

# **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 # S371C110043**

**Grants.gov Tracking#: GRANT10865513**

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"/>
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**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="82-6000952"/>	* c. Organizational DUNS: <input type="text" value="784381949"/>
--	---

**d. Address:**

* Street1:	<input type="text" value="650 West State Street"/>
Street2:	<input type="text" value="PO Box 83720"/>
* City:	<input type="text" value="Boise"/>
County:	<input type="text" value="Ada"/>
* State:	<input type="text" value="ID: Idaho"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="83720-0027"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="State Department of Education"/>	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="Heather"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Love"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="208-332-6927"/>	Fax Number: <input type="text" value="208-334-2228"/>
---	---

\* 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.):**

State of Idaho

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

Improving Effective Literacy Practices Pre-Kindergarten through grade 12 in Idaho

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="7,921,053.00"/>
* 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="7,921,053.00"/>

**\* 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:  
Idaho State Board of Education

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

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 141,100	\$ 142,511	\$ 143,936	\$ 145,375	\$ 146,829	\$ 719,751
2. Fringe Benefits	\$ 51,153	\$ 51,665	\$ 52,181	\$ 52,703	\$ 53,230	\$ 260,932
3. Travel	\$ 40,760	\$ 40,760	\$ 40,760	\$ 40,760	\$ 40,760	\$ 203,800
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 50,000
6. Contractual	\$ 7,600,000	\$ 7,600,000	\$ 7,600,000	\$ 7,600,000	\$ 7,600,000	\$ 38,000,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 72,000	\$ 72,000	\$ 72,000	\$ 72,000	\$ 72,000	\$ 360,000
9. Total Direct Costs (lines 1-8)	\$ 7,915,013	\$ 7,916,936	\$ 7,918,877	\$ 7,920,838	\$ 7,922,819	\$ 39,594,483
10. Indirect Costs*	\$ 23,565	\$ 23,730	\$ 23,897	\$ 24,066	\$ 24,236	\$ 119,495
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 7,938,578	\$ 7,940,666	\$ 7,942,774	\$ 7,944,904	\$ 7,947,055	\$ 39,713,978

**\*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:  
 Idaho State Board of Education

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

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

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

## 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>Patricia Stewart</p>	<p>* TITLE</p> <p>Reading Coordinator</p>
<p>* APPLICANT ORGANIZATION</p> <p>Idaho State Board of Education</p>	<p>* DATE SUBMITTED</p> <p>05/09/2011</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<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: Idaho State Board of Education * Street 1: 650 W State Street Street 2: * City: Boise State: ID: Idaho Zip: 83720-0027 Congressional District, if known: ID0-a1		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> US Department of Education	<b>7. * Federal Program Name/Description:</b> Striving Readers CFDA Number, if applicable: 84.371	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix: * First Name: Heather Middle Name: * Last Name: Love Suffix: * Street 1: Street 2: * City: State: Zip:		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix: * First Name: Heather Middle Name: * Last Name: Love Suffix: * Street 1: Street 2: * City: State: Zip:		
<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: Patricia Stewart * Name: Prefix: * First Name: Heather Middle Name: * Last Name: Love 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.**

General Education Provisions Act 427.pdf

Add Attachment

Delete Attachment

View Attachment

**Idaho State Department of Education**  
**Statement of Compliance**  
**General Education Provisions Act Section 427**

The Idaho State Department of Education (the Department) ensures equitable access to, and participation in, all federally assisted programs awarded to the Department for all students, teachers, and other beneficiaries with special needs. The Department has numerous outreach efforts to inform possible participants/beneficiaries of federally assisted programs that have been awarded to the Department

The Department will identify any barriers that can impede equitable access or participation, particularly those related to disability, gender, race, national origin, or age. The Department is particularly concerned with efforts aimed at ensuring equitable access to:

- Educational services
- Dissemination of information
- Program application announcements and materials
- Instructional materials
- Instructional programs

The Department has take steps to assure equitable access to, and participation in, activities conducted by the agency. These steps include:

- A. Adoption of a Joint Policy on Employment and Equitable Delivery of Educational Services that prohibits discrimination against employees or job applicants on the basis of sex, age, ancestry, national origin, race, color, religion, family relationship, or personal or political patronage. The policy assures that the state's educational opportunities made available on an equal basis to all students without regard to sex, conditions of birth, ancestry, national origin, race, color, religion, family relationships or personal or political patronage.
- B. Adoption of policies to meet the special needs of persons covered by the Individuals with Disabilities Act and the Americans with Disabilities Act. The policy addresses accommodations made to ensure that facilities and meetings are accessible and to allow equitable participation of individuals with disabilities.
- C. Adoption of a Sexual Harassment Policy and adoption of a Grievance Procedure for complaints of discrimination. The Department has an appointed compliance officer for Title IX.
- D. Publication of guidelines for schools to use in the developing Equal Opportunity Planning. These guidelines assist Local Education Agencies (LEAs) in implementing equal opportunity plans.
- E. Revision of the state textbook adoption policy to include equity criteria within standards for the adoption or recommendation of instructional materials. As curriculum guides are revised, equity guidelines are incorporated.
- F. Maintenance of a TDD telephone line, and provision of interpretive and translation services.

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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> Idaho State Board of Education	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Heather"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Love"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Reading Coordinator"/>	
<b>* SIGNATURE:</b> <input type="text" value="Patricia Stewart"/>	<b>* DATE:</b> <input type="text" value="05/09/2011"/>

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Heather		Love	650

Address:

* Street1:	650 West State Street
Street2:	PO Box 83720
* City:	Boise
County:	Ada
* State:	ID: Idaho
* Zip Code:	83720-0027
* Country:	USA: UNITED STATES

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

208-332-6927	208-334-2228
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Email Address:

hlove@sde.idaho.gov
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**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**3. Human Subjects Research**

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

Yes  No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

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# Project Narrative

## Abstract Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1235-Part 3- Ed Abstract.pdf**

### ***Part 3: ED Abstract Form***

In Idaho, a noticeable gap in students' performance on assessments continues to be present despite the implementation of new initiatives, programs, and targeted interventions designed to increase student achievement for all students including those who are disadvantaged. This information supports the fact that Idaho students still lack the necessary pre-literacy and authentic literacy skills necessary to read, comprehend and use language efficiently. It is the focus of this comprehensive literacy program to improve school readiness and success for all children birth through grade 12 in the area of language and literacy development, including those who are disadvantaged. This essential focus can only be achieved with the implementation of a new comprehensive state literacy plan with an integrated concentration on pre-literacy, early literacy and adolescent literacy development.

Effective literacy instruction will involve the use of timely, high quality data to guide a braiding of leadership development, assessment and training to yield outcomes aimed at improving collaboration, policies, instructional practices, and student outcomes. Meeting the language and literacy needs of disadvantaged students, including limited-English-proficient students and students with disabilities is an essential priority of the comprehensive program. The method of strategically improving outcomes for all students will be in the use of an instructional system design for lesson plans based on the principals of Universal Design for Learning. This design will include the use of assistive and instructional technology to increase student engagement in core materials and student achievement as well as improve instructional effectiveness. Idaho's comprehensive literacy project is designed to address these critical elements to ensure improved post high school outcomes for all students through the following goals:

- **Goal 1:** Collaborative inter and intra agency relationships established to provide leadership at the state and local levels for the purpose of delivering a cohesive system that provides authentic literacy development across environments.
- **Goal 2:** Create a continuous system of improved professional practice and community based programs centered on improving learning environments that promote authentic literacy development across pre-literacy, early literacy and adolescent literacy.
- **Goal 3:** LEAs and early childhood providers will implement a tiered system of instruction and intervention (RTI) framework designed for all learners birth through grade 12 that supports, organizes, and sustains authentic literacy development,
- **Goal 4:** Implement technology strategically to improve educational outcomes for ALL students by ensuring meaningful access to the core literacy curriculum across pre-literacy into adolescent literacy learning bands.
- **Goal 5:** Effectively administer grant.

The outcome of these pivotal goals will be a comprehensive literacy system that supports the advancement of literacy skills through effective leadership, teaching and learning allowing each child to achieve his or her full potential. These calculated outcomes will be supported through a strong partnership among education, families, and agencies' development of a strong state and local system of literacy development across learning environments.



# Project Narrative

## Project Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1239-Striving Readers Grant Application Program Narrative May 9th.pdf**

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## ***Part 4: Program Narrative***

### **State-level Activities**

Idaho policy makers, educators, families and communities have worked diligently to support and develop an education system aimed at improving quality outcomes of all students in English language arts. While the state's student academic achievement has improved due to these efforts, consistent gaps in student outcome data indicate more work is necessary to improve on our abilities to strategically close the gaps and advance literacy skills, including pre-literacy skills, reading, and writing, for students from birth through grade 12, including limited English-proficient students and students with disabilities. A recent review of data, from multiple sources, identifies areas of need critical to implementing a seamless system of authentic comprehensive literacy development for all learners. When comparing trend data for the last five years, between the Idaho Reading Indicator (IRI), Idaho Standards Achievement Tests (ISAT), and NAEP, Idaho's proficiency levels in reading remain close to 80 percent, with 20 percent not proficient or approximately 54,000 students. It is interesting to note, this 80/20 split does not change for schools identified as Reading First Schools. When we look closer at our at risk populations, 50 percent, or approximately 15,000 students with disabilities, were not proficient on the reading ISAT for the 2009-2010 school year. Further, 30 percent, or approximately 5,300 LEP students were not proficient on the reading ISAT.

Demographic data of future kindergarten students indicate many challenges due to limitations of child care regulations indicated in that Idaho currently ranks 52 in the nation (NACCRRA 2010) the following issues support this ranking: absence of environment standards for early learning; growing numbers of young children in refugee resettlement programs; lower than national average in identifying children on the Autism Spectrum; limited inclusive settings

for pre-k experiences; and growing number of young children with incarcerated parents and 53% of children 6 and under live in low to poverty level income (National Center for Children In Poverty 2009). The number of children attending Early Head Start and Head Start is limited to federally funded programs that serve an estimated  $\frac{1}{4}$  of the eligible population. Moreover, infrastructure to coordinate and develop home-visiting programs providing education and skill development for at risk parents of young children does not exist. The circumstances as listed above will continue to negatively impact young, at risk children expected to attend Idaho's public school during the next three to five years.

The stated at risk factors indicates an urgent need for broader implementation of a comprehensive literacy plan that supports sweeping changes within our current literacy systems ensuring synergistic efforts in leadership and sustainability are aligned with strategic coordinated approaches in improving early literacy and adolescent literacy.

The recent adoption of the Common Core State Standards for English language arts and Mathematics provide a platform for Idaho policymakers to re-organize Idaho's frameworks of language arts delivery models through aligned systems based on principles of developmentally appropriate practice and transitions within developmental bands for improved authentic literacy acquisition to support the new core standards. The common core state standards for English language arts emphasize reading in both literary and complex informational texts and a greater emphasis on writing to explain and persuade which require higher authentic literacy expectations across disciplines that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K-12 grade specific standards define end-of -year expectations and a cumulative progression of knowledge and skills designed to enable students to meet college and career readiness expectations no later than the end of high school.

The Idaho SDE, Coordinated School Health Program (CSHP), through funding provided from the Centers for Disease Control, Division of Adolescent School Health, has been a member of the CCSSO – State Collaborative for Assessment of State Standards in Health Education and Assessment since 2007. By implementing strategic coordinated approaches to literacy, the Health Education Assessment Project (HEAP) has developed resources to address health literacy by using literature to teach health. HEAP has developed a tool, *Using Literature to Teach Health Content*, for use by elementary and secondary teachers identifying literature that addresses health content.

### **Needs Assessment**

The recent completion of a needs assessment identified areas of improvement that are critical to creating a seamless system of authentic literacy development and services necessary to continue improvement across the learning environments birth through grade 12. The purpose of the Idaho Comprehensive Literacy Plan Birth-Grade 12 is to create a seamless state literacy policy targeted at improving learning outcomes including improving school readiness in the areas of language and literacy development for disadvantaged students, while enabling more data-based decision making while utilizing technology to support learning challenges.

In November 2010, Idaho received a formula grant to advance literacy skills, including pre-literacy skills, reading, and writing for all students from birth to grade 12 that included the development of a Comprehensive State Literacy Team with literacy experts ranging from infancy through high school that includes experts in limited-English, students with disabilities, and . Idaho's Comprehensive Literacy Team, ICLT, has taken on an immense endeavor to coordinate our existing pre-literacy plan, called the Early Learning Guidelines, with the former K-3 Comprehensive Literacy Plan and a new Adolescent Literacy Plan. The result of these combined

efforts is new comprehensive framework for literacy integrating a developmental pre literacy continuum, Common Core English Language Arts Standards, “evidence” based practices, more Data-Based decision making for instructional decisions and improved communication between educators, families, and stakeholders. As a result, *Idaho’s Comprehensive PreK-12 Literacy plan* is under construction to create a cohesive state literacy policy aimed at helping all students achieve college and career proficiency levels in reading writing and oral language. The plan is focused on a continued dynamic approach improving existing early literacy plans in pre-kindergarten-grade three and adolescent literacy achievement in grades 4-12, while establishing a unified approach to literacy and language instruction from the earliest years of schooling to high school and postsecondary education.

Despite progress Idaho students have gained from initiatives and former grants rewards, recent state and national reports on college and career readiness confirm that many students, particularly low-income and minority students do not have the sufficient level of communication skills to be successful in the 21<sup>st</sup> Century workforce or college. It is the goal of the Idaho Comprehensive Literacy Plan that all Idaho students graduate from high school academically prepared for the rigor of postsecondary education or 21<sup>st</sup> century workforce instruction by advancing literacy skills that traverse academic disciplines and translate into meaningful personal, social, civic, and economic outcomes.

### **Current Literacy Achievement in Idaho**

Since 2003, Idaho has implemented Reading First, a federal initiative aimed at raising the reading achievement of K-3 students. Over seven years the grant served over 25, 000 students from more than 35 Idaho elementary schools that serve a high proportion of traditionally disadvantaged students. Reading First schools hired instructional coaches, selected core reading programs, provided tiered instruction to students, created teacher teams, and implemented

systems for ongoing assessments. Training and support for schools was administered by Reading First state project staff members from the Idaho State Department of Education and Boise State University. By spring 2010, the majority of K-3 Reading First Students reached benchmark on the Idaho Reading Indicator which is a K-3 State Performance Assessment. The outcome results for 2010 were 87% of kindergarten students performed at grade level, 71% of first and second grade students were on grade level, and 75% of the third-graders % were proficient. Beyond participating schools, Reading First had a tangible impact on non-Reading First schools, other subject areas, and on many other state initiatives. These include the Idaho Building Capacity Project, the Superintendents Network, and the Statewide Response to Intervention. Many of these statewide initiatives demonstrate the leadership and sustainability over flow because they are staffed by former Reading First state Leaders.

The Idaho Reading Indicator, which was designed as part of the Idaho Reading Initiative, sets the stage for the RTI process in reading in grades K-3. One key component of RTI is the use of a universal screener. The Idaho Legislature enacted the Idaho Reading Initiative and provided funding for the Idaho Reading Indicator (IRI) in 1999. Idaho Code states that Idaho will have, “a K-3 assessment that will provide the necessary interventions to sustain or improve the students’ reading skill.” This assessment is given to all students up to two times a year for benchmarking purposes unless otherwise stated by a student’s Individualized Education Plan.

The use of data in Reading First schools has become common practice in Idaho. All K-3 schools have access to the AIMSweb data system, which houses all of the IRI scores from each benchmarking period for students K-3 and provides schools with the ability to progress monitor any student in reading K-3. Additional funds are provided for adolescent students identified at risk through IDEA dollars. This enables schools to assess and progress monitor these at risk students using the same AIMSweb data systems.

