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 # S371C110044
Grants.gov Tracking#: GRANT10865600

Closing Date: MAY 09, 2011

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

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

Application for Federal Assistance SF-424

Version 02

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

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

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received: 05/09/2011

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Commonwealth of Pennsylvania, Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN): 007782381

* c. Organizational DUNS: 795145705

d. Address:

* Street1: 333 Market Street

Street2:

* City: Harrisburg

County:

* State: PA: Pennsylvania

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 17126

e. Organizational Unit:

Department Name: PA Department of Education

Division Name: Bureau of Teaching and Learnin

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

Prefix:

* First Name: Jo Beth

Middle Name:

* Last Name: McKee

Suffix:

Title: Language Arts Advisor

Organizational Affiliation: Commonwealth of PA, Department of Education

* Telephone Number: 717-525-5981

Fax Number: 717-783-3946

* Email: jobmckee@state.pa.us

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

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Striving Readers

*** 12. Funding Opportunity Number:**

ED-GRANTS-031011-002

* Title:

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

13. Competition Identification Number:

84-371C2011-1

Title:

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

The Commonwealth of Pennsylvania

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

Keystones to Opportunity: Pennsylvania's Vision for Sustainable Growth in Reading Achievement

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

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

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 1 - 19

* b. Program/Project: 1 - 19

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2011

* b. End Date: 09/30/2016

18. Estimated Funding ($):

* a. Federal	200,000,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	200,000,000.00

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

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

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

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

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

☐ Yes ☒ No

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

☒ ** I AGREE

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

Authorized Representative:

Prefix:	Mr.
* First Name:	Ronald
Middle Name:	
* Last Name:	Tomalis
Suffix:	
* Title:	Secretary of Education
* Telephone Number:	717-783-9780
Fax Number:	717-783-3946
* Email:	rtomalis@state.pa.us
* Signature of Authorized Representative:	Jo McKee
* Date Signed:	05/09/2011

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

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Commonwealth of Pennsylvania, De...

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	$ 49,500	$ 50,985	$ 52,514	$ 54,090	$ 55,713	$ 262,802
2. Fringe Benefits	$ 14,750	$ 16,929	$ 19,743	$ 19,888	$ 20,036	$ 91,346
3. Travel	$ 13,725	$ 13,725	$ 13,725	$ 13,725	$ 13,725	$ 68,625
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 2,250	$ 2,250	$ 1,000	$ 1,000	$ 1,000	$ 7,500
6. Contractual	$ 39,919,775	$ 39,916,111	$ 39,913,018	$ 39,911,297	$ 39,909,526	$ 199,569,727
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 40,000,000	$ 40,000,000	$ 40,000,000	$ 40,000,000	$ 40,000,000	$ 200,000,000
10. Indirect Costs*	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 40,000,000	$ 40,000,000	$ 40,000,000	$ 40,000,000	$ 40,000,000	$ 200,000,000

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [ ] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: __/__/____ To: __/__/____ (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)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Commonwealth of Pennsylvania, De...

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Jo McKee	Secretary of Education
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Commonwealth of Pennsylvania, Department of Education	05/09/2011

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

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

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

4. Name and Address of Reporting Entity:

☒ Prime ☐ SubAwardee

** Name* Commonwealth of Pennsylvania, Department of Education

** Street 1* 333 Market Street *Street 2*

** City* Harrisburg *State* PA: Pennsylvania *Zip* 17126

Congressional District, if known: 1-19

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

6. * Federal Department/Agency:

United States Department of Education

7. * Federal Program Name/Description:

Striving Readers

CFDA Number, *if applicable:* 84.371

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* None *Middle Name*

** Last Name* None *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

Prefix ** First Name* None *Middle Name*

** Last Name* None *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Jo McKee

***Name:** *Prefix* Mr. ** First Name* Ronald *Middle Name*

** Last Name* Tomalis *Suffix*

Title: Secretary of Education **Telephone No.:** 717-783-9780 **Date:** 05/09/2011

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

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

Striving Readers Comprehensive Literacy Program
GEPA Statement

The Pennsylvania Department of Education will make sure it takes the proper steps to ensure that there is equitable access for project participants and other program beneficiaries with special needs. A potential barrier for teachers and other program beneficiaries who are deaf or hard of hearing would be that they could not fully participate in the professional development activities included as part of the state leadership activities. To address this barrier, the Department of Education will provide interpreters during all professional development activities where deaf and hard of hearing participants are present.

The Pennsylvania Department of Education is committed to working with program participants and beneficiaries to accommodate services offered for all categories and ranges of physical disabilities. Our goal is to make sure that there is equal opportunity for all potential program candidates to participate fully in the Striving Readers Comprehensive Literacy Program.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	Commonwealth of Pennsylvania, Department of Education
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	Mr.
* First Name:	Ronald
Middle Name:	
* Last Name:	Tomalis
Suffix:	
* Title:	Secretary of Education
* SIGNATURE:	Jo McKee
* DATE:	05/09/2011

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Ms.	Jo Beth		McKee	

Address:

* Street1: 333 Market Street
Street2:
* City: Harrisburg
County:
* State: PA: Pennsylvania
* Zip Code: 17126
* Country: USA: UNITED STATES

* Phone Number (give area code)	Fax Number (give area code)
717-525-5981	717-783-3946

Email Address: jobmckee@state.pa.us

2. Applicant Experience:

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

3. Human Subjects Research

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

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment | Delete Attachment | View Attachment

Project Narrative

Abstract Narrative

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

Striving Readers Comprehensive Literacy Program Abstract
CFDA 84.371C

Application Title: ***Keystones to Opportunity: Pennsylvania's Vision for Sustainable Growth in Reading Achievement***

Project Period: October 1, 2011 through September 30, 2016

Target Number of Students/Teachers: 50,000 students
5,000 – 6,000 teachers

Project Director: Jo Beth McKee
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Pennsylvania Keystones to Opportunity

A. *Keystone 1:* **Improve literacy learning outcomes** and dramatically increase reading achievement among students in danger of academic failure birth through grade 12 in Pennsylvania by:
1) Awarding $38,000,000.00 dollars in sub-grants to eligible Local Educational Agencies and Early Childhood Education Programs to improve their language and literacy practices using evidence-based strategies, and
2) Providing high quality core professional development and technical assistance to sub-grantees using Pennsylvania's intermediate unit structure as a tactical delivery system.

B. *Keystone 2:* Create a culture of **data-driven decision making** by supporting implementation of Bernhardt's Multiple Measures Data logic model at the state, regional, and local levels.

C. *Keystone 3:* Infusion of **digital technology and Universal Design for Learning (UDL)** providing teachers with examples of how technology tools can provide multiple pathways to express and represent information as well as creative options for developing literacy persistence, stamina, and motivation.

Project Goals and Objectives

- Align literacy instruction and state initiatives along the birth to Grade 12 continuum at and provide guidance to sub-grantees in aligning local literacy initiatives.
- Demystify the language and essential elements of effective literacy instruction, and mobilize all literacy stakeholders in support of improved literacy outcomes.
- Provide structures, supports, and tools for school leaders and teachers to use valid and reliable data to guide instructional decision making in language and literacy.
- Create 21st century literacy environments where children can acquire the reading, writing, speaking, listening, and language skills they need to succeed academically.
- Seed innovation by incentivizing and disseminating research-based literacy strategies that result in exceptional reading growth.

Project Innovations

- LEAs partnering with early childhood education providers to develop a comprehensive and coherent literacy plan that spans birth through grade 12
- Core training in the areas of Universal Design for Learning, Early Literacy, Transition, Reading Apprenticeship, Implementing the Common Core and Literacy Design Collaborative, Family Literacy and Parent Engagement, Supporting Learners with Special Needs, and Navigating Content with English Language Learners
- Annual data retreats for Administrators and Teachers
- Innovation Incentive Awards for high-performing sub-grantees
- Confidential summative student data portals where classroom teachers can access their student outcome data for non-evaluative purposes
- Literacy media and marketing campaign with a focus on "demystifying" literacy for all stakeholders
- Use of the Standards Aligned System portal as a "one stop" for PA literacy support

Project Evaluation

Two nationally respected organizations will collaborate on the *Keystones to Opportunity* project evaluation: The Collaborative for Evaluation and Assessment Capacity (CEAC) at the University of Pittsburgh and SAS EVAAS, Inc. for K-12. These two organizations were selected to participate in this evaluation because each brings a level of expertise in a specific area critical to project success. In addition, the reputation of both organizations within their respective spheres is unparalleled.

There are four dimensions to the evaluation plan, based on the Bernhardt's logic model. This the same logic model that sub-grantees will be asked to use to guide districts' continuous improvement efforts. In this way, the program will model the use of data for decision making at the state level and help to provide SRCL districts with a common data set. Dimensions 1 and 2 are largely quantitative, focusing on demographics and student learning. SAS EVAAS, Inc. will take the lead on these two dimensions.

Dimensions 3 and 4 are primarily qualitative and focus on school processes and perceptions. CEAC at the University of Pittsburgh will take the lead on these two dimensions. A mixed-method design enhances evaluation efforts and allows for data to be triangulated in order to test the consistency of findings, stimulate future research questions, and provide opportunities to expand upon trends and themes observed in evaluation findings. CECAC will also take the lead on the overall evaluation report, synthesizing information from all four dimensions to bring meaning to the data and to generate comprehensive project findings and recommendations.

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **1238-SRnarrativevv2.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1239-CoverPage.pdf**

Attachment 3:
Title: Pages: Uploaded File: **1240-TableOfContentsSR.pdf**

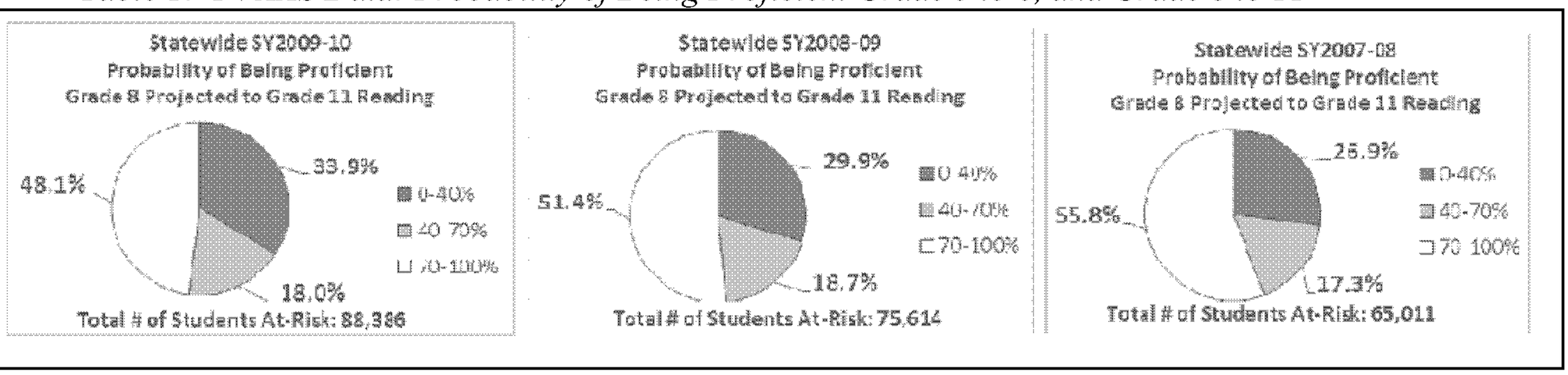
Attachment 4:
Title: Pages: Uploaded File: **1241-Appendix 1.pdf**

Attachment 5:
Title: Pages: Uploaded File: **1242-Appendix 3.pdf**

Keystones to Opportunity: Pennsylvania's Vision for Sustainable Growth in Reading Achievement

Pennsylvania is in the throes of a literacy crisis that threatens the ability of ALL children to graduate from high school college and career ready; impacts the vitality of the family unit by perpetuating multigenerational cycles of low literacy; and undermines the economic prosperity of our Commonwealth by failing to produce the highly literate 21st century workforce this state and country need to continue as leaders in a global economy. According to the most recent Pennsylvania Value Added Assessment System (PVAAS) projections, Pennsylvania's Department-approved growth model, 88,386 or 51.9% of all Pennsylvania Grade 8 students are **at risk** of not becoming proficient in reading by the 11th grade.[i] Table 1 illustrates three-year PVAAS trend data for 8th grade students projected to 11th grade. These trend data suggest that Pennsylvania is losing ground in reading each year. The most recent data, School Year (SY) 2009-10, show that 48.1% of 8th grade students have a 70% to 100% probability of being proficient in reading in the 11th grade. If these projections prove correct, in just two years the MAJORITY of Pennsylvania students in Grade 11 may not be proficient in reading. This is simply not acceptable. In its recent publication ***Complete to Compete*** (2010-2011), the National Governors Association notes the importance of increasing degree completion in America's public colleges and universities as a prerequisite for meeting workforce needs and competing globally.[ii] Students who are not proficient in reading have little chance of graduating college and career ready. Unless this troubling trend is reversed, the consequences for Pennsylvania's future could be dire.

Table 1: PVAAS Data: Probability of Being Proficient Grade 5 to 6, and Grade 8 to 11



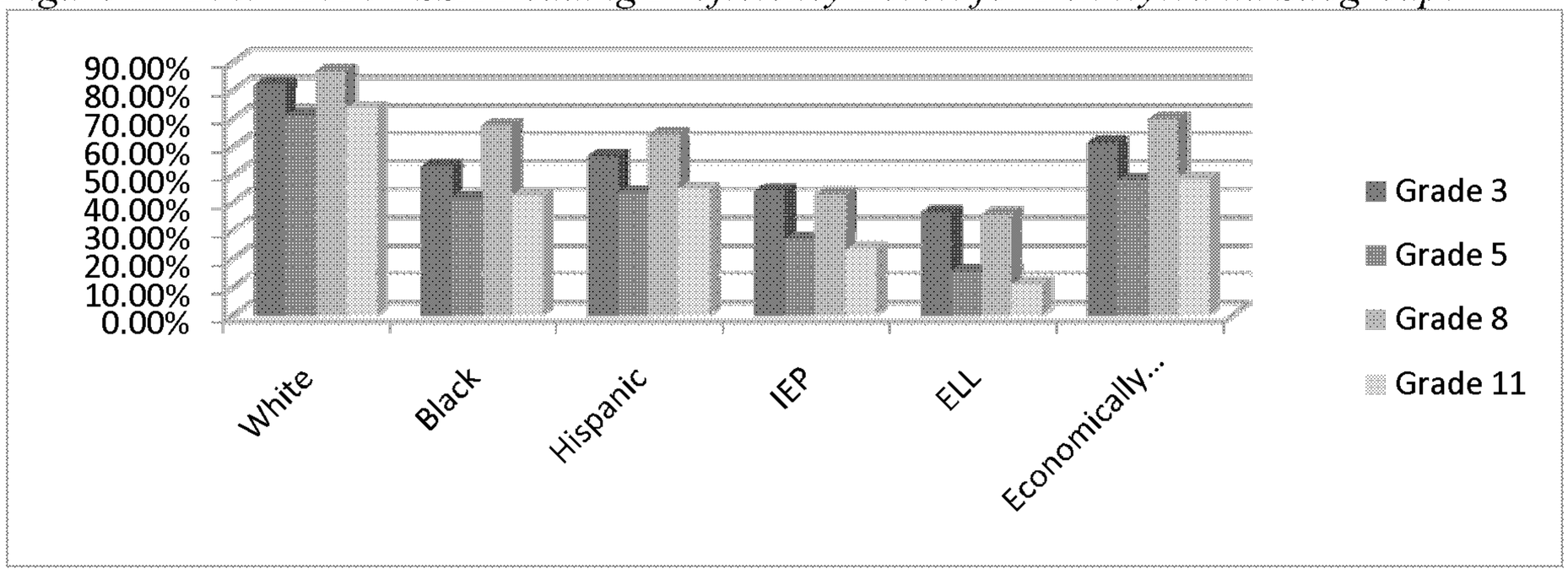
Keystones to Opportunity: Pennsylvania's Vision for Sustainable Growth in Reading Achievement

The Striving Readers Comprehensive Literacy Program (SRCL), CFDA 84.371C, presents Pennsylvania with a unique and timely opportunity for getting its reading achievement back on track. Pennsylvania convened a diverse team of experts and stakeholders from across the state: a) to examine the extant reading data birth through Grade 12, b) to shed light on the factors and influences that are contributing to PA's literacy crisis, c) to identify systemic gaps in Pennsylvania's literacy instruction, and d) to develop a shared vision and Guiding Coalition for sustainable change in reading achievement birth through Grade 12. By bringing together diverse perspectives and expertise from these many stakeholders, Pennsylvania will align its strategies and resources toward a common goal of graduating highly literate youth equipped with the knowledge and skills they need to thrive as future workers, family members, and citizens. Members of the Planning Team are identified in Appendix 3 of this application.

Absolute Priority 1: Improving Learning Outcomes: Steven Covey's adage to "begin with the end in mind"[iii] is certainly appropriate when applied to PA striving readers. Improving literacy outcomes for disadvantaged students, birth through Grade 12, is an educational priority for Pennsylvania. Disadvantaged students include, but are not limited to, children who are living in poverty, who are limited English proficient, who are far below grade level, and who have diagnosed disabilities.

The Pennsylvania System of School Assessment (PSSA) data illustrate the magnitude of the achievement gap that currently exists for many Pennsylvania children. Figure 1 shows that as early as Grade 3 there are obvious gaps in reading proficiency levels among Pennsylvania sub-populations. Whereas 81.8% of Grade 3 white children are proficient in reading, only 62.1% of economically disadvantaged students, 52.9% of black students, and 56.4% of Hispanic students are proficient in reading.

