

# **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 # S371C110040**

**Grants.gov Tracking#: GRANT10865634**

Closing Date: MAY 09, 2011

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

**Application for Federal Assistance SF-424**

Version 02

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/09/2011"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="39-6006487"/>	* c. Organizational DUNS: <input type="text" value="809611254"/>
--	---

**d. Address:**

* Street1:	<input type="text" value="125 South Webster Street"/>
Street2:	<input type="text" value="P.O. Box 7841"/>
* City:	<input type="text" value="Madison"/>
County:	<input type="text"/>
* State:	<input type="text" value="WI: Wisconsin"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="53707-7841"/>

**e. Organizational Unit:**

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Rebecca"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Vail"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="608-266-2364"/>	Fax Number: <input type="text"/>
---	----------------------------------

\* Email:

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.371

CFDA Title:

Striving Readers

**\* 12. Funding Opportunity Number:**

ED-GRANTS-031011-002

\* Title:

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

**13. Competition Identification Number:**

84-371C2011-1

Title:

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

Statewide

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

Striving Readers Comprehensive Literacy Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="15,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="15,000,000.00"/>

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

Yes  No

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
Wisconsin Department of Public I...

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	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000	\$ 350,000
2. Fringe Benefits	\$ 28,000	\$ 28,000	\$ 28,000	\$ 28,000	\$ 28,000	\$ 140,000
3. Travel	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 10,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 14,815,119	\$ 14,815,119	\$ 14,815,119	\$ 14,815,119	\$ 14,815,119	\$ 74,075,595
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 53,458	\$ 53,458	\$ 53,458	\$ 53,458	\$ 53,458	\$ 267,290
9. Total Direct Costs (lines 1-8)	\$ 14,968,577	\$ 14,968,577	\$ 14,968,577	\$ 14,968,577	\$ 14,968,577	\$ 74,842,885
10. Indirect Costs*	\$ 31,423	\$ 31,423	\$ 31,423	\$ 31,423	\$ 31,423	\$ 157,115
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 15,000,000	\$ 15,000,000	\$ 15,000,000	\$ 15,000,000	\$ 15,000,000	\$ 75,000,000

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

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

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

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

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

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

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

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



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
Wisconsin Department of Public I...

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

**SECTION B - BUDGET SUMMARY**

**NON-FEDERAL FUNDS**

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Suzanne Linton</p>	<p>* TITLE</p> <p>Deputy State Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>Wisconsin Department of Public Instruction</p>	<p>* DATE SUBMITTED</p> <p>05/09/2011</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Wisconsin Department of Public Instruction * Street 1: 125 South Webster Street Street 2: P.O. Box 7841 * City: Madison State: WI: Wisconsin Zip: 53707-7841 Congressional District, if known:		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> Wisconsin Depart. of Public Instruction	<b>7. * Federal Program Name/Description:</b> Striving Readers CFDA Number, if applicable: 84.371	
<b>8. Federal Action Number, if known:</b> CFDA 84.371C	<b>9. Award Amount, if known:</b> \$ 15,000,000.00	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix: * First Name: Michael Middle Name: * Last Name: Thompson Suffix: * Street 1: 125 South Webster Street Street 2: P.O. Box 7841 * City: Madison State: WI: Wisconsin Zip: 53707-7841		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix: * First Name: Michael Middle Name: * Last Name: Thompson Suffix: * Street 1: 125 South Webster Street Street 2: P.O. Box 7841 * City: Madison State: WI: Wisconsin Zip: 53707-7841		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Suzanne Linton * Name: Prefix: * First Name: Michael Middle Name: * Last Name: Thompson Suffix: Title: Telephone No.: Date: 05/09/2011		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

**NOTICE TO ALL APPLICANTS**

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

**To Whom Does This Provision Apply?**

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

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

**What Does This Provision Require?**

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

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

**Estimated Burden Statement for GEPA Requirements**

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

**Optional - You may attach 1 file to this page.**

GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

## **Striving Readers Comprehensive Literacy Program GEPA**

The Striving Readers Comprehensive Literacy Program is designed to advance literacy skills, including preliteracy skills, reading, and writing for students from birth through grade 12, as well as supporting adult learners who have not graduated and continue to struggle with literacy.

The Wisconsin Department of Public Instruction's Striving Readers Comprehensive Literacy program seeks to ensure equal access by removing barriers to students from diverse cultural and social backgrounds, especially minority and low income students, including those who have traditionally been under-represented based on race, color, national origin, gender, and disability. Striving Readers Comprehensive Literacy will target schools that serve a substantial number of these students ensuring that services will be provided to students who are African Americans, Hispanics, Hmong, English language learners, or students with disabilities.

Students with disabilities within the State of Wisconsin are identified and served in accordance with Individuals with Disabilities Education Act (IDEA). Because the Wisconsin Department of Public Instruction's philosophy is to provide students an education in the least restrictive environment, Striving Readers Comprehensive Literacy will include students with special education needs in the grant activities.

The success of school districts that receive Striving Readers Comprehensive Literacy funding will be contingent upon the support and meaningful participation provided for all students especially minority, low-income, ELL and students with special needs. All teachers at participating schools will receive professional development to effectively provide reading strategies, differentiated instruction and provide technology to support students. Classroom teachers, special education teachers, ELL teachers, and other educators will network to strategize on how to successfully teach traditionally under-represented students. Professional development will include strategies for supporting family literacy involvement and developing relationships with community groups.

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## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b>	
Wisconsin Department of Public Instruction	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 250px;" type="text" value="Michael"/> Middle Name: <input style="width: 180px;" type="text"/>
* Last Name: <input style="width: 420px;" type="text" value="Thompson"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 320px;" type="text" value="Deputy State Superintendent"/>	
<b>* SIGNATURE:</b> <input style="width: 350px;" type="text" value="Suzanne Linton"/>	<b>* DATE:</b> <input style="width: 180px;" type="text" value="05/09/2011"/>

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:  \* First Name:  Middle Name:  \* Last Name:  Suffix:

Address:

\* Street1:   
 Street2:   
 \* City:   
 County:   
 \* State:   
 \* Zip Code:   
 \* Country:

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

Email Address:

**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

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# Project Narrative

## Abstract Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1234-Wisconsin\_SRCL\_Abstract Final 05-09-11.pdf**

Wisconsin State Department of Public Instruction  
Application to the 2011 Striving Readers Comprehensive Literacy  
Discretionary Grant Program

**ABSTRACT**

Wisconsin, once a national leader, now scores solidly in the middle of states for fourth grade reading, and has some of the worst reading achievement gaps in the country. An increased focus on literacy, particularly among disadvantaged populations in Wisconsin, is imperative to ensure all students are proficient and advanced readers and writers and are prepared to graduate ready for college. Wisconsin has a strong foundation of education innovations and reforms upon which to build successful literacy improvements and outcomes.

Wisconsin's Striving Readers Comprehensive Literacy Program (SRCLP) grant application builds upon this urgent priority to focus in on the areas where Wisconsin has the farthest to grow: the development of comprehensive state and district-wide literacy plans that involve not only elementary and secondary-level educators but also community-based partners engaged in literacy; the need to provide strong and consistent professional development opportunities and learning communities to advance best practices in literacy instruction, assessment, and intervention; and the need to use data aggressively and in a targeted fashion to drive student-level interventions and improvements.

The Wisconsin Department of Public Instruction (WDPI) has set three literacy priorities for the state: 1) Ensure Wisconsin children are proficient or on track to proficiency in reading and writing; 2) Make Wisconsin one of the top five states in NAEP reading achievement; and 3) Cut the NAEP achievement gap in half in five years. To accomplish the goals, the WDPI will

focus on improving learning outcomes and enabling more data-based decision-making, the Absolute Priorities for the SRCLP.

The WDPI will sponsor a single subgrant competition for the SRCLP. The goal of the grant work is to advance literacy skills—including pre-literacy skills, reading, and writing. The subgrant competition will be open to LEAs. Award funding will range from \$500,000 to \$3 million per LEA and will be distributed between four and twelve LEAs based upon identified need and size of district. Through this grant, the WDPI will identify and target those districts and schools most in need of improvement in reading and writing. Applicants must serve Title-I eligible schools, early childhood programs, and related community resources (such as public libraries) that serve a high-poverty student population.

LEAs must describe how they will meet the absolute priorities of the grant competition, specifically: 1) Create a birth through grade 12 comprehensive, effective literacy plan outlining how they will improve learning outcomes and how they will use data to inform instruction; 2) Support early childhood and elementary-level educators in making a successful transition to Wisconsin's RtI framework to enhance literacy instruction, use data to make decisions, and improve learning outcomes birth through grade eight; 3) Support content area teachers in making a successful transition to the Common Core State Standards for English Language Arts (CCSS-ELA) to enhance literacy instruction and learning outcomes at the secondary level; and 4) Use technology effectively to improve reading and writing, to enable more data-based decision-making and to communicate and share products and processes emerging from the work. High levels of assessment, evaluation, and accountability must be built into each proposal.

The state-level activities coupled with the work of the subgrantees provide the framework to take this work to scale in Wisconsin and help districts reach new levels of excellence.

# Project Narrative

## Project Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1239-WI Striving Readers Grant-final 05-09-11.pdf**

**Wisconsin Department of Public Instruction**

Application to the  
2011 Striving Readers Comprehensive Literacy  
Discretionary Grant Program

**May 9, 2011**

**CFDA 84.371C**  
**U.S. Department of Education (ED)**



**Tony Evers, PhD**  
**State Superintendent**

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## **Wisconsin Department of Public Instruction**

### **Application to the 2011 Striving Readers Comprehensive Literacy Discretionary Grant Program**

Wisconsin has a strong foundation of education innovations and reforms upon which to build successful literacy improvements and outcomes. From early childhood education and partnerships, to strong new standards and assessments, to new opportunities to intervene in struggling schools and districts, current Wisconsin law, policy, and practices position the state to implement new reforms that will improve academic outcomes and close achievement gaps in reading.

Wisconsin's challenge is clear. Results from the National Assessment of Educational Progress (NAEP) show that in Wisconsin, like the nation, only about a third of eighth-graders meet the NAEP standard for proficiency in reading. While Wisconsin fourth-graders scored among the top states and well above the national average for reading in the mid 1990s, many other states have implemented educational improvement strategies and are now outperforming Wisconsin on NAEP. As a result, Wisconsin, once a national leader, now scores solidly in the middle of states for fourth grade reading, and has some of the worst reading achievement gaps in the country. An increased focus on literacy, particularly among disadvantaged populations in Wisconsin, is imperative to ensure all students are proficient and advanced readers and writers and are prepared to graduate ready for college.

Wisconsin's Striving Readers Comprehensive Literacy Program (SRCLP) grant application builds upon this urgent priority to focus in on the areas where Wisconsin has the farthest to grow: the development of comprehensive state and district-wide literacy plans that involve not only elementary and secondary-level educators but also community-based partners

engaged in literacy; the need to provide strong and consistent professional development opportunities and learning communities to advance best practices in literacy instruction, assessment, and intervention; and the need to use data aggressively and in a targeted fashion to drive student-level interventions and improvements.

Through this grant, Wisconsin will create and implement state-level activities focused on effective reading and writing instruction, and identify and target those districts and schools most in need of improvement in reading and writing. In exchange for the resources allocated from the grant, greater district-level accountability for student performance will be demanded. Competing districts will be required to:

- 1) Create a birth through grade 12 comprehensive, effective literacy plan outlining how they will improve learning outcomes and how they will use data to inform instruction.
- 2) Support early childhood and elementary-level educators in making a successful transition to Wisconsin's RtI framework to enhance literacy instruction, use data to make decisions, and improve learning outcomes birth through grade 8.
- 3) Support content area teachers in making a successful transition to the Common Core State Standards for English Language Arts (CCSS-ELA) to enhance literacy instruction and learning outcomes at the secondary level.
- 4) Demonstrate how technology will be used effectively to improve reading and writing, to enable more data-based decision-making, and to communicate and share products and processes emerging from their work.

These efforts align well with Wisconsin's education reform landscape, including Governor Scott Walker's leadership around the state's third grade reading challenges.

Additionally, this work complements State Superintendent of Public Instruction Tony Evers'

aggressive agenda to improve standards, assessment, and statewide data collection and analysis tools. This work places the state in a strong position to realize the proposed goals at the school level, while Wisconsin's unique collaborative early childhood partnerships across the state will put the state in the best position to ensure strong birth through five outcomes.

### Literacy and Achievement Goals

#### **Goal 1: Ensure Wisconsin's children are proficient or on track to proficiency in reading and writing.**

Through the SRCLP and other targeted reform efforts, Wisconsin will ensure all students are proficient or on track to reach proficiency on the Wisconsin Student Assessment System (WSAS). Currently, 82 percent of students are proficient in reading on WSAS, and the state has continued to work toward the target proficiency goals established under Wisconsin's Race to the Top application. Although Wisconsin was not awarded funding, the valuable work done in creating the application continues to inform state improvement strategies.

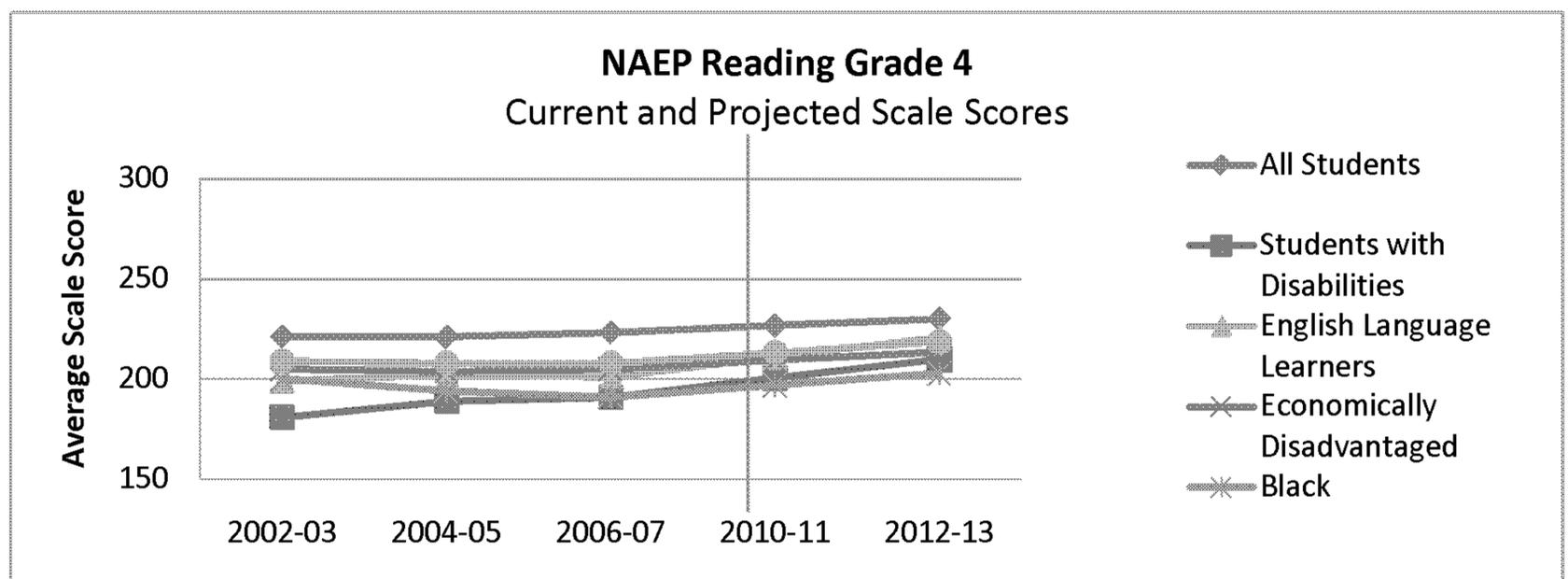
In order to measure progress, Wisconsin will emphasize individual, school and district-level academic growth to meet proficiency targets. Participating districts will have to incorporate local formative assessments, benchmark assessments such as Measures of Academic Progress (MAPS), as well as Elementary and Secondary Education Act (ESEA)-required summative assessment into their comprehensive literacy plans.