## **Curriculum and Instructional Materials Aligned with State Standards (CCSS)**

The Common Core State Standards in English Language Arts serve as the anchor for academic literacy instruction. The Idaho Legislature adopted the Common Core State Standards as the state standards. The Idaho State Department of Education has developed a five year plan for implementing the CCSS and a cohesive common assessment program. The CCSS in Language Arts serve as the foundation for instruction, and as a whole, encompass the basic knowledge and skills that students should “know and be able to do” to become lifelong learners and productive citizens in the global marketplace. Every content area – and every non-academic kind of text, as well – has its own vocabulary, textual formats, stylistic conventions and ways of understanding, analyzing, interpreting and responding to words on the page (Heller and Greenleaf, 2007). Additionally, research supports the need for teachers to make available diverse texts to engage students and support their learning of state and district curriculum (Biancarosa & Snow, 2006).

There is a link between reading and health *illiteracy* as factors in both academic failure and poor health outcomes. The Idaho SDE is a member state in the Health Education Assessment Project (HEAP) which has developed resources to address health literacy by using literature to teach health. HEAP has developed a tool, *Using Literature to Teach Health Content*, for use by elementary and secondary teachers identifying literature that addresses health content. These health projects have impacted the efforts of the Idaho Comprehensive Literacy Plan that is currently being refined to improve health and literacy outcomes. In 2004, the Institute of Medicine released a report on health literacy titled, *Health Literacy: A Prescription to End Confusion*. This report outlined the extent and cost of health illiteracy, and identified potential intervention points; culture and society, health system, and education system. Based on the

recommendation that educators should take advantage of the opportunity provided by existing reading, writing, oral language skills, and mathematics to incorporate health related tasks, materials, and examples into existing lesson plans, HEAP developed the Health and Reading Initiative.

The goal of HEAP's health and reading initiative is to support the development of students' reading and health literacy by providing teachers with resources for using books containing health topics and skills. HEAP members are using the latest technologies such as MetaCat technology from **MetaLogic** to develop and collaboratively edit book templates providing pre-K-12 teachers with:

- Book summaries and reading levels
- Discussion questions for both health content and health skills based on the National Health Education Standards
- Age appropriate assessments
- Vocabulary words
- Additional resources to extend/enhance learning
- Comment section for teachers to share strategies and successes on how the books were use.
- Teachers can search the HEAP of Books collection by grade level, genre, health content, and health skills.

### **Incorporate Technology and Principles of Universal Design for Learning**

Idaho has many components in place to support the effective use of technology in the classroom. One of our most valued partners to this end is the Idaho Assistive Technology Project (IATP) housed at the University of Idaho Center on Disabilities and Human Development. The IATP provides an array of services from an AT equipment exchange for consumers across the state of Idaho to technical assistance for state agencies and school districts. In a braiding of resources, the IATP and the State Department of Education (SDE) have worked together to offer free reutilized computers to individual students with disabilities and rural local education

agencies. Individual students apply for either a laptop or desktop and rural LEAs apply for sets of desktops for resource rooms. All of these computers include Microsoft Office and freeware accessible software in addition to technical assistance for a year. This is all done collaboratively with the nonprofit Computers for Kids.

In addition, the SDE applied for competitive technical assistance, sponsored by the Office of Special Education Programs (OSEP,) from the National Accessible Instructional Materials (AIM) Center. Designing and scaling up AIM in Idaho is also another partnered project between the SDE and IATP which will focus on a market model approach to emphasize fulfilling AIM required under the Individuals with Disability Education Act (IDEA); yet, promote a fuller realization of the power of multiple means of representation of instructional materials grounded in Universal Design for Learning (UDL).

Although additional technology in the classrooms will be needed to assist in scaling up UDL, to support instruction in literacy, training is needed so teachers understand how to use the technology strategically as part of a well designed learning environment that includes curriculum, instruction, and instructional materials that are accessible, which is the premise of UDL (Basham, Israel, Graden, Poth & Winston, 2010). Many of these training materials have already been developed by the IATP, for example, in the packaged training curriculum called *Assistive Technology for Struggling Learners*, general education teachers learn how elements of UDL can be used to enrich the classroom experience for all learners. Further, the foundational “Introduction to AT” training includes a significant focus on Universal Design for Learning. This training provides a portrait of a UDL classroom and provides training participants with a more complete understanding of the tools and strategies needed to create more accessible classrooms for students with disabilities, struggling students, and students with a range of learning styles. Having the technology in the classroom as tools available for all, promotes

inclusion and independence specifically for students with disabilities, but can also be used to assist struggling students who are at risk. In August 2010, the IATP was tapped to deliver a unique new training experience to the Cassia County Joint School District. The District requested training for their 500+ staff to learn about AT and UDL for their classrooms and students. This all day in-service experience included sessions on Universal Design in Learning, AT for Reading, AT for Writing, AT for Math and Science, Computer Accessibility, Engineering the Environment for AAC, and Visual Schedules. During lunch, trainers set up information and demonstration tables in the gym and attendees funneled through to ask more questions of trainers and gather information, handbooks, and promotional items. This training was highly rated by participants and provides a good foundational structure for additional trainings across the state to ensure that all teachers and related school personnel understand the importance of integrating UDL principles in their schools and classrooms. The IATP also offers specific trainings on AT, UDL, and AT-related services through the online AT Learning Community housed within the SDE funded Idaho Training Cooperative (ITC).

It is evident that the SDE with their partners at the IATP have a history of promoting accessibility and universal design in schools across the state of Idaho; however, the venues have been limited. With the Striving Readers Grant, Idaho will build on this successful training foundation of strategic use of assistive technology (AT), instructional technology and UDL to proactively support Idaho's preK-12 RTI framework by address the needs of accessibility in all three tiers of instruction and promote increased use of AT in the Infant/Toddler program. Although it is critical to train in-service teachers, Idaho's goal to scale up UDL would be short sighted if we were only working from a "catch-up" model, without consideration to developing policy to guide training pre-service teachers in their higher education programs. In 2010, Idaho

added five pre-service technology standards to the Idaho Standards for Initial Certification. All five of these standards are grounded in universal design as their foundation.

### **Coherent Assessment Systems Aligned with State Standards and Assessments**

A coherent and comprehensive assessment system is a critical element of an effective plan for improving literacy instruction in late elementary, middle, and high school. Key to meeting this goal is accurate, timely assessment that allows the teacher to differentiate instruction according to individual students' needs. For example, struggling readers are unlikely to profit from instruction that assumes skill mastery that has not been attained. Similarly, strong students will not achieve higher levels of literacy skills without appropriate challenges. Creating an effective plan necessitates reviewing and updating current assessment practices to ensure multiple forms of data collection.

A balanced and cohesive assessment plan is not necessarily one that can be quickly implemented. A blueprint has been designed of Idaho that takes progressive steps toward thoughtful, data-driven decision making provides a foundation upon which to develop such a plan. This system uses summative and formative authentic literacy measures to indicate how well students have learned or how well they have met performance standards.

To successfully implement a cohesive and comprehensive assessment system in Idaho including both formative and summative assessment, the following tasks will be routinely accomplished each year Idaho will continue to develop; 1) a master schedule should specify the weeks during which each assessment will be administered; 2) all testing materials must be ordered or reproduced in time to reach those who will administer them; 3) all teachers or members of the assessment team need to receive adequate training in administering the tests; 4) a person needs to be designated to do the necessary follow-up and coordination to ensure that the testing is accomplished during the time periods specified in the master testing schedule; and 5) a

plan for scoring all assessments, as well as a plan for entering and summarizing the data, must be developed and executed

Solid comprehensive assessments are a cornerstone of the Response to Intervention (RTI) process. In Idaho RTI is an organizational framework for instructional and curricular decisions and practices based on students' responses. This process integrates assessment and intervention within a multi-leveled prevention system to maximize student achievement and to reduce behavioral issues. Formative assessment is ongoing and is used to provide information about student progress and to make effective instructional adjustments, while summative assessment is used to evaluate programs and for accountability purposes. As Stiggins (2007) states, "Changing schools from places that merely sort pupils based on achievement into places that assure that all pupils will meet standards brings with it the challenge of rethinking the dynamics of assessment."

The Idaho State Department of Education recognizes five areas that have components essential to RTI implementation: 1) Leadership, 2) Teams and Processes, 3) Assessment, 4) Curriculum and Instruction, 5) Parent and Community Engagement. RTI presents a significant opportunity for the entire educational system to understand and support student learning for all through research-based programs, instruction, assessments, and professional development to maximize the potential in these areas and provide a continuous system in all grades. The district team will establish academic targets for the district as a whole, schools, and specific sub-groups of students. RTI becomes interwoven with the school improvement/continuous improvement process as the vehicle to monitor the attainment of achievement goals and modify instruction if students are not improving.

Idaho educators and families will continue to need supports for current systems, technology, and training to collect, report, and analyze data to allow them to make reliable

decisions regarding instructional programs and thus inform the focus of resources. Only a building administrator skilled as an instructional leader, as opposed to a school manager, is able to establish and maintain an RTI system. The administrator will regularly monitor curriculum and instruction and provide the leadership for a Three-Tier model for focused academic and discipline/student management processes. On-going professional development will help promote consistency among schools and is imperative for fidelity of the implementation. Training needs to be incorporated into the school day and be appropriate for all teachers as well as support staff.

Professional Learning Communities (PLC) are widely used in Idaho as a model for structuring the collaborative process. At the heart of a PLC “is a focus on and commitment to the learning of each student. A PLC is comprised of collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all (Dufour, Dufour, Many, Eaker, 2006).

Commitment to continuous improvement drives Idaho’s collaborative teaming process which has a basis on results rather than good intentions. The outcome of collaboration must guide the decision-making process which leads to the development of instructional and intervention strategies with a high probability of success. When core concepts of RTI are understood and systematically applied within the context of the entire district and school, it is more realistic to reach this goal. Successful implementation of the comprehensive literacy plan requires focused leadership and collaborative practices among general education, special education, Title I, ELL, Migrant and Gifted programs. By having common goals, combining resources, sharing knowledge and determining the most effective use of staff and other resources, an RTI implementation becomes a seamless school-wide model

With the desired outcome of improving literacy across ages birth through grade 12, the following goals have been identified and a plan to address each developed.

1. Collaborative inter and intra agency relationships established to provide leadership at the state and local levels for the purpose of delivering a cohesive system that provides authentic literacy development across environments
2. Create a continuous system of improved professional practice and community based programs centered on improving learning environments that promote authentic literacy development across pre-literacy, early literacy and adolescent literacy
3. LEAs and early childhood providers will implement a tiered system of instruction and intervention (RTI) framework designed for all learners birth through grade 12 that supports, organizes, and sustains authentic literacy development
4. Implement technology strategically to improve educational outcomes for ALL students by ensuring meaningful access to the core literacy curriculum across pre-literacy into adolescent literacy learning bands. (UDL)

#### **Provision of technical assistance and support to SRCL subgrantees**

Idaho is a sparsely populated rural state with two-thirds of the citizens living in rural or remote areas. Sixty percent of our school districts have a total enrollment of less than 500 students. Because of travel time between communities, cost for participants to attend face to face trainings and our desire to provide ‘job embedded’ professional development we have worked to balance our methods of providing technical assistance. Idaho Striving Readers project will utilize the effective technical assistance structures that have been developed through Idaho’s IDEA funded projects, the Statewide System of Support and the Governor’s office. Each subgrant recipient will be provided technical assistance that builds a comprehensive literacy program across pre literacy, early literacy and adolescent literacy linking schools and early learning programs.

Idaho Striving Readers project staff will coordinate the professional development activities provided for both subgrant awardees and those not receiving subgrants. Through the development of the state comprehensive literacy plan and team, a supportive group representing the various agencies and community groups have committed to provide a continuous system of technical assistance and professional development. Key components of the technical delivery system are described here.

**Regional Support Network** Regional support networks have been established to assist in providing technical assistance (TA) and professional development opportunities. Regional literacy consultants will be located in three locations of the state. Currently the SDE has in place consultants for school improvement, special education and math located at each of the regional offices in the north at the University of Idaho, the southwest at Boise State University and in the east at Idaho State University. A literacy consultant will be added to each of the regional offices focused on providing coordination for professional development, local interagency development, family involvement, leadership and instruction coaching, and assistance with project evaluation. The literacy consultants will work with other regional consultants to integrate their work with TA provided in special education and school improvement. In addition to providing inservice opportunities for professionals, the literacy consultants will work with the various preservice training programs at each of the post secondary institutions. Funding for the regional literacy consultants will be provided through the LEA and early childhood subgrant awards. Each regional support center will work closely with the regional IDEA Infant/Toddler program's family coaches to implement pre literacy home based programs.

**Learning Community** Learning Communities have been developed to provide training and information virtually through the Idaho Training Clearinghouse (ITC). The ITC was established in 1999 to provide TA for special education to LEAs, infant and early childhood

programs and families. Learning Communities provide documents, discussion forums, webinars, interactive conferencing, work group portals, and professional development registration. The ITC also provides evaluation of technical assistance and professional development for each of the learning communities that provides the SDE with information on effectiveness to guide efforts. A new learning community focused on comprehensive literacy will be developed to provide ongoing support to educators, families and community programs bringing together technical assistance that supports pre literacy, early literacy and adolescent literacy development.

**District Leadership Development** Each subgrant LEA will be required to develop a district leadership team that includes the Superintendent, a school board member, a parent, building administrators, special education director, federal programs director, teachers of English learners, literacy specialists, and other as appropriate. This leadership team should include the same members that are a part of the LEA's leadership team for RTI and school improvement with additional representation from pre literacy programs. The SDE currently provides local leadership development by bringing together the leadership teams for a two day summit focused on team development and action planning. Three times during the school year these teams receive one day regional training on implementation of RTI, use of effective interventions and data based decision making. Each LEA awarded a subgrant will participate in the RTI leadership and implementation training. After each workshop, follow-up will be provided to each district by RTI and literacy coaches assisting the district staff in providing support and training to teachers, parents and early childhood providers.

**Idaho Building Capacity Project (IBC)** A key component of the state wide system of support is the IBC that utilizes recently retired, highly distinguished educators that are trained by the state to assist school and district leaders as they facilitate the work of school improvement in Idaho's neediest schools and districts. Capacity Builders (CBs) are assigned to a school or

district site within the IBC network. They are provided with monthly training and given guidance on the work of school improvement. However, the IBC project does not prescribe to a cookie-cutter approach to school improvement. Capacity Builders are provided with a “tool kit” of school improvement resources, and then in partnership with school and district leaders, help create and implement a customized school improvement plan. The tool kit will incorporate information and training modules on early literacy and adolescent literacy that IBC coaches will be able to use a component of work with schools and districts.

**Idaho Education Network** In 2010 the Idaho State Department of Education in partnership with Idaho’s Governor, Legislature and local communities began developing and installing the Idaho Education Network. The purpose of the network is to provide high-speed broadband access for all Idaho students. In addition to providing increased network bandwidth, the IEN establishes classrooms in every high school allowing broadcasting and connectivity between classrooms throughout the state. We will use the IEN to broadcast many workshops and trainings allowing participants to attend the workshops without having to travel long distances and stay overnight. This will help reduce the individual and program costs and the participants’ time away from the students.

### **Evaluation of Idaho Striving Readers**

Education Northwest, a non-profit educational research organization, will conduct an independent evaluation of the Idaho Striving Readers Comprehensive Literacy Project. Education Northwest’s sole responsibility will be conducting the evaluation. Evaluators from Education Northwest have expertise in both formative and summative evaluation, as well as the collection, management, and analysis of both quantitative and qualitative data. The staff members on the evaluation team have evaluated many other statewide literacy initiatives,

including Reading First, Early Reading First, and Striving Readers, in multiple western states. Education Northwest has worked with Idaho educators since the organization's founding in 1966. Further, this specific evaluation team is knowledgeable about Idaho literacy policies and practices, having several current and recent projects in the state (e.g. the evaluation of Idaho Reading First, the evaluation of the use of ARRA funds in Idaho, and an efficacy study funded by the Institute for Education Sciences).