Figure 1: 2009- 2010 PSSA Reading Proficiency Levels for Pennsylvania Subgroups



By Grade 11, reading proficiency percentages have dropped to 73.3% (white), 48.5% (economically disadvantaged), 42.4% (black), and 44.8% (Hispanic). Reading proficiency levels for other subgroups, such as English language learners (ELL) and students with Individual Education Plans (IEP), are equally alarming. Improving language and literacy outcomes for PA's disadvantaged students is critical to PA's future. Strategies for improving learning outcomes for disadvantaged students, as defined on page 53 of the SRCL application package, include:

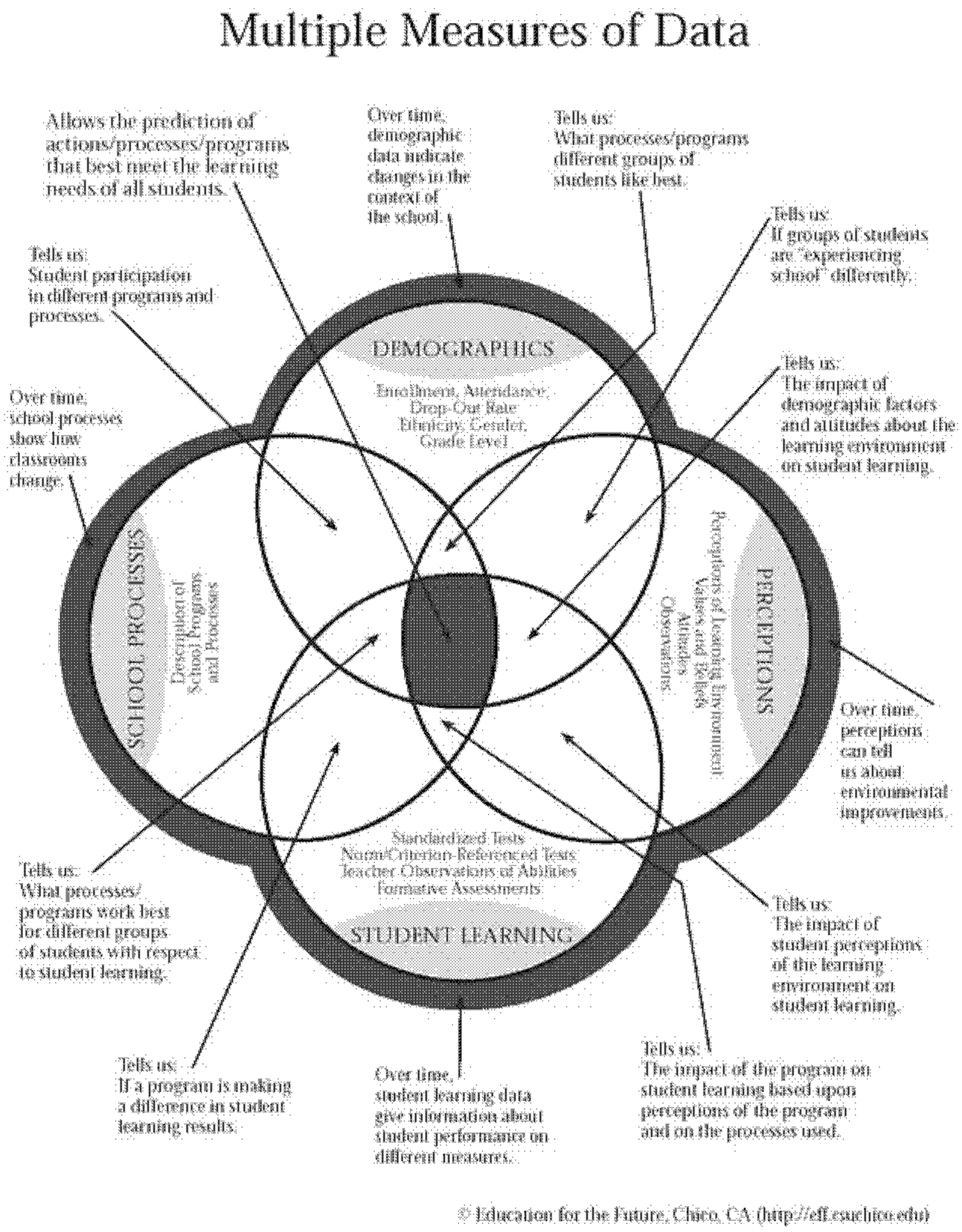
a) *Encouraging school districts to collaborate and align language and literacy instruction with high-quality preschool programs for children and families living in poverty.* At the preschool level, our partnerships with Head Start at the federal level and the Office of Child Development and Early Learning (OCDEL) at the state level will help to ensure that this project reaches those young children who are most at risk of future school failure.

b) *Requiring local educational agencies (LEAs) applying for sub-grant dollars to describe specific, evidence-based strategies for improving instruction with those sub-populations which district and school data indicate are most at risk of not becoming proficient in reading.* While data for decision making is addressed in greater detail under Absolute Priority 2, the correlation between data-based decision making and student achievement must be continuously reinforced.

c) *Providing Innovation Incentive Awards to those sub-grantees that demonstrate the greatest* **growth** *in reading scores within each statutory funding area (Birth through age 5, Kindergarten through Grade 5, Grades 6 through 12).* These awards will begin in year two of the project and will be based on a statistical analysis of sub-grantee performance. Awards will allow exemplar sub-grantees to disseminate best practices across the Commonwealth, seed innovation, and foster a culture of reading excellence in Pennsylvania.

Absolute Priority 2: Enabling More Data-Based Decision Making: By modeling the use of valid and reliable data as a foundation for effective decision making, the Pennsylvania Department of Education (PDE), assisted by PA's 29 intermediate units, will set the tone for the Striving Readers Comprehensive Literacy (SRCL) program. Victoria Bernhardt writes, "A clear and shared vision and leadership play major parts in data-driven decision making. If there is no focus or unified front in a school, there is also no continuum of learning that makes sense for students, and no structure to increase student achievement."[iv] In keeping with Bernhardt's research, PDE will establish a clear vision for data-driven decision making and model the practice in its evaluation design. PA will use Bernhardt's four-dimensional data model as the basis for sub-grantees to assess their current literacy practices and reading outcomes. Bernhardt's multiple measures model (Figure 1, below) will be adapted to focus on language and literacy as viewed through the four dimensions. The real power of this model is in Bernhardt's identification of information that can be gleaned from the intersection of the dimensions – the prediction of actions/processes/programs that best meet the learning needs of all students.

Figure 2: Bernhardt's Multiple Measures of Data (included with permission of the author)



In addition to a four-dimensional needs assessment, PA's specific data-for-decision-making strategies will include:

a) *Regional language and literacy data retreats to help both administrators and teachers fine-tune their literacy plans and access appropriate technical assistance.* While the self-assessment process will be part of the sub-grant application, once sub-grantees have been selected, they will be invited to revisit some of their data during a two-day regional core data retreat. This will provide project evaluators and managers with an opportunity to explain project data collection requirements and data-use expectations.

b) Teacher access to summative data (PSSA, PVAAS, GRADE, DIBELS) for **non-evaluative purposes**. The SRCL program will pilot this process for the first time in PA in an effort to use summative data to empower, rather than evaluate, teachers. Project evaluators will create confidential teacher portals so that teachers can view their own summative classroom data and use it as a diagnostic tool for working with specific students. They can also use it as a tool for self-reflection and continuous improvement. This information will not be available to teacher evaluators or other district leaders. Our premise is that "knowledge is power" and teachers, given the right tools for self-reflection and professional growth, will work hard to improve their day-to-day classroom practice.

c) A robust evaluation design that provides state-level data disaggregated by classroom, school, district, and sub-population in each of the four data-collection dimensions. A unique feature of the statewide evaluation is that it models, on a large scale, the continuous improvement process sub-grantees will be using at the local level in their data retreats. This parallel structure ensures that evaluation data is not only useful to project leaders, but it also has direct application to the work that sub-grantees are doing at the local level. Project evaluation is discussed in greater detail in section A (iv).

d) Access to ongoing data coaching though Pennsylvania's 29 intermediate units (IUs), or educational service agencies, each of which has extensive experience guiding Pennsylvania's school improvement processes with their member school districts. Intermediate units are unique to PA and, as such, worthy of a brief description. IUs are regional educational service organizations founded in 1971 "to provide all students within that intermediate unit all of the advantages of good, progressive education facilities, such as, vocational technical schools, schools for exceptional children, retarded children, health services, and so forth."[v] Over time, IUs evolved from being primarily special education support agencies to full-service educational

service agencies providing both direct services to special populations (special education, adult education, early childhood education) and professional development to teachers of all age groups and disciplines. On average, each intermediate unit supports 15 to 40 school districts and regularly convenes superintendents, curriculum coordinators, principals, and job-alike groups for networking and professional development. As the technical assistance arm of many PDE initiatives, IUs have a great deal of credibility with their local school districts. From a change management standpoint, engaging the IUs as change leaders increases the likelihood of sustainable change in reading.

Competitive Preference Priority

(1) Technology to Address Student Learning Challenges: Brian Ferran, a noted computer scientist, has defined technology as "the stuff that doesn't work yet."[vi] Agreeing with this definition, Douglas Adams of A Hitchhiker's Guide to the Galaxy fame pointed out that before we figured out that chairs needed at least three legs to work well, it was not uncommon for them to "crash" – much as computers do today. Adams argues that is only when technology stops being "technology" that it truly becomes a meaningful tool.[vii] Our goal is to focus on technology as a tool for implementing Universal Design for Learning (UDL).

PA has worked hard to build the infrastructure for taking digital learning to the next level. *Classrooms for the Future* (CFF) is a state program that supported UDL by infusing hardware, software, and, most importantly, professional development for teachers, administrators, and technology coaches into PA schools. In addition, PAIUnet is a statewide, high-speed educational network that enables educators and students throughout PA to create, communicate, collaborate, and share valuable resources to enhance student learning. Increasingly, this high-speed network is providing new opportunities for intermediate units to work collaboratively to bring specialized expertise to even the most remote PA school districts.

In April 2010, a statewide task force was established to promote literacy and increase student engagement using PAIUnet. The task force, which identified technology teacher leaders across the Commonwealth, concluded the following:

- Pennsylvania has invested in both infrastructure and human capital to afford access and high-quality professional development to schools.
- Exemplars and models of technology used to reduce student learning barriers need to be refined and practices disseminated widely across the state. For example, Apple's iPad has been lauded by educators and technology experts for its ability to make the world accessible to learners who previously were unable to consume media easily due to physical barriers.[viii] Its VoiceOver application has made media accessible to the visually impaired[ix] and, for the first time, students with significantly limited mobility find screen navigation possible.[x] With its universal access features such as built-in text-to-speech, voice command, video chat, and magnification, the iPad can function as multiple devices in one gadget for people with different disabilities, from aiding people who are deaf in communication, to providing people with developmental disorders help with tasks and scheduling, to assisting those with learning disabilities in reading and writing.[xi]

However, substantial barriers still exist for teachers to use web-based tools. Concerns over the Children's Internet Protection Act (CIPA) requirements, student safety, and liability continue to restrict access to and the use of these tools. Teachers also require more models for effectively integrating technology through authentic learning experiences and frequent opportunities to use digital technology in their day-to-day lives.

(2) Evidence-Based Rationale for Technology Strategy

Pennsylvania's strategies for using technology to address student learning challenges include:

a) *Immersing teachers in the effective use of technology through the delivery of state leadership activities.* For example, the core technology content offered as part of the state leadership activities will include participation in a virtual learning "conference" where teachers attend sessions, network, and share digital learning strategies without leaving their home or classroom. PAIUnet has multiple options for synchronous and asynchronous content delivery including videoconferencing, video sharing, Moodle, blogs, wikis, and discussion boards. This methodology maximizes resources, reducing content duplication and travel, while increasing follow-up and support. This experiential approach will ensure teachers have a personal and positive technology experience, increasing their digital fluency.

b) *Providing all sub-grantees with core training and ongoing support in the use of digital technology to overcome learning challenges in reading, writing, speaking, and listening.* PA already has a strong technical assistance network for Response to Instruction and Intervention (RtII). Core training will embed universal design principles within the RtII framework specifically targeting Tier one instructional practices. Core training will focus on providing teachers with examples of how technology tools can provide multiple pathways to express and represent information to reach grade-level content standards as well as creative options for developing literacy persistence, stamina, and motivation. By targeting Tier One core instruction, PA can ensure that all students, regardless of race, income, or ability, will have access to robust, student-centered instruction.

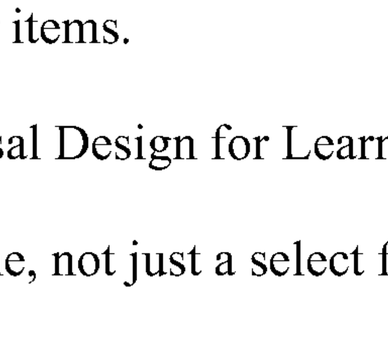
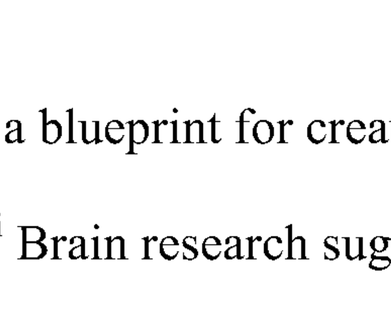
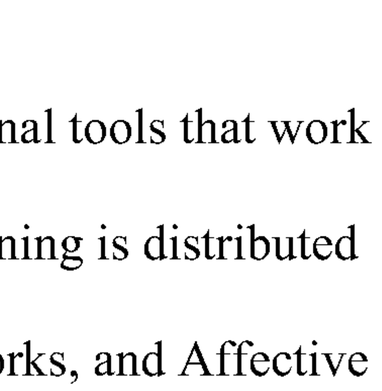
c) *Requiring sub-grantees to link the purchase of technology to specific learning goals or outcomes based on student data.* In this way, PA will reinforce the use of technology as a learning support tool rather than as a new and challenging content area. For example, leveling the playing field is a national education goal for students with limited English proficiency, students with diagnosed disabilities, students with economic disadvantages, and others with

special needs. Digital technology can enlarge fonts, translate text into multiple languages, convert text to speech, correct spelling mistakes – the possibilities for customizing learning are endless. By linking technology purchases back to student achievement data, Pennsylvania can reinforce data-based decision making and assist schools in targeting specific students, content areas, or skills that would be the most impacted by additional hardware.

d) *Using the Internet to keep parents, teachers, school leaders, and other stakeholders apprised of project activities and outcomes.* Increasingly, school websites provide information to parents and students about homework assignments, grades, instructional resources, absences, and many other items.

Universal Design for Learning (UDL) is a blueprint for creating instructional tools that work for everyone, not just a select few learners.[xii] Brain research suggests that learning is distributed across three interconnected networks: Recognition Networks, Strategic Networks, and Affective Networks.[xiii] Figure 3 illustrates these three networks and the tasks associated with each.

Figure 3: Brain Research on Learning Networks[xiv]

Recognition Networks	**Strategic Networks**	**Affective Networks**
		
The "what" of learning. Recognition networks assist learners in gathering facts, categorizing information, or recognizing items such as a literary style.	The "how" of learning. Strategic networks assist learners in organizing and expressing ideas, planning, and tasks such as writing or solving a math problem.	The "why" of learning. Affective networks assist learners in becoming engaged and staying motivated.

UDL builds upon current brain research by 1) representing information in multiple formats and media, 2) providing multiple avenues for student expression, and 3) providing multiple ways

to engage and motivate students.[xv] The core technology training will focus on helping teachers understand brain research, UDL, and how digital technology can be a powerful and dynamic learning tool for all students.

A. Quality of State-Level Activities

(i) How the SEA will carry out state-level activities: The *Keystones to Opportunity* project will dramatically increase reading achievement among students in danger of academic failure, birth through Grade 12, in Pennsylvania by:

1) Awarding $38,000,000.00 annually in sub-grant funds to eligible Local Educational Agencies (LEAs) and Early Childhood Education Programs to consistently and pervasively improve language and literacy using scientifically based reading research and evidence-based language and literacy strategies;

2) Providing research-based core professional development and technical assistance to sub-grantees using PA's intermediate unit structure as a tactical delivery system; and

3) Igniting and supporting a statewide culture change in PA classrooms, schools, districts, and communities by involving all literacy stakeholders in the planning, implementation, and evaluation of the PA state literacy plan.

A gap analysis conducted by the Planning Team identified several gaps in PA's approach to language and literacy. These gaps became the basis for PA's Striving Readers Comprehensive Literacy (SRCL) application titled *Keystones to Opportunity: Pennsylvania's Vision for Sustainable Growth in Reading Achievement*. The Planning Team deliberately selected this title for PA's SRCL application to underscore the role of literacy as a foundation for learning.

Alignment with, and Support for, Pennsylvania's State Literacy Plan: PA's many literacy initiatives could be characterized as disparate parts of a missing whole. The initiatives themselves may be excellent, but their relationship to the overall literacy vision for PA has been

unclear. Fortunately, that is about to change. As a result of the Striving Readers formula grant, PA has an updated strategic vision for literacy (state literacy plan) that has been the springboard and impetus for this grant application. Guiding principles, created during development of the State Literacy Plan, helped to identify systemic gaps in language and literacy instruction.

Table 2: PA State Literacy Plan Guiding Principles

1. Literacy is a foundation for learning and a "keystone to opportunity." Literacy instruction must be extended into academic disciplines as a means of developing the literacy competencies essential for students to be college and career ready.
2. All students are entitled to build their literacy competencies. Students' cultural experiences, including language, must be taken into consideration as a means of enhancing student learning and the motivation to learn. Moreover, differentiation of instruction is a critical element of instruction.
3. High-quality literacy instruction must be grounded in evidence-based practice. Research on effective instructional practices must be implemented in PA classrooms.
4. Shared responsibility for literacy learning–among families, community, and educational professions–is essential for improved student learning.
5. The professional learning of educators is critical if they are to be able to address the challenges of 21st century literacy. Such learning must be based on the evidence about improving schools, adult learning, etc.

PA's State Literacy Plan remains an evergreen document, continuously improved and updated based on emerging research in literacy. PA is in the final stages of a major revision of the plan, implementation of which would coincide with the launch of this project. The SRCL offers a timely strategy for infusing this document into daily practice.