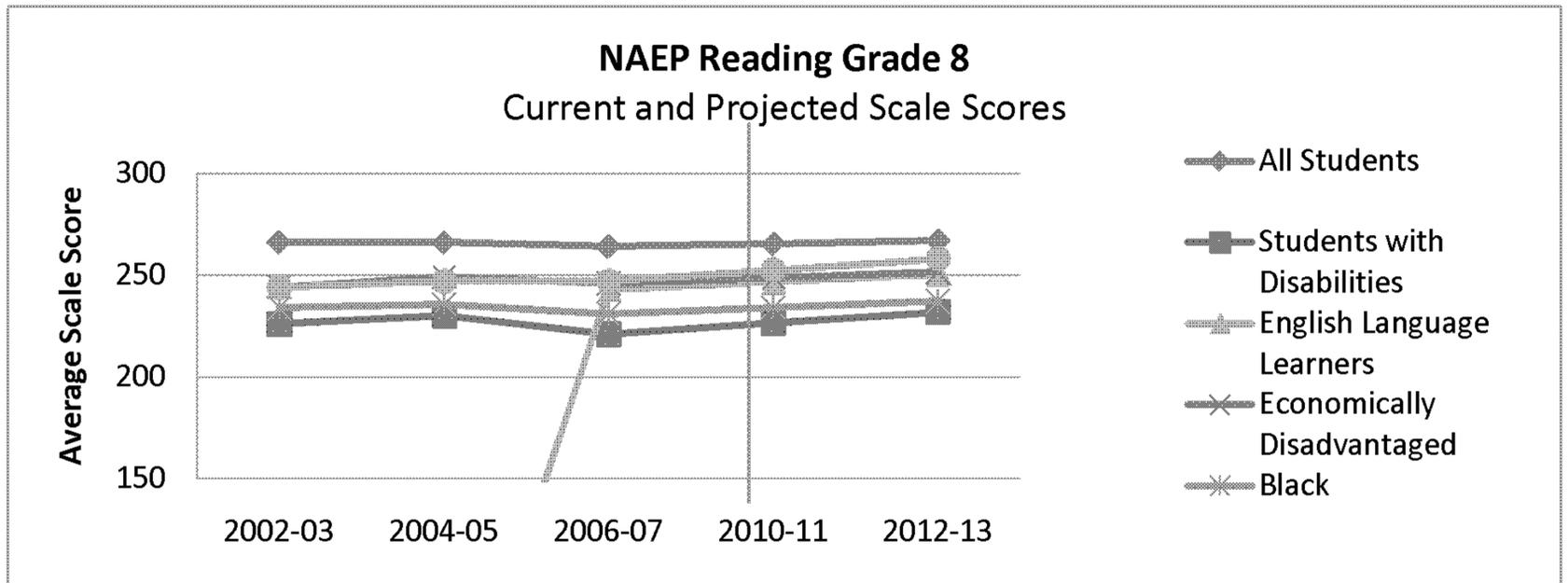
Table 1 - Current and Projected Percent Proficient on the WSAS in Reading

Subject	Grade	Current Percent Proficient	Projected Percent Proficient	Projected Percent On Track to Proficient
Reading	4	81	85	15
	8	84	87	13
	10	76	81	19

**Goal 2: Make Wisconsin one of the top five states in NAEP reading achievement.**

Through its targeted reform efforts, Wisconsin will ensure it is in the top tier of states on NAEP reading scores. Currently Wisconsin is behind 18 states (in reading grade 4) with significantly higher student achievement on NAEP. Through coordinated reform efforts, Wisconsin has been working toward being one of the top five states in NAEP reading achievement. The graph below shows Wisconsin's targets for all students as well as for subgroups in order to be on track for being in the top five states in NAEP student achievement.





**Goal 3: Cut the NAEP achievement gap in half in five years.**

The achievement gaps in Wisconsin are some of the highest in the nation, and reducing these gaps is a primary aim of Wisconsin’s literacy reforms. Specifically, the state’s goal is to cut in half the achievement gaps within five years.

*Table 2 - Representative examples of the achievement gap reduction in NAEP reading average scale scores*

Target Group	Reference Group	Subject	Grade	Current Gap (scale scores)	Projected Gap (scale scores)
Black	White	Reading	4	35	18
			8	33	17
Economically Disadvantaged	Not Economically Disadvantaged	Reading	4	29	15
			8	24	12
Students with Disabilities	Students without Disabilities	Reading	4	42	21
			8	42	21

Analyzing our Challenges: A Look at Wisconsin’s Reading Data

Achievement levels of Wisconsin students in grades 4, 8, and 10 have been measured

statewide since the early 1990s. Beginning in the 2005–06 school year, the federal No Child Left Behind Act required states to test all students in reading and mathematics in grades 3 through 8, and once in high school (designated as grade 10 in s. 118.30, Wis. Stats.). These tests are referred to as the Wisconsin Knowledge and Concepts Examinations (WKCE). Student performance on these assessments is reported in proficiency categories: minimal, basic, proficient, and advanced.

State data from the WKCE confirm that gaps in reading achievement exist between students who are economically disadvantaged and those who are not economically disadvantaged, between students of color and white students, between limited-English-proficient students and their English-proficient peers, and between students with disabilities and their peers. Further, assessment of reading achievement in Wisconsin shows that the proportion of students proficient in reading declines as they transition from elementary and middle school to high school. Data are clear. The lowest percentage of proficient performance in 2010 was 75 percent of students proficient in grade 10.

These patterns of declining performance, especially at tenth grade, hold true for mathematics, science, and social studies. In mathematics at grades 3 through 8, the percent proficient for all students falls in the upper-70 to 80 percent range, with 71 percent proficient at grade 10. In science, 78 percent of all fourth-grade students are proficient, compared to 77 and 74 percent of students in grades 8 and 10, respectively. In social studies, 91 percent of all fourth grade students are proficient, compared to 82 and 79 percent of students in grades 8 and 10, respectively. These data reinforce that content-area educators must incorporate literacy skills into their disciplines, as well.

In addition to the WKCE, a representative sample of Wisconsin students takes the NAEP, providing a snapshot of student achievement with about 5 percent of fourth-graders and 4 percent

of eighth-graders tested in reading and mathematics every two years. Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts.

Dramatic gaps in reading achievement between students of color and their peers are revealed by NAEP data. Findings also show gaps between students with disabilities and their peers and between limited-English-proficient students and their English-proficient peers.

Wisconsin public school fourth-graders declined in their performance on the most recent NAEP reading assessment compared to a decade ago, with an overall average scale score of 220 for 2009, compared to 222 in 1998. Eighth-graders improved slightly over the same time period, with an average scale score of 266 in 2009, compared to 265 in 1998. The 2009 overall reading scale score for fourth-graders was equal to the national average, but scores were below the nation for all disaggregated student groups in Wisconsin, except for limited-English-proficient students. For eighth-graders, the overall score was above the national average and disaggregated groups were mixed. However, in Wisconsin and the nation, gaps in achievement remain between economically disadvantaged students, students of color, students with disabilities, those who are learning English, and their peers.

ACT®, a college entrance examination, shows 47,755 of Wisconsin's 2010 graduates took the ACT during high school. They represent 69 percent of the state's 2010 public and private school graduates. Students who take the ACT receive composite scores, subscores in English, mathematics, reading, and science, as well as information regarding their reading readiness for college level courses. The ACT is reported on a scale of 1 to 36, with 36 being the highest score.

Wisconsin's statewide composite score of 22.1 is well above the national composite score of 21. For the first time this year, 100 percent of Milwaukee Public School graduates were included in the state report. Students of color made up 21 percent of ACT-takers, up 2 percentage points from last year. Nationwide, a record 1.6 million high school graduates took the ACT. In addition to besting the national average scores, Wisconsin students exceeded national averages for ACT College Readiness Benchmarks. These benchmarks are scores that predict success in credit-bearing college-level coursework. Seventy-five percent of Wisconsin students met the ACT benchmark for English, compared to 66 percent nationally.

Although 69 percent of Wisconsin high school graduates took the ACT college admissions test in 2010, alarmingly, only 27 percent of African-American students, 59 percent of American Indian/Alaska Native students, 52 percent of Asian-American/Pacific Islander students, 46 percent of Hispanic students were considered ready for college-level English classes, compared to 83 percent of white students.

It is not simply the lack of readiness for college-level classes demonstrated by these students; these data do not include the large number of students who are not reflected—the ones failing to earn high school credits as twelfth graders because they cannot meet reading and writing demands, or those who drop out because they do not have reading and writing skills to learn across the content areas. One might predict that dropouts are those who fail to master foundational skills in reading and writing.

Of the 47,755 graduates who took the ACT, 37,765 were white, 3,351 were African-American, 1,734 were Asian-American/Pacific Islander, 1,892 were Hispanic, and 331 were American Indian/Alaska Native. Students of color represented 21 percent of Wisconsin's ACT test-takers, a slight increase from last year. While overall state students bettered their national

peers on ACT scores and benchmarks, ACT data reveal a considerable gap in achievement in the composite scores: 16.0 for African-American students, 20.2 for American Indian/Alaska Native students, 20.3 for Asian-American/Pacific Islander students, 18.7 for Hispanic students, and 23.0 for white students.

Recent research affirms that third grade reading scores are predictive of later high school graduation success. While Wisconsin has one of the highest high school graduation rates in the nation, we have significant issues and gaps that must be addressed:

- Nearly 10% of Wisconsin's class of 2009 dropped out. About 80% of dropouts came from 50 Wisconsin districts; about 60% came from 10 districts; and approximately 50% came from 1 school district.
- African-American students are six times more likely to drop out than white students in Wisconsin. In 2009, 1 in 3 Black students failed to earn a diploma.
- American Indian and Hispanic students are four times more likely to drop out than white students in Wisconsin. In 2009, 1 in 4 American Indian and Hispanic students failed to earn a diploma.
- Students with disabilities are twice as likely as students without disabilities to drop out.
- Economically disadvantaged students are also twice as likely to drop out as students who are not economically disadvantaged.
- Students who have been expelled drop out at about 10 times the rate of those who have not been expelled.

## Wisconsin's Comprehensive Literacy Reform Efforts

In response to these data and challenges, Wisconsin's efforts around comprehensive literacy reforms have been evolving over the past several years in an effort to promote greater achievement, particularly among disadvantaged populations.

In 2005, the State Superintendent of Public Instruction convened a High School Task Force, charged with finding ways to ensure that Wisconsin students graduate with the knowledge and skills they need to succeed in postsecondary education and the workplace. While that group was meant to consider high school teaching and curriculum *in general*, its members quickly came to focus on the critical role that literacy plays in learning academic content of all kinds, succeeding in college, meeting 21<sup>st</sup> century workplace demands, and becoming a productive citizen in an age of digital communications.

The Task Force was persuaded by the argument that numerous reformers have made over the last few decades: the most urgent priority for America's high schools is to teach millions more young people to read and write proficiently. Even more than raising achievement in the science, technology, engineering, and mathematics (STEM) subjects, the most pressing task is to help many more students, low-income and minority students in particular, to become competent, college and workplace-ready readers and writers. The Task Force recommended adolescent literacy be a priority in Wisconsin so students enter high school reading at or above grade level, and called for increasing the resources available for literacy programming and professional development at the high school level.

In response to the work of the High School Task Force and Wisconsin's data demonstrating that student reading performance declines as students advance from elementary to high school, the State Superintendent of Public Instruction convened an Adolescent Literacy

Task Force in 2007. The group was assigned to review data and current research in the field and assess the strengths and weaknesses of literacy instruction in Wisconsin's secondary schools. The Wisconsin Department of Public Instruction (WDPI) was assisted in this by the Alliance for Excellent Education, which sponsored a statewide adolescent literacy summit in Madison, in 2007.

Comprised of over two dozen educational leaders, curriculum directors, reading specialists, literacy coaches, library representatives, higher education representatives, and community leaders, the Task Force ultimately published Wisconsin's Adolescent Literacy Plan in December 2008. Designed to promote "a systemic and synchronized approach at the state, district, and community levels," the Adolescent Literacy Plan identified five core components to improving adolescent literacy:

- *Developing comprehensive plans for adolescent literacy at state and local levels:* The Task Force recommended that schools and districts form literacy teams and craft comprehensive literacy plans with guidance from community partners and the state. In 2011, Wisconsin began development of its statewide comprehensive literacy plan, and, in the 2010-11 school year, the State Superintendent required the Milwaukee Public Schools, Wisconsin's only District Identified for Improvement under federal law, to implement a comprehensive district-wide literacy plan, as well.
- *Focusing on literacy within and across Wisconsin's academic standards:* The Task Force recommended the strengthening of Wisconsin's academic standards to include literacy components as a part of each content area, in order to promote literacy instruction to all students in every Wisconsin classroom. The Common Core State Standards, adopted by State Superintendent Evers in June 2010, accomplish this goal.