Education Northwest proposes a comprehensive mixed-method design implemented over five years, using quantitative and qualitative data to evaluate the project. The evaluation will include both implementation and outcome components. The implementation evaluation will provide the Idaho SDE and LEAs with information regarding implementation of the project's goals. Data regarding implementation will be shared in a timely and efficient manner in order to inform program decision-making. The Idaho SDE has a proven track record of using evaluation findings to make data-based decisions. For example, in the Idaho Reading First project, Idaho SDE staff members and evaluators met regularly to discuss evaluation findings and collaboratively develop program recommendations that the Idaho SDE reported were feasible, useful, and specific. Implementation evaluation questions are:

1. To what degree did the SEA implement their Birth-Grade 12 Literacy Plan?
2. To what degree did selected subgrantees implement components of the Idaho Birth-Grade 12 Literacy Plan?

The outcome evaluation will examine the extent to which literacy skills increased for all children and students participating in the project; those designated as disadvantaged by their receipt of FRL or SPED and/or LEP services; and those from traditionally underperforming races or ethnicities. Outcome evaluation questions are:

3. How was literacy achievement impacted for children/students who participated in the project? How did that vary by age/grade level and reading level?
4. How was literacy achievement impacted for children/students designated as disadvantaged by their receipt of FRL or SPED and/or LEP services, and those from traditionally underperforming races or ethnicities?
5. How did the literacy achievement of project students compare to that of non-project students?
6. How was literacy achievement impacted for students who participated in the project for three consecutive years?

## **Work Plan**

**Logic model.** In order to comprehensively address these questions, the evaluation team will work closely with Idaho SDE in the first months of the grant to develop a logic model for the project. The first activity of the evaluation team will be to convene key stakeholders from the Idaho SDE in a working session to create a logic model for the project. Building a logic model will help ensure that evaluators and project staff members have a shared understanding of the resources, activities, outcomes, and impacts of Idaho Striving Readers. This process may result in a need to refine the evaluation design, with mutual agreement between Idaho SDE and the evaluation team. A similar working session was held in 2009 in staff from Idaho SDE and Education Northwest created a logic model for the Idaho Statewide System of Support, a document that has been critical to that project.

**Ongoing communication.** A member of the evaluation team will be available for annual in-person meeting attendance at Idaho SDE. This will be supplemented by ongoing telephone and email communication, participation in webinar events, and conference calls as required.

**Data sources and collection.** Following development of the logic model, data collection will begin in Year 1 and continue through Year 5. *Implementation data* will be collected through project documentation review, surveys, interviews, the RTI rubric, and case studies.

Table E-1 presents a timeline of data collection.

**Table E-1. Timeline of Implementation Data Collection**

	Year 1	Year 2	Year 3	Year 4	Year 5
Document Review	X	X	X	X	X
Surveys of school staff	X	X	X	X	X
RTI rubric	X	X	X	X	X
Interviews	X	X			
Case studies				X	

*Document review.* The evaluation will conduct ongoing document review of professional development meeting agendas, notes, and handouts; the Idaho Comprehensive Birth-Grade 12 Literacy Plan; subgrantee applications; and other relevant documents.

*Surveys of school staff.* Annual surveys will be administered to administrators and teachers at both preschools and K-12 schools in the spring of each year. Surveys will include close-ended questions about participation in Idaho SDE-provided professional development, receipt of technical assistance, perceptions of the quality and usefulness, and implementation of various components of the State's Birth through Grade 12 Literacy Plan (e.g., inclusion of the components for effective reading instruction and the common core and early learning standards, instructional strategies, formal and informal assessments, interventions, training and professional development, and leadership and sustainability). Education Northwest has conducted similar surveys recently in Idaho, with response rates over 90 percent (for example, Nelsestuen, Burke &

Greenberg-Motamedi, 2010; Nelsestuen, Burke, Greenberg-Motamedi, & Scott, 2009; Nelsestuen, Scott, & Burke, 2008).

*Idaho RTI School Success Indicators Rubric (RTI Rubric).* The RTI School Success Indicators Rubric, Version 10, was developed in 2009. This rubric provides a means of measuring school progress in establishing comprehensive RTI systems across six components (leadership, teams and processes, assessment, family and community engagement, curriculum and instruction, and district RTI success indicators).

The evaluation will therefore utilize the RTI Rubric as it is important to Idaho SDE that the evaluation methods complement, rather than replicate, other data collection already in place in the state. Further, the implementation of an RTI framework across grades in participating LEAs is a critical component of the Idaho Comprehensive Literacy Plan. Coaches from Idaho's regional technical assistance centers have already been trained to use the RTI rubric. For the evaluation, these coaches will collect data once a year and send it to Education Northwest for analysis.

*Interviews.* Interviews will be conducted with key stakeholders from the Idaho SDE as well as a sample of staff from participating LEAs. Interview protocols will be developed that overlap, to some extent, data collected in surveys and the RTI rubric for triangulation purposes. However, additional questions will be included that will allow Education Northwest to gain a deeper understanding of the work, successes and challenges of implementation across the birth through 12 spectrum.

*Case Studies.* In year four, four schools will be selected, one from each level (preschool, K-5, 6-8, 9-12) to participate in a case study. With assistance from Idaho SDE, Education Northwest will identify schools that are most successfully implementing the grant and the state's Comprehensive Literacy Plan. Site visits to these schools that include classroom observations

and interviews with selected staff members will illustrate the process these schools engaged in for the past three years, and identify best practices that could be shared with other schools.

**Outcome data** will include student assessments assessing the literacy skills of students in preschool through twelfth grade, as shown in Table E-2, as well as high school graduation rates.

**Table E-2. Outcome data sources**

Age/grade level	Assessment	Measures
Preschool	Peabody Picture Vocabulary Test – Fourth Edition (PPVT)	<ul style="list-style-type: none"> <li>• Receptive vocabulary</li> </ul>
K-3	Idaho Reading Indicator (IRI)*	Varies based upon grade level and administration window: <ul style="list-style-type: none"> <li>• Name writing</li> <li>• Rhyme</li> <li>• Syllables</li> <li>• Beginning sounds</li> <li>• Letter identification</li> <li>• Blending</li> <li>• Concepts of print</li> <li>• Reading comprehension</li> <li>• Nonsense words</li> <li>• Sight words</li> <li>• Spelling</li> </ul>
K-3	AIMSweb	<ul style="list-style-type: none"> <li>• Test of Early Literacy (K-1)               <ul style="list-style-type: none"> <li>• Letter Naming</li> <li>• Letter Sound</li> <li>• Phoneme Segmentation</li> <li>• Nonsense Word</li> </ul> </li> <li>• MAZE CBM (1-8)</li> <li>• Reading CBM (K-8)</li> <li>• Written Expression CBM (through grade 6)</li> </ul>
3-10	Idaho Standard Achievement Test (ISAT)	<ul style="list-style-type: none"> <li>• Reading process and comprehension/interpretation</li> <li>• Writing process and writing components</li> </ul>
K-12	Idaho Language Proficiency Assessment (IELA)	<ul style="list-style-type: none"> <li>• English language proficiency for LEP students</li> </ul>
9-12	N/A	<ul style="list-style-type: none"> <li>• Graduation rates</li> </ul>

\* The IRI is a benchmark reading test that assesses student reading progress towards codified grade-level reading goals based on standards identified by the Idaho Comprehensive Literacy Plan; it is administered in the fall and spring of each school year.

**Analyses.** Analysis of *implementation* data will include descriptive statistics, such as frequencies and cross-tabulations of survey and RTI rubric data. Chi squares will be used as appropriate to measure differences in the distribution of responses among the different survey respondents and the Wilcoxon signed-rank test will be used to analyze the RTI rubric.

Qualitative data from open-ended interview questions and project documentation will be content analyzed for common themes. These data will support the interpretation of quantitative data, and provide a vivid picture of implementation. Data from the four case studies will be synthesized into descriptive narratives that identify strategies and best practices that can be shared with other schools.

In regard to analysis of *outcome* data, it is a priority of Idaho SDE to maximize their internal data analysis capabilities and minimize the duplication of data analysis by the external evaluation. To that end, Idaho SDE will produce and share data tables that address the GPRA indicators and show the percentage of students at different levels of proficiency (e.g., benchmark, strategic, intensive) in the fall, winter, and spring and the adequate progress made from one time period to the next on each assessment. Their analyses will be broken down by district/school and subgroup level including students eligible for free or reduced price lunch, racial/ethnic categories, gender, and eligibility for special education. By sharing these data with Education Northwest, evaluators will be able to spend more time engaged in more sophisticated analyses of student outcome data, described below.

*Changes within and across years.* The evaluation will compare the progress of students on each outcome measure both within and across years, using appropriate statistical tests. For example, within years the evaluation will use McNemar's non-parametric test to determine significant differences in the distribution of students among benchmark, strategic, and intensive categories from fall to spring. Across years, from spring to spring, the two-sample test for difference between proportions will be used to determine changes in these same areas. The evaluation will also analyze changes in mean scores, when appropriate, using the t-test for significance.

*Propensity scores.* To address the question of how did the literacy achievement of project students compared to that of non-project students, the evaluation will conduct an analysis in years 3 and 5 of the evaluation that utilizes propensity score matching. A comparison group of students from non-project schools will be created by using propensity scores (Rosenbaum and Rubin, 1983) based on demographic criteria (e.g., grade, race/ethnicity, gender, and LEP, special education, and socio-economic status) that match non-project students to project students. The analysis will then compare ISAT reading scale scores of non-project and project students at specified grade levels.

*Cohort analysis.* To address the question of how literacy achievement was impacted for students who participated in the project for three consecutive years, a cohort analysis will be conducted in years 3 and 5 of the evaluation. Schools with intact cohorts of students who participated in the project in 2012, 2013, and 2014 (Year 3) and 2013, 2014, and 2015 (Year 5), and who were assessed using the same assessment, will be identified. The analysis will primarily include schools' grades 3-5, 4-6, and 6-8. This addresses one shortcoming of looking at the percentage of students at benchmark on a given assessment in a given year, as groups of students may fluctuate from year to year. A longitudinal study of the performance of the same students over several years provides key information about the trajectory of individual students over time. The cohort analysis will compare the percentage distribution of assessment scores in the three tiers over the three years, using the Cochran Q test.

Table E-3 presents the planned outcome analyses and years in which they will occur.

### **Table E-3. Timeline of Outcome Analyses**

	Year 1	Year 2	Year 3	Year 4	Year 5
Within-year analyses	X	X	X	X	X
Across-year analyses		X	X	X	X
Propensity score analysis			X		X
Cohort analysis			X		X

## Reporting

Annual reports will be provided each year to Idaho SDE. They will triangulate and synthesize findings from all data collection measures, which must be disaggregated by students with disabilities, LEP and at risk, in a digestible format that includes visual displays of data to the greatest degree possible. Each year, a draft report will be given to key Idaho SDE staff members who, after a thorough review of the content, will participate in a conference call with evaluators to discuss the findings and their implications. A final copy of the evaluation report, including recommendations, will then be issued to the Idaho SDE and published on the district's websites. The districts will also inform their patrons the report is available on their website in their already established communication letter(s).

This collaborative process has been used in past Idaho evaluations; state staff members commented that it resulted in their greater understanding of evaluation findings and recommendations that were appropriate and feasible.

In addition, participating LEAs/schools will also receive a copy of the evaluation report to share with district and school staff members. The state project staff members will dedicate professional development time to discussing the results of the evaluation and their implications with LEAs. In addition, a member of the evaluation team will annually travel to Idaho to present findings to key Idaho SDE and LEA stakeholders, and engage attendees in discussions around use of data and findings.

Finally, evaluators and project staff members will have as-needed phone conferences about the progress of the evaluation and data collection. These communications will include an ongoing thread of how Idaho SDE can use evaluation data and findings to inform ongoing program implementation and improvement. Annual reports will be presented to related stakeholder groups such as the Interagency Literacy Council, State Education Advisory Panel, Early Childhood Interagency Group and Local Interagency Groups. The report will also be available on the Literacy Learning Community as well as the SDE website.

### **State Subgrant Competition.**

Idaho's work with districts to improve leadership and practice through Title I School Improvement, scale up of Response to Intervention, Reading First and our state Math Initiative has changed the way that we work to build capacity at the local level. Not only our experience but research on systems change (Fullan, 2010) and scaling up practice (Fixsen, Naoom, Blasé, Friedman & Wallace, 2005) has lead us to move from working with individual schools to building capacity through district level teams that incorporates building level leadership development. To develop and sustain the use of research based, effective practices an LEA must have in place strong leadership at the district level that can support and build capacity across the district with building level leadership that includes teachers and parents. Development of a strong comprehensive approach to literacy development that spans birth to grade 12 will require LEAs to implement and support practices that are both district and community wide, linking with early childhood providers. The competition and award process designed for Idaho's Striving Readers Grant address this need and requires the application by LEAs include district wide implementation, including the inclusion of early childhood providers.

A rigorous, high-quality competition to award subgrants to LEAs and early childhood providers has been developed using the model process designed for Idaho's 21<sup>st</sup> Century Community Learning Center competition and replicated with the Charter School Planning and Implementation awards. Each of these competitions is held on an annual basis and has met audit requirements for their federal programs. To address the need to ensure funds are targeted to schools with highest need, capacity to implement, and inclusion of disadvantaged students, the content required in the Idaho Striving Readers application is modeled after Idaho's LEA application for school improvement grant funds under ESEA and the requirements for schools to

### **Eligible Applicants**

All 141 LEAs in Idaho will be eligible to apply for a subaward under the Striving Readers Program. Factors indicating greatest need and ability to benefit from additional resources and support will be developed and used in the selection criteria. Using the three tier ranking system developed for use with Idaho grant funds under ESEA Section 1003 (SIG) as a model, a process of ranking districts using multiple data sources will assist in designing criteria used to include a factor of need in the ranking of applications and awarding grants. Of additional support to this will be the School Needs Matrix developed for use to identify districts for school improvement support and resources.

### **Structure of Subawards**

Subawards will be made of a size great enough to provide resources that will effect change at the district, school and early childhood program levels. Subawards made to LEAs will be used for improvement across early childhood through grade 12. Three types of subgrants will be made through out the five year grant period. During the first year all three types of applications will be available; 1) early childhood program, 2) LEA planning grants, and 3) LEA implementation grants.

Early childhood program subaward will be competed and awarded to those programs serving children birth to age 5. The SDE will work with the Department of Health and Welfare early childhood program personnel to design the most appropriate selection criteria. The activities and timeline used will be the same as that used for public schools, pre K through grade 12. Amounts awarded to early childhood programs will range from \$25,000 to \$75,000. A portion of the award will be used to participate in a local interagency literacy council that includes representation of programs birth through grade 12.

LEA planning subaward will be awarded during the first year of the state grant. These awards will be targeted to districts that would benefit from completing a comprehensive literacy

needs assessment preschool through grade 12 and can benefit from resources to develop a stronger district leadership. Providing districts that may not know their needs or be ready to benefit the time and resources needed to develop a district literacy plan will place them in a position to begin to understand how best to create improvement in their students literacy outcomes. Planning grants are for \$50,000 for one year and will funds directed to needs assessment, leadership development and work on interagency development.

LEA implementation subaward will provide the greatest support and resources to a district to create change and improve comprehensive literacy across the district and community. These grants will be in the amount of \$170,000 for each of three years. Five thousand dollars will come out of the required 15% for early childhood ensuring efforts specific to aligning pre literacy, early childhood literacy and adolescent literacy Subawards will be awarded in Cohorts of 20 LEAs each during the first, second and third years of the state grant, for a total of 60 LEAs receiving implementation grants by the end of five years. Cohort 3 will only be eligible for two years under the Striving Readers Grant. The SDE will work to secure funds that will enable Cohort 3 to complete their three years of support and funding through the application process, each applicant will submit a plan that includes goals, activities and a budget developed from information gathered through a comprehensive literacy needs assessment.