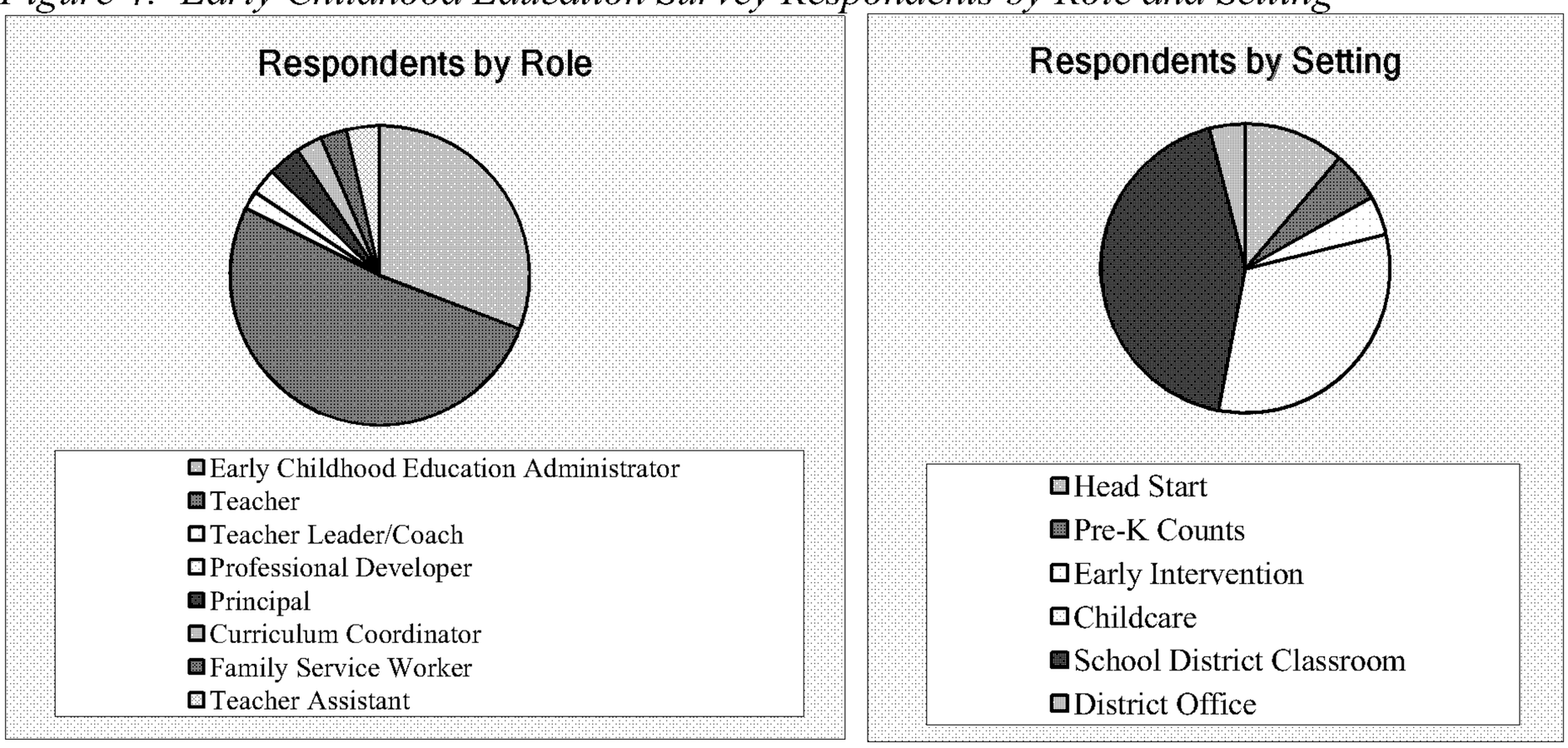
Alignment with Other Federal Program and Dollars: Not only were PA federal program staff involved in the development of this application, but PA sub-grant applications will be scored on how well LEAs propose to align their district's existing state and federal funding with SRCL dollars. In these challenging economic times, money cannot be wasted in the duplication of effort. Conversations with federal partners, such as the Region III Head Start Technical Assistance Office, helped to create a project design that would foster alignment among federal and state literacy programs. Representatives of the IDEA technical assistance system, as well as Penn State University, home to PA's Career and Technical Education Resource Center, also

provided input into this application. This diversity of perspectives has helped to build a strong application and a supportive implementation community.

Birth to Grade 12 Continuum for Sub-grants: While the sub-grantee competition is described in greater detail in Section B of this application, it is important to note that PA will expect each sub-grantee to submit a comprehensive needs assessment, gap analysis, and funding request spanning birth through Grade 12. The Planning Team based this decision on a wealth of data suggesting that the chasm between preschool and Kindergarten in PA is a very serious problem that needs to be addressed systemically. If the LEA is not the primary provider of early childhood services, it will need to partner with the local provider(s) serving those young children most at risk of school failure.

In April 2010, as part of a National Institute for School Leadership (NISL) training project, 283 early childhood practitioners in PA completed surveys related to their preschool beliefs and practices.[xvi] Figure 4 illustrates the breakdown of respondents by both role and setting.

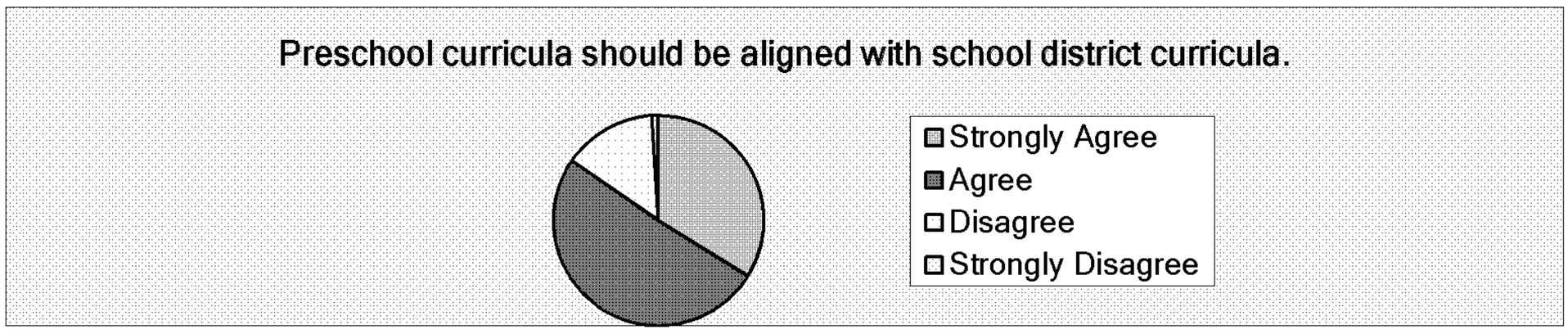
Figure 4: Early Childhood Education Survey Respondents by Role and Setting



The majority of respondents were teachers, with a little less than half of them working in a school district setting. More than 90% of respondents agreed there are significant differences in quality among preschool settings. This belief did not differ significantly among respondents.

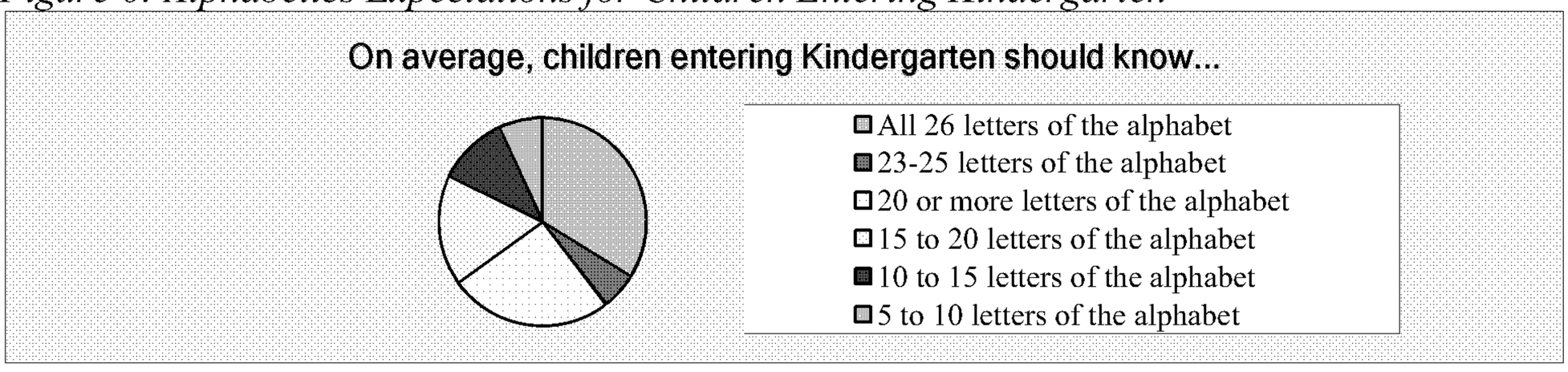
There was a clear reticence on the part of many practitioners to align their literacy curricula with that of other types of providers. Over 15% of respondents ***disagreed*** that curricula should be aligned between preschool and elementary school. Further, while 84% agreed that the curricula should be aligned, only 34% "strongly agreed" (Figure 5). Numerous studies have shown that early cognitive and linguistic development is closely linked with reading achievement in the primary grades.[xvii] There is also irrefutable evidence that cognitive and linguistic development can be enhanced through systematic and intentional efforts in preschool.[xviii] Thus, it is troubling that many of PA's early childhood practitioners do not see the importance of aligned curricula.

Figure 5: Alignment of Curricula between Preschool and Elementary School



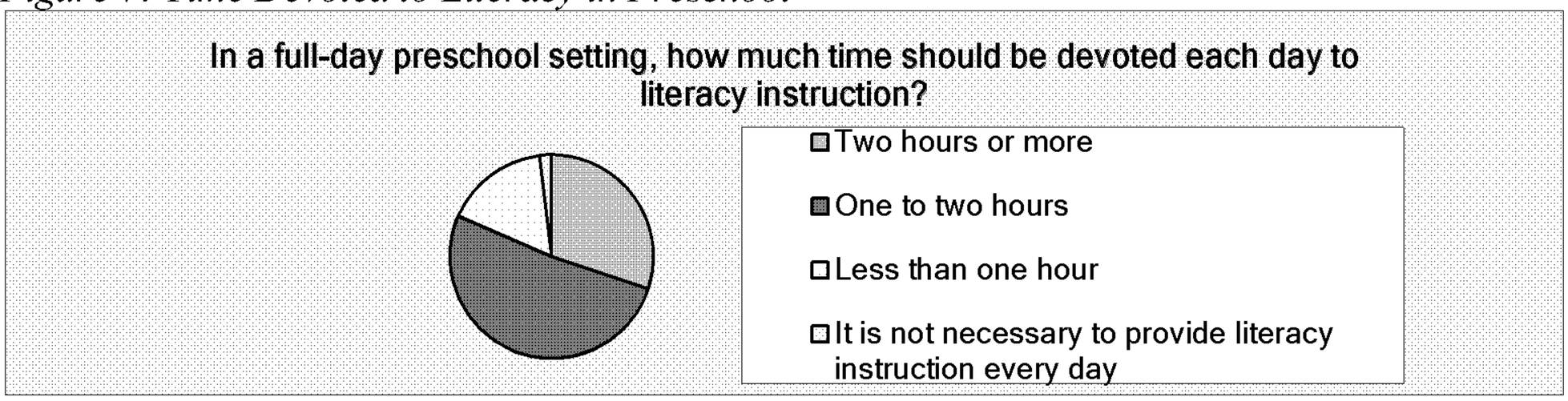
In addressing this issue, PA has looked to the research findings outlined in *Developing Early Literacy: Report of the National Early Literacy Panel.*[xix] The panel's primary purpose was to synthesize early learning research to inform policy and practice decisions that affect early literacy development, and to determine how teachers and families can support young children's language and literacy development.[xx] Figure 6 suggests that even in the area of alphabetics, providers lack consensus about what children need to know when entering Kindergarten.

Figure 6: Alphabetics Expectations for Children Entering Kindergarten



Not surprisingly, survey respondents were equally uncertain how much time should be devoted to literacy in a preschool setting (Figure 7). With growing evidence that future academic failure can be predicted as early as the third grade,[xxi] Pennsylvania must take concrete steps to bridge the chasm that exists between preschool and elementary school. As Dickenson has noted, the amount of exposure to language is critical. [xxii] If we are to accelerate a child's language acquisition, we need to maximize every opportunity for one-on-one discourse, including meal time, breaks, and designated times with parents in the home.

Figure 7: Time Devoted to Literacy in Preschool



The PA System of School Assessment (PSSA) data indicate that preschool to Kindergarten is not the only instructional chasm in PA. Figure 1, discussed under Absolute Priority 1, illustrates the chasm between Grade 3 and Grade 5, and Grades 8 and 11. The Grade 5 dip in PSSA scores for all populations has been a topic of grave concern and speculation in PA.

(ii) SEA Goals for Improving Student Literacy Outcomes throughout the State: Based on the gaps identified by the Planning Team, the following project goals and strategies were developed for PA's *Keystones to Opportunity* project.

Table 3: Identified Literacy Gaps, Project Goals, and Strategies for Improvement

Identified Gap: Lack of alignment among PA literacy initiatives.
Goal 1: Align literacy instruction and state initiatives along the birth to Grade 12 continuum at the state level and provide guidance to sub-grantees in aligning local literacy initiatives.
Strategies: • Promote the use of PA's *Standards Aligned System* (SAS) portal as the *Keystone to Opportunity* "one-stop" resource center and technical assistance hub. • Use Pennsylvania's IUs as a tactical delivery system for SRCL professional development. • Use a comprehensive Literacy Self-Assessment to help applicants identify strengths and gaps

in their local literacy continuum. • Create core training in the area of Transition to help sub-grantees address chasms.
Identified Gap: Confusion about the definition of literacy, the elements of effective literacy instruction, and stakeholder responsibility for literacy instruction.
Goal 2: Demystify the language and essential elements of effective literacy instruction, and mobilize all stakeholders in support of improved literacy outcomes.
Strategies: • Create a comprehensive glossary of literacy terms to serve as an addendum to PA's State Literacy Plan. • Create a statewide media and marketing campaign around the need for a highly literate workforce and citizenry with targeted materials designed to mobilize each stakeholder group. • Regularly convene a Guiding Coalition with representation from each stakeholder group to provide guidance and advice related to project activities, formative evaluation, and buy-in. • Implement core training in the Building Blocks of Literacy. • Implement core training in the Common Core Standards and LDC. • Require sub-grantees to tie literacy improvement strategies to scientifically-based reading research and evidence-based literacy practices. • Implement core training in Family Literacy and Parent Engagement to help educators understand the importance of involving family members in literacy development.
Identified Gap: Tremendous variability in the use of valid and reliable data to guide instructional decision making.
Goal 3: Provide structures, supports, and tools for school leaders and teachers to use valid and reliable data to guide instructional decision making in language and literacy.
Strategies: • Convene sub-grantees for an annual data retreat facilitated by the PA Value Added Assessment System (PVAAS) team. • Develop routine data protocols for school leaders and teachers based on Bernhardt's work. • Empower teachers to use data for decision making by providing ***non-evaluative*** access to PSSA, PVAAS, GRADE, and DIBELS scores. • Create a core Reading Apprenticeship program training to facilitate reflective practice in reading, language, and literacy.
Identified Gap: Variability in literacy environments that prevent ALL children from being engaged in reading, writing, speaking listening and language skills.
Goal 4: Create 21st century literacy environments where children can acquire the reading, writing, speaking, listening, and language skills they need to succeed academically.
Strategies: • Expect sub-grantees to continuously improve birth-to-three literacy environments based on SBRR as measured by the Infant Toddler Environmental Rating Scale (ITERS-R). • Expect sub-grantees to continuously improve preschool literacy environments based on SBRR as measured by the Early Childhood Environmental Rating Scale (ECERS-R). • Expect elementary, middle, and high school teachers to continuously improve literacy environments as measured by the Higher-Order Thinking, Engagement, Authenticity, and Technology (HEAT) observation tool. • Implement research-based core training in UDL and Digital Technology. • Implement research-based core training in Navigating Content Areas with ELL. • Implement research-based core training in Supporting Learners with Special Needs.

Identified Gap: Insufficient models of research-based literacy practice at the local level.
Goal 5: Seed innovation by incentivizing and disseminating research-based literacy strategies that result in exceptional reading growth.
Strategies: • Reward the schools/programs/districts with the best student achievement results with dissemination dollars to share research-based best practices with schools throughout PA. • Create an Innovation Showcase Publication highlighting project successes in each segment of the learning continuum. • Encourage sub-grantees to submit items to the "Publish Your Best" in the SAS portal.

(iii)How the SEA Will Provide Technical Assistance and Support to Sub-grantees:

Pennsylvania's 29 intermediate units (IUs) will be the primary supports for sub-grantees. Working as consortia in three regions, IUs will deliver core training and ongoing technical assistance to sub-grantees. Pennsylvania intermediate units are the tactical delivery system for the state leadership goals and objectives.