- *Establishing systems of support for all students:* The Task Force underscored the critical importance of a unified system of intervention that focuses on instruction for all students including students with disabilities, limited-English-proficient students, and emerging and advanced literacy learners. The group articulated the need for high quality instruction, quality formative assessment, intervention systems, and intervention services. Wisconsin's Response to Intervention (RtI) approach is consistent with this recommendation.
- *Fostering professional learning communities around literacy:* To meet the needs of every student, the Task Force recommended the creation of “a rich compendium of professional learning opportunities, resources and tools...so that all teachers are prepared to deliver high quality, differentiated literacy instruction within their content area.” While some work in this area has been accomplished, more can be done to advance professional development and best practices statewide.
- *Defining roles of literacy leaders:* The Task Force recommended clarifying the roles and responsibilities for specialized literacy leaders, including literacy coaches, library media specialists and public librarians, paraprofessionals, as well as examining further the depth of literacy instruction in teacher preparation programs, including reading, content area, second language, and special education instruction. Work continues in this area.

The report also triggered a new set of discussions about the need for better literacy instruction for children of all ages, including children younger than age five. Wisconsin is a national leader in the collaborative development and effective implementation of a statewide, comprehensive early childhood system, and has the infrastructure in place to implement further

needed reforms to support early literacy.

As the birthplace of kindergarten nearly a century and a half ago, Wisconsin has long understood the link between high-quality early childhood education and student achievement. And, as one of the first and only states to fund four-year-old kindergarten (4K) through our primary state aid formula, Wisconsin has also pioneered “community approaches” to 4K, a unique collaboration among school districts, Head Start centers, and child-care centers in over 100 school districts in Wisconsin. Through these innovations, 4K teachers, who hold bachelor’s degrees and are licensed by the state, are meeting parent and community needs and serving students in locations outside of the traditional school building. Community approaches substantially increase the availability of shared professional development for teachers and child-care providers. As a result of these investments, over 85% of Wisconsin districts, serving over 34,000 children in 2009-10 now offer this program.

To measure its success, Wisconsin participated in the National Center for Early Development and Learning study of State-Wide Early Education Programs (SWEEP). One of five states to be studied, SWEEP findings showed Wisconsin 4K students were above the national average on three of the four academic skills assessed. The SWEEP study found improvement in all four dimensions of children’s social skills: assertiveness, frustration tolerance, task orientation, and peer social skills. Overall, both poor and non-poor students attending 4K programs in Wisconsin gained academic, language and literacy, and social skills.

Collaborations at the local level in Wisconsin’s 4K community approaches are mirrored by unprecedented collaboration at the state level. The Wisconsin Early Childhood Collaborating Partners network, comprised of over 40 agencies, associations, and programs, focuses on aligning Wisconsin communities, agencies, associations, and state government to work together

as a system of high-quality comprehensive early childhood services for every child and family who wants them.

Through these strong state-level partnerships, Wisconsin developed and implemented statewide Wisconsin Model Early Learning Standards (WMELS), which are used by early childhood education programs across the state to prepare children from birth through first grade for academic readiness and success. These standards, based on developmental expectations grounded in research and best practice, form the basis for Wisconsin's early childhood education and care, and literacy development is their central theme. Over 70 professionals are available to provide training on the standards, which are considered a national model.

The Wisconsin Department of Children and Families (WDCF) has also developed YoungStar, a Quality Rating and Improvement System for child-care providers across the state that incorporates the use of the WMELS. Initiated in 2010, YoungStar requires all providers who receive payments under Wisconsin Shares to be rated. Centers will be provided with training and technical assistance to improve their ratings, and eventually reimbursement will tie to the quality rating. This system affords parents the tools to make decisions about placement of their children and allows the state to pay providers on a sliding scale, based upon performance.

In October 2008, stemming from reauthorization of Head Start, Wisconsin created the Governor's State Advisory Council on Early Childhood Education and Care (ECAC). The 30-member group, co-chaired by the State Superintendent of Public Instruction and the Secretary of WDCF, is focused on creating a statewide system for assessing the quality and availability of early childhood education as well as developing programs and services for children from birth to age five, particularly improving access to and participation in high-quality early childhood education for low-income children. In addition, the group is charged with developing a plan to

establish a unified data collection system for public early childhood services throughout the state, reinforced by efforts underway in the WDPI's longitudinal data system (LDS).

While these evolving reform efforts have focused directly on improving literacy in early childhood and adolescent levels, other, broader statewide reform efforts currently underway will also greatly assist Wisconsin's efforts to develop every child into a college and career-ready reader and writer. Wisconsin's leadership around stronger standards, better assessments, a statewide model curriculum, improved data tools to inform instruction, an RtI system in every school, and a relentless commitment to turning around low performing schools and districts comprise a comprehensive statewide agenda to improve student learning.

#### Wisconsin's Statewide Reform Efforts and Their Impact on Literacy

As a state with a strong tradition of local school board control and a state education agency (SEA) with limited state statutory authority over individual school districts, the approach to instructional delivery varies from district to district. The literacy education landscape is no exception and is characterized by a wide variety of assessment practices, curriculum guides, professional development models, and reform strategies. While this approach has allowed for local innovation and excellence, it has also resulted in an uneven approach to literacy instruction.

However, in response to a variety of new challenges and pressures, this landscape has begun to change. As students prepare to compete and succeed in an increasingly global economy, students, parents, and employers are demanding greater consistency and alignment in what students should know and are expected to do, particularly in English language arts. The current fiscal environment has favored more centralized decision-making, as taxpayers demand greater accountability over their educational investments. With fewer dollars and staff available at the federal, state and district level, a need for consistency, efficiency and effectiveness has become

paramount for educators at every level. As a result, state leaders are increasingly focused on state policies that promote literacy, and the WDPI is taking a stronger statewide leadership role in curriculum, instruction, assessment, and accountability.

Wisconsin's adoption of the Common Core State Standards for English Language Arts and Mathematics in 2010, along with the decision to become a governing member of the SMARTER Balanced Assessment Consortium (SBAC), are two clear examples of the increased role of the SEA in setting educational policy for Wisconsin. The language arts are, of course, central to the Common Core State Standards, which call for much more intensive instruction in reading, writing, and oral communication than any state has provided up to now, particularly at the secondary level. The state is working to improve state achievement tests to feature intellectually meaningful, open-ended writing prompts. Better state standards in English language arts, coupled with better, more adaptive assessments to measure student performance, will provide Wisconsin teachers, parents, and policy makers with new information to drive better reading outcomes.

Wisconsin is investing in new data collection and analysis tools to help drive a new culture of data-based decision making. Wisconsin adopted the use of individual student and teacher identifiers in 2010, and built a powerful new state data warehouse – with an extremely user-friendly set of on-line tools for data management, analysis, and public reporting – and a related, teacher-designed Student Intervention Monitoring System (SIMS) that allows educators to keep track of and share notes on individual student academic progress. Those systems are scheduled to go on-line statewide during the 2012-13 school year. In addition, Governor Walker has proposed funding in the 2011-13 biennial budget for a statewide student information system, which would centralize data collection in Wisconsin's 424 school districts at the state level,

saving districts time and money and providing state and local policy makers with new data to drive instruction and education reform.

WDPI has also made a major push to define a coherent statewide RtI model and to provide technical assistance to implement it successfully. To oversee this work, the WDPI funded the creation of the Wisconsin RtI Center, a collaborative project between WDPI and the recently formed Cooperative Educational Service Agency (CESA) Network, designed to coordinate efforts among the state's twelve regional school service agencies.

Wisconsin's RtI model is defined in a way that goes well beyond its usual association with special education. Wisconsin's aim is not only to identify and provide appropriate interventions for struggling students but to ensure that *all* students receive appropriate instruction (whether that means screening preschoolers for delays, providing third graders with extra English language tutoring, helping newly arrived eighth-graders to catch up on parts of Wisconsin's history curriculum that they might not have studied in their previous schools, or advising talented 11<sup>th</sup> graders to enroll in early college programs).

Also, in partnership with the National RtI Center, WDPI is preparing to conduct a rigorous evaluation of RtI's implementation in a number of schools. The RtI initiative's early priorities have been to provide technical assistance to schools in conducting literacy assessments and using the results to inform literacy instruction.

In the area of technology, WDPI led the development and statewide adoption of Model Academic Standards for Information and Technology Literacy. Published in 1998 – and drawing from earlier standards created by the International Society for Technology Education and the American Association of School Libraries – they call upon every school to integrate the use of digital tools into content area instruction at all grade levels, with classroom support provided by

school library media specialists. Further, WDPI has created an assessment tool to measure students and teachers' use of educational technology and field-tested the instrument during the 2010-11 school year, assessing nearly 13,000 students and 700 teachers.

All of these strands have been carefully linked to each other. For example, Wisconsin's new assessment tools (diagnostic, formative, and summative) are aligned to the Common Core State Standards. The Information Technology and WMELS have been "cross-walked" to the new standards. The RtI Center has been involved in the design of the data system, to make sure that it allows teachers and administrators to access information (e.g., past assessments, attendance patterns, teachers' notes, disciplinary records) that might help them better understand and keep track of student needs, even when those students move across the state. Wisconsin's commitment to improving reading outcomes is most evident by efforts to turn around low performing schools and districts. In 2010, State Superintendent Evers sought and passed groundbreaking new legislation empowering the State Superintendent with new authority to directly intervene in struggling schools and provide the tools to help turn them around.

When Wisconsin ranks last in the country for fourth grade African-American reading scores, the state must look to improve outcomes in the district that educates over 50% of the state's African-American children: Milwaukee Public Schools (MPS). State Superintendent Evers has done that by using his new state authority and his federal authority under the ESEA to require the district to take a number of concrete steps to improve literacy performance, including the development and adoption of a comprehensive district-wide literacy plan.

MPS had pursued over a course of several decades a policy of decentralization that perpetuated a patchwork approach to literacy instruction. MPS schools had long experienced autonomy in their approach to teaching literacy with little oversight from the district and state.

As a result, the district had upwards of 17 reading programs in schools throughout the district. In a district where 15% of the district's 80,000 students change schools in a given year, this disjointed approach to literacy instruction contributed to the district's poor academic performance in reading.

Between 2005 and 2010, reading progress in the district had been flat, with about six of ten students performing at a proficient level in grades 3 to 5, and only two of five students performing at a proficient level by grade 10. All MPS groups perform below the statewide average, and wide gaps persist for the number of African-American students and students with disabilities, whose proficiency rating had also been declining over the past eight years. As a district, MPS missed the federal Annual Yearly Progress in reading for six years in a row.

The comprehensive literacy plan, which is currently in its first year of implementation, includes district-wide instructional design; aligned, high-quality instructional materials; common benchmark assessments; professional development for teachers, coaches and school and district leaders; and continuous monitoring of progress and accountability. A similar comprehensive plan is now under development for mathematics. While only in its infancy, this centralized approach holds significant promise for improvement.

In a bold and encouraging move, Governor Walker has made improving early literacy a priority of his administration. In March 2011, he issued an Executive Order creating the Read to Lead Task Force, comprised of current and former teachers, researchers, legislators, and advocates. Citing reading as “the number one priority for children in grades kindergarten through third grade,” and highlighting concerns over Wisconsin's NAEP scores for fourth grade reading, Governor Walker charged the Task Force with studying and making recommendations for future legislation, “focused less on mandating how reading should be taught and more on results.”

While the Task Force is just beginning its work, it is clear that Governor Walker is focused on improving early literacy outcomes and implementing new accountability measures to ensure that students are meeting their full potential.

All of these major initiatives have culminated into a comprehensive school improvement strategy for the state of Wisconsin that pays special attention to literacy. This Striving Readers Comprehensive Literacy Program proposal is, thus, the product of years of intense, evolving discussions about the limitations of existing approaches to literacy instruction, the role that the state should play in strengthening literacy instruction statewide, and the ways in which Wisconsin can support literacy learning through professional development, assessment, technology, and family and community services. The Striving Readers Comprehensive Literacy Program is not the *impetus* for our thinking about literacy. Rather, it provides Wisconsin with a terrific *opportunity* to build on efforts that have been underway for some time and which are already placed at the center of our school improvement work.

**In short, Wisconsin's Striving Readers Comprehensive Literacy Program initiative will be just one part of a larger, comprehensive approach to supporting children's literacy development.**

## PART A: STATE-LEVEL ACTIVITIES

The Wisconsin Department of Public Instruction (WDPI) continues its commitment to a comprehensive statewide birth-12<sup>th</sup> grade literacy initiative, which includes pre-literacy, reading, and writing skills for all students while strongly focusing on economically disadvantaged students, limited-English-proficient students, and students with disabilities. This focus is readily apparent across Wisconsin in the integration of the state's literacy plan and Response to Intervention (RtI) implementation strategy.

Notably, state leaders have dedicated significant energy and resources tackling the pervasive literacy and numeracy academic challenges in the Milwaukee Public Schools (MPS). Currently, all but one of the federally-identified school improvement grant (SIG) schools are located in MPS, where high levels of student mobility and excessive suspensions have historically contributed to stagnant academic performance. However, new state directives under state and federal corrective action as well as new district leadership have sparked a new trajectory and encouraging signs of improvement.

Perhaps most importantly, in an effort to mitigate the negative impact of high student mobility on reading skills, State Superintendent Tony Evers required MPS to eliminate the patchwork approach to reading curricula previously used throughout the district and implement a uniform, district-wide reading curriculum as part of a comprehensive literacy plan for the 2011-12 school year.

Additionally, one of Governor Scott Walker's early priorities in office was establishing a new Read to Lead initiative to ensure that every Wisconsin child learns to read by the third grade. "As it stands today, nearly one third of all Wisconsin students cannot read at a third grade level, and that is simply unacceptable," Governor Walker noted in his announcement. "This

initiative’s sole focus will be to ensure that every Wisconsin student can read proficiently by the end of the third grade so that they have the opportunity to succeed.”

Through the Striving Readers Comprehensive Literacy Program (SRCLP), the WDPI will update and continuously improve its State Literacy Plan. The continuous improvement process will align policies, resources, and practices with the Common Core State Standards for English Language Arts (CCSS-ELA); will contain clear instructional goals; and will maintain high expectations for all students and student subgroups.

The state activities are designed to improve student outcomes and have the characteristics of an effective literacy program such as professional development, screening and assessment, targeted interventions for students reading below grade level and other research-based methods of improving classroom instruction and practice. Key resources that shape the initiative include the CCSS-ELA, the five elements of quality reading instruction as defined by the National Reading Panel in 2001, the recommendations emanating from the Read to Lead Task Force, the Wisconsin Model Early Learning Standards (WMELS), the State Superintendent’s Adolescent Literacy Plan, and the Wisconsin Model Academic Standards for Information and Technology Literacy (WMAS-ITL).