### **Application Review and Selection**

Each applicant regardless of subaward submitted to will undergo a rigorous review and selection process. As discussed earlier in this section, the competitions will use the successful process developed for the 21<sup>st</sup> Century Learning Community grant awards. This process is well laid out and has model review rubrics, reviewer training manual, communication and dissemination of information schedule. The review panels will be made up of field colleagues with strong back grounds in implementing comprehensive literacy in schools and community

environments. The Subaward Competition Activity Timeline found in (Table E4) includes the activities and timeline that the State Department of Education will take to carry out a in the awarding of all subawards.

<b>Table E4 Subaward Competition Activity Timeline</b>					
<b>Activity</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
SDE Preparation for competition	Aug/Sept	X		X	
Information published on web based media, newsletters, meetings	Sept	X		X	
Webinar announcing grant competition	Oct	X		X	
1 yr Planning Grant applications available	Nov				
Implementation Grant application available	Nov	X		X	
6 Regional bidders workshops	Nov	X		X	
Grant reviews recruited	Nov	X		X	
Grant applications submitted to SDE	Jan 15	X		X	
Grant reviewers selected and trained	Jan	X		X	
Review of grant applications held	Feb 1-7	X		X	
1 yr Planning Grants awarded	March 15				
Implementation Grants awarded	March 15	X		X	
Cohort 1 Implementation Grant	April	X	X		
Cohort 2 Implementation Grant		April	X	X	
Cohort 3 Implementation Grant				April	X
Literacy Leadership Summit for non-grant LEAs and early childhood			X		
Review grant site evaluations and continuation reports/budgets		March	March	March	March

### **Evidence Based Comprehensive Literacy Program Improvement**

Evidence based practices identified through Idaho's needs assessment of comprehensive literacy have been included in the design of the resources and support necessary to move districts, schools and early childhood programs from poor performing to achieving high

expectations in authentic literacy for all of their children. These core practices include: 1) leadership team development and planning; 2) universal design for learning; 3) target professional development in pre literacy, early literacy and adolescent literacy; 4) family and community engagement; 5) interagency literacy collaboration; 6) students with special needs; 7) response to intervention; and 8) alignment of practice across literacy bands. In addition outside program implementation evaluation will be a directed cost to provide the needed information for LEAs to adjust their plan based on quality data gathered.

The LEA Implementation 3 Year Grant Activity and Budget (Table E5) provides information about two types of funding for activities they will include in their comprehensive literacy plan. A minimum amount has been directed to be used for the activities that have a ‘directed cost’ associated with them. For activities that do not have a directed cost amount, the LEA will determine the necessary amount necessary to carry out their improvement plan. Activities are have also been designated with an appropriate year that the SDE expects them to take place. It is possible to add years to activities if the need is identified and included in the comprehensive literacy plan.

<b>Table E5 LEA Implementation 3 Year Grant Activity and Budget</b>					
<b>Literacy Program Improvement</b>	Directed Cost	Need Based	Yr 1	Yr 2	Yr 3
<b>Leadership Team Development &amp; Planning</b>	(min/yr)				
District Team attend Summer Leadership Summit	\$4,000		X	X	X
3-1 day regional workshops for District Team	\$4,500		X	X	X
District Team receive Leadership Coaching	\$7,500		X		
District work time		X			
Collaboration Time		X			
<b>Universal Design for Learning (UDL)</b>					
Needs Assessment	\$1,000		X		
Training and Technical Assistance	\$10,000		X	X	X
Materials		X			
District work time		X			
<b>Literacy PD for administrators/personnel</b>					
Alignment of curriculum/materials w/ CCSS		X			
ITC Learning Community participation	\$5,000		X	X	X
District selected PD		X			
District Time with Literacy Coach	\$15,000				
Summer Institute of Effective Practice	\$15,000				
Collaboration Time		X			
<b>Family and Community Engagement</b>					
Parent Involvement Assessment (PIA)	\$5,000		X		
Materials and Dissemination	\$5,000				
Time to plan and implement		X			
Home visits-staff time and transportation		X			
<b>Interagency Collaboration</b>					
Materials		X			
Time to participate		X			
Facilitator/Coaching time	\$2,000		X	X	
<b>Students with Special Needs</b>					
ESL Toolkit training and district coach developed	\$6,000		X	X	X
Accelerated Students	\$10,000		X	X	X
<b>Response to Intervention (RTI)</b>					
District Coaching	\$8,000		X	X	X
AIMsweb student licenses	\$2,000		X	X	X
Time for data collection, analyses, collaboration		X			
Training and Technical Assistance		X			
<b>Early Childhood Literacy Alignment</b>	\$5,000		X	X	X
<b>Evaluation of LEA Grant</b>	<b>\$5,000</b>		<b>X</b>	<b>X</b>	<b>X</b>
<b>Total Directed Funds</b>	<b>\$110,000</b>		<b>X</b>	<b>X</b>	<b>X</b>
<b>Total Need Based Funds</b>	<b>\$60,000</b>		<b>X</b>	<b>X</b>	
<b>Total Funds Available</b>	<b>\$170,00</b>		<b>X</b>	<b>X</b>	<b>X</b>

### **Project Management**

The proposed project will be managed and administered by the Idaho Department of Education. The Division of Content, Innovation and Choice will have responsibility for project oversight and fiscal matters. The Striving Readers Grant Coordinator will manage the project as outlined, liaison with state and federal agencies; adhere to timelines and preparation of reports and communication with partners. All fiscal activities performed by staff of the grant will be completed in accordance with the controller for the Idaho Department of Education. All accounting procedures are in accordance with EDGAR.

This section includes a table displaying the Management Plan, The Management Plan illustrates each of the objectives of the proposed project, the measures of success, the entity responsible for completing each objective, and funding sources for each objective. The project coordinator will use this tool to ensure the goals and objectives of the proposed project are being completed as planned. It should be recognized that many of the proposed activities will overlap or will occur concurrently.

The management of the project is integrated with the evaluation plan, using process evaluation to continually evaluate timelines and activities, review progress and evaluate the achievement of project outcomes.

**Management Plan**

<p><b>Goal 1:</b> Collaborative inter and intra agency relationships established to provide leadership at the state and local levels for the purpose of delivering a cohesive system that provides authentic literacy development across environments</p>					
Objectives	Success Indicators	Dates	Responsible	Funding	
<p>1.1: State interagency agreements in place regarding roles and responsibilities in the provision of authentic literacy birth through grade 12.</p>	<ul style="list-style-type: none"> <li>▪ Interagency agreements developed</li> </ul>	2013	SRdrs Coor	SRCL	
	<ul style="list-style-type: none"> <li>▪ Develop Council Charter</li> </ul>	2013	LEP Coor		
	<ul style="list-style-type: none"> <li>▪ Toolkit to support local groups</li> </ul>	2014	Sped EC Coor		
	<ul style="list-style-type: none"> <li>▪ Artifacts to support literacy for LEP and SWD</li> </ul>	2013	Part C Coor		
<p>1.2 Established local school and early childhood interagency teams to coordinate implementation of authentic literacy development</p>	<ul style="list-style-type: none"> <li>▪ Invite stakeholders</li> </ul>	2011	SRdrs Coor	SRCL	
	<ul style="list-style-type: none"> <li>▪ Establish Charter</li> </ul>	2013	Head Start		
	<ul style="list-style-type: none"> <li>▪ Artifacts/Programs to support authentic literacy development</li> </ul>	2014	Part C Coor		
				LEP Coor	
			Part C Coor		

<p><b>1.3:</b> Coordinated information systems provide longitudinal data across agencies that informs literacy development birth through grade 12</p>	<ul style="list-style-type: none"> <li>▪ Develop Part C to B data system</li> <li>▪ Design reports on critical data</li> <li>▪ Reports posted on stakeholders websites</li> </ul>	<p>2015 2012 2011</p>	<p>SRdrs Coor Head Start Part C Coor Sped EC Coor</p>	<p>SRCL State Technology IDEA B &amp; C</p>
<p><b>1.4</b> Policies and guidance developed that supports the integration of the comprehensive literacy plan with other state and local school improvement efforts birth through grade 12</p>	<ul style="list-style-type: none"> <li>▪ Crosswalk of Idaho Early Learning eGuidelines with Common Core State Standards</li> <li>▪ Guidance around LEP and SWD supports around literacy develop</li> <li>▪ Training to support Part C to B literacy programs</li> </ul>	<p>2011 2012 2012</p>	<p>SRdrs Coor LEP Coor Sped EC Coor Part C Coor</p>	<p>SRCL Head Start IDEA B&amp;C Title III</p>
<p><b>1.5</b> Expanded statewide and local student assessments system to include language and literacy formative and summative assessment</p>	<ul style="list-style-type: none"> <li>▪ IRI</li> <li>▪ Seamless assessment pre-literacy, early literacy and adolescent literacy</li> </ul>	<p>2011 2015</p>	<p>SRdrs Coor Sped EC Coor Part C Coor</p>	<p>SRCL SMARTER Balance</p>

<p><b>Goal 2: Create a continuous system of improved professional practice and community based programs centered on improving learning environments that promote authentic literacy development across pre-literacy, early literacy and adolescent literacy</b></p>					
<p><b>2.1</b> Provide coordinated delivery of information, training and technical assistance that builds local capacity statewide to implement evidence-based literacy practices through face to face and virtual environments</p>	<ul style="list-style-type: none"> <li>▪ Develop clearinghouse learning community for professionals and families</li> <li>▪ Determine training needs from state level assessment data</li> <li>▪ Conduct trainings face-to-face and virtual</li> <li>▪ Trainings and artifacts on clearinghouse</li> </ul>	2012	SRdrs Coor	SRCL	
		2011	Sped EC Coor	IDEA-SPDG	
		2011	Part C Coor	School Improvement	
		2011	LEP Coor		
		2012	IATP staff		
<p><b>2.2</b> Provide coordinated delivery of information for local literacy communities on comprehensive literacy plan, authentic literacy development and services and supports for pre-</p>	<ul style="list-style-type: none"> <li>▪ Format to share resources and best practice</li> <li>▪ Share clearinghouse</li> </ul>	2012	ITC staff		
		2012	SRdrs Coor	SRCL	
		2012	Local Stakeholders	State IDEA-SPDG	IDEA Part C

literacy, early literacy and adolescent literacy				Title I
<p><b>2.3</b> Provide coordinated delivery of information for families on comprehensive literacy plan, authentic literacy development and services and supports available for pre-literacy, early literacy and adolescent literacy</p>	<ul style="list-style-type: none"> <li>▪ Coordination with local family based groups</li> <li>▪ Trainings and artifacts provided</li> <li>▪ Share clearinghouse</li> </ul>	<p>2012</p> <p>2013</p> <p>2013</p>	<p>SRdrs Coor</p> <p>Local</p> <p>Stakeholders</p>	<p>SRCL</p> <p>IDEA B&amp;C</p> <p>Coordinated</p> <p>Health</p>
<p><b>2.4</b> Coordinated delivery of information, training and technical assistance that builds local capacity statewide to implement evidence-based literacy practices through face to face and virtual environments will consider the needs of all learners including SWD, at risk, LEP, families and the full continuum of literacy development</p>	<ul style="list-style-type: none"> <li>▪ Continuous systems consider all learners including SWD, at risk, and LEP</li> <li>▪ Continuous systems considered needs of families</li> <li>▪ Continuous systems considered full continuum of literacy development</li> </ul>	<p>2015</p> <p>2015</p> <p>2014</p>	<p>SRdrs Coor</p> <p>Sped EC Coor</p> <p>Part C Coor</p> <p>LEP Coor</p> <p>IATP staff</p> <p>ITC staff</p> <p>Local</p> <p>Stakeholders</p>	<p>SRCL</p> <p>State</p> <p>IDEA-SPDG</p>

<p><b>Goal 3: LEAs and early childhood providers will implement a tiered system of instruction and intervention (RTI) framework designed for all learners birth through grade 12 that supports, organizes, and sustains authentic literacy development</b></p>					
<p><b>3.1</b> Subgrants awarded to LEAs and early childhood providers to implement evidence-based literacy instructional practices</p>	<ul style="list-style-type: none"> <li>▪ Rigorous, high-quality competition subgrant competition held</li> <li>▪ Subgrants awarded</li> </ul>	2012	SRCLCoor	SRCL	
		2012	Part C Coor		
			LEP Coor		
<p><b>3.2</b> Regional support networks established to support the delivery of professional development and coaching</p>	<ul style="list-style-type: none"> <li>▪ # Coaches providing TA</li> <li>▪ Learning community developed</li> <li>▪ Effective PD provided</li> <li>▪ Coaches provide TA and support</li> </ul>	2013	Coaches	SRCL	
		2012	SRCL PD	State	
		2012		IDEA	
		2012		Head Start	
<p><b>3.3:</b> Increase the number of schools and early childhood programs using RTI to deliver services to students with varying instructional needs</p>	<ul style="list-style-type: none"> <li>▪ Parents are active team members</li> <li>▪ # schools effectively using RTI increases</li> </ul>	2013	SRCL PD	SRCL	
		2015	RTI Coord	IDEA-SPDG	
				State	

<p><b>3.4</b> Formative and summative assessment information is used to make decisions literacy development and intervention practices</p>	<ul style="list-style-type: none"> <li>▪ Coordinated use of interventions</li> <li>▪ Students scores improve</li> <li>▪ Parents use strategies at home</li> </ul>	<p>2013 2015 2013</p>	<p>SRCL Spec Assessment RTI Coord</p>	<p>SRCL SMARTER Balance State</p>
<p><b>Goal 4</b> Implement technology strategically to improve educational outcomes for ALL students by ensuring meaningful access to the core literacy curriculum across pre-literacy into adolescent literacy learning bands. (UDL)</p>				
<p><b>4.1:</b> LEAs complete a district needs assessment to identify classroom technology and support necessary to implement multiple means of representation, engagement and expression.</p>	<ul style="list-style-type: none"> <li>▪ Document provided</li> <li>▪ Purchase of need technology</li> </ul>		<p>IAPT SRCL PD</p>	<p>SRCL IDEA Title III State</p>
<p><b>4.2</b> Provide professional development on strategic use of technology to match the needs of students learning needs, including</p>	<ul style="list-style-type: none"> <li>▪ Training on instructional design using UDL principals</li> <li>▪ Training on AT</li> </ul>		<p>IATP</p>	<p>SRCL IDEA Title III</p>

<p>those with disabilities, at risk and with limited English proficiency.</p>	<ul style="list-style-type: none"> <li>▪ Training on instructional technology</li> </ul>		
<p><b>4.3.</b> Provide access to technology that supports the use of instructional methodologies which by design overcome barriers that prohibit students from being successful and maintaining high levels of achievement</p>	<ul style="list-style-type: none"> <li>▪ All students learn content including SWD, at risk and LEP</li> <li>▪ Assessment scores improve</li> </ul>	<p>2012</p> <p>2017</p>	<p>SRCL Spec</p> <p>IATP</p> <p>SRCL</p> <p>IDEA</p> <p>State</p>
<p><b>Goal 5</b> Effectively administer grant</p>			
<p>Objectives</p>	<p>Success Indicators</p>	<p>Dates</p>	<p>Responsible</p> <p>Funding</p>
<p>5.1 Provide administrative grant oversight</p>	<ul style="list-style-type: none"> <li>▪ Goals are completed and met</li> <li>▪ Evaluation tools utilized</li> </ul>	<p>2017</p> <p>2013</p>	<p>SRCL Cord</p> <p>NWRC</p> <p>SRCL</p>
<p>5.2 Implement the Project Evaluation Logic Model, adjust activities, improve effectiveness.</p>	<ul style="list-style-type: none"> <li>▪ Partners analyze data and changes are made as needed</li> </ul>	<p>2013</p>	<p>SRCL Cord</p> <p>NWRC</p> <p>SRCL</p>

### **Adequacy of Resources.**

Federal and state funding provides the Idaho Department of Education with sufficient resources to maintain the office space, equipment, supplies and the other supports needed to accomplish the goals of the proposed project. The Idaho Department of Education maintains 15,918 square feet of office space on the second floor of the Len B. Jordan building in Boise, Idaho's capital city. This fully accessible building is located in the heart of the state and federal government area of downtown Boise, across the street from the Idaho Statehouse. The Idaho Department of Education shares the building with several other state agencies, including the Idaho Division of Vocational Rehabilitation and Professional Technical Education.