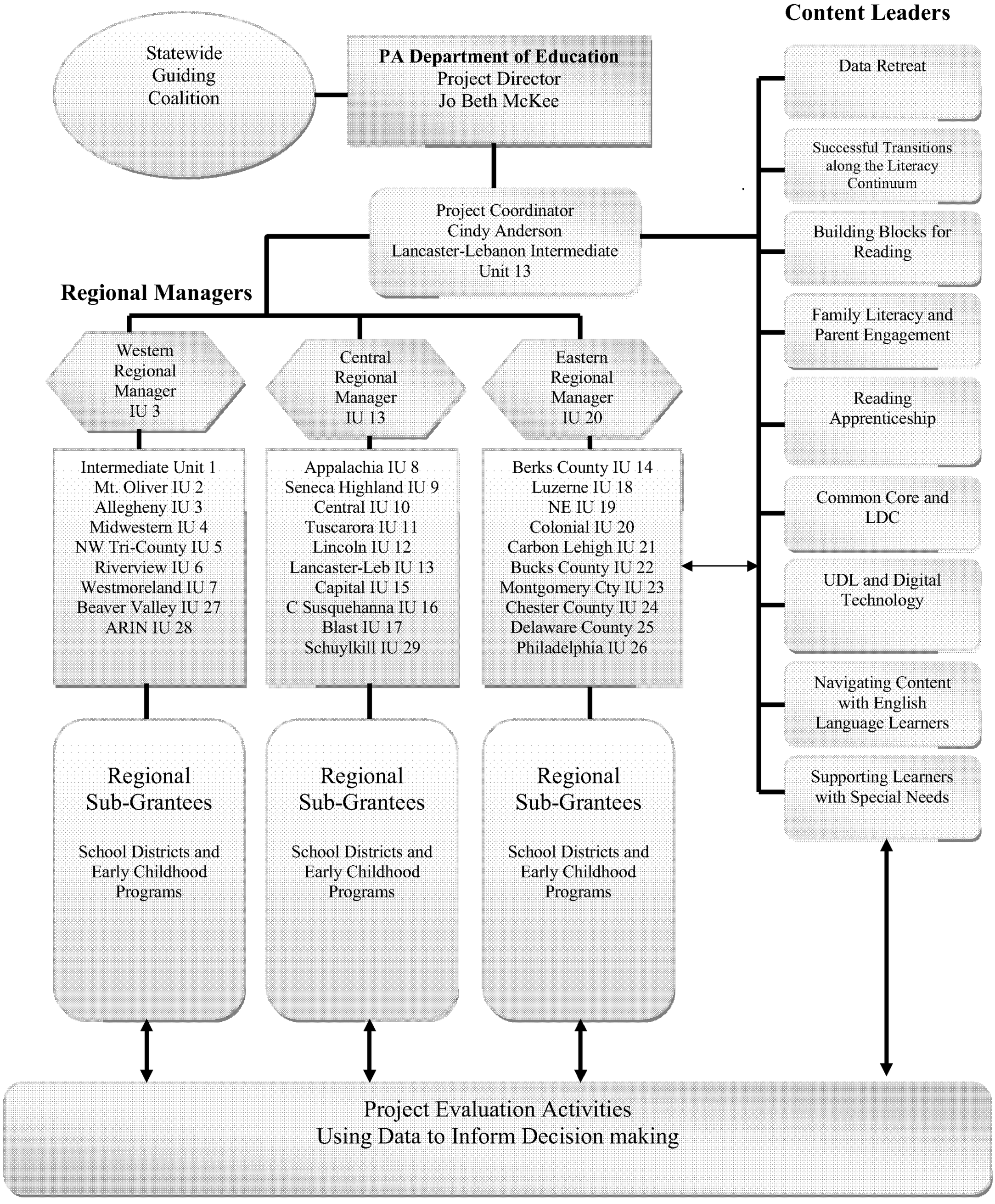
Creating Sustainable Change: PA's approach to state leadership is based on John Kotter's model of effective change management.[xxiii] Table 4 illustrates how Kotter's eight steps have been incorporated into the design of this application to create sustainable change in reading.

Table 4: Kotter's 8-Step Change Model as a Frame for Project Activities

Kotter's 8 Step Model for Sustainable Change	**Related Project Strategy**
Create a sense of urgency.	Use of PSSA and PVAAS data to show that Pennsylvania students are not graduating college and career ready in one of the most difficult economic climates since the Great Depression.
Pull together a guiding team.	Establishing a Guiding Coalition with representation from existing and emerging stakeholder groups.
Develop the vision and strategy.	*Keystones to Opportunity: PA's Vision for Sustainable Reading Achievement* and PA's Revised State Literacy Plan.
Communicate for understanding and buy-in.	SRCL Media and Marketing campaign designed to mobilize all Pennsylvanians in support of literacy.
Empower others to act.	Use of IUs as the tactical delivery system for technical assistance. Teacher access to summative data for non-evaluative purposes.
Produce short-term wins.	Innovation Incentive Awards and Innovation Showcase publication.
Don't let up.	Continuous improvement through data-based decision making at the state, regional, and local levels.
Create a new and sustainable culture.	Infusion of evidence-based literacy practices into all parts of Pennsylvania's instructional system.

Figure 8 details Pennsylvania's state leadership and technical assistance model.

Figure 8: Keystones to Opportunity Technical Assistance and Support Logic Model



Overview of PA Strategies for Success

Aligning Literacy Instruction using the Standards Aligned System (SAS) Portal: Pennsylvania's SAS Portal, http://www.pdesas.org/, is a virtual "one stop" for educators and others in the areas

of clear standards, fair assessments, curriculum frameworks, instruction, materials and resources, and interventions. This framework will be used: 1) as a basis for creating the School Processes data needs assessment; 2) as the home for Pennsylvania's State Literacy Plan; 3) as an instructional resource for school leaders, teachers, and others; and 4) as the platform for the *Keystone to Opportunity* virtual community.

The Clear Standards section of the portal has all of the academic standards for each grade level including Pennsylvania's Early Learning Standards, the Common Core Standards, and Pennsylvania's English Language Proficiency Standards. The Fair Assessment section houses a collection of evaluation tools including summative, formative, benchmark, and diagnostic assessments. Drawn from the Academic Standards, the Curriculum Framework section presents content by grade level and subject, incorporating big ideas, concepts, competencies, and essential questions. The Instruction section is a collection of videos and other digital resources that highlight effective teaching strategies. The Materials and Resources section is a collection of curricular assets that assists educators, including voluntary model curriculum with learning progressions, units and lesson plans, and resources. The Interventions section suggests supports that might help students to meet/exceed grade-level expectations.

One of the most exciting features of SAS is the Teacher Tools section of the portal. This section allows registered users access to a personal portfolio of resources and to share those resources with others through a website. SAS Learning Communities provide users with the

ability to communicate and collaborate with educators from across the Commonwealth via threaded discussion forums and blogs. Learning Communities may be comprised of educators who teach the same subject areas or grade levels, or may focus on a particular instructional strategy or professional interest. By forming a *Keystones to Opportunity Learning Community* on SAS, sub-grantees will have an opportunity to share evidence-based resources and materials. By locating key project information on SAS, *Keystones to Opportunity* will help to reinforce SAS as the virtual "one stop."

Pennsylvania's Intermediate Units as a Tactical Delivery System: Pennsylvania's intermediate units have been at the heart of the school improvement process since its inception. Moreover, as agencies that were created to provide special education services to school districts, they are well versed in the research and practice related to serving special populations effectively. Each of Pennsylvania's school districts is a member of an intermediate unit and is used to looking to its local IU for leadership, research, professional development, and technology support. Using the IU structure in this way routinizes research-based literacy practice and ensures sustainability past the grant period.

Comprehensive Literacy Self-Assessment: The Comprehensive Literacy Self-Assessment is a tool that will be created to guide local sub-grant applicants in identifying literacy gaps locally. Table 6 in Section B (iii) provides an outline of the content of the Self-Assessment. By asking applicants to use the same tool to assess their literacy gaps, it will be easier for the reviewers to score applications and ensure that LEAs do not overlook a key area of need.

Glossary of Literacy Terms: The decision to add a literacy glossary to the State Literacy Plan grew out of the Planning Team's constant need to stop and define the terms they were using in discussions of literacy. Just as young children get confused if different teachers use different terms to describe reading skills, practitioners also get confused when literacy terms are bandied

about with an expectation that everyone understands what is being discussed. Universal Design for Learning is a good example of this. People use UDL to mean all kinds of things that are not necessarily related to providing multiple ways to engage and motivate learners.

Statewide Literacy Media and Marketing Campaign: Demystifying literacy is a challenge for all educators, but it is essential if Pennsylvania is to mobilize parents and community members as supports for striving readers. Dialogic reading, for example, is something every parent can do with his/her child to foster acquisition of language. It is not a difficult technique, but, unfortunately, many parents do not know how to create a dialogue with their child around text. As part of this project, the PA Department of Education will work with a marketing and media consultant to define Pennsylvania's literacy target markets, develop a marketing message for each target market, disseminate that message via the intermediate unit structure, and create marketing metrics for measuring overall marketing effectiveness.

Role of the Guiding Coalition: PA's Guiding Coalition will consist of diverse stakeholders from across the Commonwealth, as described in Appendix 3. In addition to state agency, school leader, and teacher representation, PA is particularly interested in engaging parent-teacher organization (PTO) representatives and representatives of the Head Start Policy Councils. Parent involvement at the advisory level is a linking pin to broad community dissemination.

Building Blocks of Literacy Core Training: This training module is designed primarily for elementary school teachers. It will focus on: a) which oral language skills (vocabulary and comprehension) to teach and how to explicitly teach selected vocabulary in a variety of contexts, b) how to develop and teach children letter names and sound knowledge, c) the full range of phonological awareness components and how to explicitly teach them in an engaging manner, and d) the full range of print awareness skills and how to teach these skills explicitly.[xxiv]

Core Training in Transition: The core training in Transition is designed to provide sub-grantees with an understanding of transition issues with all age groups and sub-populations. For example, Gutman and Midgley's work on supporting the achievement of African-American students during the middle school transition provides insights into the role of the school and the family.[xxv] This core training will not only explore the research related to preschool transition to Kindergarten, but it will explore the research related to other age groups and sub-populations.

The Common Core and Literacy Design Collaborative: PA is currently working, with support from the Bill and Melinda Gates Foundation, to introduce the Common Core Standards through formative assessment. The Literacy Design Collaborative (LDC) is a framework that distributes accountability for the Common Core across all of the secondary content areas. In involves teaching tasks (formative assessments), instructional modules with classroom-based summative assessments, syllabi that provide the context for instructional modules, proficiency-based assessment, and a literacy blueprint that makes instructional ladders explicit.

Family Literacy and Parent Engagement: PA has a strong state family literacy initiative with local providers across the state. It also has a distributed technical assistance system and a statewide evaluation administered through the Goodling Institute for Research in Family Literacy at Penn State University. This core training will introduce sub-grantees to the four components of family literacy (early childhood education, adult basic education, parent support, and interactive literacy activities for parents and children). It will also cover the research base behind family literacy and encourage sub-grantees to form linkages with local providers.

Reading Apprenticeship (RA) Core Training: RA is a research-based framework which supports middle school, high school, and community college students at all levels to develop positive literacy identities and engage with challenging academic texts. Typical instructional strategies for struggling readers involve simplifying, slowing the pace, and often abandoning

more rigorous course work with the tacit understanding that the students are simply not capable of performing at grade-appropriate levels of rigor, virtually assuring low levels of achievement for students who are already behind.[xxvi] In contrast, the RA model is based on research showing that most students are capable of complex thinking and carrying out scientific, historical, and literary inquiry, but have not been given the skills or self-confidence to approach these tasks effectively.[xxvii] Unique among literacy programs, RA addresses students' motivational needs while building skills and knowledge for subject-specific literacy tasks, strengthening students' view of themselves as readers, and yielding strong, documented gains in student achievement.

UDL and Digital Technology was discussed at length under Competitive Priority 1. This core training will be available to teachers of all age groups.

Supporting Learners with Special Needs: This training will focus on UDL as a technique for supporting all students with special needs, particularly Tier 2 and Tier 3 students. Research related to inclusion will be discussed and accommodations for various exceptionalities will be explored. Special emphasis will be placed on those research-based strategies that are linked to improvements in student assessment outcomes.

Navigating the Content Areas with English Language Learners: There are many research-based tools and strategies available to help English language learners navigate secondary content. This core training will cover the English Language Proficiency Standards, language acquisition theory and concrete strategies for helping learners navigate content. Table 5 details the ten areas for baseline training and the target audiences for each area. Content leads have been identified in each of the ten areas based on expertise. Vitas are included in Appendix 2.

Table 5: Core Professional Development by Target Group

	Birth - 5 Teachers	Elem. School Teachers	Middle School Teachers	High School Teachers	Reading Teachers	ELL Teachers	Special Education Teachers
Using Data for Decision Making	X	X	X	X	X	X	X
Successful Transitions along	X	X	X	X	X	X	X

the Literacy Continuum							
Building Blocks for Reading	X	X	X	X	XS	X	X
Family Literacy and Parent Engagement	X	X	X		X	X	X
Reading Apprenticeship			X	X	X	X	X
The Common Core and Literacy Design Collaborative			X	X	X	X	X
UDL and Digital Technology	X	X	X	X	X	X	X
Navigating Content with ELL	X	X	X	X	X	X	X
Supporting Learners with Special Needs	X	X	X	X	X	X	X

Often, teachers are the passive recipients of training rather than co-designers of an intervention. Real collaboration occurs when teachers function as data collectors, as originators of good ideas, and as professionals with a knowledge base.[xxviii]

Non-Training Strategies

Creating 21st Century Literacy Environments: There is a direct correlation between rich literacy environments and achievement in literacy, particularly for children from at-risk populations.[xxix] Research has shown that teachers can be trained to design and implement print-rich classroom environments when pertinent information about the design of space, amount, utility, appropriateness, presence, proximity, types, and arrangement of literacy tools and props is made available to them.[xxx] Language-rich environments develop as teachers interact with learners, repeat and extend language, ask open-ended questions, engage in conversations, and model purposeful experiences with print.[xxxi] This is true for every age group from birth through Grade 12. To that end, sub-grantees will use the Infant Toddler Environment Rating Scales (ITERS-R) to assess birth-to-three environments, the Early Childhood Environmental Rating Scale (ECERS-R) to assess Preschool literacy environments, and the Higher-Order Thinking, Engagement, Authenticity, and Technology (HEAT) observation tool to assess environmental effectiveness K through Grade 12. These tools not only measure changes in the literacy

environment, but they also outline what an effective literacy environment looks like. Thus, the instrument itself is both an instructional and measurement tool.

Seeding Innovation by Rewarding Student Growth in Reading: All too often, a district's academic success is rewarded with decreased eligibility for funding due to the decreased academic "need" of students. During Years 2 through 5, the *Keystones to Opportunity* project will provide the ten percent of sub-grantees that have achieved the greatest growth in each of the statutory areas with an opportunity to apply for Innovation Incentive Awards. Using PVAAS growth data, the top 10% of sub-grantees will be invited to apply for these additional funds to share their research-based strategies with their colleagues. The application will require the sub-grantee to explain the research-based literacy practices and innovative strategies that have led to the LEA, School, or Program's significant growth in reading scores. In addition, sub-grantees will be expected to show accelerated growth in literacy as defined by the benchmarks established through the sub-grantee process. Based on the application and a subsequent site visit, one award winner from each of the following areas will be selected annually: Birth to age 5, K- Grade 2, Grade 3- Grade 5, Grade 6- Grade 8, and Grade 9-Grade 12. Award winners will be featured at the annual grantee meeting, in the Innovation Showcase publication, and will be given dissemination funds to share their expertise with other grantees. This strategy supports Kotter's 6th step for sustainable change – Promote Short-Term Wins. Nothing creates success like success. By showcasing successful sub-grantees each year, PA will not only reward their efforts, but the state will also disseminate the message that *Keystones to Opportunity* is supporting reading achievement. In this difficult educational climate, it is imperative that education adequately communicates to its community stakeholders the significant strides it is making in student achievement.

Evaluation Plan

Two nationally known organizations will collaborate on the *Keystones to Opportunity* project evaluation: The Collaborative for Evaluation and Assessment Capacity (CEAC) at the University of Pittsburgh and SAS EVAAS, Inc. for K-12. These two organizations were selected to participate in this evaluation because each brings a level of expertise in a specific area critical to project success. In addition, the reputation of both organizations within their respective spheres is unparalleled. Vitas for key evaluation staff are included in Appendix 2.

There are four dimensions to the evaluation plan, based on the Bernhardt's logic model. Again, this the same logic model that sub-grantees will be asked to use to guide districts' continuous improvement efforts. In this way, the program will model the use of data for decision making at the state level and help to provide SRCL districts with a common data set. Dimensions 1 and 2 are largely quantitative, focusing on demographics and student learning. SAS EVAAS, Inc. for K-12 will take the lead on these two dimensions.

Dimensions 3 and 4 are primarily qualitative and focus on school processes and perceptions. CEAC at the University of Pittsburgh will take the lead on these two dimensions. A mixed-method design enhances evaluation efforts and allows for data to be triangulated in order to test the consistency of findings, stimulate future research questions, and provide opportunities to expand upon trends and themes observed in evaluation findings. CECAC will also take the lead on the overall evaluation report, synthesizing information from all four dimensions to bring meaning to the data and to generate comprehensive project findings and recommendations.

Demographic and student outcome data will be collected and analyzed by SAS EVAAS. As the most comprehensive reporting package of value-added metrics available in the educational market, SAS EVAAS provides valuable diagnostic information about past practices and reports on students' predicted success probabilities at numerous academic milestones. By identifying

which students are at risk, educators can be proactive, making sound instructional choices and using resources more strategically to ensure that every student has the chance to succeed.

Dimension 1 Evaluation Data: Statewide, District and Target Group Demographic Data: The first dimension of the evaluation will be a comparison of the demographic data between groups. Due to SAS collecting statewide data from the PVAAS system, they already have student level demographic data for all students in grades 3-8 and 11. This demographic data includes free and reduced lunch, race, ethnicity, special education, limited English Percentage, Title 1, Title 3, Migrant, and Graduation rate at the School level. This will be supplemented with the collection of project specific data and data on students, birth through Grade 2. Using this information, the team can aggregate those demographic variables at different levels and for different groups to answer the following questions:

Table 6: Demographic Data Evaluation Questions

1) Is Pennsylvania's SRCL project reaching the most educationally disadvantaged students from birth through Grade 12?
2) How do the demographics of sub-grantee districts compare to PA demographics as a whole?
3) How do the demographics of the target population within each district compare to the demographics of the district as a whole, and PA demographics as a whole?

If there are any other demographic variables that need to be collected this can be done using a secure File Transfer Protocol (FTP) account at each district or one aggregate file from the state that will include all of the information needed. Approximately 172 of the districts in PA already have FTP accounts with SAS through other PDE projects that are currently in place.