The SRCLP will provide support to Wisconsin as we advance effective literacy instruction. The Absolute Priorities of the SRCLP are congruent with the state-level activities that Wisconsin has engaged in and proposes to do.

Wisconsin will carry out the state-level activities described in the Additional Requirements section of the notice by:

- Updating its comprehensive state literacy plan to ensure that the plan aligns with the requirements as defined in the SRCLP and will also reference the recommendations

provided by the Governor's Read to Lead Task Force and the State Superintendent's Adolescent Literacy Task Force. The update will be done in partnership with representatives from school districts, the aforementioned task forces, education organizations, informal education providers, and parents.

- Under the terms of the subgrant competition, aligning the use of federal and state funds and programs with the state agency and in the Local Educational Agencies (LEAs) in the state, including funds under Title I, Title II-A, and Title III of the Elementary and Secondary Education Act of 1965, as amended (ESEA), and, as appropriate, under the Head Start Act, the Individuals with Disabilities Education Act (IDEA), and the Carl D. Perkins Career and Technical Education Act of 2006, to support a coherent approach to funding and implementing effective literacy instruction for disadvantaged students. Examples of how this will be achieved include continued WDPI monitoring of the implementation of the Milwaukee Public Schools Comprehensive Literacy Plan, allowing only Title I-eligible schools and early childhood educators that serve children living in poverty to be selected by their LEAs to participate; funding Wisconsin's RtI initiative and the RtI Center through IDEA funding; and, aligning the work around literacy at the secondary level with the goals and activities related to career and technical education as outlined in the Carl Perkins Act.
- Making the process and the results of its review of subgrant applications publicly available, including the procedures used to review and judge the evidence base and the alignment with the CCSS-ELA, the WMELS, the WMAS-ITL, and other state standards as applicable for curricula and materials that LEAs propose to use. The process and

procedures for review will be detailed in the subgrant application and will be consistent with policies and procedures for grant review established by the WDPI.

- Ensuring that SRCLP subgrant funds are used to implement a comprehensive and coherent literacy program that serves students from birth through grade 12, or any period in the birth through grade 12 continuum as determined by a needs assessment, and includes the components of effective literacy instruction and an effective literacy program. Such assurances will be determined by review and approval of activities outlined and use of funding.

The goals for improving student literacy throughout Wisconsin for all students are:

- To ensure Wisconsin children are proficient or on track to proficiency in reading and writing.
- Make Wisconsin one of the top five states in NAEP reading achievement.
- Cut the NAEP achievement gap in half in five years.

Please see the previous section for data related to the goals. To accomplish the goals, WDPI will focus on improving learning outcomes and enabling more data-based decision-making, the Absolute Priorities for the SRCLP. Proposed state activities are built on the foundation of current state level activities.

<b>Absolute Priority1: Improving Learning Outcomes</b>
<i>Current Highlighted State Activities Addressing Absolute Priority 1 Targeted to Birth through Age 5:</i>
<ul style="list-style-type: none"> <li>• In 2003, Wisconsin published the Wisconsin Model Learning Standards used by parents and early childhood care providers to shape pre-literacy experiences developmentally appropriate for the youngest children. This document has been updated to reflect the CCSS-ELA.</li> </ul>
<ul style="list-style-type: none"> <li>• The emphasis of pre-literacy also is demonstrated through the Governor’s Advisory Council on Early Childhood Education and Care jointly chaired by State Secretary Eloise</li> </ul>

**Absolute Priority 1: Improving Learning Outcomes**

Anderson of the Department of Children and Families and State Superintendent Evers.

- Inspired by Geoffrey Canada’s work in Harlem, State Superintendent Evers recently joined philanthropic leaders and the Mayor of Milwaukee to launch the Wisconsin Initiative for Neighborhoods and Schools (WINS for Children) to build “wrap around” services for children and their families in the areas of academics, housing, nutrition, health care, and other key social supports.

*Proposed State Activities Addressing Absolute Priority 1 Targeted to Birth through Age 5:*

- Dissemination of the revised Wisconsin Early Learning Model Academic Standards.
- Review pre-service programs at teacher preparation institutions to determine the knowledge, skills, and experiences that early childhood teacher candidates must demonstrate related to effective pre-literacy instruction and make recommendations for improvement, if needed.
- Review childcare preparation programs offered at the technical colleges to determine the content and level of pre-literacy training received and make recommendations for improvement, if needed.
- Create an outreach program to parents regarding the importance of pre-literacy experiences using public libraries, parent-teacher organizations, and community groups.

*Current Highlighted State Activities Addressing Absolute Priority 1 Targeted to Elementary Students:*

- Governor Walker created the Read to Lead Task Force in March 2011, to study and make recommendations for future legislation which focuses less on mandating how reading should be taught and more on results. Reading in kindergarten through grade three is the priority of this Task Force.
- Through the Corrective Action Requirements placed on MPS by the WDPI, a set of literacy requirements is stipulated. Included in these requirements are the development of a comprehensive literacy plan with an instructional design that supports limited-English-proficient students and students with disabilities, development of interventions, implementation of one reading series, a minimum of 90 minutes of literacy instruction each day, and fidelity measures to ensure accountability.
- In June 2010, Wisconsin adopted the CCSS-ELA, which are being implemented in school districts, supported by professional development provided by the WDPI, CESAs, and education organizations.

**Absolute Priority 1: Improving Learning Outcomes**

- Wisconsin is the lead state in the development of the new assessments by the SMARTER Balanced Assessment Consortium.

- Wisconsin continues its work to ensure effective literacy instruction through the Wisconsin RtI Center. Professional development focuses on effective literacy instruction, balanced assessment, and evidenced-based interventions.

- More than 47,000 students were served in Wisconsin’s community learning centers last school year. Of the regular attendees, 83% were economically disadvantaged and 10% were limited-English-proficient students.

*Proposed State Activities Addressing Absolute Priority 1 Targeted to Elementary Students:*

- Respond to the recommendations made by the Read to Lead Task Force.

- Review pre-service programs at teacher preparation institutions to determine the knowledge, skills, and experiences that elementary teacher candidates must demonstrate related to effective reading and writing instruction and make recommendations for improvement, if needed.

- Complete the guidance document for implementation of the CCSS-ELA.

- Provide training and technical assistance to all school districts on the development of a comprehensive birth through grade 12 literacy plan that reflects the elements of an effective literacy program.

- Create and provide professional development series based on the elements of effective reading instruction as outlined in the SRCLP and informed by the 2001 National Reading Panel recommendations and the CCSS-ELA, including the Reading Foundations section.

- Create and provide a professional development series based on the elements of effective writing instruction as outlined in the SRCLP.

- Using the Wisconsin RtI Center, create and provide a series of professional development directed to effective literacy strategies for elementary students who are limited-English-proficient students and/or students with disabilities.

*Current Highlighted State Activities Addressing Absolute Priority 1 Targeted to Secondary Students:*

- Through the Corrective Action Requirements placed on MPS by the WDPI, a set of literacy requirements is stipulated. Included in these requirements are the development of a comprehensive literacy plan with an instructional design that supports limited-English-proficient

**Absolute Priority 1: Improving Learning Outcomes**

students and students with disabilities, development of interventions, implementation of one reading series, a minimum of 60 minutes of literacy instruction each day for students in grades 6-8, one class period for high school students needing reading interventions, and fidelity measures to ensure accountability.

- In June 2010, Wisconsin adopted the CCSS-ELA, which are being implemented in school districts, supported by professional development provided by the WDPI, CESAs, and education organizations.

- Wisconsin is the lead state in the development of the new assessments by the SMARTER Balanced Assessment Consortium.

- Wisconsin continues its work to ensure effective literacy instruction through the Wisconsin RtI Center. Professional development focuses on effective literacy instruction, balanced assessment, and evidenced-based interventions.

- Recommendations from the State Superintendent's Adolescent Literacy Task Force provide a framework for the effective literacy programs at middle and high schools.

- Recently formed, a workgroup consisting of secondary teachers who teach in the content areas provides guidance to the implementation of the CCSS-ELA related to literacy (effectively read and write) in those disciplines other than English language arts.

*Proposed State Activities Addressing Absolute Priority 1 for Secondary Students:*

- Review pre-service programs at teacher preparation institutions to determine the knowledge, skills, and experiences that secondary teacher candidates must demonstrate related to effective reading and writing instruction and make recommendations for improvement, if needed.

- Provide training and technical assistance to all school districts on the development of a comprehensive literacy plan that reflects the elements of an effective literacy program.

- Complete the guidance document for implementation of the CCSS-ELA.

- Create and provide a professional development series based on the elements of effective reading instruction as outlined in the SRCLP and informed by the CCSS-ELA, with an emphasis on informational text and text complexity.

- Create and provide a professional development series based on the elements of effective writing instruction as outlined in the SRCLP, with an emphasis on informational and technical writing.

**Absolute Priority 1: Improving Learning Outcomes**

- Using the Wisconsin RtI Center, create and provide a series of professional development directed to effective literacy strategies for middle and high school students who are limited-English-proficient students and/or students with disabilities.

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

*Current Highlighted State Activities Addressing Absolute Priority 2:*

- Wisconsin is implementing statewide in 2011-12, a new state-of-the-art data warehouse system, specifically designed to accommodate the diagnostic, formative, and performance-based data required as part of an effective literacy program.
- Wisconsin has created a user-friendly “data dashboard” that gives local educators quick, easy, and real-time access to attendance records, assessment data, and data connected to various growth metrics.
- Wisconsin is in the midst of a statewide roll-out of the Student Intervention Monitoring System (SIMS), an element crucial to monitoring student progress.
- For over a decade, Wisconsin has been a leader in the use of data for data-based decision-making. Using a “data retreat” process developed by the CESAs, schools and/or districts go through a multi-day process, examining achievement data, attendance and other demographic data, perception data, and program data to build their school improvement plan. This system is being augmented through an online data analysis tool built within the data warehouse and dashboard system.

*Proposed State Activities Addressing Absolute Priority 2:*

- Governor Walker has proposed a statewide student information system beginning as early as the 2012-13 school year. This system will be linked to the statewide data warehouse upon implementation providing even more extensive data analysis and reporting tools for all districts.
- Provide technical assistance to LEAs in the use and development of media-based tools for literacy instruction, data use, and information sharing.
- Provide training and technical assistance to districts related to the SIMS so that educators can more effectively use student performance data to inform instruction.
- Implement processes and procedures as part of the federal longitudinal data systems grant for establishing data tracking for individual students from birth through kindergarten and into postsecondary education.

The WDPI will provide technical assistance and support to its SRCLP subgrantees, other LEAs, and early childhood providers to enable them to implement a high-quality comprehensive literacy program and to improve student achievement in core academic subjects through a variety of approaches. First, WDPI will provide professional development consistent with the characteristics outlined in the SRCLP application. The professional development will be available through electronic resources such as webinars as well as at district, regional, and state events. Second, WDPI will continue the oversight and monitoring of the implementation of the Comprehensive Literacy Plan developed by MPS as a result of being found a district in need of improvement as required under ESEA. Third, the WDPI will work with the CESAs to develop high-quality professional development that focuses on the elements of effective literacy instruction for K-12 and on using the new data warehouse and electronic tools to enable more data-based decision-making and effective use of technology. Also, the Wisconsin RtI Center will be used to deliver professional development. Finally, separately and in conjunction with the evaluator, WDPI will conduct onsite reviews of the LEAs receiving subgrants.

The WDPI will review the statewide data generated by the WKCE and NAEP to determine its progress in meeting the goals of ensuring students are proficient or on track to proficiency, making Wisconsin one of the top five states in NAEP reading achievement and cutting the NAEP achievement gap in half. The WDPI will adjust accordingly the statewide activities to mirror the needs of students and teachers. The WDPI will work with the Wisconsin RtI Center and the 12 CESAs to determine the level at which school districts have developed and implemented a comprehensive literacy plan, are providing effective reading and writing instruction to meet the needs of disadvantaged students, and the extent and effectiveness of the professional development related to effective reading and writing instruction.

The WDPI is committed to transparency in all aspects of agency work. To that end, the WDPI provides aggregated and disaggregated student data on-line. Evaluation reports will be posted on a dedicated website that will be used to share materials, resources, tools, and other materials that have been developed as an outgrowth of the SRCLP grant.

## PART B: WISCONSIN'S STATE SUBGRANT COMPETITION

Wisconsin Department of Public Instruction (WDPI) will sponsor a single subgrant competition for the Striving Readers Comprehensive Literacy (SRCLP) Program. The goal of the grant work is to advance literacy skills—including pre-literacy skills, reading, and writing. The subgrant competition will be open to LEAs. Award funding will range from \$500,000 to \$3 million per LEA, and will be distributed between four and twelve LEAs based upon identified need and size of district. Participating LEAs will receive support in their literacy reform efforts and will serve as models of literacy reform to a successful comprehensive literacy program for other schools and districts across the state.

Through this grant, Wisconsin will identify and target those districts and schools most in need of improvement in reading and writing. Applicants must serve Title I-eligible schools, early childhood programs, and related community resources (such as public libraries) that serve a high-poverty student population. Applicants must provide an explanation for the selection of participants, as well as literacy achievement data, demographic information, and current literacy programming. LEAs must secure commitments from and provide curriculum vitas for participating staff and teachers. Participants must agree to cooperate in research and evaluation, attend regular meetings, host visitors, share updates with local constituents, post information and exemplars on the dedicated website, and present at local and regional meetings and events. LEAs must outline how their SRCLP grant will align with and complement all other state or federal programs that the LEA currently implements.

The subgrant competition will be advertised via email to LEAs statewide and posted on the WDPI Web site. The Request for Proposals (RFP) will outline the various requirements and conditions with a scoring rubric attached. LEAs will be given six weeks to identify partner

schools and members of the literacy teams, secure community partnership commitments, and submit their applications. A statewide review panel will score the subgrant applications, with facilitation by WDPI staff, following all standard WDPI policies and procedures for grant competitions. The timeline for the subgrant application is as follows:

- **August 2011:** U.S. Department of Education (ED) announces SRCLP discretionary awards.
- **November 2011:** WDPI releases SRCLP subgrant application.
- **January 2012:** Local Educational Agencies (LEAs) must submit SRCLP applications.
- **February 2012:** WDPI announces subgrant awards.