The Idaho Department of Education contracts with the three state universities in Idaho—Idaho State University, Boise State University, and the University of Idaho—to provide technical assistance to school districts. Contract funds are used to employ Special Education, School Improvement and Math regional consultants. These regional consultants have a special role to play in building relationships between higher education, local education agencies and parents. These strong relationships play an important role in their ability to provide technical assistance and support regarding each goal of the proposed project.

However, the Idaho Department of Education will need to expand its capacity if it is to fully implement the ambitious goals of the proposed project. This will involve creating time for current staff to work on the goals of the proposed project by contracting out some of their existing responsibilities. The funds needed to do this are described in the proposed budget contained in this section of the application. Additional training dollars

will be used to provide project staff with the skills and knowledge they need to implement the goals of comprehensive literacy.

Networking and collaboration among various Divisions of the Idaho Department of Education are other forms of support available to the project. The Idaho Department of Education staff will provide expertise in parent engagement, special education, limited English proficient and assessment. Through staff members' work with the Teacher Licensure, the Personnel Standards Commission and institutions of higher education, connections have been made with those focused on the preparation of teachers.

Collaboration with the School Improvement, Math and Science Partnership, Idaho Reading Initiative, Family Literacy, Indian Education Committee, Hispanic Education Task Force, and Title 1 have provided the foundation for development of intervention strategies in literacy development that are responsive to all students. The Department of Education has worked closely with the Department of Health and Welfare, Infant Toddler Program and Head Start to formulate an interagency agreement for the transitions for children with disabilities between early childhood programs and school districts. This work will assist in additional interagency work needed for early childhood literacy at both the state and local levels.

A broad array of important partners is strongly committed to the proposed project. The specific nature and extent of their involvement are discussed in their Letters of Support in the Appendix. In Idaho, as in many other rural states, meaningful cooperation between agencies has become a matter of course. This atmosphere of cooperation has allowed the Idaho Department of Education to recruit partners and gain their commitment to implementing the proposed project.



### Resources

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- American Institute on Research. 2007. *National High School Center, Meeting the Needs of Significantly Struggling Learners in High School: A Look at Approaches to Tiered Intervention (Helen Duffey, AIR)*. Retrieved from [http://www.betterhighschools.org/docs/NHSC\\_RTIBrief\\_08-02-07.pdf](http://www.betterhighschools.org/docs/NHSC_RTIBrief_08-02-07.pdf).
- Brookhart, S. (2009). The many meanings of “multiple measures.” *Educational Leadership*, 67, 6-12. Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success*. New York, NY: Carnegie Corporation of New York.
- Carnegie Foundation. 2010. *A Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success* Retrieved from [http://carnegie.org/fileadmin/Media/Publications/PDF/time\\_to\\_act\\_2010\\_v\\_3.pdf](http://carnegie.org/fileadmin/Media/Publications/PDF/time_to_act_2010_v_3.pdf).
- Carnegie Foundation. 2010. *Reading in the Disciplines: The Challenges of Adolescent Literacy*. Retrieved from [http://carnegie.org/fileadmin/Media/Publications/PDF/tta\\_Lee.pdf](http://carnegie.org/fileadmin/Media/Publications/PDF/tta_Lee.pdf).
- Center on Instruction. 2009. *Adolescent Literacy Walk-Through for Principals: A Guide for Instructional Leaders*. Retrieved from <http://www.centeroninstruction.org/files/Adol%20Lit%20Walk%20Through.pdf>.
- Center on Instruction. 2008. *Effective Instruction for Adolescent Struggling Readers: A Practice Brief*. Retrieved from <http://www.centeroninstruction.org/files/Practice%20Brief-Struggling%20Readers.pdf>.
- Center on Instruction. 2007. *Improving Literacy Instruction in Middle and High Schools: A Guide for Principals*. Retrieved from <http://www.fcrr.org/Interventions/pdf/Principals%20Guide-Secondary.pdf>.
- Center on Instruction. 2009. *Interventions for Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice*. Retrieved from <http://www.centeroninstruction.org/files/COI%20Struggling%20Readers.pdf>.
- Foundation for Child Development. 2010. *PreK-3<sup>rd</sup> Education*. Retrieved from <http://www.fcd-us.org/our-work/prek-3rd-education>.
- Institute of Educational Sciences. 2008. *Improving Adolescent Literacy: Effective Classroom and intervention Practices*. Retrieved from [http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit\\_pg\\_082608.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf).

Kentucky Department of Education. 2011. *Literacy Plan for Kentucky: A Guide for Communities, Districts and Schools*. Retrieved from <http://www.education.ky.gov/KDE/Instructional+Resources/Literacy/Kentucky+Literacy+Team.htm>.

Louisiana Department of Education. 2010. *Louisiana State Adolescent Literacy Plan*. Retrieved from <http://www1.lpssonline.com/uploads/LaAdolescentLitPlan2010.pdf>.

Meltzer, J., Cook Smith, N., and Clark, H. *Adolescent Literacy Resources: Linking Research and Practice*. Retrieved from [http://www.alliance.brown.edu/pubs/adlit/alr\\_lrp.pdf](http://www.alliance.brown.edu/pubs/adlit/alr_lrp.pdf).

National Center for Education Statistics. 2009. Retrieved from <http://www.nces.ed.gov>.

National Governors Association and the Council of Chief State School Officers. 2010. *Common Core State Standards Initiative*. Retrieved from <http://www.corestandards.org/>.

National Institute for Literacy. 2007. *What Content-Area Teachers Should Know About Adolescent Literacy*. Retrieved from [http://lincs.ed.gov/publications/pdf/adolescent\\_literacy07.pdf](http://lincs.ed.gov/publications/pdf/adolescent_literacy07.pdf).

Reading Next. 2004. Retrieved from <http://www.all4ed.org/files/ReadingNext.pdf>.

United States Department of Education. 2010. *Striving Readers Literacy Grant*. Retrieved from <http://www2.ed.gov/programs/strivingreaders-literacy/input-meetings.html>.

Washington Department of Education. 2005. *Washington State K-12 Reading Model Implementation Guide*. Retrieved from [http://highschool.CCCSo.org/alfresco/d/d/workspace/SpacesStore/99d72480-4ab2-11dc-98f6-13225adf3568/WA\\_readingmodel.pdf](http://highschool.CCCSo.org/alfresco/d/d/workspace/SpacesStore/99d72480-4ab2-11dc-98f6-13225adf3568/WA_readingmodel.pdf).

# Project Narrative

## Other Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1237-Compiled Vitaes.pdf**

### Attachment 2:

Title: Pages: Uploaded File: **1238-Compiled Support letters.pdf**

## HEATHER LOVE

Idaho State Department of Education Reading Coordinator  
[hlove@sde.idaho.gov](mailto:hlove@sde.idaho.gov) 208-332-6907

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### EDUCATION

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M.A. Quality Schools, Graceland University, Lamoni, Iowa, 2009  
B.A. Elementary Education, University of Montana, Missoula, Montana 1994  
Associates in Arts, University of Maryland- European Division, Munich, Germany  
1991

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### ADDITIONAL RELATED TRAINING AND COACHING

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- **State Presenter- Common Core English Language Arts**
- **Results to Intervention and Instruction, RTI- Lead Teacher and Team Leader-** Using Student data to make informed instructional decisions including AIMweb data.
- **Cognitively Guided Math Instruction; MTI-** Using metacognitive strategies to guide conceptual thinking in elementary math and creating formative assessment tools to track student's conception and understandings.
- **California Early Literacy Learning – CELL-Coach-**Teaching early literacy methods through balanced Literacy approaches and practices including evidenced based guided reading practices.
- **Howard Street Tutoring Model, First Steps-** Intensive reading instruction for “at risk” first grade learners, Dr. Carol Santa and DR Darrell Morris
- **Project CRISS-** Creating Independence through student owned strategies, Dr. Carol Santa and Lynn Havens
- **Six Traits Writing Instruction & Rebecca Sitton Spelling Program**
- **Training in Balanced Literacy, Differentiated Instruction Methods,** Developing Social and Emotional Intelligence, Intensive reading instruction and intervention for struggling readers, and Motivating Students.

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### TEACHING EXPERIENCE

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First Grade Teacher and RTI Committee, Meridian, ID	10 years
First and Second Grade Title 1 Teacher- Billings Montana Billings's District Arts Coordinator and CELL Trainer	3 years
First Grade teacher, Fifth Grade Teacher, Second Grade teacher, and Title 1 Reading Intervention Coach	6 years

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### PROFESSIONAL COMMITMENTS/ MEMBERSHIPS

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- State Title I Conference CCSS Presenter
- State RTI Conference Presenter (2010)
- CCSSO and HEAP Work Group 2011
- Idaho Comprehensive Literacy Team
- Idaho Reading Indicator Steering Committee Chair
- Golden Key Honor Society
- International Reading Assoc., Idaho PTA

# Janice Carson

(b)(6)

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## Education

### **Ed. D. Education Leadership with an emphasis in Instructional Systems Design**

In Progress

Idaho State University

Pocatello, Idaho

### **Ed. S. Special Education with emphasis in Assistive Technology**

In progress

University of Nevada Las Vegas

Las Vegas, Nevada

### **M.Ed. Instructional Technology**

May 2004

Idaho State University

Pocatello, Idaho

### **B.A. Elementary Education/Human Exceptionality**

May 1995

Idaho State University

Pocatello, Idaho

## Relevant Experience

### **Director Idaho Assistive Technology Project, Moscow, ID, Present**

University of Idaho Center on Disabilities and Human Development

- **Develop and oversight for scaling up and implementing Accessible Instructional Materials (AIM) Training and Technical assistance for Idaho**
- **Develop and oversight for training districts on Universal Design for Learning for Idaho**
- **Member of the Universal Design for Learning Implementation and Research Network**

### **Special Education Coordinator, Boise, ID, June 2008 –June 2011**

Idaho State Department of Education

- **Developed, managed and monitored Idaho's monitoring process as required in federal statute**
- **Developed a plan to scale up and roll out statewide training for monitoring to district administration and Department staff**

### **Special Education Regional Consultant, Boise, ID, August 2007 –June 2008**

Boise State University

- **Participated in a national forum to address the issues and provide project and policy recommendations to the Office of Special Education Programs around students with disabilities in virtual education settings**

### **Adjunct Instructor, Twin Falls, ID, August 2005 –May 2007**

Idaho State University

- **Redesigned sections of an Instructional Technology course taught by several professors to include modules on Universal Design for Learning and Assistive Technology**

**SUMMARY OF PROFESSIONAL QUALIFICATIONS**

I am a highly motivated, creative and versatile educator with thirty years of experience in education in seven western states. My expertise includes the areas of teaching, department leadership, curriculum review and selection, school improvement, project management, product development, teacher and administrator staff development, parent involvement, leadership and supervision, education goal setting and action planning, and as well as the management of a state wide initiative for research based instructional practices that includes policy development at the state and district level. I am very organized, possess excellent presentation, oral and written communication skills, timely and accurate with reporting and documentation, and have excellent collaboration and facilitation skills.

**PROFESSIONAL EXPERIENCE**

**Idaho State Department of Education, Boise, Idaho**

2008-Present

Response to Intervention Coordinator

- Responsible for all state implementation, staff development, support and technical assistance for the national initiative, RTI
- Designed statewide implementation plan in collaboration with educational stakeholders
- Supervision and training of 20 regional RTI coaches and trainers statewide
- Team member in the creation of a Center on Instruction publication; Fostering Collaboration Between General and Special Educators Within an RTI Framework
- Participation in district "Focus" visits and Federal Programs reviews; TA to districts writing SIG grants
- Guest lecturer at university classes and specialized conferences
- Training in Powerful Teaching and Learning, Total Instructional Alignment, Positive Behavior and Instructional Supports, Danielson's Framework, National Math Panel Recommendations, Strategic Instructional Model for adolescent literacy,

**Caldwell School District, Caldwell, Idaho**

2007-2008

Consulting Teacher/Special Education, 2 years

- Technical assistance for administrators and teachers for 6 elementary, 2 middle, and 2 high schools
- District/State Self-Assessment Monitoring System and IDEA compliance training and issues
- Use and training of Excent TERA, computerized IEP software

Elementary Resource Teacher, 3 years

- Responsible for the teaching and learning of students on Individualized Education Plans, grades K-5
- Raised ISAT scores of special education students at a rate above the school average

**Jostens Learning Corporation, Riverdeep, Inc., Carnegie Learning, Inc., and Einstruction**

1994-2003

Regional consultant and sales representative for several curriculum publishers with educational technology products that use individualized instruction and student diagnostic and formative assessment data to improve student outcomes.

- Demonstration of features of curriculum products and how they enhance learning.
- Extensive understanding of content area curriculum and components of effective instruction.

**Wasatch Education Systems, Murray, Utah**

1992-1994

Educational Consultant

- Conducted teacher training on computer-assisted instructional programs in multiple states
- Assisted sales team by demonstrating the advantages of the curriculum and student management system

**EDUCATION**

B.S. Communication- Speech & Hearing Science, 1980

Special Education - Certificate Mild/Moderate Disabilities, 1984

University of Utah, Salt Lake City, Utah

Idaho Special Education Teaching Credential, 2006

Northwest Nazarene University, Nampa, Idaho

M.Ed. coursework, Special Education and Instructional Leadership, present

Walden University, Boise State University, Boise, Idaho

## Shannon Dunstan

(b)(6)

650 W. State Street  
Boise, Idaho 83702  
208-332-6908 Office  
[sdunstan@sde.idaho.gov](mailto:sdunstan@sde.idaho.gov)

### Education, Honors, and Certifications

- **Teacher of the Year 2008/2009 – Peregrine Elementary**
- **Idaho Education Credentials – Standard Elementary All Subjects K-8 and Standard Exceptional Child Generalist K-12;** ABCTE, 2006; **Counselor K-12;** Northwest Nazarene University, Nampa, ID 2005
- **Master of Social Work;** Boise State University, Boise, ID 1996
- **Bachelor of Art;** Boise State University, Boise, ID 1991
- **Licensed Clinical Social Worker – LCSW-25608**

### Professional Experience

#### Education

- **Early Childhood, Interagency Coordinator, Idaho State Department of Education, 2010 – present**
- **Special Education Teacher, Peregrine Elementary, 2006-2010**
- **Intern, Kuna High School, 2004-2005**  
Kuna School District, Kuna, Idaho
- **Substitute Teacher, K-8, Kuna School District, 2003-2004**  
Kuna School District, Kuna, Idaho
- **Workshop Presenter**  
Kuna School In-service, Kuna, Idaho

#### Counseling/Case Management Positions

- **Co-Owner – Service Coordination Agency/Residential Habilitation Agency, 1995-present**  
Boise, Idaho
- **Clinical Counselor w/Individuals with Developmental Disabilities, 1999-2005**  
Treasure Valley
- **Turning Point Homeless Shelter, 1995-1996**  
Nampa, Idaho

#### Other experience

- **Conference presenter:** Idaho Council for Exceptional Children, Idaho Special Education Director's Conference 2010/2011
- **Idaho State School and Hospital, Human Rights Committee, 1993 to 2006**  
Nampa, Idaho
- **SunBridge Nursing Home, Contract Social Worker, 1995-1996, McCall, Idaho**
- **Lifestyles Management Inc., Social Worker, 1991-1994**  
Meridian, Idaho

#### Professional Affiliations

Council for Exceptional Children  
Idaho AEYC  
NAEYC  
619 B Coordinator, State of Idaho  
Idaho Children's Trust Fund Board Member  
MEA  
IEA  
NASW – Past member

## Larraine Evans Clayton

(b)(6)

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### Education

M.Ed., December 1996, Idaho State University, Pocatello, ID

B.A., Social Work, May 1988, Idaho State University, Pocatello, ID

### Other Training/Coursework

West Ed Infant and Toddler Curriculum, Central Washington State University, 1995

National Communities Can Leadership Training 2001

Child Care Mentoring Curriculum, Idaho AEYC, 2003

Heads Up Reading, Idaho State University, 2003

### Work Experience

#### Adjunct Faculty -- College of Western Idaho

August 2010 – January 2011

Hybrid course in early childhood

#### Trainer/Instructor for Healthy Child Care Idaho

January 2006 – May 2010

#### Adjunct Faculty -- University of Idaho

Converted curriculum from textbook/classroom style to web-based course. Provided the on-line instruction for 18 graduate and 18 undergraduate students during first two semesters.