Dimension 2 Evaluation Data: Statewide, District, and Target Group Learning Outcomes: The second dimension of SAS involvement in this proposal is determining if the SRCL programs are improving student learning in terms of achievement and progress. In PA, progress measures currently occur at the district and school level using the PSSA data or PVAAS data and at the district level using other assessments such as Dibels and GRADE. To measure

progress for these programs, similar methods will be used as are used in PVAAS, Pennsylvania's approved growth model. Specific research questions to be addressed are:

Table 7: Learning Outcome Evaluation Questions

1) Is Pennsylvania's SRCL improving the language and literacy achievement of participating students from birth through grade 12 in the Commonwealth?
2) Is Pennsylvania increasing the number of students in the Commonwealth who are graduating from high school and are college and career ready?
3) How does the language and literacy achievement of SRCL districts compare to PA districts as a whole for each age group (birth to age 3; ages 3 to 5; K to grade 5; grades 6 to 8; and grades 9 to 12)?
4) How does the language and literacy achievement of SRCL target groups compare to overall district and state achievement for each age group?
5) How does the language and literacy achievement of SRCL target groups differ for key subgroups (economically disadvantaged, ELL, IEP, white, black, Hispanic) within each age group?
6) Which state leadership activities are positively correlated with student growth?

In grades 3-8 and 11, SAS currently has statewide student assessment data with the PSSA test. Using our existing data, SAS has student assessment data in 172 districts in different types of assessments. Some of these assessments include GRADE, Dibels, 4sight, and other such tests. Measures of progress and achievement will be obtained using this information.

Using the percentage of students who are graduating currently in the PVAAS system, research question 2 can be answered looking over time. College and career ready status can be obtained using student level projection data. Questions 3-5 will be examined using measures of achievement and progress where necessary. These measures of achievement in ages below 4th grade will need to be made using other data than exists in the PVAAS system. Other data can be obtained using the existing EAP information, as well as new data uploads through FTP.

The GPRA measures are the data that PDE will be required to collect and report on annually. There are 4 GPRA measures:

Table 8: GPRA Measures included in Student Outcome Evaluation

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

	language skills.
2)	The percentage of participating 5th grade students who meet or exceed proficiency on State English language arts assessments under section 1111(b)(3) of the ESEA, including those students who demonstrate adequate growth under the State's Department-approved growth model and are counted as meeting of exceeding proficiency for purposes of accountability determinations.
3)	The percentage of participating 8th grade students who meet or exceed proficiency on State English language arts assessments under section 1111(b)(3) of the ESEA, including those students who demonstrate adequate growth under the State's Department-approved growth model and are counted as meeting of exceeding proficiency for purposes of accountability determinations.
4)	The percentage of participating high school students who meet or exceed proficiency on State English language arts assessments under section 1111(b)(3) of the ESEA, including those students who demonstrate adequate growth under the State's Department-approved growth model and are counted as meeting of exceeding proficiency for purposes of accountability determinations.

Questions 2-4 can be answered currently using the PVAAS system. Question 1 must be answered using statistical measures like the ones used in reporting that is currently being done for PDE.

The evaluation must also be done looking at the classroom level. This requires additional information to aggregate student achievement and progress to the teacher or classroom level. To obtain this information, the EVAAS application will provide functionality to allow teachers to select individual students taught in a particular school year by test, subject and grade. If the students do not exist in the current PVAAS system, then those students could be added and linked through the same application. The interface would include data entry for items such as attendance and percent of instructional time. The items for data entry will be customizable.

After the claiming process is completed, there will be an opportunity for teacher verification. Once the teacher-student data is processed and if desired, a teacher value-added report will be available for the teacher within the EVAAS application. A teacher will log into EVAAS and view his/her report and have access to the student data for the students included in the teacher value added analysis. This access to the teacher report would be secure.

Teacher summary report data could be made available to designated project management personnel. This access would be handled within the security framework of the EVAAS application. For the claiming process and viewing the teacher report, support materials would be provided in the form of help files within the application and a user guide. The EVAAS team could also offer a series of webinars and possibly some short video training modules. By having student-teacher level linkages along with all of the student assessment data, research questions such as the one below could be examined:

1. What impact does giving teachers access to classroom summative data for non-evaluative purposes have on student achievement?

Once the grant programs have been put into place and the data has been uploaded and collected, SAS can begin the evaluation part of the grant. This evaluation cannot begin in some of the grades without at least two data points. More specifically, we would need two time points in which the students have tested for a measure of progress, which could take more time in grades before the standard PSSA testing if that data does not already exist.

Dimensions 3 and 4: School Processes and Perceptions: Moving on to dimensions 3 and 4, and utilizing the program's guiding research questions, the following evaluation activities and data sources are recommended for the evaluation plan.

Table 9: Evaluation Questions for Data Dimensions Three and Four

1) To what degree has Pennsylvania's SRCLP aligned literacy instruction and initiatives along the birth to grade 12 learning continuum?
2) To what degree has Pennsylvania's SRCL demystified the language and essential elements of effective literacy instruction?
3) To what degree has Pennsylvania's SRCL improved the literacy environments for students in each age group (birth to age 3, age 3- age 5, K- Grade 5, Grades 6-8, Grades 9-12)?
4) To what degree have Pennsylvania's Innovation Incentives been effective in disseminating best practices in literacy?
5) To what degree has Pennsylvania's SRCL content training increased the capacity of PA Intermediate Units to deliver high quality literacy professional development to their member school districts?

6) To what degree has PA's SRCLP been effective in changing stakeholder perceptions and activities related to language and literacy?

Evaluation Activities: The following evaluation activities are designed to primarily evaluate teachers' practices in literacy instruction to understand whether or not the interventions were implemented with fidelity and the extent to which the level of implementation attains the defined outcomes. As discussed below, the primary group of participants will be the teachers enacting the interventions promoted by the *Keystones to Opportunity* program. However, the following evaluation activities can be adapted to include various stakeholder participants and key program personnel identified in the aforementioned list (i.e. school administrators and intermediate unit staff). For example, participant interviews and the educator questionnaire can be adapted to focus on school administrators and subsequent questions such as major lessons learned, sustainable aspects of the *Keystones to Opportunity* program, and future steps for the program under the current iteration.

A Three-tiered case study adds a depth of contextual understanding to other data sources. By capturing a detailed picture of the Striving Readers program from the school districts' perspectives, the evaluation team can provide a more comprehensive explanation of the findings from achievement data and the educator's questionnaire regarding program implementation. An important goal of the case studies is to provide a detailed description of districts that faithfully implement the strategies and goals outlined in the Striving Readers program. Three-tiered case studies are an excellent tool to understand why some school districts are typical, successful, or unsuccessful in meeting the outcomes and outlined in the program. This description may help explain the reasons why some districts do not implement with fidelity.

Site visits with observations or analysis of teacher logs are an important case study evaluation activity. To evaluate the Striving Readers' program, evaluators will select "cases" at various sites for observation based on staff recommendations. The observations will be used to

provide documented vignettes of typical, unsuccessful or successful implementation rather than a sampled matrix of observations across *all* of the classes. Data gathered here will show specific uses of the program material in productive ways and will allow the evaluators to more thoroughly understand successful implementation. The observation design is planned to document implementation with a thorough description rather than providing an inventory of all forms of implementation across the State. This form of observation provides good documentation for program improvement without requiring more extensive resources.

Evaluation activities used to support case studies are educator interviews and documentation analysis (i.e. district and state literacy plans, content documentation, training feedback forms). The site observations will generate a number of themes about whether or not the interventions were implemented with fidelity and how. To provide rich evidence to drive data-based decision-making, such themes will need further exploration. As such we anticipate conducting educator interviews to allow for follow-up on these emerging issues and to seek clarification and additional data regarding the application and the support of student learning using the materials provided in the Striving Readers' program. Interviews provide an opportunity for evaluators to collect, analyze, and interpret perception data while gathering richness of participant-reported experiences. This evaluation activity helps to provide a deeper context for the data collected via site observations and also affords educators the opportunity to express reflections about the Striving Readers program. In addition to educator interviews, a survey of IU staff through online blogs will explore their delivery of professional development as described or aligned with the program logic model.

An educator's survey allows the evaluators the opportunity to measure teachers' practices in the instruction of literacy to understand whether or not the interventions were implemented with fidelity and the extent to which the level of implementation meets the defined outcomes.

Historically, educational research has supported the view that long-standing instructional practices among teachers are not significantly affected or altered by the implementation of educational reforms.

However, instructional changes can occur within schools as a result of educational reforms. Such changes can be implemented with fidelity.[xxxii] Furthermore, educator's surveys are utilized to measure the strength of the connection between professional development and the defined outcomes regarding implementation. Findings from the survey can help to define professional development needs. There are continuing needs for development of content knowledge in literacy instruction, and a deeper understanding of how to help students access that knowledge. The educator survey for the Striving Readers program will adapt questions in the Teacher Questionnaire developed by the Study of Instructional Improvement at the University of Michigan to measure the extent to which instruction changed as a result of schools implementing educational reforms. Likewise, additional questions will be added to explore use of technology in literacy instruction in secondary education.

(iv) How the SEA will Disseminate Information on Project Outcomes

Project outcomes will be disseminated in several ways to ensure that all PA stakeholders are aware of the work being done as part of *Keystones to Opportunity*. The annual Innovation Showcase publication will not only highlight the achievements of specific sub-grantees, it will also include overall project evaluation information and statewide data. This publication will be disseminated to all 500 PA school districts as well as to all of PA's state and federal legislators. Secondly, baseline training content materials will be located on the SAS platform where all of PA's school districts can access them. Sub-grantees will be encouraged to submit units and lesson plans for consideration as SAS exemplars. Finally, because PA's 29 intermediate units are the tactical delivery system for training and technical assistance, project information and

outcomes will be disseminated through regional curriculum coordinator meetings. Mobilizing PA stakeholders at the front end of this project will ensure effective dissemination of results at the back end.

B. Quality of State Sub-grant Application

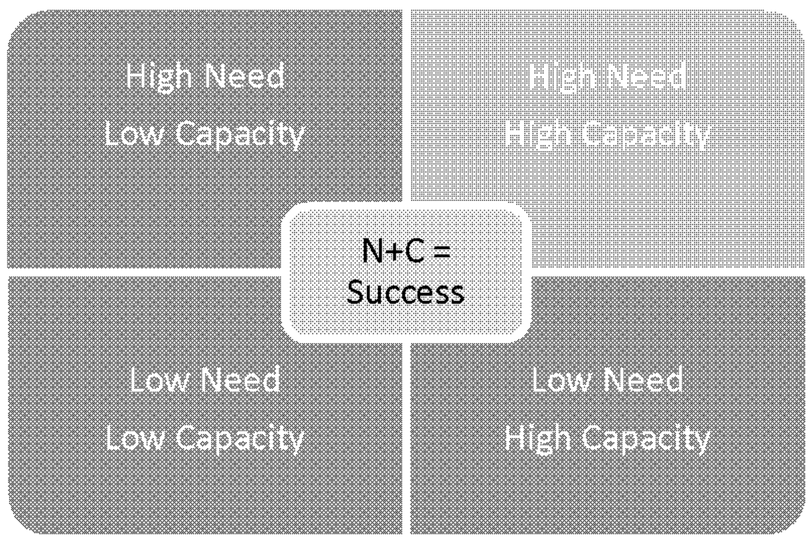
(i) Rigorous, High-Quality Competition

Effective change must be both top down and bottom up. While the state leadership activities constitute an effective "top down" approach to sustainable reading change, this change cannot be accomplished without the vision, expertise and commitment of local school districts and early childhood programs. The rigor of the sub-grant competition is the mechanism for ensuring that these components are in place.

To that end, the Planning Team has developed the following three Guiding Principles for its sub-grant competition:

1) **Need + Capacity = Success**

Neither need nor capacity alone is sufficient to guarantee project success. Pouring resources into areas of great need when they have not demonstrated the capacity for significant reading improvement is an exercise in futility. Similarly, awarding grant funds to schools with great capacity but little need does nothing to eliminate the serious achievement gaps in reading that currently exist in PA. Sub-grant applications will be scored on a combination of need and capacity with an emphasis on funding those schools and early childhood education programs that have not only demonstrated high need, but have also clearly articulated the capacity to effectively address those needs.



The need of the target group will be based on demographic and student outcome data. For successful applicants, this data will serve as their baseline data. The capacity will be determined by the quality of the literacy plan and the capacity of the applicant to successfully implement that plan. Table 4 illustrates the sub-grant competition logic model.

Table 10: Sub-grant Competition Logic Model

Part 1: Need for SRCL Project (100 points)		
Magnitude of Impact (40 points)	**Severity of Need** (40 points)	**Quality of Data** (20 points)
• Unit of Intervention -District -Schools -Classrooms -Programs -Target Groups -Sub-population(s) Number of students impacted by project	• Target Group Demographics -Poverty rate -% Free and reduced lunch -Race and ethnicity -Ages of learners -% LEP -% IEP -PSSA, PASA, PVAAS profiles -Early childhood outcomes -Identified achievement gaps -District drop-out rate	• Validity and reliability -Verifiable using publicly available data sources -Multiple measures are used with qualitative data -Data is available for all age groups
Part 2: Capacity of Sub-grantee to Lead Sustainable Change (100 points)		
Self-Assessment 25 points	**Quality of Proposed Literacy Program** 45 points	**Capacity to Implement Literacy Program** 30 points
• Self-assessment is completed by **diverse stakeholders** • Self-assessments covers **birth through Grade 12** • Self-assessment contains evidence to support ratings • Self-assessment proposes priority areas for improvement that are consistent with ratings and evidence • Self-assessment covers all 6 SAS categories **-clear standards** **-fair assessment** **-curriculum** **-instruction** **-materials and resources** **-interventions**	• Literacy Program is **comprehensive and coherent** • Program is based on the components of **effective literacy instruction** • **Interventions** focus on target groups identified in Part 1 • Plan goals are **aligned** with Self-Assessment priorities • Program is **evidence-based and consistent with SBRR** • Plan mirrors and is **aligned with PA's State Literacy Plan** • Program provides effective **professional development in literacy** • Program provides for **language- and text-rich classrooms** • Program includes **interventions** to show that all children, including **struggling readers**, are served appropriately	• LEA has a history of leading successful change efforts • Sub-grantee has identified **a guiding coalition** comprised of **diverse stakeholders** who meet regularly to guide program efforts • District has **aligned the use of other state and federal dollars** designed to improve literacy outcomes • The **budget is reasonable** and consistent with the literacy plan • The **resources requested are adequate** to accomplish the desired change • **Project personnel have committed adequate time** to this initiative • Sub-grantee is committed to a **process of continuous improvement**

2) **Learning from Failure Is a Strategy for Success**

The April 2011 issue of the *Harvard Business Review* is devoted to the topic of "failure."[xxxiii] The premise of the articles in this issue is that failure is a valuable learning experience that can be used to create success. The second guiding principle for the sub-grant competition has to do with enforcing the rigor of the competition and providing unsuccessful applicants with targeted feedback to inform a subsequent application. The sub-grant application process cannot be a formality for high-need districts. Nor can it be "hit or miss" with only one opportunity for success. The PA Department of Education (PDE) will conduct a sub-grant competition in Years One and Two of the project. In both years, unsuccessful applicants will be given targeted feedback related to their application.

Accountability Is Status Quo

The third sub-grant competition guiding principle notes that accountability at all levels will be status quo for this project. A rigorous grant competition must be accompanied by a rigorous accountability system if sustainable change is to occur. Throughout the five-year period, regional Project Managers will be charged with assisting PDE in the monitoring of sub-grantee activities and progress toward approved goals and objectives. While change is a slow process and sub-grantees cannot be expected to produce outstanding results in year one, they will be expected to be accountable for: a) adherence to their approved grant application, b) participating fully in state leadership activities, and c) providing timely and accurate data to state evaluators. Failure to demonstrate this accountability may result in loss of continuation funding. In subsequent years, failure to demonstrate accelerated growth in reading scores, and/or meet application bench-marks, will result in a formal review which could lead to loss of continuation funding.

(ii) Priority to LEAs or Early Childhood (EC) Providers That Propose to Serve High-Poverty Schools or a High-Poverty Population

Both the magnitude of impact and the severity of need will be given priority in Pennsylvania's sub-grant competition. Applicants may propose a district-wide intervention, school or program intervention, or an intervention based on serving specific sub-populations of students with high demonstrated need. Since poverty is a scored criteria in the sub-application process, priority is automatically given to high poverty schools and districts.

(iii)Priority to LEAs or EC Providers with the Strongest Possible Evidence

A rigorous Self-Assessment process is critical to the success of Pennsylvania's sub-grant competition. The Self-Assessment tool, based on the outline included in Table 11, will be created by the PA Department of Education with assistance from the Project Coordinator and Regional Project Managers. The *Keystone to Opportunity Self-Assessment Tool* will encompass all four dimensions of data (Demographics, Literacy Processes, Learning Outcomes, and Stakeholder Perceptions) and will ask the applicant to provide evidence and/or examples to support their ratings. The purpose of the Self-Assessment Tool is to assist LEAs and early childhood programs in identifying priority areas for improvement. Table 11 is an **outline** of the items that will be contained in the *Self-Assessment Tool*. The final tool will be available in paper or a web-based format and will be very user friendly. The tool should be attractive, easy to use, and useful to the applicant regardless of whether the LEA receives funding.