As part of the application process, districts must describe how they will meet the four requirements that link to the Absolute Priorities of the SRCLP; specifically:

- 1) Create a birth through grade 12 comprehensive, effective literacy plan outlining how they will improve learning outcomes and how they will use data to inform instruction.
- 2) Support early childhood and elementary-level educators in making a successful transition to Wisconsin's RtI framework to enhance literacy instruction, use data to make decisions, and improve learning outcomes birth through grade 8.
- 3) Support content area teachers in making a successful transition to the Common Core State Standards for English Language Arts (CCSS-ELA) to enhance literacy instruction and learning outcomes at the secondary level.
- 4) Use technology effectively to improve reading and writing, to enable more data-based decision-making and to communicate and share products and processes emerging from the work.

**Requirement #1: LEAs must create a birth through grade 12 comprehensive, effective literacy plan outlining how they will improve learning outcomes and how they will use data to inform instruction.**

Competing districts will be required to develop comprehensive district-wide, data and research-driven literacy plans, in partnership with non-profit and community-based organizations serving children most in need of additional assistance, focused on improving birth through grade 12 literacy outcomes including pre-literacy skills, reading and writing. This plan must include an inclusive instructional design with specific supports for limited-English-proficient students and students with disabilities. The core instruction must be research-based, incorporate the CCSS-ELA, reflect the five elements of quality reading instruction as defined by the National Reading Panel in 2001, and address recommendations emerging from the Read to Lead Task Force. A balanced assessment plan connected to standards must be implemented concurrently and educators must receive professional development in data-informed decision-making so that instruction can be adapted based on student need. The plan must include strategies to enhance early learning partnerships to strengthen the transition to the school environment. The plan must include the implementation of strong professional development for literacy educators and content area instructors alike, and ensure that education and training on best practices extends beyond the schoolhouse door into the community-based organizations also serving the district's children. The plan must include details of how the LEA will measure their outcomes against standard performance measures and how they will collect, analyze, and use high-quality and timely data that can be used to improve instructional practices, policies, and student outcomes.

The LEA must form a leadership team to devise this plan. For more information on the makeup and requirements of this team, see page 34. The Comprehensive Literacy Plan will be created during year one.

**Requirement #2: LEAs must support early childhood and elementary-level educators in making a successful transition to Wisconsin’s RtI framework to enhance literacy instruction, use data to make decisions, and improve learning outcomes birth through grade 8.**

In Wisconsin’s vision for RtI, the three essential elements of high-quality instruction, balanced assessment, and collaboration systematically interact within a multi-level system of support to provide the structures to increase success for all students. Culturally responsive practices are central to an effective RtI system and are evident within each of the three essential elements. In a multi-level system of support, schools employ the three essential elements of RtI at varying levels of intensity based upon student responsiveness to instruction and intervention. These elements do not work in isolation. Rather, all components of the model inform and are impacted by the others; this relationship forms Wisconsin’s vision for RtI.

The SRCLP funding will assist participating LEAs in developing high-quality early literacy programs that feature diagnostic screening, formative assessments, differentiated instruction, and progress monitoring that are the hallmarks of RtI. Grant funds will help provide the professional development that will ensure proper implementation of literacy instruction, assessment and intervention.

This elementary initiative is meant to improve instruction and assessment at both the elementary and pre-Kindergarten levels and it will provide an opportunity to build stronger connections between K-12 education and the various family and community literacy programs (such as public libraries) that exist in every neighborhood and play an essential role in preparing preschoolers for successful transitions across learning environments.

To facilitate this work, each participating LEA will identify an Elementary Literacy Leadership Team that will participate in a five-year effort to build an exemplary, RtI-based approach to literacy instruction; to make their work visible to educators throughout the state; and

to share lessons learned over the course of the initiative. (For more information about the composition and activities of the leadership team, see page 34.)

**Requirement #3: LEAs must support content area teachers in making a successful transition to the Common Core State Standards for English Language Arts (CCSS-ELA) to enhance literacy instruction and learning outcomes at the secondary level.**

Wisconsin is fully committed to moving forward with a new K-12 curriculum framework based on the CCSS-ELA and a new assessment system. Throughout this school year, the WDPI and the Cooperative Educational Service Agencies (CESAs) have sponsored numerous informational meetings to build support for the new standards, show how they overlap with and depart from existing standards, and address any concerns and questions that educators have. WDPI is a committed member of the SMARTER Balanced Assessment Consortium (SBAC), and the assessment strategies and tools that it is building are consistent with the 2009 recommendations of Wisconsin's Next Generation Assessment Task Force.

WDPI has received feedback from educators about the professional and organizational implications of teaching to the CCSS-ELA, particularly at the secondary level. In two areas – content area literacy instruction and the teaching of writing – the standards require teachers to shoulder what are, for most, unfamiliar roles and responsibilities. Very few teachers in the sciences, mathematics, social studies, technical fields, or the arts have significant expertise in teaching the forms of communication that are distinct to their content areas.

According to the University of Albany's Center on the English Language Arts, English language arts teachers think of themselves mainly as specialists in the analysis and interpretation of literature, and only secondarily as teachers of reading, writing, and oral communication. They especially do not see themselves as experts in conducting literacy assessments, teaching struggling readers and writers, and providing specialized literacy instruction to limited-English-

proficient students. Teaching to the new standards will require professional development and collaboration, leading school personnel to rethink allocation of time and other resources.

This secondary initiative is designed to improve literacy instruction and learning outcomes and will build collaboration and ease student transition to high school. Professional development of teachers is a key component of this initiative, particularly in using effective instruction, increasing the reading and writing complexity expectations of students, assessing student progress, and using data.

To facilitate this work, each participating LEA will identify a Secondary Literacy Leadership Team that will participate in a five-year effort to implement the CCSS-ELA, make their work visible to other educators, and share lessons learned over the course of the initiative.

#### Composition and Activities of the Literacy Leadership Teams

Grant recipients will be required to form three teams. These teams may be separate and distinct or may overlap in their membership and duties.

The district leadership team will carry out requirement #1, to create a birth through grade 12 comprehensive, effective literacy plan. The team charged with creating the plan must be comprised of multiple collaborating partners, including broad school district representation, parents, community members, community organizations and community literacy advocates, early childhood providers, adult literacy, public libraries, and others as needed. This team must be formed first and complete their work before the other teams can proceed.

The elementary-level leadership team will plan and oversee the implementation of requirement #2, support early childhood and elementary-level educators in making a successful transition to Wisconsin's RtI framework to enhance literacy instruction and improve literacy birth through grade 8. This team must also be comprised of a wide range of stakeholders and will

include educators representing administration, regular and special education teachers, ESL/bilingual staff, library/media specialists, Title I staff, or reading specialists, and where appropriate, early childhood, staff from after-school sites and appropriate community partners.

The secondary-level leadership team will plan and oversee the implementation of requirement #3, support content area teachers in making a successful transition to the CCSS-ELA standards to enhance effective literacy instruction at the secondary level. This team must also be comprised of a wide range of stakeholders including educators including administration, regular and special education teachers, library/media specialists, dropout recovery programs, and other youth-serving organizations and community partners.

Because Leadership Team members will be required to maintain a high level of effort and participation, requiring a serious commitment of time and energy, districts may use a portion of the SRCLP funds to purchase substitutes to release teachers to dedicate time to this work. LEAs will specify members' responsibilities and hold them accountable.

Applicants will be required to outline the membership of the various leadership teams, timeline for activities, methods for documenting the teams' work, how the teams will function, and accountability measures.

**Requirement #4: LEAs must demonstrate how technology will be used effectively to improve reading and writing, to enable more data-based decision-making, and to communicate and share products and processes emerging from their work.**

To assist in implementing the Absolute Priorities of the SRCLP to improve learning outcomes and enable more data-based decision-making, applicants must detail how technology will be used. LEAs may budget no more than 10% of the subgrant awards to purchase educational technology, training, and technical assistance. Applicants may design and pursue strategies of their own choosing. In the application, LEAs must:

- Ensure that their work is consistent with the Wisconsin Model Academic Standards for Information and Technology.
- Explain how technology will be used to improve literacy instruction and student learning. Examples include, but are not limited to, using word processors for taking notes on reading assignments, drafting and revising written work, assigning students to update blogs and websites; teaching students appropriate methods of web-based research; using software to reinforce phonics, vocabulary, and other early reading skills, etc.
- Detail how data will be used to make better decisions regarding student progress, instruction, program quality, and other measures of accountability.
- Specify how technology will be used to make applicant's work related to the grant public and shared with educators throughout the state. Examples include, but are not limited to, contributing on-line versions of their work, such as teaching materials, sample assignments, sample grading rubrics, samples of student writing; videos of classroom instruction; reflections on lessons taught; links to valuable resources; etc.

### **Essential Activities**

Included below is a table outlining the activities that will be required of LEAs, including those responsible, a timeline for implementation, and the measurable outcomes.

### **Requirement #1: Create a comprehensive, birth through grade 12 literacy plan outlining how they will improve learning outcomes and how they will use data to inform instruction**

<b>Activity/Focus</b>	<b>Staff/Persons Responsible</b>	<b>Timeline</b>	<b>Measurable Outcomes</b>
Form a district leadership team with broad representation of stakeholders	LEA	Year 1	Leadership team formed that represents a broad base of stakeholders
Develop comprehensive	District Leadership	Year 1	Plan is comprehensive, data and

district-wide literacy plan	Team		research driven, focused on improving literacy outcomes for children birth through grade 12
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**Requirement #2: LEAs must support early childhood and elementary-level educators in making a successful transition to Wisconsin’s RtI framework to enhance literacy instruction, use data to make decisions, and improve learning outcomes birth through grade 8.**

Activity/Focus	Staff/Persons Responsible	Timeline	Measurable Outcomes
Form an Elementary Leadership team with broad representation of stakeholders	LEA	Year 2	Leadership team formed that represents a broad base of stakeholders
Choose and pilot the use of specific literacy screening tools and formative assessments	Elementary Leadership Team	Year 2	Decisions made and tools created/purchased
Identify and purchase high-quality instructional materials	Elementary Leadership Team	Year 2	Materials purchased and delivered
Learn to use the WDPI’s Student Intervention Monitoring System to record student interventions, monitor their progress, and share teaching notes and strategies, and adjust instruction accordingly	Elementary Leadership Team	Year 2	Leadership Team members able to develop a training plan for participating schools in using SIMS
Learn to use the “digital dashboard” to gather and analyze data to inform literacy instruction	Elementary Leadership Team	Year 2	Leadership Team members are able to develop a training plan for participating schools in using the “digital dashboard”
Assess the need for and design appropriately targeted literacy professional development	Elementary Leadership Team	Year 2	Comprehensive professional development plan developed
Cultivate partnerships with local public libraries, Head Start programs, Reach out and Read sites, and other community organizations	Elementary Leadership Team	Year 2	Full participation of partners in developing a comprehensive plan for birth through eight literacy in the district and their ongoing participation in collaborative

<b>Activity/Focus</b>	<b>Staff/Persons Responsible</b>	<b>Timeline</b>	<b>Measurable Outcomes</b>
and resources			meetings and projects
Develop protocols to monitor student progress related to Common Core State Standards and Early Learning Standards	Elementary Leadership Team	Year 2	Protocols developed
Develop implementation timeline for school sites	Elementary Leadership Team	Year 2	Timeline developed
Ensure that community-based and school-based approaches to literacy instruction are complementary and consistent with the Wisconsin Model Early Learning Standards	Elementary Leadership Team	Year 2-5	Meetings held and collaborative relationships formed
Participate in meetings and events hosted by the Wisconsin Early Childhood Collaborating Partners (such as the annual meeting of the Wisconsin Early Childhood Association)	Elementary Leadership Team	Year 2-5	Participation in events
Implement WDPI-developed communication systems and virtual professional learning communities that connect the early childhood community with the K-8 system	Elementary Leadership Team	Year 2-5	Successful communication systems developed and used
Begin screening incoming students and using ongoing, formative assessment of students' literacy skills, and the identification of students for specific interventions and/or further diagnostic assessments	Participating Schools	Years 3-5	Assessment data compiled and analyzed for need. Interventions assigned to struggling students.
Monitor student progress and record notes and records on SIMS	Participating Schools	Year 3-5	Interventions entered by school based teams into SIMS
Lead professional development, teacher induction, and mentoring activities in schools	Participating Schools	Year 3-5	Professional development sessions held and implementation of new teaching methods monitored and confirmed by on-site administrators.

<b>Activity/Focus</b>	<b>Staff/Persons Responsible</b>	<b>Timeline</b>	<b>Measurable Outcomes</b>
Host site visits by educators from the local area and nearby districts and/or present at meetings and conferences	Participating Schools	Year 3-5	Participating schools document the sharing of their learning with others
Monitor staff implementation	External Evaluator	Year 3-5	Results of implementation audit
Determine successful practices	External Evaluator	Year 3-5	Increase in student literacy achievement

**Requirement #3: LEAs must support content-area teachers in making a successful transition to the Common Core State Standards for English Language Arts (CCSS-ELA) to enhance literacy instruction and learning outcomes at the secondary level.**

<b>Activity/Focus</b>	<b>Staff/Persons Responsible</b>	<b>Timeline</b>	<b>Measurable Outcomes</b>
Form Secondary Leadership team with broad representation of stakeholders	LEA	Year 2	Leadership team formed that represents a broad base of stakeholders
Choose and pilot the use of specific literacy screening tools and formative assessments	Secondary Leadership Team	Year 3-5	Decisions made and tools created/purchased
Plan courses for the following year(s), with particular attention to the kinds of instruction that content area teachers will provide in reading, writing, and oral communication; the kinds of writing and revision they will assign; and the resources and tools (including on-line materials) they will use	Secondary Leadership Team	Year 3-5	Revised course list created
Identify and purchase high-quality instructional materials	Secondary Leadership Team	Year 2	Materials purchased and delivered
Make recommendations to participating schools about	Secondary Leadership Team	Year 3-5	List of recommendations developed and shared with

<b>Activity/Focus</b>	<b>Staff/Persons Responsible</b>	<b>Timeline</b>	<b>Measurable Outcomes</b>
reallocating time and resources to facilitate the effective teaching of the literacy-intensive courses that participants design			schools
Assess the need for and design appropriately targeted literacy professional development	Secondary Leadership Team	Year 2	Comprehensive professional development plan developed
Learn to use the “digital dashboard” and to experiment with data queries and searches that can be used to inform literacy instruction	Secondary Leadership Team	Year 2	Leadership Team members are able to develop a training plan for participating schools in using the “digital dashboard”
Learn to use the WDPI’s Student Intervention Monitoring System to record student interventions, monitor their progress, and share teaching notes and strategies, and adjust instruction accordingly	Secondary Leadership Team	Year 2	Leadership Team members able to develop a training plan for participating schools in using SIMS.
Cultivate partnerships with local public libraries, after-school programs, literacy volunteers, and other community organizations and resources	Secondary Leadership Team	Year 2	Full participation of partners in developing a comprehensive plan for eighth through twelfth grade in the district and their ongoing participation in collaborative meetings and projects
In keeping with the 2009 recommendations of Wisconsin’s Next Generation Assessment Task Force, design significant 8 <sup>th</sup> and 9 <sup>th</sup> grade capstone projects, in which students are required to complete a major writing project, digital media project, oral presentation, or other literacy-rich performance of skills and knowledge	Secondary Leadership Team	Year 2	Capstone Projects developed