#### Project Coordinator for the Idaho Early Care and Learning Initiative

May 2005 - Present

#### Executive Director for the Early Childhood Coordinating Council

Grant Writing - Revised and sent for publication the state Early Care and Learning Plan. Partnered with agencies and entities on grant applications. Participated on the Early Learning Conference Planning Team. Participated on the statewide System of Care Team

#### Director, Success By 6, United Way of Southeastern Idaho

March 2001 - March 2005

Developed and implemented an early childhood initiative. Managed two Child Care Resource and Referral offices

#### Regional Manager, Healthy Child Care Idaho

July 2001- January 2005

Developed a child care initiative around quality health and safety standards. Cooperatively worked with the local Head Start Program to develop child care training on national health and safety standards

#### Early Intervention Coordinator, Idaho Infant Toddler Program

September 1991 - March 2001

Coordinated an early intervention program for infants and toddlers with disabilities for a 7 county area. Worked directly with families and provided intakes and family assessments monthly as needed. Worked with complex state and local systems and developed cooperative agreements and contracts. Collaboratively developed a manual/workbook for parents of children with disabilities

#### Social Worker Developmental Disabilities Program, Pocatello, ID

July 1990 - September 1991

Provided intakes and wrote social/medical assessments and case management plans. Coordinated the regional respite care program

#### Medical Social Worker, Bannock Regional Medical Center, Pocatello, ID

June 1988 - July 1990

Provided intake and social/medical history function along with referrals to community resources for families in the NICU, PICU, pediatrics, cancer center and hospice

### Honors

Child Advocate Award, January 2003

Graduated ISU Magna Cum Laude

**ELIZABETH MARIEN SMITH**

(b)(6)

| [emsmith@sde.idaho.gov](mailto:emsmith@sde.idaho.gov)

**EDUCATION**

**Boise State University**  
**M.A. in English** **2007**

**Boise State University**  
**B.A. in English Secondary Education** **1992**  
Liberal Arts Emphasis  
Minor: French

**EDUCATIONAL EXPERIENCE**

**Idaho State Department of Education** **2007-Present**  
English Language Arts Coordinator  
Oversee state writing assessment, design professional development for English Teachers, and guide the implementation of the Common Core State Standards for English Language Arts in Idaho

**Northwest Nazarene University** **2007-Present**  
Adjunct Instructor (Professional Development)

**Idaho State University** **2005-2006**  
Adjunct Instructor (English 101 and 102)

**Meridian Medial Arts Charter High School** **2003-2007**  
Designed the English Language Arts Curriculum, English teacher grades 9-12, Work Based Learning Coordinator

**Meridian High School** **1992-2003**  
English Teacher grades 9-12

**MEMBERSHIPS**

Idaho Council of Teachers of English, Board of Directors  
Idaho Association for Supervision and Curriculum Development, Board of Directors

# Stephanie Bailey-White

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(b)(6)

(b)(6)

stephanie.bailey-white@libraries.idaho.gov

## EDUCATION

### **University of Idaho, Moscow, Idaho**

- Bachelor of Science, Communications, 1990

### **Boise State University, Boise, Idaho**

- Master of Arts in Education, Reading, 2006

## POSITIONS

2006 – present

### **Projects Coordinator, Idaho Commission for Libraries**

Helped start the Read to Me program for the Commission in 1997. The program provides public information, continuing education and early literacy outreach for librarians, parents, child care providers, teachers, and non-profit organizations. The program relies on federal, state and private funds that I administer and oversee. I consult with libraries on early literacy and grant projects.

1991 – 2006

### **Public Information Officer, Idaho State Library (renamed Idaho Commission for Libraries)**

Published hundreds of newsletters and other agency publications, served as webmaster, worked with local media to get agency messages out, and communicated with our target audiences.

1980s – 1990s

I worked at the law firm of Hepworth, Nungester, and Felton in Buhl, Idaho for three years after high school and in the summers. During college I worked as a bookkeeper for Big O Tires for two summers. I did phone surveys at the University of Idaho, served as lifestyle and news editor of the Argonaut, and had two environmental communications internships along with various temp jobs.

## PRESENTATIONS

American Library Association Annual Conference (2004 and 2011), Idaho Parent Teacher Association Annual Conference (2005), Snake River Association of Educators of Young Children Conference (2005), Early Years Conference (2008, 2010), Albertson Foundation panel member, and over 75 presentations for Idaho librarians and community reading partners on topics relating to early literacy.

## REFERENCES

References provided upon request.

## CAROLYN FINDLAY KIEFER

(b)(6)

[kieferc@dhw.idaho.gov](mailto:kieferc@dhw.idaho.gov)

### EDUCATION:

M.S., Early Childhood Leadership, Bank Street College of Education, New York, New York. 1995  
B. A., Psychology, Whitman College, Walla Walla, Washington, 1970  
Graduate course work in early childhood education, Boise State University, 1989-1992.

### ADDITIONAL PROFESSIONAL TRAINING:

Bank Street College of Education: Infant Toddler Institute:

2000: *Attachment: Past Research and the New Generation's View...*

Healthy Child Care Idaho, (60 hrs. training,) Child Care Health Consultant

Teaching Strategies, Inc. 38 hours national training:

*Introducing The Creative Curriculum to Staff*

*The Creative Curriculum, Developmental Continuum Assessment System*

### WORK EXPERIENCE:

**Director, Idaho Head Start Collaboration Project**, Idaho Department of Health and Welfare-FACS (Dec.2004-present) links Head Start Programs, Federal ACF offices, Head Start Association and state agencies to support collaboration for the benefit of low income children and families in Idaho. Writes and administers Head Start Collaboration grant for Idaho. Working with the Early Childhood Coordinating Council (EC3), guides early childhood systems building and sustains collaborations at the state and local levels. Directs work on Collaboration Projects, such as the Early Years Conference ('04,'06,'08,'10); serves on Secure Beginnings Early Childhood Mental Health Committee, serves on Sponsor's Team and develops materials for the Idaho Early Learning eGuidelines. Works closely with Region X ACF staff on 10 national Head Start priorities. Serves on the Advisory Board for the National Migrant and Seasonal Collaboration Office and Office of Head Start Collaboration committees.

**Education/Child Development Coordinator**, Care Source Resource and Referral Agency (May 2002-June 2003) planned and taught professional development classes and technical assistance for child care providers in Ada, Boise, Elmore and Valley Counties.

**Executive Director**, The Children's School of Boise, Inc. (June 1996-February 2001) led all aspects of operations for a nationally-accredited, non-profit school for children from toddlerhood through second grade. Developed the concept and administered the Children's School's portion of a J.A. and Kathryn Albertson Foundation collaborative grant with Child Care Connections, *Pathway to Competency: Developing Peaceful Conflict Resolution Skills in Young Children*.

**Co-Director and Head Teacher**, The Children's School of Boise Inc., (1991-1996).

Head Teacher: Young three year olds and the Parent- Toddler Program

Head Teacher: four and five-year-olds, The Children's School of Boise, Inc., ('89-'91).

### PROFESSIONAL AND COMMUNITY COMMITMENTS:

Founding member of Idaho Association for Infant and Early Childhood Mental Health 2010

Anser Charter School, Board of Directors 2001-'04

Idaho Early Learning Standards Development Task Force '02

Accreditation Validator, National Academy, Nat'l Assoc. for the Education of Young Children

Baby Steps Incentive Program, initiating committee and presenter

### PUBLICATIONS:

**Children and Conflict, An Opportunity for Learning in the Early Childhood Classroom.**

A collaboration of Child Care Connections and the Children's School of Boise, Inc.

Funded by the J.A. and Kathryn Albertson Foundation. 2000. (Project administrator for

The Children's School, initial concept, editorial and content contributions.)

**The Social Code: Guiding Eager Learners Birth to Five Idaho** Public TV 2005-06 documentary and related materials.

Concepts and content consultation, project administration. IDHW

**Secure Beginnings: What is Infant Toddler Mental Health**, IDHW 2006, Kiefer C.; Mori C. Idaho adaptation

**Idaho Early Learning e-Guidelines** IDHW 2009. Sponsor's Team and content guide

MARY J. JONES

(b)(6)

WK: 208-334-5523

(b)(6)

FAX: 208-334-6664 E-Mail: [jonesm@idhw.state.id.us](mailto:jonesm@idhw.state.id.us)

## EXPERIENCE

### IDAHO DEPARTMENT OF HEALTH AND WELFARE

INFANT TODDLER PROGRAM MANAGER, December 1990-present

Statewide coordination and administration of the Idaho Infant Toddler Program of early intervention services and staff support to the Idaho Infant Toddler Interagency Coordinating Council (Part C Coordinator). Comprehensive policy development, program implementation and supervision. Project Director, ECCS MCH grant. 2003-06

ACTING CHIEF, BUREAU OF DEVELOPMENTAL DISABILITIES, April 2000-June 2003

Administration of statewide programs and services for children and adults with developmental disabilities. Management and oversight responsibilities for licensing of developmental disability agencies; quality assurance and compliance oversight of community service providers, employment agencies, including DD HCBS providers and service coordination providers. Coordination of state services and liaison to legislature, national associations, advocates, and provider associations.

### PUBLIC HEALTH DISTRICT V

REGIONAL PLANNING COORDINATOR/EARLY INTERVENTION PROJECT SPECIALIST, October 1988-December 1990

Grant writing, planning, garnering public participation, community development, policy development. Successfully funding of community child find project.

### EXCEPTIONAL CHILD CENTER

CHILDREN'S PROGRAM COORDINATOR, July 1987-Dec. 1990

Coordinated services and developed treatment programs for children with developmental disabilities; provided expanded developmental therapy in private setting.

### REGION V ADULT CHILD DEVELOPMENT CENTER

DEVELOPMENTAL SPECIALIST, December 1977-July 1987

Provided evaluations and developmental therapy for preschool children and infants. Provided community screenings; coordinated staff development; convened parent support group--provided professional support.

## EDUCATION

### IDAHO STATE UNIVERSITY

Bachelor of University Studies, Emphasis on Administration of Services for Young Children with Disabilities, 1995. Individualized program of interdisciplinary study

### COLLEGE OF SOUTHERN IDAHO

Associate of Arts, Therapy Technician Program, 1974

### BOISE STATE UNIVERSITY

Graduate coursework in Public Administration, Fall 1998

# MATT HYDE

(b)(6)

PHONE (208) 338-3300 - [MEMBER@MHALE.COM](mailto:MEMBER@MHALE.COM)

## PROFESSIONAL EXPERIENCE

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### **April 2009-Present Family Advocates**

*Programs and Idaho State PIRC (Parent Information and Resource Center) Director*

- Responsible for administration of CASA (Court Appointed Special Advocates) and Families First early childhood and parent education program (includes Idaho PIRC).

### **March 2007-April 2009 Family Advocates, 4th Judicial District CASA program**

*Program Director*

- Responsible for overall administration and direction of the 4<sup>th</sup> District CASA program including conflict resolution, volunteer support, recognition and implementation of program improvement efforts.

### **April 2006-March 2007 Family Advocate Program, 4th Judicial District CASA program**

*CASA Volunteer Supervisor/Court Liaison*

- Recruited, trained, supervised and evaluated the performance of 20+ CASA program volunteers and 100 attorneys during their involvement in the Child Protection Court System.

### **April 2005-April 2006 Family Advocate Program, Families First**

*Parent Educator, Parents As Teachers Curriculum, Nurturing Fathers Facilitator*

### **February 2004-April 2005, August 2007-April 2010 CenterPointe Behavioral and Mental Health**

*Psychosocial Rehabilitation Specialist*

### **August 2003-February 2004 Meridian Elementary School**

*Positive Learning Center Assistant Teacher (Special Ed., Emotionally Disturbed)*

### **January 2003-August 2003 Meridian School District**

*Substitute Teacher / Summer School Teacher at River Valley Elementary*

## EDUCATION

---

### **April 2002 Fort Lewis College, Durango, Colorado**

B.A., Sociology and Human Services, emphasis in Cultural Studies

Parents As Teachers Curriculum Certified (65 hours)

Certified to facilitate Nurturing Fathers

National CASA Training Facilitator

18-25 hours of continuing education units annually for the last 5 years in education, legal field, community engagement, rehabilitation, foster care, substance abuse, volunteer recruitment, retention and program implementation.

# FERNANDA M. BRENDEFUR

(b)(6)

## **EDUCATION**

- Ed.D. Curriculum and Instruction: *Bilingual/ESL/Multicultural Education*  
Boise State University, 2005 Dissertation. *Changing Students' Ideas of Social Justice through Narrative Pedagogy*
- M.A. Curriculum and Instruction: Bilingual Education  
Boise State University, 2001.
- B.A. Comparative Literature and Spanish.  
University of California, Irvine, 1993

## **PROFESSIONAL EXPERIENCE**

- 2010 – Present **U.S. Department of Education.** Title III Monitoring Consultant.  
Review and monitor state Title III-LEP programs for compliance with federal laws and regulations under Public law 107-110.
- 2007 – Present **Idaho State Department of Education.** Title III-LEP Coordinator. Coordinate the Limited English Proficiency programs in Idaho. Responsible for budgets, district LEP plans, English Language Development math, science and language arts standards, professional development, compliance with state laws and regulations, compliance with federal Title III laws and regulations, technical assistance to districts, and collaboration with other state and federal programs.
- 2006 – 2007 **Foothills School of Arts and Sciences.** Spanish Teacher. *Subject taught:* Pre-K through 8<sup>th</sup> grade Spanish.
- 2002 - 2006 **Boise State University.** Assistant Professor. *Subjects taught:* Cultural Diversity in School, Identification and Diagnosis of Limited English Proficiency, Teaching Literacy Bilingually, ESL Methods, Curriculum Planning and Implementation (master's level course).
- 2001 - 2004 **Sendero Language Institute** (Boise, Idaho). Spanish Teacher. *Subject taught:* Conversational Spanish for adults and Spanish for children.
- 2002 - 2004 **Ontario School District #8C** (Ontario, Oregon). Consultant Teacher. Ontario High School-*Subject taught:* Conversational Spanish for Teachers (10 week course).
- 2001 - 2002 **Boise State University.** Graduate Assistant. *Subject taught:* Reading and Study Strategies (while completing doctoral program).
- 1996 - 2001 **American Falls School District #381** (American Falls, Idaho). Teacher. American Falls High School- *Subjects taught:* Spanish, Language Arts, and English as a Second Language; Limited English Proficient Program-coordinator; Elementary migrant summer school- *Subject taught:* 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade bilingual Language Arts.
- 1996 **Upward Bound Program, Idaho State University.** *Subjects taught:* Spanish and Language Arts (three month position).