Table 11: Keystones to Opportunity Self-Assessment Tool Outline

District Level Data	Birth to Age 5	Kindergarten to Grade 5	Grade 6 to Grade 12
Demographics • Enrollment • Attendance • Drop-out Rate • Race/ethnicity • % Poverty • % Free and Reduced Lunch • % LEP • % Special Education	• By program (Head Start, Early Head Start, Pre-K Counts, District Preschool, Other)	• By school	• By school
Existing Literacy Initiatives	• By program • By school (if appropriate)	• By school • Evidence base	• By school • Evidence base

	• Evidence base		
Family Literacy / Parent Engagement Activities • Family Literacy Partnership • Parent Engagement	• Family literacy collaborators • Times and locations of parent classes • Parent activities	• Level of parent involvement by school • By classroom (if available)	• Level of parent involvement by school • By classroom (if available)
Learner Reading Outcomes (most recent)	• Assessment results by program (if available)	• PVAAS data, PSSA data, PASA data	• PVAAS data, PSSA data, PASA data
Clear Standards	• Implementation of Early Learning Standards	• Academic Standards • Common Core Standards • ELP Standards	• Academic Standards • Common Core Standards • ELP Standards
Fair Assessments • Summative • Formative • Benchmark • Diagnostic	• By program • Oral language • Print awareness • Phonemic Awareness • Alphabetics	• By school • By grade • Alphabetics • Vocabulary • Fluency • Comprehension	• By school • By grade • Vocabulary • Fluency • Comprehension
Language and Literacy Curriculum	• By Program	• Reading Curriculum • Language Arts Curriculum • Common Core Implementation	• Language Arts Curriculum • Common Core Implementation
Instructional Scheduling	• Number of full-day and half-day classes by program	• Kindergarten (full-day or half-day) • Classes in a day • Minutes in a class • Block scheduling	• Classes in a day • Minutes in a class • Block scheduling
Professional Development Related to Language and Literacy	• Target group / number of hours / topic	• Target group / number of hours / topic	• Target group / number of hours / topic
Interventions	• RtII • ELL • Early Intervention • UDL	• RtII • ELL • Early Intervention • UDL	• RtII • ELL • Early Intervention • UDL
Materials and Resources • Classroom Environment • Availability of Print • Use of Technology	• By program • By classroom	• By school • By classroom	• By school • By classroom

(iv) SEA will develop/update a process to review/judge the evidence base and alignment with State standards for proposed curricula and materials

A rigorous sub-grant competition requires an equally rigorous review process. The *Keystones to Opportunity* sub-grant applications will go through a three level review process. The first level

serves as a screening, the second level requires a team of reviewers to evaluate the evidence and alignment with State standards for proposed curricula and materials, and the third level is designed to allocate funding based on the statutory funding break-downs.

Level 1 Review Process: A challenge of this particular review process is the scope of expertise required to adequately judge the evidence base for literacy content spanning birth to Grade 12. This challenge will be overcome by forming application review teams for the Level 1 Review which consists of a reader with expertise in each of the three statutory areas: Birth to age 5, Kindergarten through Grade 5, Grade 6 through Grade 12. Each of these teams will review the applicant Self-Assessment and score the grant application in accordance with the predetermined criteria. The Project Director and Project Coordinator will be responsible for working with the review team to obtain inter-rater reliability.

A second challenge in the review process is the potential for a large number of sub-grant applications. PA has a very large number of school districts and, because all districts have the ability to target a specific population that meets the definition of "disadvantaged students," no district is automatically eliminated from this competition. With that said, the PA Department of Education, in its Request for Proposals, will emphasize its intent to award grant dollars to those LEAs with the greatest need and the greatest capacity for project success.

During the Level 1 Review, team members will collectively score each application and: 1) eliminate those applications that are not accompanied by a completed needs assessment, 2) eliminate those applications that do not present a comprehensive (birth through Grade 12) plan for literacy improvement, and 3) eliminate those applications that score in the low need/low capacity quadrant (cut points will be determined prior to the Level 1 Review). Applications above the cut point will be submitted for a Level 2 Review.

The Level 2 Review Process: The Level 2 Review Process is, by far, the most rigorous review. Reviewers will again work in three-person teams where one person has expertise in each of the statutory funding areas. Review teams will read different applications than they read during the Level 1 review.

Each reviewer will read each application individually paying special attention to his/her area of expertise. Working with laptops, reviewers will check the proposed curricula for alignment with state standards, and will pay special attention to the evidence base supporting proposed project activities and materials. Reviewers will take the time to investigate unfamiliar curricular materials or research citations. Each application will receive an alignment and strength of evidence score for each of the three areas. Review teams will then come together and score the remaining criteria collectively. At the end of the Level 2 Review, applications will be ranked using the mean scores from both teams of readers (Level 1 and Level 2).

The Level 3 Review Process: The Level 3 Review will be conducted by the Project Director, state reviewers and a state fiscal representative. The purpose of this review is to prepare a funding slate based on the rank order of applications and the statutory funding requirement of allocating 15% for birth through age 5, 40% for Kindergarten through Grade 5, and 40% for Grade 6 through Grade 12. Dollars will be allocated to each sub-grantee based on application score and rank, reasonableness of the funding request, and available dollars. During this phase, there could be conversations between the Director and the highest ranked applicants to clarify and negotiate costs. Applications will be funded until the available dollars are exhausted or all of the high quality applications have been funded -- which ever comes first. **Application that lack a comprehensive and coherent literacy plan, alignment with state standards, or a strong evidence base will not be funded regardless of the level of need or the available dollars**.

C. Project Management

(i) Adequacy of Management Plan: The Project Director and Project Coordinator will work hand-in-hand to ensure the success of project activities. Together, they will oversee all facets of the project and work with the Project Management Team to achieve project goals on time and within budget. Vita for the Project Director, Project Coordinator, Evaluators, Project Managers, and Content Leaders are included in Appendix 2.

Table 12: Roles and Responsibilities of Project Director and Coordinator

Project Director – 60% of Time	Project Coordinator – 100% of Time
1. Provide overall leadership for all facets of the project and serve as the liaison with USDE.	1. Support the PDE Project Director in all facets of the *Keystones to Opportunity* project.
2. Oversee all facets of the sub-grantee process: • The development and implementation of Pennsylvania's Request for Proposals (RFP) • The final development and publication of the sub-grantee proposal scoring matrices • The recruitment and training of qualified individuals to review sub-grant applications • Training for inter-rater reliability in the scoring of sub-grant applications • The development of a funding slate that is consistent with SRCL statutory requirements • The issuance of sub-grantee award notifications and contracts with the PDE • The dissemination of scoring information and reader comments to all non-funded applicants	2. Assist the Project Director and PDE staff in: • The development and implementation of Pennsylvania's Request for Proposals (RFP) • The final development and publication of the sub-grantee proposal scoring matrices • The recruitment and training of qualified individuals to review sub-grant applications • Training for inter-rater reliability in the scoring of sub-grant applications • The development of a funding slate that is consistent with SRCL statutory requirements • The issuance of sub-grantee award notifications and contracts with the PDE • The dissemination of scoring information and reader comments to all non-funded applicants
3. Facilitate quarterly meetings of the ***Keystones to Opportunity*** Guiding Coalition.	3. Oversee the work of the Content Leads to ensure consistent language, a strong evidence base, and a high level of professionalism.
4. Provide ongoing direction and support to the Project Coordinator and Project Managers.	4. Coordinate the statewide media campaign to ensure a consistent message.
5. With the assistance of the Project Coordinator, facilitate quarterly meetings of the Project Managers.	5. Assist the Project Director with the facilitation of quarterly meetings of the *Keystones to Opportunity* Guiding Coalition.
6. Attend annual sub-grantee meetings, providing policy guidance and support from PDE.	6. Coordinate the activities of the regional Project Managers.
7. Monitor sub-grantee contract compliance and program activities.	7. Co-facilitate quarterly meetings of the Project Managers.
8. Review sub-grantee annual performance reports and provide appropriate feedback.	8. Assist the Project Director with the review of sub-grantee annual performance reports.
9. Oversee project evaluation activities.	9. Model the use of data for decision making.

The Project Managers and Content Leaders will also function as members of the Management

Team with the following roles and responsibilities:

Table 13: Project Manager and Content Leader Roles and Responsibilities

Project Manager Role and Responsibilities	Content Leader Role and Responsibilities
1. Participate as a member of the Project Management, providing regional updates.	1. Develop six-hour evidence-based core training for sub-grantees in the assigned content area.
2. Serve as the liaison between local intermediate units and the project leadership.	2. Develop train-the-trainer materials for the core training and train approximately 30 trainers from across the state.
3. Support the PDE in managing all project activities within the assigned region.	3. Provide ongoing technical assistance and support to intermediate unit trainers.
4. Recruit high-quality content area trainers from intermediate units within the assigned region.	4. Monitor the fidelity of regional training delivery for quality assurance purposes.
5. Facilitate monthly networking calls with regional trainers.	5. Synthesize content training feedback and share with trainers.
6. Attend regional content trainings and assist content trainers, as needed.	6. Participate in the project evaluation and annual performance report.
7. Convene regional district grantees and IU trainers annually.	
8. Participate in monthly conference calls with PDE.	
9. Serve as a single point of contact for regional grantees.	
10. Conduct annual site visits with all sub-grantees.	
11. Contribute to the project evaluation and annual performance report.	

Table 13 details the Project Management Plan for all five years of the *Keystones to Opportunity* Project. Milestones are represented by bold text and red bars in the timeline. Other tasks are represented by blue bars in the timeline.

Table 14: Project Management Plan

Year 1: October 1, 2011 through September 30, 2012	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sept**
Guiding Coalition, Management Team, Evaluators, and Content Leads review project plan and activities.												
Project Evaluators create project data collection system.												
Project Management Team finalizes self-assessment and sub-grantee application.												
Media and Marketing Campaign is developed.												
Regional Project Managers brief intermediate units on project goals, objectives, and activities.												
Core professional development content is developed and piloted.												
Train-the-Trainer sessions are held for all content areas.												
Request for Proposals is released.												
Three regional bidders' conferences are conducted.												
Applications are reviewed and scored.												
Sub-grantees are notified.												
New grantee meeting held to review project goals, reporting expectations, assessment and data collection expectations.												
SAS Project Management Portal is created to house information and resources for sub-grantees.												
Baseline environmental rating scale data is collected by regional managers.												
End-of-year assessment data is collected.												
Regional data retreats are held to support grantee project planning.												
Technical assistance site visits are conducted with all grantees.												
Media campaign is launched.												

Building Blocks for Reading regional trainings are conducted.												
Common Core and Literacy Design Collaborative regional trainings are conducted.												
Reading Apprenticeship regional core trainings are conducted.												
Year 1 Final Report is prepared.												

Year 2: October 1, 2012 through September 30, 2013	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sept**
Year 1 Final Report is completed.												
Guiding Coalition, Management Team, Evaluators, and Content Leads review project plan and activities.												
Second round of Request for Proposals is released.												
Using UDL and Digital Technology Core Training.												
Navigating Content with ELL												
Supporting Learners with Special Needs												
Transition Core Training												
Regional bidders' conferences and application review.												
Cohort 2 sub-grantees announced.												
New grantee meeting.												
Sub-grantee site visits.												
Project Evaluators launch Teacher Summative Data Interface. Data Retreat for Teachers Only.												
First Cohort of Innovation Incentive Awards												
Content trainings are revised based on practitioner feedback.												
Train-the-Trainer sessions are held annually.												
Content trainings continue to be delivered regionally, as requested by grantees.												
Intermediate units provide targeted training and technical assistance for sub-grantees.												

Student assessment data is collected.												
Media and marketing blitz, including Innovation Showcase.												
Regional Project Managers brief intermediate units on project goals, objectives, and activities.												
Environmental rating scale data is collected by regional managers.												
Year 2 Final Report is prepared.												

Year 3: October 1, 2013 through September 30, 2014	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sept**
Year 2 Final Report is completed.												
Guiding Coalition, Management Team, Evaluators, and Content Leads review project plan and activities.												
Project Progress Summit for all sub-grantees.												
Sub-grantee site visits.												
Data Retreat for Teachers Only.												
Content trainings are revised based on practitioner feedback.												
Train-the-Trainer sessions are held annually.												
Content trainings continue to be delivered regionally, as requested by grantees.												
Intermediate units continue to provide targeted training and technical assistance to sub-grantees.												
Student assessment data are collected.												
Media and marketing blitz, including Innovation Showcase.												
Regional Project Managers brief intermediate units on project goals, objectives, and activities.												
Environmental rating scale data is collected by regional managers.												
Innovation Incentive Awards are announced.												

Final Report is prepared.												

Year 4 and 5: October 1, 2014 through September 30, 2016	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sept**
Final Report is completed.												
Guiding Coalition, Management Team, Evaluators, and Content Leads review project plan and activities.												
Project Progress Summit for all sub-grantees.												
Sub-grantee site visits.												
Data Retreat for Teachers Only.												
Content trainings are revised based on practitioner feedback.												
Train-the-Trainer sessions are held annually.												
Content trainings continue to be delivered regionally, as requested by grantees.												
Intermediate units continue to provide targeted training and technical assistance to sub-grantees.												
Student assessment data are collected.												
Innovation Showcase publication.												
Regional Project Managers brief intermediate units on project goals, objectives, and activities.												
Environmental rating scale data is collected by regional managers.												
Innovation Incentive Awards are announced.												
Final Report is prepared.												

(ii) The qualifications, including relevant training and experience of key personnel

Jo Beth McKee, Language Education Advisor for PDE, will be the Keystones to Opportunity Project Director. Ms. McKee not only has a M.Ed. in Teaching and Curriculum, but she is also currently teaching striving readers at Shippensburg University. She is the state lead on introducing the Common Core Standards through formative assessment, Chair of the Literacy Committee for PA's Standards Aligned System Literacy Team, and is providing leadership for Pennsylvania's revision of its State Literacy Plan.

Cindy Anderson, Lancaster-Lebanon Intermediate Unit 13, will be the Project Coordinator for this initiative. Ms. Anderson is a lead writer for the PA State Literacy Plan, a member of the Keystone State Reading Association Board of Directors, and a member of the PA Coaching Collaborative Board. As a Curriculum and Instruction Specialist for IU 13, Ms. Anderson is oversees all Literacy and ESL training and technical assistance projects for the twenty-two school districts in Lancaster and Lebanon counties.

Program Managers and Content Leaders have been identified, as follows:

Table 15: Key Project Personnel

Eastern Region Manager	Kelly Pauling, Colonial IU 20
Central Region Manager	Cindy Anderson, Lancaster-Lebanon IU 13
Western Region Manager	Rosanne Javorsky, Allegheny IU 3
Data Retreat Content Lead	Dr. Kristen Lewald, PA Value Added Assessment System
Successful Transitions Along the Literacy Continuum	Dr. Brenda Hanthorn, Lancaster-Lebanon IU 13
Building Blocks for Learning	Beth Ann McCain, Tuscarora IU 11
Family Literacy and Parent Engagement	Rose Gioa-Fine, Tuscarora IU 11
Reading Apprenticeship	Jacqueline Sham, Carbon Lehigh IU 21
UDL and Digital Technology	Heather Brown, Colonial IU 20
Implementing the Common Core and LDC	Barbara Smith, Lancaster-Lebanon IU 13
Navigating Content Areas with English Language Learners	Leeann Zeroth
Supporting Learners with Special Needs	Deborah Fulton, PA Training and Technical Assistance Network

Vitas for key personnel are included in Appendix 2.

D. Adequacy of Resources

(i) The extent to which the costs described in the SEA budget are reasonable

"Reasonable and allocable" has been the mantra of the Planning Team as it discussed specific project expenses. In pursuit of project sustainability, the Planning Team focused on building state capacity as opposed to hiring out-of-state consultants, leveraging existing dollars to extend project services as far as possible, and balancing need and capacity with sub-grant awards to guarantee the best possible project outcomes. In addition, this project was designed to be scalable, so that it can be downsized in the event that the available dollars are less than requested. Pennsylvania is willing to work with the U.S. Department of Education to ensure that the funding received, regardless of the amount, will be used to improve literacy outcomes for those students most in need.

Putting significant state leadership dollars into project evaluation was a deliberate decision by the Planning Team to *model data-driven decision making at the state level.* Leadership involves more than setting and monitoring requirements for local educational agencies; it requires a willingness to collaborate with diverse stakeholders in the collecting and analyzing Bernhardt's four dimensions of data.

The Guiding Coalition will be comprised of a diverse group of stakeholders, each of which brings a unique and valued perspective to the table. In addition to the project leadership, teachers, parents, and community members will be represented on the Coalition. Having linking pins into stakeholder groups helps to guarantee the diffusion of innovation.

(ii) Sub-grant funds are allocated according to statutory requirements

PA will make sub-grant awards based on the statutory requirements and will monitor the expenses of sub-grantees to ensure that the statutory requirements are met at the local level. The comprehensive needs assessment will require applicants to assess their needs from birth through Grade 12, and the emphasis on a comprehensive and coherent literacy plan will encourage applicants to plan improvements across the three statutory areas. Applicants will be informed of the statutory requirements and will be encouraged to structure their applications accordingly.

(iii)SEA will use the grant to leverage other State and Federal funds

There are several examples of how the PDE will use SRCL funds to leverage other state and federal funds including,

- Integrating the Common Core and Literacy Design Collaborative work funded through the Bill and Melinda Gates Foundation will contribute to overall project success. Pennsylvania has been working with the Bill and Melinda Gates Foundation for the past two years to implement the Common Core Standards using formative assessment. Staff from the Gates Foundation have provided input into this application and helped to form a common vision of reading excellence.
- Using SRCL core training to connect sub-grantees to the family literacy provider network where they can access state-funded family literacy services will extend the work being done in family literacy. Increased parent engagement will only contribute to enhanced project outcomes.
- Creating connections to OCDEL and the Region III Head Start Technical Assistance Center will help to close the chasm that currently exists between early childhood providers and school districts. The Head Start and OCDEL technical assistance systems are ideally situated to provide additional support to grantees in Pennsylvania.
- Piloting the Teacher Summative Data interface for SAS, Inc., in a non-evaluative manner so that they can gain the experience in working with teachers on using this data for decision making

will bring additional resources to this project. SAS, Inc. is willing to contribute its services for this component at minimal cost because it is interested in understanding how sharing non-evaluative data with teachers contributes to improved learner outcomes.

In each of these instances, the SRCL project provides the impetus for obtaining additional project funds or supports. By leveraging these state and federal dollars, the SRCL project will be able to reach a greater number of students and families than it would otherwise.

(iv) SEA will award SRCL sub-grants of Sufficient Size

Improving literacy outcomes for disadvantaged students is an expensive endeavor. While it is extremely difficult to estimate the cost of interventions and the number of students that will be reached in each statutory funding area, the Planning Team made an effort to project the possible number of students and teachers that might be impacted by this intervention. If a classroom were targeted for literacy improvement, typical interventions might include a) new curricula, b) intensive professional development for the teacher (60 hours plus), including access to a literacy coach, c) upgraded classroom materials and technology, and parent engagement activities. Assuming an average per student cost of $750, the following table attempts to project the number of students and teachers who would be reached by this project. It is important to note that this is simply a "guesstimate" intended for planning purposes. Pennsylvania is committed to giving sub-grants of sufficient size that sub-grantees have the necessary resources to facilitate change.