<b>Activity/Focus</b>	<b>Staff/Persons Responsible</b>	<b>Timeline</b>	<b>Measurable Outcomes</b>
Review writing and literacy taught in content classes	Participating Schools	Years 3-5	Rubrics developed and observations conducted
Develop student progress protocols and monitor student achievement	Participating Schools	Years 3-5	Protocols developed and data collected
Begin screening incoming students, conduct ongoing, formative assessment of students' literacy skills, and identify students for specific interventions and/or further diagnostic assessments	Participating Schools	Years 3-5	Assessment data compiled and analyzed for need. Interventions assigned to struggling students
Lead professional development, teacher induction, and mentoring activities in the school.	Participating Schools	Years 3-5	Professional development sessions held and implementation of new teaching methods monitored and confirmed by on-site administrators
Monitor student progress and record notes and records on SIMS	Participating Schools	Years 3-5	Interventions entered by school based teams into SIMS
Host site visits by educators from the local area and nearby districts and/or present at meetings and conferences	Participating Schools	Years 3-5	Participating schools document the sharing of their learning with others
Monitor staff implementation	External Evaluator	Year 3-5	Results of implementation audit
Determine successful practices	External Evaluator	Year 3-5	Increase in student literacy achievement

**Requirement #4: LEAs must demonstrate how technology will be used effectively to improve reading and writing, to enable more data-based decision-making, and to communicate and share products and processes emerging from their work.**

<b>Activity/Focus</b>	<b>Staff/Persons Responsible</b>	<b>Timeline</b>	<b>Measurable Outcomes</b>
Create a plan for the use of technology that is consistent with Wisconsin Model Academic Standards for Information and	District Leadership Team	Year 1	Thorough integration of technology plan into the District's Comprehensive Literacy Plan

Technology			
Create a plan for how technology will be used to improve literacy instruction and student learning	District Leadership Team	Year 1	Thorough integration of technology plan into the District's Comprehensive Literacy Plan
Detail how data will be used to make better decisions regarding student progress, instruction, program quality, and other measures of accountability.	District Leadership Team	Year 1	Thorough integration of technology plan into the District's Comprehensive Literacy Plan
Specify how technology will be used to make applicant's work related to the grant public and shared with educators throughout the state	District Leadership Team	Year 1	Thorough integration of technology plan into the District's Comprehensive Literacy Plan
Share classroom artifacts, teaching materials, assessment tools, data analysis tools and other resources on-line	Participating Schools	Years 3-5	Participating schools have all posted information online and have accessed other schools' information

## Evaluation

The WDPI will evaluate the state's progress in improving achievement in literacy for children and youth from birth through grade 12, including disadvantaged students, through an independent evaluation of the work being conducted by the subgrantees. The WDPI will hire an independent evaluator to conduct a thorough evaluation that will include a battery of literacy assessments, including but not limited to a measure of oral language, to administer to four-year-olds expected to enter participating elementary schools as well as a control group of demographically similar students from non-participating LEAs. These assessments will be supplemented by records of formative assessments given throughout the elementary years. The evaluator will conduct classroom and school observations to determine the degree to which teachers increase their use of research-based instruction and assessments; use SIMS, the data

dashboard, and other technology based applications; and, align their classroom instruction to the Common Core State Standards. Additional assessment data will be generated by the state assessment system including formative assessments in reading and writing.

The WDPI will annually review the statewide data generated by the WKCE and accordingly adjust the statewide activities to mirror the needs of students and teachers. Student achievement data of the participating LEAs will be monitored to ensure progress toward meeting the three identified goals for the State of Wisconsin:

- To ensure Wisconsin children are proficient or on track to proficiency in reading and writing.
- Make Wisconsin one of the top five states in NAEP reading achievement.
- Cut the NAEP achievement gap in half in five years.

The WDPI will require annual reports from the participating LEAs outlining their progress toward meeting all measurable outcomes. The WDPI will solicit the need for assistance, and then ensure that each grant recipient has adequate support to fulfill their requirements. LEAs that are not on track to meet measurable objectives or where student achievement is not increasing will receive an increasing amount of support and intervention from the WDPI to ensure the Absolute Priorities of the SRCLP, to improve learning outcomes and enable more data-based decision-making are achieved. Additionally, the progress of participating LEAs will be monitored closely by the Project Management Team, as described in the section entitled “Project Management” to follow.

## PART C: PROJECT MANAGEMENT

This proposal is submitted with full support and approval of all levels of the Wisconsin Department of Public Instruction (WDPI) leadership. At the highest level, the project is the responsibility of State Superintendent Tony Evers. In keeping with the high level of interest from senior state officials, Governor Scott Walker's Read to Lead Task Force will serve as an initial advisory group, providing recommendations for reading in the early elementary grades. A standing advisory group of similar partners will be established to provide guidance on the Striving Readers Comprehensive Literacy Program (SRCLP) grant award.

The direct management of the SRCLP initiative will be the responsibility of Assistant State Superintendent for Academic Excellence Sheila Briggs. She is primarily responsible for the successful implementation of all aspects of Wisconsin's SRCLP, including collaborative efforts within the agency as well as facilitating partnerships with the Governor's office, external institutions, and partner organizations throughout the state.

Under Assistant State Superintendent Briggs' direction, the WDPI's Content and Learning Team will serve as the SRCLP Project Management Team (PMT). One PMT member will be appointed the project manager, who will be responsible for record-keeping, paperwork, scheduling, and other managerial duties, as well as coordinating professional development and technical assistance.

The PMT will be responsible for writing, distributing, and responding to queries about the subgrant application. They will also coordinate and oversee the subgrant application development and review process, ensuring that all processes conform to established WDPI policies and procedures and all subgrant requirements specified in the SRCLP.

The PMT will also serve as the coordinating group of the state-level activities proposed in this grant. State-level activities are built on the foundation of current efforts around literacy. PMT will be responsible for the development of processes and protocols related to content of the district literacy plan, review of literacy training provided at institutions of higher education, and statewide professional development emphasizing effective reading and writing instructional practices and interventions.

PMT members will conduct bi-monthly site visits to subgrantees to observe professional development activities and classroom instruction, and meet with participating teachers and staff. PMT will also keep written records of their site visits, which will inform the annual evaluation of subgrantees.

The PMT project manager will host at least one annual meeting with the LEA subgrantees to include representatives from the district, elementary, and secondary-level Literacy Leadership Teams. LEA subgrantees will submit progress reports, written plans and goals for the upcoming year, and specific requests for technical assistance and other resources.

The project manager will meet at least quarterly with the independent evaluator, Assistant State Superintendent Briggs, and other WDPI staff as appropriate. The PMT will also meet individually with the independent evaluator to discuss the annual progress report.

Finally, after reviewing data from the independent evaluator, PMT site visits, and LEA student achievement, the project manager will provide a written evaluation of LEA progress, including any recommendations or required changes necessary for continued participation. Recommendations and requirements are subject to the State Superintendent's final approval.

### Qualifications of Key WDPI Staff

Curriculum Vitae (CVs) or resumes are included in the application packet.

### Leveraging Other Funds and Sustaining Progress with Diverse Partners

As previously noted, one of Governor Walker's first actions was to establish the Read to Lead Task Force, pulling together diverse partners from across the reading spectrum and the educational community. In the past, these various partners have often differed over instructional strategies, intervention models, and reform efforts. However, with strong leadership from the Governor and State Superintendent, these partners are continuing the work started under Wisconsin's Race to the Top (RTTT) application and bringing to bear a powerful, laser-like focus on the state's reading challenges in the early elementary grades.

Furthermore, the work of the SRCLP and the local literacy teams are aligned with Wisconsin's RTTT-developed literacy goals and integrated with other federally-funded improvement efforts. Most notably, SRCLP efforts will be incorporated into the state's Individuals with Disabilities Education Act (IDEA)-funded Response to Intervention (RtI) initiative, will take place at participating Title I-eligible schools, and will include the participation of Perkins-funded career and technical education teachers.

Additionally, many of the early childhood service providers that participate will be employed by Wisconsin's state-funded four-year-old kindergarten programs, Head Start centers, Even Start programs, public libraries, and other publicly funded agencies. Further, the secondary-level activities are designed to support Wisconsin's transition to the Common Core State Standards for English Language Arts and connected to the federally supported SMARTER Balanced Assessment Consortium.

Finally, Wisconsin's SRCLP work is aligned with other major statewide school

improvement initiatives, and participating LEAs will integrate local efforts with their local professional learning communities, which will pay dividends over the course of participants' entire careers. Members of the Literacy Leadership Teams will have five years to plan professional development activities together, try out assessment tools, review data, analyze curricular models for effectiveness, build on-line tools, employ digital teaching technologies, share instructional materials, and observe fellow educators in the classroom. The SRCLP supports crucial staff release time, provides an entire year for research and planning, and requires a continuous improvement process over the four implementation years to ensure high-quality, accountable effective literacy instruction in reading and writing. Most important, participants will develop the ability to use data to monitor student progress, to inform their instruction, and to determine the most effective instructional strategies and interventions. State leaders have worked hard to create the conditions for educators, school leaders, and parents to have thoughtful, intellectually meaningful, productive, and on-going conversations about teaching, learning and student achievement.

The professional development opportunities and instructional design that SRCLP will help develop will outlive this grant project. Moreover, along with the Read to Lead initiative, the state-level activities coupled with the work of the subgrantees provide the framework to take this work to scale and help districts reach new levels of excellence. In short, the Striving Readers Comprehensive Literacy Program proposal presents an integrated vision for literacy improvement with strong leadership from senior state officials that will meaningfully improve the lives of children.

# Project Narrative

## Other Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1237-Indirect Cost Rate Agreement.pdf**

### Attachment 2:

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

**INDIRECT COST RATE AGREEMENT  
STATE AGENCY**

**ORGANIZATION:**

**DATE:** JUN - 2 2010

Wisconsin Department of Public Instruction  
125 South Webster Street  
Madison, Wisconsin 53703

**AGREEMENT NO.** 2010-061

**EIN:** 39-6006487

**FILING REFERENCE:** This replaces previous  
Agreement No. 2009-074  
dated: March 16, 2009

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

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

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

<u>TYPE</u>	<u>Effective Period</u>		<u>Rate</u>	<u>Base</u>	<u>Coverage</u>	
	<u>From</u>	<u>To</u>			<u>Location</u>	<u>Applicability</u>
Fixed	07-01-10	06-30-11	11.7%	<u>1/</u>	All	<u>2/</u>
Fixed	07-01-10	06-30-11	5.6%	<u>1/</u>	All	<u>3/</u>

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

2/ All Federal programs which do not require the use of a restricted rate per 34 CFR 75.563.

3/ All Federal programs which require the use of a restricted rate per 34 CFR 75.563.

Treatment of Fringe Benefits: Fringe Benefits applicable to direct salaries and wages are treated as direct costs.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is in excess of \$5,000.

**Section II - Particulars**

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

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

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

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

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

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

Section III - Special Remarks

1. This Agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this Agreement should be directed to the Negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.
4. Federal programs currently reimbursing indirect costs to this Organization by means other than the rate(s) cited in this agreement shall be credited for such costs. The applicable rates cited herein shall be applied to the appropriate base to identify the proper amount of indirect costs allocable to the program(s).

Section IV - Approvals

For the State Agency:

Wisconsin Department of Public Instruction  
125 South Webster Street  
Madison, Wisconsin 53703

Suzanne Linton  
Signature

Suzanne Linton  
Name

Director, Management Services  
Title

6-8-2010  
Date

For the Federal Government:

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

John Marmiti  
Signature

Mary Gougisha  
Name

Director, Indirect Cost Group  
Title

JUN - 2 2010  
Date

Phillip Luster  
Negotiator

(202) 245-8069  
Telephone

**APPENDIX D**  
**Resumes**

## EMILIE AMUNDSON

(b)(6)

### EDUCATION:

UNIVERSITY OF WISCONSIN MADISON 2009-PRESENT

Seeking a PhD in Multicultural Literacy Studies with a minor in Special Education

HARVARD GRADUATE SCHOOL OF EDUCATION 2006-2007

Ed.M. Spring, 2007 - Education, Policy and Management

UNIVERSITY OF WISCONSIN- MADISON 1997-2002

B.S. Fall, 2002 Major- Secondary English Education, Major- English

### PROFESSIONAL EXPERIENCE:

#### **Adjunct Instructor**

**January 2010-present**

*Edgewood College, Madison, WI*

- Design course content, build online presence, and teach two courses for in-service general education 6-12 teachers: Paradigms of Multicultural Studies and Second Language Acquisition: English Language Learners in the English Language Arts Classroom
- Use blended instructional methods to deliver content face to face and online

#### **English Language Arts Consultant and RtI Co-Chair**

**July 2007- present**

*Wisconsin Department of Public Instruction, Madison, WI*

- Orchestrate and conduct statewide support for the K16 English language arts community in Wisconsin
- Plan and provide content-specific professional development to Wisconsin districts and regions
- Conduct research and write policy related to English language arts, Response to Intervention and other education initiatives in Wisconsin
- Co-plan and manage state efforts around Wisconsin's Vision for Response to Intervention and the Wisconsin RtI Center

#### **English and Composition Teacher, - grades 9-12**

**October 2005- Sept 2006**

*Middleton High School, Middleton WI*

- Planned and executed new inclusive, differentiated curriculum for 9<sup>th</sup> and 10<sup>th</sup> grade English and Integrated Advanced Composition classes

#### **Founder, English Teacher, Advisor, Teacher Leader- 9<sup>th</sup> grade**

**July 2004-Sept 2005**

*The Urban Assembly School for Law and Justice, Brooklyn, NY*

- Helped to plan, hire for and open The Urban Assembly School for Law and Justice, an inclusive schooling environment
- Planned and implemented inclusive, differentiated year-long ninth grade English curriculum infused with a law and justice theme
- Planned interdisciplinary lessons and projects with other subject area teachers and in conjunction with a special educator and ESL educator

- Teacher Leader 2004-2005 school year, opened classroom as a model English site for Region 8 teachers and principals
- Helped to facilitate a mentoring program between the school and the Brooklyn Federal Courts and Brooklyn Law School

**School Founder and Consultant**

**September 2004-April 2005**

*School for Democracy and Leadership, Brooklyn, NY*

- Worked as a consultant, grant-writer and speaker for the planning and opening of The School for Democracy and Leadership

**English Teacher, ELL Teacher, Teacher Leader- 9<sup>th</sup>-10<sup>th</sup> grade January 2003-Sept 2004**

*Harry Van Arsdale High School, Brooklyn, NY*

- Designed and implemented curriculum for ninth grade English, Ramp-Up balanced literacy, and beginning English as a Second Language.
- Taught in an inclusive setting which emphasized student-centered, cooperative learning, team-teaching with a special educator, interdisciplinary planning and collaboration.
- Taught an Advisory class and was advisor to 15 ninth grade students.
- Teacher Leader 2003-2004 school year, opened classroom as a school-wide model classroom, led professional development workshops on team-teaching and balanced literacy models,
- Started a cross-age tutoring program between 9<sup>th</sup> grade students and a local elementary school, P.S 17.