## **PUBLICATIONS**

- Hale, A., Snow-Geron, J., and Morales-Brendefur, F. (2008). Transformative Education for Culturally Diverse Learners Through Narrative and Ethnography, *Teaching and Teacher Education*, Vol. 24, Issue 6, August 2008, Pages 1413-1425.
- Brendefur, J. L., & Morales-Brendefur, F. M. (2008). Teaching to develop mathematical thinkers. In M.M. LaRocque & S.M. Darling (Eds.), *Blended curriculum in the inclusive K-3 Classroom: Effective methods for teaching all your children*. Allyn & Bacon.
- Morales, F.M. (2005). Changing Students' Ideas through Narrative Pedagogy. *Unpublished dissertation*. Boise State University.
- Brendefur, J.L., Morales, F., Saad, S. & (2002). Mathematics instruction and improved reading—What's the link? *The Newsletter of the Comprehensive Center- Region VI*, 7(1), 11.
- Dean, F. (2002). Maria Fernanda. In G. Bahruth and Rose Reifsnnyder (Eds.), *Color de mujer: The woman within* (p.96). Boise, Idaho: Publicaciones Plétora. Poem.
- Dean, F. (2002). Seeing beyond the stereotype to the story inside. *Learning Communities Narratives Journal*, 7(1), 25-29.
- Morales, F. (1993). *Sangre y Espiga*. L. Guerra and F. Morales (Eds.). Santiago, Chile: Ediciones del Azafran.

## **PROFESSIONAL PRESENTATIONS**

- Brendefur, J. L. & Brendefur, F.M. (2007). *The Connections between SIOP and Developing Mathematical Thinking*. Paper presented at the Annual Meeting of the Idaho Association of Bilingual Education, Twin Falls, ID.
- Brendefur, J. L. & Morales. F.M. (2004). *Opening students' mathematical minds through children's literature*. Paper presented at the Idaho Association for Bilingual Education, Ontario, OR.
- Morales. F.M. (2003). *Equity in Mathematics Education for Bilingual Students*, Presentation to the Idaho Education Bilingual Education, Twin Falls, ID.
- Morales. F.M. (2002). *Teachers Finding and Losing Themselves: Stories of Transforming Self, School and the World*, Ninth Annual International Learning and Literacy Conference: Beijing, China.
- Morales. F.M. (2002). *The Transformative Power of First-Person Narratives*, Idaho Association for Bilingual Education: Nampa, ID.
- Morales. F.M. (2002). *Narrative Inquiry: A Romantic Critique of the Standards and Testing Movement*, Northern Rocky Mountains Education Research Association: Estes Park, CO.
- Morales. F.M. *Experiencing Equity in Mathematics Education*, National Association for Bilingual Education, Albuquerque, NM- 2001.
- Morales. F.M. (1997). *Strategies for Teaching Foreign Languages*, Second Annual Quality Education Conference:, Pocatello, ID.

## Val Fenske

(b)(6)

vafenske@sde.idaho.gov  
(208) 332-6967

### EDUCATION

- M.S. Education: Educational Media, 1981  
Portland State University, Portland Oregon
- B.S. Home Economics Education-Extension Option 1977  
University of Idaho, Moscow, Idaho

### WORK EXPERIENCES

**Coordinator/Librarian Curricular Materials, Idaho State Department of Education 2002-Present**  
Responsibilities include management of the state curricular materials adoption process: solicit and process publisher submissions, conduct state review process, coordinate correlation of materials to state standards for all subject areas, perform program compliance to federal requirements and maintain publisher/state contracts. Manage the curricular materials library at the State Department of Education and oversee seven Regional Centers. Provide support and communication to school librarians.

**Adjunct professor, Boise State University, Boise, Idaho 2010-Present**  
**Adjunct professor, Northwest Nazarene University, Nampa, Idaho 2004-Present**  
Evaluation of Curricular materials to state standards

**Media Specialist, Horseshoe Bend School District, Horseshoe Bend, Idaho 7 years**  
Manager: elementary and high school libraries, curriculum committee member, Academic Coach, National Honor Society Advisor and Class Advisor

**Teacher, Clackamas Community School, Clackamas, Oregon 9 years**  
Evening education classes in clothing construction, food and nutrition

**Teacher, Oregon City School District, Oregon City, Oregon, 1 years**  
Family consumer science, keyboarding, preschool program, computer technology trainings, curriculum committee member

**Teacher, Winthrop School District, Winthrop, Massachusetts 1 ½ years**  
Family consumer science, curriculum committee member

### PRESENTATIONS

State Educational Technology Directors Association (2011) National Association of State Textbook Administrators (2009) Idaho Library Association (2003, 2007)  
Presentations on work related topics

### PUBLICATIONS

Fenske, V., Sprouffske, N.J., Earnest, M., Crawford, P., Barrett, B., KuKay, S., (2004)  
**Idaho SLIM** (School Librarian's Information Manual), Idaho State Department of Education

### MEMBERSHIPS IN PROFESSIONAL/SCHOLARLY ASSOCIATIONS

National Association of State Textbook Administrators, Secretary/Treasure 2009-2011, Historian 2011, Bylaws Chair 2007-2011.  
National Association of State Educational Media Professionals  
Idaho Library Association, Past President 2005-2008





STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720  
BOISE, IDAHO 83720-0027

TOM LUNA  
STATE SUPERINTENDENT  
PUBLIC INSTRUCTION

May 5, 2011

To Whom It May Concern:

As the State Superintendent of Public Instruction I am pleased to support the Striving Readers Comprehensive Literacy Grant Program. Idaho has demonstrated commitment to Idaho students through our 2011 "Students Come First" legislation.

The Students Come First plan demonstrates Idaho's forward thinking in part by raising the bar for our students to become college and career ready through the implementation of the Common Core Standards and increasing student achievement through the incorporation of student accessibility to technology.

The Idaho State Department of Education commits to and fully supports a statewide literacy plan and recognizes the importance of working together with a multitude of partners for improving Idaho education.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Luna", written over a horizontal line.

Tom Luna



College of Education

Department of Literacy

1910 University Drive Boise, Idaho 83725-1725

Stan Steiner, Chair

phone: 208-426-3962

fax: 208-426-4006

stansteiner@boisestate.edu

<http://education.boisestate.edu/literacy>

May 5, 2011

To Whom It May Concern:

As faculty members of the Boise State University Literacy Department, we would like to express our support for the Idaho Striving Readers Comprehensive Literacy Grant Program.

It is imperative for our pre-service students to learn essential components of a strong foundation for early literacy development and to acquire the skills necessary to successfully instruct Idaho's children. The required literacy courses we teach to all of our pre-service teachers must align with what is expected of the elementary teachers of Idaho; therefore, we consider ourselves as critical partners for successful planning and implementation of a statewide literacy plan.

At Boise State University, we have strong partnerships with our area public and charter schools. Our students engage in practicums for several pre-service courses and spend two semesters in their "professional year" as Interns and Student Teachers. The teachers in the schools expect that our students are learning the most current, up-to-date procedures for assessment and instruction, and have the expectation that our students provide a value-added context for the children of Idaho. Our faculty can assure and continue that kind of quality university instruction and teacher preparation if we are partners with the Idaho State Department of Education.

Faculty of the Boise State Department of Literacy are willing to commit to serving on the state literacy team, participate in or offer evidence-based professional development, promote and disseminate materials to students and the families we serve through our Literacy Academy, and to collaborate with LEAs receiving sub-grants from the Idaho State Department of Education.

Please contact us if you have any questions.

Sincerely,

A handwritten signature in black ink that reads "Stan Steiner". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Stan Steiner, Professor & Chair, Department of Literacy

James Armstrong, Professor

Mary Ann Cahill, Assistant Professor

Maggie Chase, Associate Professor

Lee Dubert, Associate Professor

Anne Gregory, Professor

Susan Martin, Professor

Eun Hye Son, Assistant Professor

Roger Stewart, Professor



# HEAD START COLLABORATION COUNCIL

*Vision: To promote the Head Start vision through collaboration  
with state and private agency service providers*

To Whom It May Concern:

The Idaho Head Start Collaboration Office heartily supports the Idaho Striving Readers Grant Proposal, and would be honored to serve on the State Literacy Team. The Head Start Collaboration, Early Head Start and Head Start Programs in Idaho are committed to supporting strong communication skills, language development and literacy so our young children are prepared for success in school and life. From the national to the individual level, School Readiness and Family Literacy are Head Start priorities.

The Idaho Head Start Collaboration is involved with the development, expansion and implementation of the Idaho Early Learning eGuidelines. The Idaho eGuidelines are a web-based foundational document encompassing child development from birth through school age, where they articulate with the K-12 standards.

- Domain 5: Communication, Language and Literacy will be aligned with the Common Core Standards for Literacy as part of the Striving Readers work.
- Domain 4, Content Knowledge can be aligned with the Common Core Math Standards.
- Domain 1: Approaches to Learning and Cognitive Development and Domain 3: Social and Emotional Development cover ages birth to age 8.
- The Head Start Early Childhood Framework is aligned and cross-walked with the Idaho Early Learning eGuidelines.
- All of the 64 EleG Goals include Child Indicators and Caregiver Strategies linked to communication, and language development.

As Idaho's Early Head Start and Head Start programs focus on all aspects of healthy development and support for parents, we are in a position to partner with Striving Readers in over 4,000 low-income families in Idaho. Idaho's Head Start programs serve children with disabilities and many of our families are English Language Learners.

The Idaho Head Start Collaboration looks forward to partnering with the Striving Readers Project to include the State Literacy Plan in Head Start training and professional development efforts and to promote language development and literacy skills for all of Idaho's young children.

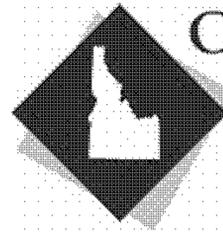
Sincerely,

  
Carolyn Kiefer, M.S.  
Idaho Head Start Collaboration Director

Director: Carolyn Kiefer  
[KieferC@dhw.idaho.gov](mailto:KieferC@dhw.idaho.gov)  
(208)334-4919

Administrative Assistant: Aubrey Erwin  
[erwina@dhw.idaho.gov](mailto:erwina@dhw.idaho.gov)  
(208) 332-6955

450 West State St., 5<sup>th</sup> floor  
PO Box 83720, Boise, ID 83720-0036  
Fax: (208) 332-7331



CENTER ON DISABILITIES AND  
HUMAN DEVELOPMENT  
UNIVERSITY OF IDAHO

**College of Education**

121 West Sweet Ave.  
P.O. Box 444061  
Moscow, Idaho 83844-4061

Phone: 208-885-6000  
Toll Free: 1-800-393-7290  
Fax: 208-885-6145

May 6, 2011

To Whom It May Concern:

As the Interim Director for the Idaho Assistive Technology Project, I would like to express my support for the Idaho Striving Readers Comprehensive Literacy Grant Program. The Idaho Assistive Technology Project (IATP) housed at the University of Idaho Center on Disabilities and Human Development provides an array of services from an AT equipment exchange for consumers across the state of Idaho to technical assistance for state agencies and school districts. The IATP also has a long history of promoting accessibility and universal design in schools across the state of Idaho. The IATP and its subcontractors collectively provide a broad array of training opportunities for students, teachers, and other school-based professionals across the state. The IATP supports site-based training for individual schools and districts, regional workshops, online training, lunchtime seminars for teachers and parents, and presentations and workshops at numerous in-state conferences.

The IATP makes a significant effort to get information on UDL into the hands and classrooms of general educators. The IATP has seen tremendous success with general education teachers through its packaged training curriculum called *Assistive Technology for Struggling Learners*. This training is specifically focused on how elements of UDL can be used to enrich the classroom experience for all learners. Over the past year, the *Assistive Technology for Struggling Learners* training has been offered to general educators at the Idaho Partnerships in Education Conference, the Idaho Professional Technical Education Summer Conference, and to preservice general education students at Lewis-Clark State College each semester.

The Idaho Assistive Technology Project is committed to serving on the state literacy team, and participating in the delivery of evidence-based professional development of the fundamental principles of UDL. The IATP also commits to helping promote and disseminate materials to families and students about the advantages of assistive technology and UDL in the general education classroom. The UI-CDHD commits to collaborating with LEAs receiving sub-grants from the SEA in order to support the training and tracking of UDL in Idaho schools.

Please contact me if you have any questions.

Sincerely,

Matthew T. Wappett Ph.D.

**Val Fenske**

**From:** Joy Zabala [jzabala@cast.org]  
**Sent:** Wednesday, March 30, 2011 2:47 PM  
**To:** (b)(6)  
**Subject:** Congratulations from the National Center on Accessible Instructional Materials  
**Importance:** High

Dear (b)(6)

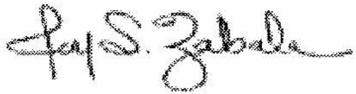
Chuck Hitchcock, the Director of the National Center on Accessible Instructional Materials (AIM Center) and I are delighted to inform you that Idaho has been selected as one of the three states to participate in Phase One of Targeted Technical Assistance from the National Center on Accessible Instructional Materials (AIM Center). Although more states will be added in Phase Two, the strong leadership and work begun that was outlined in your application makes it clear that Idaho is ready to actively participate in and benefit from the close collaborative relationship with the AIM Center that Targeted Technical Assistance provides.

I know that you are as anxious to move forward as we are, so I would like to set up a time to meet - either by phone or via technology - with Ms. Fenske and Ms. Carson to discuss next steps as soon as it can be scheduled. The main purpose of the meeting is to begin planning for initial activities leading up to and including a two-day session in Idaho in which I will work with the AIM Coordinating Committee to collaboratively develop a flexible Targeted Technical Assistance Plan that will address the unique needs of Idaho and align to existing procedures and processes when appropriate.

Please contact me by email to [jzabala@cast.org](mailto:jzabala@cast.org) or by phone at 979-415-4555 to arrange a time for the first meeting.

All of us at the AIM Center look forward to working with the Idaho team. We are confident that together we can make a measurable difference in the development and implementation of a system that ensures timely availability of instructional materials in accessible formats to students in Idaho who need them for educational participation and achievement.

Best regards,



Joy Smiley Zabala, Ed.D., ATP  
 Director of Technical Assistance for  
 CAST and the National Center on AIM  
 CAST Address: 40 Harvard Mills Square, Suite 3, Wakefield, MA 01880  
 Mailing Address: 1 Red Oak Court, Lake Jackson, TX 77566  
 Email: [jzabala@cast.org](mailto:jzabala@cast.org)  
 Phone: 979-415-4555

e4

5/6/2011

PR/Award # S371C110043

(b)(6)

May 6, 2011

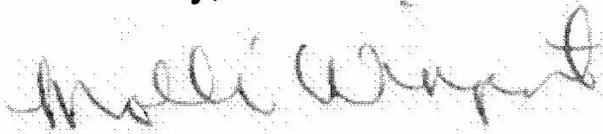
To Whom It May Concern:

As the CEO of Computers for Kids, Inc., I would like to express my support for the Idaho Striving Readers Comprehensive Literacy Grant Program.

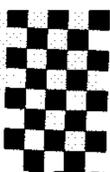
Recognizing the foundation technology provides all students, including those who are disadvantaged, Computers for Kids is committed to partnering with the Striving Readers Program to support the use of technology which enable instruction grounded in Universal Design Principles.

Please contact me if you have any questions.

Sincerely,



Molli Wingert, CEO  
Computers for Kids, Inc.



**COUNCIL MEMBERS**

Parents

Bonnie Moses  
Tricia Sturgis  
Amber Seibert

State Legislators

Tim Corder  
Phyllis King

Infant Toddler Program Part C

Mary Jones

Regional Early Childhood Committees

Cathie Jobson

Early Childhood Providers

Ellen Neff

Maternal Child Health

Dieuwke Spencer

Personnel Preparation, Higher Education

David Allen

State Department of Insurance

Joan Krosch

State Head Start Collaboration

Carolyn Kiefer

Business

Sherry Iverson

Medicaid

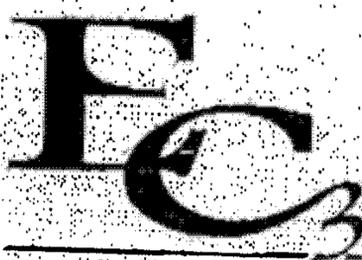
Robin Pentress

Idaho Head Start Association

Stan Burton

State Child Care Administrator

Gene Sue Weppner



**Early Childhood Coordinating Council**

May 4, 2011

To Whom It May Concern:

As the Executive Director of the Early Childhood Coordinating Council (EC3) and director of the State Early Childhood Comprehensive Systems (SECCS) Grant, I am writing this letter of support for the Idaho Striving Readers grant application.