Table 16: Sub-grant Rationale

	Birth to age 5	K to Gr 5	Grade 6-12	Total
Dollars	$6,000,000	$16,000,000	$16,000,000	$38,000,000
Student/Teacher Ratio	15:01	25:1	150:5	
Mean Cost per student	$750	$750	$750	
Mean Cost per Classroom	$11,250	$18,750	$22,500	
Number of Students	8,000	21333	21,333	50,666
Number of Teachers	533	853	4267	5,653

pennsylvania
DEPARTMENT OF EDUCATION

Keystones to Opportunity

Pennsylvania's Vision for Sustainable Growth in Reading Achievement

CFDA 84.371C
Striving Readers Comprehensive Literacy Program

Jo Beth McKee, Project Director
5/9/2011

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Appendix 3 – Planning Team Members

Sandra J. Strunk, Team Facilitator
Program Director for Development
Lancaster-Lebanon Intermediate Unit 13

Participants in Alpha Order
Cinda A. Anderson
Curriculum and Instruction Specialist
Lancaster-Lebanon Intermediate Unit 13

(b)(6)

Heidi Faust
ESL Advisor
Pennsylvania Department of Education

Kathryn Foy
Region 3 Head Start Program Specialist

Deborah Fulton
Educational Consultant
Pennsylvania Training and Technical Assistance Network

(b)(6)

Donald McCrone
Division of Federal Programs
Pennsylvania Department of Education

Jo Beth McKee
Language Education Advisor
Pennsylvania Department of Education

(b)(6)

Charles Wayne
Division of Assessment
Pennsylvania Department of Education

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1237-Appendix 2.pdf**

Jo Beth McKee

Pennsylvania Department of Education
Language Education Advisor
Bureau of Teaching and Learning
Division of Curriculum

333 Market Street, 8th Floor
Harrisburg, PA 17126
(717) 525-5981
jobmckee@state.pa.us

EDUCATION

Master of Teaching and Curriculum, Penn State University, DuBois PA. Capstone: "Symptomatic Frustration and Adolescent Learning Differences." December 2005.

Bachelor of Science in Education, Clarion University of Pennsylvania, Clarion, PA. Secondary English Education. December 1999.

EXPERIENCE

June 2008 – Present: Pennsylvania Department of Education: Language Education Advisor. Lead advisor and statewide expert for Language Arts Education and Literacy Education. Member of the committee charged with the design and development of Pennsylvania's Keystone Exam in composition and literature (standardized end of course exams) and Keystone Project Based Assessment (alternate to standardized Keystone end of course exam). Pennsylvania representative to the SMARTER Balanced Assessment Consortium, ELA Performance Task Work Group (national common assessment initiative). Director of Pennsylvania's Reading Recovery Initiative and the Striving Readers Comprehensive Literacy Grant. State lead for Introducing Common Core Standards through Formative Assessment funded through the Bill & Melinda Gates Foundation. Provide statewide leadership and supervision in curriculum development, instructional strategies and classroom assessment in the language arts for grades K through 12. Chair the literacy committee for the Curriculum Framework of Pennsylvania's Standards Aligned System (SAS). Advise and provide oversight for 25 Pennsylvania school districts in their PA-PACT application for Basic Education Funding (BEF), Accountability Block Grants (ABG) and Educational Assistance Program (EAP) funding. Develop and maintain Reading, Writing, Speaking and Listening website. Speak, present and develop written communications.

August 2009 – Present: Shippensburg University, Adjunct Professor: Reading Department. Instruct at-risk freshmen students in developmental reading.

March 2000 – June 2008: Brookville Area School District, Brookville, PA. Language Arts: Coordinate and implement English curriculum for grades 7-11. Develop and write ninth grade curriculum for all levels of instruction. Develop and write tenth grade curriculum for academic and applied levels of instruction. Develop and write Writing I and Writing II elective curricula. Work closely with special education in order to exercise inclusionary practices in the classroom. Facilitate writing elective courses (Writing I & II).

January 2000 – June 2003: Jefferson County/DuBois Area Vocational-Technical School, Reynoldsville, PA. Summer school sessions/substitute teacher. Design, write, and implement summer school English curriculum. Taught at the high school level in both regular education and learning support classrooms, and worked with many at-risk students.

December 1999 – March 2000: DuBois Area School District, DuBois, PA. Substitute taught at both the secondary and elementary levels, including learning support and life skills.

PRESENTATIONS & PUBLICATIONS

McKee, Jo Beth. *Wet, Wet, Wet*. Consulting Editor: Joy Cowley. Illustrated by Vian Oelfsun. Hameray Publishing Group. San Diego, California. 2011.

2010 SAS Institute: Bridging Research and Practice. "Implementing the Keystone Exams" 2010.

21st Century Teaching and Learning Institute. Standards Aligned System. Roll-out conference. December 2009.

"Reading Recovery: Opening Doors to a Literate Future." PA/Title I: Improving School Performance Conference. January 2009.

"Pennsylvania's Reading Recovery Initiative." Keystone State Reading Association Annual Conference, King of Prussia, PA. 2008. Mid-Atlantic Reading Recovery Council Annual Conference, Gettysburg, PA. 2008.

"Using Academic Assessments to Measure Student Progress." Alternative Education for Disruptive Youth Conference, Harrisburg, PA. October 2008.

"Claymation Meets 21st Century Technology" Brookville Area School District Professional Development, Brookville, PA. November 2007.

"Teaching Tolerance through Literature in a Rural Setting." National Council of Teachers of English Fall Conference, San Francisco, CA. November 2004.

PROFESSIONAL DEVELOPMENT

Service

Contributor, Office of Child Development and Early Learning "Early Childhood Education Standards." Pennsylvania Department of Education. 2009.

Contributor, "Academic Standards for Reading, Writing, Speaking, and Listening." Pennsylvania Department of Education. 2009.

Contributor, "Secondary Standards: Literature, Composition, Reading, Writing, Speaking and Listening."

Contributor, Pennsylvania's Keystone Exams

Director, Pennsylvania Department of Education's Reading Recovery Initiative, 2008-present.

Program Director, Governor's Institute for Literacy, 2009.

Chair, PDE's Literacy Standards Aligned System, 2009-2011.

Judge, Poetry Out Loud, 2009, 2010 & 2011

Board member, Mid-Atlantic Reading Recovery Council, 2008-2011.

Leadership Committee, Don Eichhorn Schools: Schools to Watch, 2008-2011.

Kindergarten Advisory Committee, Office of Child Development and Early Learning, Pennsylvania Departments of Education and Welfare, 2008-2011.

Member, Migrant Education Committee, Bureau of Migrant Education, Pennsylvania Department of Education.

Reviewer, Cyber and Charter schools language arts curriculum, 2008-2011.
Reviewer, Governor's School of Excellence in Teaching, 2008.
Graduation Project Committee, Brookville Area School District, 2006-2008.

Continuing Education
Language Essentials for Teachers of Reading and Spelling (LETRS) 2008-2010.
Reading Recovery teacher training. Harrisburg, PA. September-November 2008.
National Institute for School leadership Program (NISL). Harrisburg, PA. 2009.
Co-Morbid Mental Health Issues in Autism Spectrum Disorders. Harrisburg, PA. 2008.
Classrooms for the Future: Partnership for 21st Century Skills. Harrisburg, PA. 2007
National Council of Teachers of English conferences attended: Baltimore, MD, Spring 2002; New York, NY, Fall 1999; Cincinnati, OH, Spring 1999
Student Assistance Program, DuBois, PA, 2003.
I.E.P. Seminar for educators and parents, Clarion, PA. November, 1998.

Affiliations
National Council of Teachers of English
North American Reading Recovery Council
Mid-Atlantic Reading Recovery Council (board member)
Pennsylvania Don Eichhorn Schools: Schools to Watch (leadership team member)

REFERENCES

(b)(6)

Cinda A. Anderson

(b)(6)

cindy_anderson@iu13 .org

PROFESSIONAL EXPERIENCE

December 1997 to Present
Lancaster-Lebanon Intermediate Unit 13
Curriculum & Instruction Specialist

Responsible for coordinating and overseeing all training and technical assistance projects in the area of PreK – Grade 12 Literacy and ESL. Responsibilities include budget development, monitoring curriculum, instruction and assessment program development, district planning, School Improvement, Response to Intervention Initiatives, statewide projects and ongoing communication with IU 13's 22 member school districts, other intermediate units and the Pennsylvania Department of Education.

July 1995 to December 1997
Scholastic, Inc., New York, NY
Regional Early Literacy Consultant

Provided training and technical assistance to school district teachers and administrators including both urban and suburban areas in the Northeast. Special areas of expertise included early childhood, K-3 reading, writing, math and science, coaching and adult learning best practices. Other areas of responsibility included product development, creating marketing materials and the development of presentations.

June 1992 to July, 1995
Scott, Foresman Company, Glenview, IL
Educational Consultant

Provided training and technical assistance to school district teachers and administrators in Eastern Pennsylvania. Responsibilities include product development, training development, providing small and large group trainings and presenting at state and national conferences.

June 1987 to June 1992
Middletown Academy, Middletown, PA
Preschool/Kindergarten Director

Responsible for the total management of this preschool/kindergarten facility including staff supervision, budget development and management, policies, procedures, state regulations, early childhood training, program planning, curriculum, assessment and parent partnerships.

August 1973 to June 1974 and August 1978 to June 1987
Shanksville Stonycreek School District, Shanksville, PA
Classroom Teacher/Lead Teacher

Responsible for classroom planning, instruction, staff supervision, curriculum development, assessment systems and building safety and coordination. Other activities included the

Pennsylvania Task Force for the TELLS Assessment and the Appalachia Intermediate Unit 8 Evaluation Team.

EDUCATION

Bachelor of Science in Education
May 1973
Elementary Education - Fine Arts Minor
Shippensburg University

Pennsylvania Instructional II Certificate
July 1, 1980

Master of Science in Education
September 1, 1985
Shippensburg University

Curriculum and Instruction Supervisory Certificate
Anticipated May, 2012

SPECIAL HONORS AND AWARDS

Lancaster Lebanon IU 13

Supervisor Award of Distinction - May 2000
Team Award – Literacy Team – May 2003
Business Plan Task Force – May 2008
Early Reading First – May 2010
13 Consecutive Years of Exceeds Expectations on Performance Appraisals

Special Achievement Award – Early Childhood Division
Scholastic, Inc., December 1996

Professional Experience: Lancaster-Lebanon IU 13

Statewide Service

Committees:

- Pennsylvania Comprehensive Literacy Plan – Lead Writer
  Pennsylvania Department of Education
  2011

- Pennsylvania Comprehensive Literacy Team
  Pennsylvania Department of Education
  2010 – present

- Pennsylvania Transition to Common Core Standards Team

Pennsylvania Department of Education
2010 – present

- Alignment Study of the Pennsylvania Academic Standards and the Common Core State Standards
  Pennsylvania Department of Education
  April 2010

- Pennsylvania Academic Standards Revision Committee
  Pennsylvania State Board of Education
  2007 - present

- Pennsylvania Coaching Collaborative Board
  Pennsylvania Department of Education
  2006 - Present

- Keystone State Reading Association Board of Directors
  2003 – present

- PSSA Reading Assessment Advisory Committee
  Pennsylvania Department of Education
  2001 – 2005

- Title I Pre-K – Grade 3 Assessment and Instruction Advisory Group
  Pennsylvania Department of Education
  1998- 2004

Publications:

- Reading, Writing, Listening, Speaking Across the Curriculum
  Project Coordinator
  Pennsylvania Department of Education
  Fall, 2002

- PSSA Specific Performance Level Descriptors for Reading, Grade 5
  Development Team
  Pennsylvania Department of Education
  July 2001

- Early Childhood Assessment System Kit
  Project Coordinator
  Pennsylvania Department of Education
  June 2001

- Pennsylvania Early Childhood Classroom Assessment Framework – Professional Development Video Series
  Project Coordinator
  Pennsylvania Department of Education
  March 2001

- Pennsylvania Academic Standards Brochures for Administrators, Teachers and Parents
  Project Coordinator
  Pennsylvania Department of Education
  Spring, 2000

- Pennsylvania Early Childhood Learning Continuum Indicators
  Project Coordinator
  Pennsylvania Department of Education
  September, 2000

- Pennsylvania Early Childhood Classroom Assessment Framework
  Project Coordinator
  Pennsylvania Department of Education
  March 1999

Initiatives:

- Early Literacy Online Professional Development
  Pennsylvania Department of Education – Reading First
  Learning Sciences International
  Course development and facilitation
  2005 – present

- PAGE 1 – Pennsylvania Achievement Gap Effort
  Pennsylvania State Board
  Park Elementary School
  IU Liaison for project
  2004-2007

- Pennsylvania Early Childhood Model Sites
  Project Coordinator
  Pennsylvania Department of Education
  1999-2002

Regional Service

Capacity Building Networks:

- Secondary Literacy Point of Contact
  22 school districts participate – 5 meetings annually
  Established in 2003 - present

- English as a Second Language Point of Contact
  18 school districts participate – 9 meetings annually
  Established in 2003 - present

- English as a Second Language Administrators
  22 school districts participate – 3 meetings annually

Established in 2003 - present

- Reading Supervisor/Title I Coordinator
  22 school districts participate – 5 meetings annually
  Established in 1998 - present

- Reading Recovery Consortium
  Site Coordinator
  25 school districts – 5 Teacher Leaders – 81 Teachers
  1998 – 2004

Professional Development:

- English as a Second Language Certification Program
  7 courses in program
  107 certificates have been issued since 2003

- Strategies for Literacy Trainers
  6-credit endorsement program offered in partnership with Millersville University
  13 IU 13 districts; 5 districts outside of IU 13 – 97 participants
  2001 – 2004

- Comprehensive Literacy Institutes (Grades K-2 and 3-6)
  13 week long Institutes - Act 48 and Graduate Credit
  22 IU 13 districts; 44 districts outside of IU 13 – Over 1500 participants
  2001-2007

- Pennsylvania Literacy Framework
  Pennsylvania Department of Education Grant
  Frame work Development and Train the Trainer Professional Development
  1998-2005

- Title I Parent Conference
  22 districts – Annual Parent Involvement Event – Average participation - 400
  1998-2008

Publications:

- English as a Second Language Support Staff Training
  DVD and Print Materials
  2007

- Understanding Language Proficiency Levels – A Teacher's Desktop Tool
  Laminated, Two-Sided Resource
  2006

- Instructional Strategies for English Language Learners
  Online Course
  2006

- K-2 Companion Guide for the Pennsylvania Assessment Anchors
  CD and Print Materials
  2005

- Understanding English Language Learners
  Online Course
  2005

- IU 13 District Assessments Database for Grades K-12 Language Arts
  Searchable, online database
  2000-2002

- K-12 Standards and Benchmarks for Reading, Writing, Listening, Speaking and Mathematics
  Back mapping of the Pennsylvania Academic Standard for Language Arts and Math
  Print Materials and Online
  1999

District/School Service:

Technical assistance, training, mentoring and professional development provided in PreK – 12 Literacy and English as a Second Language:

Curriculum/Instruction	*Assessment*	*School Improvement*
Curriculum Writing	District Assessment Plans	Collaborative Projects
Curriculum Audits	Diagnostic Assessments	Customized Workshops
Core and Supplemental Materials Selection	Data Analysis: PSSA, PVAAS, ACCESS, 4 Sight, DIBELS	District Data Teams School Data Teams
Research-Based Strategies	Data-Based Decision-Making	Artful Use of Resources

IU 13 Service:

Collaborative Team Member

- School Improvement Plan
- PVAAS
- Business Plan Task Force
- Strategic Plan
- Learning Focused Schools Toolbox

Professional Development for Internal and External Clients

- Induction Sessions on Literacy
- Praxis Preparation
- Act 80 In-Service Days

- Non-Public Conferences
- Special Education Conferences
- Early Reading First Conference
- Summer Symposium
- Early Childhood Conference

Initiative Development and Implementation

- Learning Focused Schools
- Assessment Anchors
- Standards-Based Systems
- Response to Intervention
- Identification, Prevention, Transition
- Transition to Kindergarten
- IU 13 District Survey
- IU 13 Catalog of Services
- PAGE 1

Fiscal Management

- Budget Preparation
- Budget Reconciliation
- Grant Responsibilities
- Title III Consortium
- Entrepreneurialism

Supervision

- Supervising daily work of staff members
- Mentoring of Staff Development and Training Specialist
- Assisting with Goal Planning and Implementation
- Completing Informal and Formal Evaluations

External Partnerships:

- Eastern Mennonite University
- Millersville University
- Lebanon Valley College
- Success by Six
- Capital Area IU 15
- Lincoln IU 12
- Berks IU 14
- Region IV
- Pennsylvania Department of Education

- Learning Sciences International

Additional Training and Qualifications:

- DIBELS Essential and Mentoring – 2008
- eMetric ACCESS for ELLs Training – 2008
- English Language Proficiency Standards - 2008
- West Ed Strategic Literacy – 2007
- eMetric Training – 2006
- 4 Sight Training – 2005
- Wahlstrom Data Coaching – 2004
- Getting Results Train the Trainer – 2003 – 2008
- Learning Focused Schools Train the Trainer – 2003
- Standards-Based Assessment – 2000
- Standards-Based Instruction - 2000
- Standards-Based Curriculum - 1999
- Standards-Based Systems - 1999
- Dimensions of Learning – 1998

SAMPLING OF INVITED PRESENTATIONS

Presentation – "Understanding Pennsylvania's ESL Requirements"
Pennsylvania Department of Education Bureau Institute
April 2011

Keynote Presentation – " Implementing the Common Core State Standards"
Pennsylvania Department of Education Standards Aligned System Institute
December 2010 and February 2011

Presentation – "Data Teams Building Capacity for School Improvement "
Pennsylvania Association of Federal Programs Conference
April 2008

Presentation - "Developing School-based Data Teams"
Keystone State Reading Association Conference
October 2005

Keynote Address – "What Administrators Need to Know About Comprehensive Literacy"
Pennsylvania Governor's Institute for Leadership
July 2003

Presentation – "Consistent and Pervasive Literacy Practices"
Pennsylvania Improving Schools Conference
January 2002

Presentation – "Developing A Standards-Based Classroom"
Pennsylvania Title I Assessment Congress
March 2001

Presentation – "Professional Development for Using a Standards Based Teaching-Learning-Assessing Cycle in Language Arts "
International Reading Association Conference
May 2001

Presentation – "A Standards-Based Assessment System: Making It a Reality in Your School District"
Bloomsburg Reading Conference
May 2001

Keynote Address – "Is Your Early Literacy Program *On Solid Ground*?"
Pennsylvania Big Cities Conference
July 2001

Presentation – "Standards-Based Education: A Systems Approach"
Leadership Academy - Central Instructional Support Center
July 2000

Presentation – "A Pennsylvania Framework for Engaging Teachers, Students, and Parents in Meaningful Literacy Assessment"
National Association for the Education of Young Children Annual Conference
November 1999.

