRCL) Discretionary Grant Application
Fiscal Years 2011-2016

CFDA Number: 84.371C

The North Carolina Department of Public Instruction (NCDPI or DPI) is requesting $50,000,000 each year for a five-year grant period, totaling $250,000,000 for the entire grant period of five years. The annual allocations of these SRCL (USED) grant funds will be made according to the grant requirements, USED budget categories, and the total grant funds requested by NCDPI, as documented below. Subgrantees will apply their allocated funds in alignment with the Project's goals and the need for sustainability. Expenditure of administrative allotted funds will align with the Project's purposes and goals, the need for sustainability, and SRCL personnel needs as outlined in the Project Budget and Project Narrative (to which resumes and brief job descriptions of Key Personnel are attached). Eligible SRCL subgrantees must adhere to the budgetary requirements.

SRCL Category	One-Year Total 2011-2016	Five-Year Total 2011-2016	Eligible SRCL Subgrantees
Birth to age 5 (Birth to PreK): 15%	$7,500,000 15% of $50,000,000	$37,500,000 15% of $250,000,000	• LEAs that have SIG FY 2011 qualifying schools • LEAs with significant numbers (40% or more) of ELLs, EC, and low-income students • Non-profit providers of early childhood education that

SRCL Category	One-Year Total 2011-2016	Five-Year Total 2011-2016	Eligible SRCL Subgrantees
			partner with a public or private nonprofit organization or agency with a demonstrated record of effectiveness in improving the early literacy development of children from birth through kindergarten entry and in providing professional development in early literacy, giving priority to such agencies or other entities serving great numbers of percentages of disadvantaged children (e.g., libraries, Head Start Centers, health care providers, or other community-based organizations if they meet the statutory requirements described here) • NCDPI Office of Early Learning (OEL) • NCDPI partners, such as More at Four, Smart Start, Reach Out and Read, and others
Elementary Level (grades K-5): 40%	$20,000,000 40% of $50,000,000	$100,000,000 40% of $250,000,000	• LEAs that have SIG FY 2011 qualifying schools • LEAs with significant numbers (40% or more) of ELLs,

SRCL Category	One-Year Total 2011-2016	Five-Year Total 2011-2016	Eligible SRCL Subgrantees
			EC, and low-income students not performing at proficient on EOG/EOC tests. • SIG FY 2011 elementary schools • Low-performing elementary schools, with 40% or more students eligible for free and reduced lunch.
Secondary Level (grades 6-12, high school graduation): (40%) • Middle School (grades 6-8): 20% • High School (grades 9-12, high school graduation): 20%	$20,000,000 40% of $50,000,000 • Middle School: $10,000,000 (50% of 40%) • High School: $10,000,000 (50% of 40%)	$100,000,000 40% of $250,000,000 • Middle School: $50,000,000 (50% of 40%) • High School: $50,000,000 (50% of 40%)	• LEAs that have SIG FY 2011 qualifying schools • LEAs with significant numbers (40% or more) of ELLs, EC, and low-income students not performing at proficient on EOG/ EOC tests. • SIG FY 2011 secondary schools • Low-performing secondary schools, with 40% or more students eligible for free and reduced lunch.

SRCL Category	One-Year Total 2011-2016	Five-Year Total 2011-2016	Eligible SRCL Subgrantees
Administrative Costs (SEA: NCDPI): 5%	$2,500,000 5% of $50,000,000	$12,500,000 5% of $250,000,000	State Education Agency (SEA): North Carolina Department of Public Instruction (NCDPI or DPI)
TOTALS	$50,000,000	$250,000,000	***SEA (NCDPI) indirect costs are included within the total grant allocations for each grant year.***

Yearly Budget Details

1. Personnel	**$9,650,000***	**2. Fringe Benefits**	**$2,317,200***	**3. Travel**	**$6,521,739***
Project Manager	$ 85,000	Project Manager	$ 20,400	Project Manager	$ 20,000
Literacy Coach 1	$ 75,000	Literacy Coach 1	$ 18,000	Literacy Coach	$ 20,000
Literacy Coach 2	$ 75,000	Literacy Coach 2	$ 18,000	Literacy Coach 2	$ 20,000
Project Monitor 1	$ 70,000	Project Monitor 1	$ 16,800	Project Monitor 1	$ 20,000
Project Monitor 2	$ 70,000	Project Monitor 2	$ 16,800	Project Monitor 2	$ 20,000
Clerical Assistant	$ 40,000	Clerical Assistant	$ 9,600	Clerical Assistant	$ 1,000
SRCL Local Project Managers		SRCL Local Project Managers		Technical Assistance	$ 240,000
Approximately 132 ($70,000)			$ 2,217,600	(Travel for approximately 100)	
	$ 9,240,000				
				Conferences/Workshops/Trainings	$ 562,500
*** Annual Allotment Project Years 1- 5**				Trainings in Literacy & Language	$ 5,618,239

4. Equipment			
Project Year 1	**$ 6,380,626.44**	**Annual Allotment Projects Years 2-5**	**$ 3,119,756.78**
Reading 3-D Palm PDAs			
Literacy Software			
Language Software			
Laptops			
Monitors			
Commercial Literacy Programs			
IPads			
Development of Literacy Center			
Laser Printers			
Classroom Response Systems			
LCD Projectors			
Phone Lines			
Docking Stations			
EBooks			
Library of Literacy Resources			

5. Supplies	**$***	**6. Contractual**	**$ 6,521,739.00***
Office Supplies		NC Responsiveness to Instruction (NCRtI) initial and ongoing training	
Literacy Supplies		Literacy Professional Development Consultants	
Language Supplies		SRCL Website Design	
*** Project Year 1 $ 8,739,130.21**		Travel for Contractors	
Annual Allotment Projects Years 2-5	**$ 11,999,999.87**	Equipment Maintenance Contracts	
		*** Annual Allotment Project Years 1- 5**	

8. Other	**$ 3,347,826.00***	**9. Total Direct Costs**	**$ 43,478,260.87**
Communication		**10. Total Indirect Costs**	**$ 6,521,739.13**
Printing		**12. Total Cost**	**$50,000,000.00**
Travel			
*** Annual Allotment Project Years 1-5**			