The SECCS Grant funds the development of a statewide early childhood plan. This plan is a tool to assure coordination of resources and services for young children and their families in Idaho. Further, the EC3 functions as the Council for IDEA, Part C, state early learning council as recommended in the Head Start Reauthorization Act 2007 and AmeriCorps\*VISTA and SECCS advisory committee.

Although early literacy activities and training occur in Idaho, there has not been a comprehensive plan to pull everything together for consistency in professional development or to use evidence-based practices. Idaho Striving Readers Comprehensive Literacy Grant outlines practical measures that can weave the fragmentation together and sustain a working literacy plan for educators, parents and children from birth through 12<sup>th</sup> grade.

Recognizing the foundation for literacy is based on communication skills developing during the first years of a child's life, partnerships with EC3, Infant Toddler Program, Early Head Start, Head Start, home visiting and child care will be vital in reaching at risk children from birth to five.

With the agreement of the Council, we are willing to commit to:

- o cooperation, coordination and collaboration in developing and implementing a statewide literacy plan for the Striving Readers Grant;
- o participation on the State Literacy Team;
- o alignment of state plans to assure consistency of efforts and common goals;
- o alignment of e-Learning Guidelines with Common Core Standards;
- o promoting common early learning environment standards; and
- o identification of resources that may help leverage the work of this application.

It is with great excitement that I support this grant application. Please feel free to contact me if you have any questions. Thank you.

Sincerely,

Lorraine Evans Clayton, M.Ed.

Lorraine E. Clayton, Executive Director

450 W. State Street 5<sup>th</sup> Floor  
Boise, ID 83720  
Ph: 208.334.5699 Fax: 208.332.7330

Aubrey Ervin, Administrative Assistant



Promoting Excellence in Early Care and Education

May 3, 2011

To Whom It May Concern:

As the Executive Director of Idaho Association for the Education of Young Children (Idaho AEYC), I would like to express my support for the ***Idaho Striving Readers Comprehensive Literacy Grant Program***.

Idaho AEYC is a non-profit organization committed to promoting excellence in early care and education. We are dedicated to quality child care facilities and strong families. Our mission is to improve professional practice in early care and education and to build public understanding and support of quality early child care in our communities.

Idaho AEYC serves multiple roles in promoting excellence in early care and education. We serve as one of Idaho's top child advocacy organizations; we provide educational training and resources to early childhood educators interested in improving early childhood education; we provide support to child care providers with child care licensing; we manage the Child Care Quality Rating and Improvement System; and we manage the early childhood Professional Development System. Our organization has a tremendous investment in the growth and development of young children. We believe it is critical to provide training and mentoring based on national quality standards to child care providers to ensure our youngest children are receiving the best care and education in their early years.

Our experience with early literacy has been that developing and delivering age appropriate language and literacy programs to children in their early years ensures that the child is more successful and confident as they enter school.

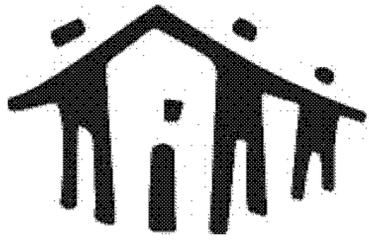
Idaho AEYC is willing to participate and assist the ***Idaho Striving Readers Comprehensive Literacy Grant Program*** by offering evidence-based early literacy professional development, state recommended early literacy curriculum, and the promotion of quality learning environments. We hope to collaborate with school districts that receive sub-grant awards from the State Department of Education to ensure the success of the program.

Should you have any questions or would like to discuss our support of this program, please feel free to contact me at (208) 345-1090x10 or email me at [boppenheimer@idahoaeyc.org](mailto:boppenheimer@idahoaeyc.org).

Sincerely,

A handwritten signature in black ink that reads "Beth Oppenheimer".

Beth Oppenheimer  
Executive Director  
Idaho Association for the Education of Young Children



IDAHO DEPARTMENT OF  
HEALTH & WELFARE

C.L. "BUTCH" OTTER - GOVERNOR  
RICHARD M. ARMSTRONG - DIRECTOR

ROBERT B. LUCE - Administrator  
DIVISION OF FAMILY AND COMMUNITY SERVICES  
450 West State Street, 5<sup>th</sup> Floor  
P.O. Box 83720, Boise, ID 83720-0036  
PHONE 208-334-0641  
FAX 208-332-7330

May 1, 2011

To Whom It May Concern:

As the Program Manager for IDEA, Part C, Infant Toddler Program, I would like to express my support for the Idaho Striving Readers Comprehensive Literacy Grant Program.

Our program recognizes that the foundation for literacy is based on the development of communication skills during the first years of a child's life. Through screening and early intervention services for children from birth to three, the Infant Toddler Program is a critical partner for the successful planning and implementation of a statewide literacy plan.

In Idaho, the Department of Health and Welfare serves as the lead agency for Part C of the Individuals with Disabilities Act. As a service provider to young children with developmental delays and disabilities, our delivery is evidence-based early intervention services in the context of natural learning activities. Coaching families in early language and literacy promotes a language rich environment in all the child's natural environments, including interactive games, music and the use of books and/or reading aloud.

The Infant Toddler Program is committed to:

- serve on the state literacy team,
- participate in available training
- with funding support, offer statewide evidence-based professional development to early intervention personnel,
- promote and disseminate materials to families, and
- collaborate with local education agencies who receive sub-grants from the SEA.

Please contact me should you have any questions about our anticipated role and involvement in the Striving Readers initiative.

Sincerely,

Mary J. Jones, Program Manager  
Idaho Infant Toddler Program



*A Voice for Children  
Support for Families*

May 2, 2011

Heather Love  
Reading Coordinator  
Idaho Department of Education  
650 West State Street  
Boise, Idaho 83720-0027

**Board of Directors:**

Heidi Bogert Dornier,  
President

Stacey Nelson Kumar, Vice  
President

Cordell Chigbrow, Treasurer

Jerrilea Archer, Secretary

Terrie Havis, Immediate Past  
President

Kim Halbig Sparks

Allegra G. Higer

Sherry Iverson

Kody Kraus

Megan E Mooney

Devin Pierce

Eric Strand

Shawn Del Ysursa

Nicole Sirak, Ex-Officio

Dear Ms. Love,

It is our pleasure to write this letter in support of your efforts to formulate an Idaho comprehensive literacy plan and secure the Striving Readers Grant.

As the ten year Idaho Parent Information Resource Center (PIRC) administrator, we commend your efforts to establish collaborative interagency relationships that identify and prevent literacy gaps in early literacy and adolescent literacy. As the lead agency offering Parents as Teachers throughout the state, we are particularly interested in helping the Idaho Department of Education improve pre-K literacy efforts.

For 30 years, Family Advocates has worked to improve school readiness. Our in-home early education program works to meet the language and literacy needs of disadvantaged families, including limited-English-proficient children and children with disabilities.

Family Advocates looks forward to being a part of the comprehensive literacy program you are building. Alongside other partners we can provide educators, as well as families the resources they need to improve school readiness and increase student pre-literacy, literacy, and language development.

We look forward to partnering with you on this important project.

All the best

Nicole Sirak  
Executive Director



325 West State Street  
Boise, Idaho 83702

p. 208.334.2150 | 800.458.3271  
f. 208.334.4016

28 April 2011

Dear Grant Committee Members,

The Idaho Commission for Libraries is pleased to support the Striving Readers grant application. We appreciate the opportunity to have our Literacy Coordinator, Stephanie Bailey-White, serve on the team developing a comprehensive approach to improve school readiness and reading success through grade 12 for disadvantaged students along with consistent assessment tools and data that we can all use to continuously improve these efforts.

The Commission has coordinated early literacy efforts with public libraries across the state since launching the Read to Me program in 1997 and has made great strides in educating parents and caregivers about the many things they can do to improve literacy skills for children before they enter school. The Striving Readers collaborative group is providing the impetus to coordinate our efforts with those of the Idaho State Department of Education and other literacy partners at a level that has never been attempted. Having the funding to implement and measure the results of our plans is a wonderful opportunity and will improve literacy outcomes for children and students statewide.

If we can provide any additional information or additional details about our role in this grant, please contact me any time.

Sincerely,

A handwritten signature in black ink that reads 'Ann Joslin'.

Ann Joslin  
Idaho State Librarian

:sbw



May 5, 2011

To Whom It May Concern:

As the Director of the Coordinated School Health Program (CSHP) in the Idaho State Department of Education (SDE), I would like to express my support for the Idaho Striving Readers Comprehensive Literacy Grant Program. The Coordinated School Health Program is funded by the Centers for Disease Control (CDC), Division of Adolescent Health. This cooperative agreement with CDC requires collaboration between the SDE and the Department of Health and Welfare (DHW) to promote health and physical education primarily focusing on increasing physical activity and improving nutrition. The SDE and DHW have a long-standing Memorandum of Agreement to work together to accomplish these goals.

Through this funding from CDC, the CSHP in the SDE has been a member of the CCSSO – State Collaborative for Assessment of State Standards in Health Education and Assessment Project (HEAP) since 2007. During that time the CCSSO- SCASS Health Education Assessment Project (HEAP) has developed resources to address health literacy by using literature to teach health. HEAP has developed a tool, *Using Literature to Teach Health*, for use by elementary and secondary teachers identifying literature that addresses health content.

There is a link between reading and health *illiteracy* as factors in both academic failure and poor health outcomes. In 2004, the Institute of Medicine released a report on health literacy titled, *Health Literacy: A Prescription to End Confusion*. This report outlined the extent and cost of health illiteracy, and identified potential intervention points; culture and society, health system, and education system. Based on the recommendation that educators should take advantage of the opportunity provided by existing reading, writing, oral language skills, and mathematics to incorporate health related tasks, materials, and examples into existing lesson plans, HEAP developed the Health and Reading Initiative.

Currently, HEAP has identified over 200 fiction books that are identified by Language Arts teachers as most often used by English teachers or found in school libraries. These books also contain health content and align to health education standards. Currently, the HEAP Collaborative is focused on the Common Core Standards by identifying and developing resources to address non-fiction literature. The goal of HEAP's health and reading initiative is to support the development of students' reading and health literacy by providing teachers with resources for using books containing health topics and skills.

Idaho Coordinated School Health Program  
State Department of Education and Department of Health and Welfare

HEAP members use MetaCat technology from **MetaLogic** to develop and collaboratively edit book templates that provide pre-K-12 teachers with:

- Book summaries and reading levels
- Discussion questions for both health content and health skills based on the National Health Education Standards
- Age appropriate assessments
- Vocabulary words
- Additional resources to extend/enhance learning
- Comment section for teachers to share strategies and successes on how the books were use.

The Coordinated School Health Program has provided workshops for teachers on the integration of health and reading using these resources. We are committed to working within the SDE and our Comprehensive Literacy Partners to provide professional development for teachers demonstrating the importance of literacy across all curriculum content areas including health and physical education.

Please contact me if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Patricia Stewart".

Patricia L. Stewart, Director  
Coordinated School Health  
State Department of Education

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-Budget Narrative.pdf**

## **Idaho Budget Narrative**

### **Personnel**

The Idaho State Department of Education will hire coordinator to manage Professional Development(PD) at a salary of \$65,000(1 FTE). The current Reading Coordinator will serve as the Project Director at a salary of \$32,500 (.5 FTE), a program specialist at a salary of \$16,500 (.5 FTE), an administrative assistant at a salary of \$5,600 (.5 FTE) and pay one-third of the current RTI coordinator at a salary of \$21,500 (.33 FTE).

### **Fringe**

Fringe benefits are salary-based and are standard estimates for state employees provided by Idaho's Division of Financial Management. The estimated rate for the professional development coordinator and the other two coordinators is 35% or \$41,653 and the estimated rate for the program specialist and administrative assistant is 43% or \$9500. For years two through five a 1% increase in salaries is figured.

### **Travel**

**Regional travel:** The PD coordinator would travel to five regional meeting, 3 times a year for a one day of training with subgrantees leadership teams. Budget is estimated using current costs of \$200 for round trip airfare; \$80 for lodging, State of Idaho per diem of \$30 per day, and \$50 for local transportation for 6 of the trips and the other 9 trips will use local transportation at an estimate of \$100 instead of the airfare. Total is \$4,000.

**Summer Literacy Institute:** We will partner with the Institute of Best Practice in years three and five to provide professional development of non-subgrantee school district leadership teams. The PD coordinator and the Reading coordinator will travel to the institute for 2 days. Budget is estimated using current costs of \$200 for round trip airfare; \$80 for lodging (2 days), State of Idaho per diem of \$30 per day (3 days) and \$ 50 for local transportation. We will also provide travel arrangement to attend the institute to non-subgrantee school district leadership teams. Total is \$16,000.

**District Leadership Summit:** The PD coordinator will travel to the five regions for an annual leadership summit for leadership teams for the subgrantees. Budget is estimated at \$200 for round trip airfare and \$50 local transportation for two of the summits; \$100 local transportation for the other three summit; \$ 80 lodging (7 days) , State of Idaho per diem of \$30 per day. Total is \$3,600.

**Staff Professional Development:** The PD coordinator, the Reading coordinator, and the Program Specialist will travel to the national Summer Literacy Institute. Budget for each is estimated at current cost of \$500 for round-trip airfare, CSA lodging rate of \$250 per night for four nights, GSA per diem of \$64 for five days (includes travel days) and \$150 of local transportation and \$ 400 for registration fee. Total is \$ 9,360.

**Site Visits:** The program PD coordinator in state to the subgrantees programs estimated at 20. Budget is estimated using current costs of \$200 for round trip airfare, \$80 for lodging, State of Idaho per diem of \$30 per day, and \$50 for local transportation. Total is \$7,800.

**Bidders Workshops:** The two members of the grant team will hold six one day workshops in the education regions around Idaho to explain the requirements to would be subgrantee. These would only be held in the year we grant funds (years one, two and four). Budget is estimated using current costs of \$200 for round trip airfare; \$80 for lodging, State of Idaho per diem of \$30 per day, and \$50 for local transportation for 2 of the trips and the other 4 trips will use local transportation at an estimate of \$100 instead of the airfare. Total is \$8,000.

**Review Teams:** The four to eight people to review grant applications. Budget is estimated using current costs of \$200 for round trip airfare; \$80 for lodging, State of Idaho per diem of \$30 per day, and \$50 for local transportation for people to travel to Boise for final review of grant. A stipend of \$150 per grant will be paid to each reviewer. Total is \$8,000.

### **Supplies**

Supplies include meeting materials, webinar/teleconference/video conferencing costs, flash drives for document sharing, envelopes, paper and general office supplies. Personal computing devices for the 5 SDE employees. Total is \$10,000.

### **Contractual**

\$1,200,000 will be sub-granted for programs for Birth through age 5 through a competitive grant process. \$3,200,000 will be sub-granted for programs for Kindergarten through 5<sup>th</sup> grades through a competitive grant process. \$3,200,000 will be sub-granted for programs for 6<sup>th</sup> through 12<sup>th</sup> grades through a competitive grant process.

**Other Expenses**

Other expenses are for printing, postage, advertising for grant application, mailing for \$6,000.

External Evaluator will be hired for each project year for \$50,000. Bidder's workshops expenses of room rental, meals and substitute teacher reimbursement for six regional workshops is estimated at \$4,000. The SDE will host quarterly Interagency Literacy Council meeting providing meeting room, travel, meals, transportation, meeting materials, and substitute reimbursement if applicable for approximately 25 people total of \$12,000.

**Indirect Cost**

The Idaho State Department of Education charges 8.6% Modified Total Direct Cost for Restricted Programs. This rate is approved by the Department of Education, Indirect Cost Group, and 550 12<sup>th</sup> Street, SW, Washington, DC 20202-4450. Federal Cognizant Agent is Mary Gougisha (DOE Negotiator Richard A. Koris, 202-245-8061).