**Autism Line Therapist,**

**January 2002-January 03**

*Integrated Development Services, Madison, WI*

- Provided therapy and assistance to young people (ages 5-13) with autism and autism spectrum disorders both in the home and in school settings.
- Emphasis on supporting students with autism in integrated classrooms and helping teachers to make appropriate modifications for students in the regular education classroom

**English Student Teacher, 9-12<sup>th</sup> grade**

**August 2002-January 03**

*Malcolm Shabazz City High School, Madison, WI*

- Created and taught three original courses (The Collective Novel, Pride and Prejudice novel study and Dystopia Fiction) at a small, alternative “at-risk” high school
- Courses were designed for reluctant readers and writers and for students with disabilities or English language learning needs

**Club Coordinator**

**February 2002- January 03**

*SAPAR (School Age Parenting), Madison WI*

- Co-founded, planned and headed an after-school, all-female mentoring program for teenage mothers
- Focused on building relationships, healthy parenting, self-confidence and responsibility

**CERTIFICATION:**

- New York State CPT license, 2002-2008
- Wisconsin English license (300)

**HONORS AND EXPERIENCES:**

- Scholarship Winner, Certified Public Manager Cohort Group, 2011-2012
- Presenter, WASCED conference 2007-2011
- Presenter, New Wisconsin Promise Conference 2008-2011
- Presenter, National Council of Teachers of English National Conference, 2008
- Plan and present at the Wisconsin RtI Summit, 2009-present
- Member of 10 Year Undergraduate Literacy Program Review Panel: University of Wisconsin- Madison, 2008
- Wisconsin Center for Educational Research Surveys of Enacted Curriculum content coding expert, 2007-present
- Presenter, Regional professional development for English teachers, 2007-present
- Presenter, Wisconsin Council of Teachers of English, Fall 2007, 2008, 2009
- Council of Chief State School Officers Leadership conference participant 2007-2008
- Frameworks for Understanding Poverty with Ruby Payne participant, Spring 2006
- Mentor Program, Middleton Area School District 2006
- Columbia University, Readers and Writers Project participant 2003-2005
- Ramp Up Balanced Literacy Mini-Camp participant, Summer 2004
- Lehman College Writer's Project Graduate course, Spring 2004
- Region 8 Teacher Leader 2004-2005

**PUBLICATIONS:**

- "Touchdowns and Interceptions," WCTE Journal, Fall 2007
- "Wisconsin's Vision for RtI," Wisconsin Mathematics Journal, Spring 2009
- Quarterly column in the Wisconsin English Journal titled "State of the State" 2008-present

**AFFILIATIONS:**

- National Chair of *Assembly of State Coordinators of English Language Arts, 2008-2010*
- State liaison to *Wisconsin Council of Teachers of English, and Wisconsin Communication Association*
- Editorial Board Member, *Wisconsin English Journal*
- National liaison to *Assembly of State Coordinators of English Language Arts, National Council of Teachers of English*
- Board member *Children's Cooperative Book Center*
- Member of *National Council of Teachers of English, International Reading Association, Council of English Leadership, Big Brothers and Big Sisters of Dane County, Wisconsin Council of Teachers of English, Wisconsin State Reading Association*
- Certified Public Manager Program member, 2011-2012

**REFERENCES:**

References will be provided upon request.

(b)(6)

# SHEILA J. BRIGGS

## EDUCATION

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- 2007-present University of Wisconsin-Madison Madison, WI  
*Doctorate of Philosophy in Educational Leadership and Policy Analysis*
- Expected completion in summer, 2011. Director of Special Education and Superintendent license completed in December 2009.
- 2005-2007 University of Wisconsin-Madison Madison, WI  
*Master Administrator Capstone Certificate*
- 1999-2001 Cardinal Stritch University Milwaukee, WI  
*Master of Science in Educational Administration*
- Graduated with honors with a license for K-12 Principalship and Director of Instruction
- 1987-1991 University of Wisconsin-Madison Madison, WI  
*Bachelor of Science in Child and Family Studies*
- Graduated with honors and distinction with a license in Preschool-Kindergarten teaching.

## PROFESSIONAL EXPERIENCE

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- 2011-present Department of Public Instruction Madison, WI  
*Assistant State Superintendent, Division for Academic Excellence*
- Direct three teams in leading the state in the areas of career and technical education, content and learning, and teacher licensing, program approval, and professional development.
- 2010-2011 Madison Metropolitan School District Madison, WI  
*Director of State and Federal Programs*
- Responsible for implementation and accountability for all government programs, including SAGE, all Title programs, ARRA, Supplemental Grants, NCLB and SIFI requirements. Manage reporting for and multiple budgets totaling over 10 million dollars. Additionally, maintained the duties of previous position listed below.
- 2007-2010 Madison Metropolitan School District Madison, WI  
*Elementary Lead Principal*
- Support the needs of 32 elementary school principals, assisting them with improvement plans of struggling staff, conflicts with families, struggling students, staffing questions, professional development, and advised principals on leadership decisions.

2001-2007      Madison Metropolitan School District      Madison, WI  
*Principal of Schenk Elementary School*

- Worked with staff on school improvement in academic achievement, improved climate, improvement in the physical plant, and increased parental involvement. Assisted community through boundary change, growth of school and changing demographics. Student achievement doubled and gaps closed.

#### PUBLICATIONS

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Presented a research paper, *The Resistance that Social Justice Leaders Face* by Black, Briggs, and Rozilez at the UCEA conference in October, 2008.

*Beyond the Glitz* by Sheila Briggs, published in the Wisconsin State Reading Association Journal in the Spring 2004 issue, page 28-29.

#### RECENT ADDITIONAL PROFESSIONAL ACTIVITIES

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2005-2007      *Wallace Fellow*

Selected for this innovative project to design a process for measuring master urban leadership. My work during this project was featured in the 2009 Corwin Press book entitled *Learning First!: A School Lear's Guide to Closing Achievement Gaps* by Carolyn Kelley and James Shaw.

2006-2007      *University Study on Data Driven Leadership*

My leadership at Schenk Elementary School was the subject of a research study with the University of Wisconsin-Madison, and Professor Rich Halverson on data driven leadership in school.

#### RECENT AWARDS

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2009      *Friends of Joining Forces for Families Award*

Honored at the annual banquet of the Joining Forces for Families Award for work with the Play and Learn program.

2005      *Wisconsin School of Promise Award*

Schenk Elementary School was honored with this prestigious award from the Department of Public Instruction based upon our WKCE test scores.

2005      *Top Twenty Finalist in National School Change Award*

Based upon the massive improvement in our school over a five year period, Schenk was a finalist in this national award.

## RECENT PRESENTATIONS

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2010

*CESA 5, Wisconsin Dells, WI*

Presented on school reform to principals based upon my leadership that was featured in the book they were studying

2009-10

*Harlem School District, Machesney Park, IL*

Private consulting with district leaders and principals around inclusionary practices and instructional design to increase student achievement. Provided guided visits, presented information to administrators, and provided individual school consultation.

2009

*Minority Student Achievement Network Annual Conference, Madison, WI*

Presented a keynote during the pre-conference on instructional design and inclusionary practices for all students.

## REFERENCES

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Available upon request.

**DONNA C. STEFFAN**

(b)(6)

**PROFESSIONAL OBJECTIVE:** To work as an educational leader and provide direction in the areas of instructional media, school libraries, information and technology literacy and to lead Wisconsin schools and districts in providing an effective 21<sup>st</sup> Century learning environment that fosters high student achievement. In this engaging role, I will work towards implementing strategies and skills that support a mission for assisting each student to achieve at their optimum potential.

**CERTIFICATION:**

**Wisconsin License-S315358347549**  
91 INSTRUCTIONAL LIBRARY MEDIA SUPERVISOR  
22 PRE ELEMENTARY & SECONDARY TEACHER-900 LIBRARIAN  
22 PRE ELEMENTARY & SECONDARY TEACHER-905 AUDIO-VISUAL COORD.  
42 ELEMENTARY SCHOOL TEACHER-108 KINDERGARTEN-8TH  
**Illinois License-0911238**  
TYPE 10 SPECIAL K-14 SUPERVISOR OF LIBRARY MEDIA PROGRAMS  
**Illinois License-0727694**  
TYPE 03 ELEMENTARY K-9 TEACHING

**ACADEMIC PROFILE:**

			Credits	GPA
Marian College	Instructional Technology	98-03	8 hours	4.0
UW-Madison	Library/Media, Supervision/Admin.	92-96	24 hours	4.0
UW-Oshkosh	Info/Tech Literacy	97-98	6 hours	4.0
UW-Whitewater	Computer & G/T	85-93	27 hours	3.87
Chicago State Univ.	Gifted Education	82-83	9 hours	4.00
Rosary College	Library Science	68-71	MALS	3.75
Millikin University	Elementary Education	61-65	BS Ed	3.31

**PROFESSIONAL MILESTONES:**

**2003-present**

**Instructional Media and Technology Education Consultant**

- Provide leadership, guidance, and hands-on training workshops for school district teams as they develop a viable District Information (Library Media) and Technology long range plan. Review these plans according to specifications required by Wisconsin Statutes and eRate and No Child Left Behind law and rules. Collaborate with school district teams as they make necessary adjustments in their plan, so it is certifiable for three years.
- Provide leadership and professional expertise in the design and implementation of Wisconsin No Child Left Behind Title IID Enhancing Education through Technology projects.
- Present numerous state, regional, and national professional conference sessions and workshops on building a viable 21<sup>st</sup> Century Learning Environment within our public schools, on information and technology planning, and on digital curriculum resources for teacher as they engage

students in their learning through using technology tools. Serve on the State Education Technology Director committee of Innovations and Partnerships. As a committee member, provided leadership and session presentations at the national leadership institute and convocation.

- Serve as a liaison to several DPI, ECB and CESA Committees and Work Groups in the areas of instructional media and technology, school libraries, and inter-library loan and resource sharing between all library types. Service as a committee liaison to the Wisconsin Library Association and the Wisconsin Educational Media Association
- Chaired DPI From Vision to Practice Institutes (3) to bring professional learning experiences on research-proven information and instructional technology strategies that foster high student achievement and that build an effective 21<sup>st</sup> Century learning environment.
- Coordinate Enhancing Education through Technology ESEA Title II D program, including certification of district school information and technology plans, consulting for digital instructional resources and school library programs.

91- 2003

#### **District Director Library Media and Technology Services**

- Taught as an adjunct instructor for the Graduate School in the School of Education of Marian College, Fond du Lac, Wisconsin.
- Coordinated numerous READS staff development workshops and annual institutes for building student achievement in all areas of reading, writing, and information processing for K-12 teachers from Beaver Dam and CESA 5 and 6 school districts. (1996-present)
- Chaired onsite SEC library/media program and curriculum reviews for Port Washington Schools and Slinger School District and recently served on a DPI program review team for Sheboygan. (1995, 1998, 2003)
- Taught for Marian College as an adjunct instructor for graduate courses in the areas of Information and Technology Literacy. (1999-present)
- Developed, yearly revised, and implemented *Information and Technology Literacy Curriculum* for BDUSD. (1991-present)
- Provided ongoing leadership, management, and supervision for nine School Library Media Programs and Services and Co-Chaired all Staff Development Programming for Beaver Dam Unified School District (BDUSD). (1991-present); Supervised Summer Staff Development Institute(s) and annual literacy inservices (1999-present)
- Supervised daily operations of the District Professional Instructional Media Center and our District Library Media Programming including information and technology literacy instruction, library resource processing, local access television broadcast, and summer school scheduling. (1991-2003)
- Annually, planned and prepared budgets for District Library Media Services, all elementary libraries and several state and national grants i.e., TEACH Instructional Technology Training Grant, Technology Learning Challenge Grant, ESEA Title VI, and Reading Evaluation and Demonstration of Success. (1995 - 2003)
- Developed and coordinated a professional mentoring program for members of the Wisconsin Educational Media Association [WEMA] (2000-present); Member of WEMA's Executive Board (2002-present)
- Served on the DPI reactor panel that edited the *Wisconsin's School Library Media Program Guide* (c 2001) and served as an on-site reviewer for DPI auditing team (2003)

- Led BDUSD's Library Media Program Coordinating Committee in aligning and integrating district and state information and technology literacy performance standards with each core content curriculum. Prepared an articulated K-12 Information and Technology Literacy Matrix for grade level benchmarks for all Wisconsin Information and Technology Literacy Standards. (1999-present)
- Co-planned and implemented reading, writing, information and technology literacy training for District staff (administration, instructional and support services) (92-present). Co-Chaired with our Director of Instruction the BDUSD staff development committee.
- Compiled and edited *Linking Wisconsin's School Libraries and Classrooms: a curriculum guide for integrating information and technology literacy*. (WLA c. 2000). This guide describes a viable information library environment for all schools and it provides exemplary lessons for integration of information processing and technology literacy with all content areas at each learning milestone from Pre-Kindergarten through Grade 1.
- Compiled data and chaired the development of our *District Technology Plan: interfacing technology into our shared vision 1998-2003*. Currently, serving on BDUSD team revising our collaborative library media and technology long range plan.
- Chaired the Wisconsin Association of School Librarians [WASL] (1995-1997) Chaired WASL Information and Technology Literacy Committee (1997-present). Led this committee through developing information and technology literacy standards for all PreK-12 students. These standards served as a guidepost for the writing of the *Wisconsin Model Academic Standards for Information and Technology Literacy*. Served on the DPI reactor panel, who edited these standards prior to publication in 1998.
- Presented Information and Technology Literacy Sessions at several professional conferences:
  - *Wisconsin Association of Middle Level Educators* (October 2002)
  - *Wisconsin School Board Conference* (January 2002)
  - *American Association of School Librarians* (November 2001)
  - *National Education computer Conference* (July 2001)
  - *Classroom Technology Conference* (January, 2000 by Invitation)
  - *The Governor's Educational Technology Conference* (98,99)
  - *Wisconsin Association for Supervision and Curriculum Development Conference* (99)
  - *Wisconsin Education Association Council Conference*(97 - 01)
  - *Wisconsin Educational Media Association Conference* (annually from 97 - 03)
  - *Wisconsin Library Association Conference* (98,99)
- Represented the district in the researching, planning, and securing funding for the implementation of the Dodge Area Distance Education (DADE) network.
- Collaborated with the DADE Director in planning and implementing staff training for the pioneer DADE teachers. Wrote a funded grant to support this training.
- Chaired the Beaver Dam Instructional Technology Resource Committee, while we researched, planned and implemented the district's first wide-area network, connecting all schools with the district ESC/IMC and with

building level LANs within the high school and middle school. (1991-2001)

- Invited to represent Wisconsin school libraries at a national *Institute for Interneting Rural Libraries* held in Milwaukee Wisconsin (94).
- Presented the keynote address for an institute on planning and implementation of educational technology for Wisconsin Catholic Parish Schools, which was held at Xavier High School in Appleton (93).
- Established computer labs at each elementary school and aligned library skills lessons and computer software with curricular objectives. (1993)
- Automated all school library collections, as well as the District IMC. (1991-1994)

## **1965-Spring 1991**

### **K-5 Classroom Teacher, Library Media Specialist, Gifted & Talented Facilitator, Future Problem Solving Coordinator, Computer Studies Teacher**

#### **Illinois State Future Problem Solving**

- State level judge for Illinois State Future Problem Solving Program
- Teacher and consultant for Illinois Future Problem Solving Program
- Coached numerous local, state, and national FPS teams for grades 4-5, 6-8, and 9-12

#### **Community Unit School District #300, Carpentersville, Illinois**

- Middle School: Library Media Specialist, Grade 8 Computer Studies Teacher and Gifted & Talented Coordinator (88-91)
- Elementary School Library Media Specialist, Computer Program Coordinator and Gifted & Talented Coordinator (82-88 with 83-85 2<sup>nd</sup> Grade Classroom Teacher)
- High School Library Media Specialist and Audio-Visual Coordinator, Gifted & Talented Coordinator and Future Problem Solving Coach and State Judge (69-72 and 80-82)
- Substitute Teacher while my children were young (72-80)

#### **School District #89, Maywood, Illinois**

- Reading and library media specialist for an Intermediate School (68-69)
- Kindergarten classroom teacher (65-68)

## REBECCA J. VAIL

### Contact Information:

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### PROFESSIONAL EXPERIENCE

#### Content and Learning Team Director – Wisconsin Department of Public Instruction (2010 – present)

- Direct and implement short and long-range goals and objectives to accomplish the mission of the organization
- Direct assigned work plans covering state and federal programs and projects
- Provide leadership with assigned teams to ensure effective and open communication and to encourage staff to participate in problem-solving
- Represent the division and agency in the presentation of programs and participate on behalf of the agency
- Direct the implementation of agency and division policy initiatives with assigned staff
- Develop understanding and implementation of quality improvement principles and techniques
- Perform daily problem solving (personnel, citizen and school district queries)
- Conduct hiring procedures

#### District Administrator/Superintendent – Twin Lakes School District #4 (1988-2010)

- Performed Daily Problem Solving (personnel, student, and parent)
- Conducted District Staff Planning and Hiring
- Provided Information for School Board Policy Development and Activities
- Completed State and Federal Reports as Necessary
- Supervised staff
- Coordinated Referendum and Building Program
- Guided Strategic Planning Process
- Coordinated 12 District Inservice (1994)
- Directed Local 20 Standards Audit (1992)
- Provided Leadership for Curriculum and Instructional Improvement
- Created Environment for Implementation of Wisconsin Standards and Assessment
- Facilitated Integrated Curriculum

#### Principal/Superintendent Lakewood School, Twin Lakes, Wisconsin (1988-92)

- Managed Day to Day Functioning
- Coordinated Student Management Activities
- Provided Leadership for Academic Instruction Program
- Facilitated Staff Improvement and Evaluation
- Performed Principal Position in Conjunction with Superintendent Position

#### Curriculum Consultant – Milwaukee Public Schools (1988)

- Created Integrated Health and Developmental Guidance Curriculum

Audit Coordinator – School Evaluation Services, Madison, Wisconsin (1985-1988)

- Conducted Inservice Workshops
- Coordinated Training Seminars
- Established Statewide Program Audit Teams (School Evaluation Consortium)

Administrative Apprentice – Midvale Elementary, Madison, Wisconsin (1984)

- Assisted Outstanding Educational Leader in Day to Day Activities
- Gained insight into the Principal role

Teacher – East Troy Community Schools, East Troy, Wisconsin (1979-1985)

- Grade One Instructor
- Coach and Extracurricular Activities Employee
- Union President and Negotiator
- Multiple Committees' Participant

PROFESSIONAL CERTIFICATION (Wisconsin)

- District Administrator/Superintendent (#10)
- School Business Administrator (#04)
- Supervisor/Coordinator/Director of Instruction (K-12 #10)
- Elementary/Middle Level Principal (K-9 #34)
- Elementary Teacher (1-8 #42-118)

ACADEMIC PREPARATION

- University of Wisconsin – Madison
- Ph.D. in Educational Administration, August 1994
- Master of Science in Curriculum and Instruction, August 1983
- Bachelor of Science in Elementary Education, August 1979

LEADERSHIP AND COMMUNITY EXPERIENCE

- Gateway Technical College District Board of Trustees (July 2006 – April 2010)
- Professional Standards' Council for Teachers (WASDA appointment 1998-June 2006)
- American Association of School Administrators' Executive Committee (National AASA president appointment 2004-2006)
- CESA #2 Professional Advisory Council Steering Committee (1992-2007, Chair 1997-2007)
- Southern Wisconsin Educator Support Services Steering Committee (2003-2007)
- K-8/UHS Districts' Coalition Board of Directors and Officer (Board Member 1988-2005, Officer 1992-2005)
- New Superintendent Mentor Program (1996/97, 1997/8 and 2004/05)
- AASA Governing Board (Peer Elected 2003-2004)
- AASA National Technology Committee Appointment (2001-2004)
- WASDA Higher Education Relations Committee Chair (1998-1999)
- State Superintendent's Communication Group (1997-1999)
- Twin Lakes Comprehensive Plan Committee (1997-1999)
- Westosha Administrators' Coalition (Secretary 1991-1992) (President 1992-1993, 1997)
- Girl Scout Seven Year Evaluation Team (1996)
- Wisconsin PTA State Board of Directors (1994-1996)
- North Central Region Educational Laboratory Wisconsin State Advisory Council (Wisconsin State Superintendent Appointment 1994-1995)
- WASDA 2000 Planning Committee (1993-1994)

- WASDA Child Advocacy Committee (1992-1994)
- LACA (Youth Recreation Program - Lakes Area Community Association)
- Twin Lakes Library Committee
- Neighborhood Watch Association

#### AFFILIATIONS

- Association for Supervision and Curriculum Development
- Association of American School Administrators (AASA)
- Wisconsin Association of School District Administrators

#### PROFESSIONAL WRITING

- “The Relation of Kindergarten Entrance Age to Subsequent Achievement in the Primary Grades” – Masters Thesis present at the American Educational Research Association Conference, April 1984
- “Characteristics of School District Members of the Wisconsin School Evaluation”
- Consortium and the Relationship of Those Characteristics to Implementation of
- “Evaluation Recommendations” – Dissertation, May 1994

#### REFERENCES

- Available upon request

# MARY JO ZIEGLER

## Education:

### **M.S. Educational Leadership & Policy Analysis**

University of Wisconsin – Madison, 2008  
Certified Principal, 51; and Director of Instruction, 10

### **M.S. Curriculum and Instruction**

Literacy Education, U.W.-Madison, 2001  
Certified Reading Specialist, 17

### **B.S. Curriculum and Instruction,**

Elementary Education, U.W.-Madison, 1986  
Certified Elementary Grades 1-8, 118

## Contact Information:

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## Career: ***Education Consultant, Department of Public Instruction,*** **Madison, Wisconsin. July, 2010 – Present**

- Review, support and monitor Title I Federal Grants for CESA 2
- Coordinate statewide Even Start Family Literacy Program
- Collaboratively plan and organize Every Child a Graduate Conference
- Support SIMS as a state-wide Response to Intervention data tool
- Collaboratively develop state-wide comprehensive literacy initiative
- Co-facilitate Common Core State Standards initiative

## ***District-level K-12 Literacy Coordinator, Madison Metropolitan School District,*** **Madison, Wisconsin. July, 2008 – July, 2010**

- Collaborated across district departments, schools and grade levels advocating for student literacy needs
- Facilitated data-driven dialogue to support continuous improvement
- Led a team of Literacy Resource Teachers in providing professional development district-wide

## ***District-level Literacy Resource Teacher, Madison Metropolitan School District,*** **Madison, Wisconsin. 2006 – 2008**

- Developed research based instructional materials and resources
- Planned and implemented district-wide professional development
- Collaborated with building leadership for school improvement

## ***Title One Reading Teacher, Schenk Elementary School,*** **Madison, Wisconsin. 2005-2006**

- Provided Intervention assessment and instruction for students needing extra support in literacy, grades K – 4
- Collaborated with teams/teachers to differentiate curriculum
- Advocated for building-wide inclusive instructional design and professional collaboration to promote student success

## ***Literacy Coach, Sherman Middle School,*** **Madison, Wisconsin. 2001 - 2005**

- Collaborated with leadership teams to facilitate school improvement
- Wrote successful grants to fund school improvements
- Planned and implemented Read 180 intervention program
- Assisted classroom teachers with embedding literacy strategies into content areas and implementing integrative units through facilitated collaboration, modeling, co-planning and co-teaching
- Led professional development opportunities at the building, state, and national level

***Classroom Teacher, Sherman Middle School,***

Madison, Wisconsin. 1996 - 2001

- Taught 6th/7th grade loop in inclusive teams, using integrative curriculum
- Taught Read 180 with 6<sup>th</sup> through 8th grade students to improve literacy

***Classroom Teacher, Badger Elementary School,***

Appleton, Wisconsin. 1986 – 1996

- Taught 3<sup>rd</sup> through 6th grade using integrative and inclusive curriculum

**Presentations:**

- Title I State-wide System of Support  
Wisconsin State Reading Convention, 2011
- SIMS: Software to support collaborative and systematic implementation of RtI  
RtI Summit, 2011; WEAC Convention, 2010; CESA Network, 2010
- District-level Literacy Institutes, 2006-10
  - Understanding by Design: What’s Essential? H.S. leadership teams
  - Writing Workshop, District and School-based Initiatives
  - Traits of a Reader, Comprehension Strategy Instruction
  - Balanced Literacy, Using Assessment to Guide Instruction
- Balanced Literacy, Urban League/Centro Hispano Annual Tutor Training
- “Reading in the Middle,” and “Content Literacy,”
  - Presented at the Turning Points Summer Institute, Madison, Wisconsin, 2005
- “Comprehensive Literacy Leadership,”
  - Presented at the National Middle School Association Conference, Minneapolis, Minnesota, 2004

**Memberships:**

- International Reading Association, 2000 – present
- Wisconsin State Reading Association, 2001–present
- Association for Supervision and Curriculum Development, 2000–present

**Awards and Honors:**

- Rotary Foundation grant recipient, Downtown Madison - 2002
- Aristos Scholars, Madison Metropolitan School District -2003-2006
- Altusa grant recipient - 2005
- Evjue grant recipient, 2002, 2007
- Madison School and Community Foundation grant recipient - 2002, 2007, 2010

**References:**

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# Budget Narrative

## Budget Narrative

Attachment 1:

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

**Wisconsin Striving Readers Comprehensive Literacy Grant  
Budget Narrative**

**PERSONNEL**

The project director will have oversight of the program and provide supervision, liaison with RtI Centers, and consult with school districts. At a minimum, this position requires a strong background in teaching and literacy.

Project Director (1.0 FTE)	\$70,000
<b>Total</b>	<b>\$70,000</b>

**FRINGE BENEFITS**

Fringe benefits are calculated at 40% of annual salary to cover portions of medical, dental, vision, life, and disability for full-time employees. The calculations are as follows:

Program Director (\$70,000 x .40)	\$28,000
<b>Total</b>	<b>\$28,000</b>

**TRAVEL**

Funds are requested for travel for 2-3 Wisconsin Department of Public Instruction (DPI) staff members to visit school districts when needed. Funds are also allocated for staff members to include travel expenses related to conferences. Anticipated expenses are:

Mileage for travel to local conferences, hotel, and meals	\$700
One out-of-state conference	\$500
Hotel (\$70 night x 4 nights)	\$280
Airfare	\$300
Per Diem (\$75 x 4 days)	\$220
<b>Total</b>	<b>\$2000</b>

**SUPPLIES**

Included in the fixed costs under Other.

**Total** **\$0**

**CONTRACTUAL**

The evaluation team will also work extensively with project staff to develop a relational database to ensure accurate data collection for program monitoring and reporting purposes.

LEA Grant Awards \$14,250,000  
(95% of requested award for LEA grantees)

An external evaluator will oversee all program evaluation activities including developing appropriate instruments, conducting focus groups and interviews with students, staff, and agencies, and preparing the required evaluation reports.

External Evaluator \$500,000

A consultant will be contracted as needed to supplement training for DPI staff and groups of school districts.

Consultant \$65,119

**Total** **\$14,815,119**

**OTHER**

DPI will sponsor one state or two regional conferences for district participants. These funds will cover the venue and a main speaker.

Conferences \$36,243

DPI's IT desktop assessment funds a computer at each desk, a four year replacement cycle, the cost of the core software and support for the hardware and software.

IT Desktop Charges \$6,200

Fixed Costs are direct costs that are allocated to all fund sources (federal and non-federal) based on salary dollar.

Fixed Costs \$11,215

**Total** **\$53,458**

Indirect costs to DPI are calculated per contract at a percentage of costs \$31,423

**TOTAL COST PROJECT YEAR ONE** **\$15,000,000**