Kelly Pauling

(b)(6)

Educational Administrator

Expertise in school improvement & professional development services

Over 17 years of experience in education has shaped a **broad base of knowledge across the curriculum** including literacy, assessment, special education, curriculum design, integrating technology into curriculum, school improvement, and high leverage instructional practices/interventions. **Experienced in adult learning theory and effective staff development practices**

Demonstrated success record in:

- **Offering a comprehensive system of professional development** including conferences, workshops, and graduate-level courses for a three-county region
- **Supervising a staff of 16** including curriculums specialists, training consultants, and support staff
- **Marketing and awareness of organizational impact** through flyers, booklets, catalogs, media coverage and redesign of website
- **Integrating web 2.0 tools** to extend and expand staff development opportunities including blogs, wikis, Google Docs, podcasts, iTouches, interactive white boards, webinars, and more
- **Coordinating a system of school improvement** support to meet *No Child Left Behind*
- **Building partnerships with related organizations** including higher education, community organizations, other intermediate units, PA Department of Education, Pennsylvania Training and Technical Assistance Network and others

CORE COMPETENCIES

- Facilitation skills
- Anticipating stakeholder needs
- Program Development
- Budgeting
- Strategic Planning
- Collaboration Skills
- Marketing Programs
- Communication Skills
- Development of People

HIGHLIGHTED CAREER ACHIEVEMENTS

- **Revenue Generation –** Tripled revenue from professional development program registration fees
- **Presentations** – Frequently requested to present for local, state/national conferences and workshops
- **Program Development** – Expanded professional development opportunities to meet school district needs
- **Stakeholder Satisfaction -** Needs assessment conducted by a third party indicated school districts were extremely satisfied with Curriculum Services
- **Partnerships –** Created partnerships with regional labs, businesses, community agencies, higher education, workforce investment board, and other IUs to expand professional development opportunities to local districts.

PROFESSIONAL EXPERIENCE

Colonial Intermediate Unit 20, Easton, Pennsylvania **2005 – Present**
Director of Curriculum Services

- Developed innovative models for staff development including job-embedded instructional coaching, video conferencing, webinars, online courses, podcasts, and blended models

- Coordinated the development of a library of professional development courses.
- Served on the statewide committee for developing and revising school improvement templates
- Provided training and support for a variety of data systems including eMetric, Value-Added, 4Sight, and other locally relevant data
- Established a professional development model for integrating technology into reading instruction
- Site coordinator for implementation of content area literacy Innovation 3 grant through WestEd

Colonial Intermediate Unit 20, Easton, Pennsylvania **2003 – 2005**
Assistant Director of Curriculum Services

- Trainer and facilitator for various initiatives including Reading Apprenticeship, an approach to helping adolescents strengthen their reading comprehension skills across content areas
- Conducted school improvement plan reviews
- Chaired a committee to revise and implement a teacher evaluation system aligned with the Framework for Teaching
- Coordinated the New Teacher Induction Program
- Assessment Coordinator for PA State System of Assessment (PSSA)

American School for the Deaf, Philadelphia School for the Deaf, BLaST **1993 – 2003**
Intermediate Unit 17, Western Pennsylvania School for the Deaf and
Lycoming/Clinton Mental Health/Mental Retardation
Classroom Teacher

Taught at various schools in Pennsylvania & Connecticut as a classroom, resource room and itinerant teacher for student's birth through 12th grade

- Taught students from all exceptionality areas
- Coordinated services with parents and outside agencies
- Provided remediation and accommodations as needed
- Developed inclusive strategies for individual students

EDUCATION

Lehigh University, Bethlehem, PA

- Pursuing Letter of Eligibility for public school superintendent

Bloomsburg University, Bloomsburg, Pennsylvania

- M.Ed. Curriculum & Instruction
- Supervision of Special Education Certificate
- Supervision of Curriculum & Instruction Certificate
- Elementary Education Certification
- 4.0 GPA

Indiana University of Pennsylvania, Indiana, Pennsylvania

- B.S. Education of the Hearing Impaired
- Cum Laude

Rosanne Javorsky, M.Ed.

Bio

Rosanne Javorsky has been an educator since 1980, beginning her teaching career in the Pittsburgh Public Schools. She then taught at an approved private school for children with emotional and behavioral challenges before accepting a teaching position at the AIU. Rosanne taught both learning support and emotional support in district based classrooms. Rosanne is a skilled educator with over 25 years experience in the field of education. For the past 12 years, she has been actively involved in directing and facilitating professional development and technical assistance to the 42 school districts in Allegheny County. She has worked as an Instructional Support Team consultant, training school based teams to implement pre-referral processes for students with academic and behavioral difficulties. In addition, she has worked with school district teams in facilitating Comprehensive School Reform Models focused on literacy initiatives. Rosanne was a member of the early Literacy Task Force which developed and published a document, *Early Literacy Learning*. The task force was comprised of representatives from higher education, community organizations and school personnel. This document was designed to provide a systematic transition from preschool to Kindergarten and to articulate the literacy benchmarks for preK through grade 3. Rosanne's responsibilities included facilitating groups of teachers in the development of a comprehensive Literacy Curriculum Framework, preK through grade 12. This framework aligned to the Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening and articulated key learning and instruction that must occur at each grade level. Rosanne served as the Project Director for Power4Kids, a $10 million research project which sought to identify the best methods for teaching struggling readers. She has been awarded grants in excess of $1 million to support the Reading Achievement Center. Most recently, she has received a Benedum Grant to establish the Center for Creativity, Arts and Technology.

Rosanne is actively involved in a number of PA Department of Education (PDE) initiatives including: co-chair the development of the Standards Aligned System for Literacy, partner to revise PDE's school improvement initiative, member of the Statewide Leadership System of Support team, involved in the development of the secondary RTI model and a member of the State RTI Leadership team. Rosanne

facilitates the AIU Curriculum Coordinators' meetings and has served as co-chair of the PAIU Curriculum Coordinators group.

Rosanne holds a Bachelor's Degree in Special Education from Indiana University of PA. She earned a Master's Degree in Special Education, a Superintendent's Letter of Eligibility (LOE), and certification as a reading specialist and Supervisor of Special Education from the University of Pittsburgh. She is currently completing her doctoral dissertation focusing on the roles and future function of the intermediate unit system. Rosanne is a member of the Association for Supervision and Curriculum Development, National Staff Development Council and the International Reading Association.

Kristen S. Lewald, Ed.D.
kristen_lewald@iu13.org
717-606-1756

Professional Experience:

1999-Present
Lancaster-Lebanon Intermediate Unit 13, Lancaster, PA

Statewide Project Director, Pennsylvania Value-Added Assessment System (PVAAS)
Serve as statewide Project Director for the statewide Pennsylvania Value Added Assessment System under the leadership of the Pennsylvania Department of Education(PDE); Responsible for communication with PDE, liaison with school districts across Pennsylvania, program evaluation, budget administration and supervision of staff assigned to the PVAAS Project; Coordinate professional development, technical assistance and consultation services to districts across Pennsylvania during a multi-year statewide implementation plan including coordination of statewide training teams, providing support to 500 districts, and developing support structures to train and support 29 intermediate units in PVAAS project implementation within their respective region. Serve on statewide School Improvement Leadership Team; Serve on statewide Response to Intervention team. Coordinate daata analyses/reporting for Pennsylvania's $66 million Educational Assistance Program(EAP).

Program Director, Data Management Services
Developed an array of data management services for component school districts and other clients in the area of data access, integrity and use. Provided professional development and consultation on data management to local district administrative teams lead by the Superintendent. Served on state-level information management committee.

Staff Development and Training Specialist
Coordinated regional mathematics and science consortiums including a range of professional development supports and services for content area leaders and classroom teachers. Co-coordinated regional benchmark assessment project with 22 local school districts. Co-developed regional consortium for virtual high school course development and implementation. Coordinated instructional management system consortium. Awarded numerous competitive grants for regional instructional programs including 2 Educate America Act Grants and 2 Technology Literacy Challenge Fund Grants. Provided regional professional development sessions on standards-based curriculum, assessment and instructional practices.

Educational Consultant

Pennsylvania Training and Technical Assistance Network, Harrisburg, PA
Planned collaboratively with K-12 school district administrators to establish customized plans for professional development and consultation on standards-based curriculum, assessment and instruction for regular and special education. Responded to technical assistance requests from the Pennsylvania Department of Education. Conducted needs assessments to identify training needs for regional service agencies and school districts. Facilitated systemic change to reflect educational practices. Coordinated technical assistance team in the development and implementation of technical assistance and training plans. Developed and provided training on a range of topics for service providers, parents and administrators. Applied techniques of adult learning in staff development. Initiated and developed structure and content for agency web site. Topics for professional development and consultation listed below.

Regional Consultant
Prentke Romich Company, Wooster, OH
Provided multi-state(MD, DE, WV) professional development, consultation and technical assistance on technology for individuals with disabilities. Located statewide funding sources. Provided consultative services and supplied consumers/professionals with local, state and national resources for technology. Consulted with schools, hospitals and state agencies to provide information for program initiation/expansion.

Speech-Language Clinician
Rehab Hospital of York, York, PA
Developed departmental strategies for increased productivity, performance and census building. Served adolescent and adults with disabilities in a team context. Conducted training/consultation with physicians, administrators, direct care staff and families.

Speech-Language Clinician
Lancaster-Lebanon Intermediate Unit 13, Lancaster, PA
Served K-12 students with disabilities. Teamed with K-12 school administrators, educational staff and parents to implement individual education programs.

Speech-Language Clinician
Easter Seal Society of York, York, PA
Provided direct services to preschool students with disabilities. Provided services primarily in the areas of language disorders and disorders of phonological processing.

Professional Affiliations and Accomplishments:

- PAIU Gary Miller Award (2010)
- International Society for Performance Improvement
- American Society for Training and Development
- Association for Supervision and Curriculum Development
- Pennsylvania Association for Supervision and Curriculum Development
- National Staff Development Council

- Lancaster-Lebanon IU13 Annual Administrator Employee of Distinction Award (2002)
- PDE Statewide School Improvement Leadership team
- PDE Statewide Response to Intervention (RtI) Workgroup
- PDE PSSA Statewide Advisory Committee

Professional Attainment:

Ed. D., Educational Leadership, Immaculata University, April 2008
M.Ed., Adult and Organization Development, Temple University, 2000
M.S., Speech Language Pathology, Bloomsburg University, 1987
B.S., Communication Disorders, Bloomsburg University, 1986

Certifications:
Pennsylvania Superintendent Letter of Eligibility
Instructional II, Speech-Language Impaired

Developed and Administered Statewide and Regional Innovative Programs:

- IU13 Pennsylvania Virtual Education (PAVE), Initiated in 1999
- IU13 Data Management Services, Initiated in 2002
- Statewide PVAAS Pilot Implementation, 2002-2005
- Statewide PVAAS Implementation, 2005- Present

Professor, Johns Hopkins University, Graduate Course
Environmental Communication Teaching, 1991

Adjunct Professor, Wilkes University, Graduate Course
Educational Assessment Course, 2006-2008

- Taught course in traditional classroom format
- Taught course in full online format via Blackboard

Other Professional Experience:
National Conferences • Keynotes • Large Group Sessions • One-on-One - Statewide/National Satellite Teleconferences • Small Group Sessions • Videoconferences • Webinars

Audiences Have Included:
Superintendents • Assistant Superintendents • Special Education Directors • Technology Directors • Principals • Assistant Principals • Content Area leaders • Classroom Teachers (Regular and Special Education) • School Board members • Statewide Organizations/Associations • Higher Education • Policy-Makers • Media/Press

Presentation/Consultation Topics Have Included:

Standards-Based Systems • EAP/Tutoring • Data Informed Decision-Making • Data Quality • Data Integration • Pennsylvania Value-Added Assessment System (PVAAS) • Data Team Meetings • School Improvement Planning •Team Development • Effective Team Meetings • Collaboration • Effective Staff Development Approaches • Comprehensive Systemic Professional Development • Effective Instructional Design • Active Learning • Adult Learning Principles • Communication Processes for Collaboration • Effective Technical Assistance • Technology to Enhance Individual Productivity and Professional Development • Technology to Enhance Leadership and Teamwork • Maximizing the Internet • Accommodations for Diverse Learners • Individuals with Disabilities • Building Local Capacity • Instructional Management Systems • Online Learning for K-12 Students • Virtual High School Effective Technical Assistance •

Publications:

Examples include:
Pennsylvania Value-Added Assessment System (PVAAS) Statewide Communication and Professional development materials for Pennsylvania Department of Education.

Bixler-Stoudt, T., Bohan, J., Lewald, K., & McCartney, P. (2005). The pursuit of data-informed school culture in Pennsylvania. *The Pennsylvania Administrator,*15-17.

Dubble, J., & Lewald, K. S (2002) *Virtual learning: Success through collaboration*. Perspectives Journal, v. 8. Association of Educational Service Agencies.

Fonner, K, & Lewald, K. (1999) *Discovering AAC setups compact disk: A tool for assessment of AAC systems. Don Johnston, Inc.*

Armstrong, J., & Lewald, K. (1999). *Translating Theory into Practice: Forming Parent and Professional Parrtnerships*. American Speech-Language and Hearing Association Special Interest Division Newsletter.

Procedural Safeguards Train-the Trainer Modules (1998), Instructional Support System of PA, Harrisburg, PA. Training packet- overheads, trainer notes, handouts and support materials.

Handbook of Augmentative and Alternative Communication (1997), Singular Publishing Group Inc.: San Diego. Contributing author-chapter on service delivery.

Framework for Learning Accommodations (1997), Instructional Support System of PA, Harrisburg, PA. Resource guide to serve as a framework for education.

Funding Technologv for Programs (1995), Instructional Support System of Pennsylvania, Harrisburg, PA. Resource guide including structures for funding acquisition.

Technologv for Individuals with Disabilities (1993), California State University at Northridge Conference Proceedings, Los Angeles, CA. Three papers regarding training systems.

Demonstrated Leadership:

- Completed in EPLC Education Policy Fellowship Program (2008)
- Completed Doctoral Program in Educational Leadership at Immaculata University (2008)
- Co-established IU13 Virtual Education/Virtual High School Initiative (2000)
- Established IU13 Data Management Services (2004)
- Statewide Project Director for Pennsylvania Value-Added Assessment System (2002-present)
- Lancaster-Lebanon IU13 Annual Administrator Employee of Distinction Award (2002)
- Battelle for Kids National Value-Added Pioneer Award (2006)
- Pennsylvania Department of Education Statewide School Improvement Leadership team (2008-present)
- Pennsylvania Department of Education Statewide Response to Intervention Workgroup (2008-present)
- Pennsylvania Department of Education Pennsylvania Statewide System of Assessment Statewide Advisory Committee (2008-present)
- Lancaster-Lebanon IU13 SY07-08 Team Work Award (2008)
- PAIU Gary Miller Award (2010)

Brenda L. Hanthorn Ed.D.

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Lebanon, PA 17042
Work Phone: (717) 450-1500
Email: brenda_hanthorn@iu13.org

SUMMARY OF EXPERIENCE

Dedicated and passionate early childhood leader, college level instructor and national level speaker with a depth of experience with translating research and data-driven decisions into practice to impact the quality of early childhood programming and policy.

PROFESSIONAL EXPERIENCE

LANCASTER LEBANON INTERMEDIATE UNIT 13 2007-PRESENT
POSITION: Early Childhood Supervisor Lebanon, PA

Responsibilities: Oversee the integration of all facets of the IU Early Childhood Program in Lancaster and Lebanon Counties (Early Head Start, Head Start, Pre-K Counts and Lebanon School District K/4 Partnership) to provide high quality early childhood programs that support effective school readiness. Supervise and provide ongoing support for Early Childhood Act 93, instructional Early Childhood and School Age Special Education staff and support staff. Oversee daily operations of the Lebanon School Services building and advocate on behalf of the Lebanon building staff.

Accomplishments:

- Led the implementation of the Early Reading First for Lebanon County, a three million dollar grant that provided Literacy Coach support, professional development, a research-based literacy curriculum, ongoing professional development, including a three day Summer Institute and assessment for improvement in twenty three early childhood classrooms
- Co-wrote, obtained and implemented a Pre-K Counts State Grant to establish Early Childhood programs in Head Start, Lebanon School District and with community partners
- Continuously improve student achievement by using quantitative and qualitative data to inform decision-making at the program, classroom and individual teacher level
- Implement an outreach plan to educate stakeholders about the benefits of early education for children, families and communities as the Community Engagement Coordinator for Lebanon County
- Develop an "Identification, Prevention, Transition" (RTI program for preschool) model to identify students at risk of academic failure and provide interventions to support school success
- Assist in the coordination of ongoing professional development activities through continuous quality improvement
- Develop and implemented a State approved Early Childhood Induction Program for teachers that includes professional development, mentoring and observation/evaluation
- Awarded a State Transition Grant for two consecutive years
- Serve on the IU Facilities Committee to analyze facility needs and plan for changes and improvements for programs
- Appointed to the Pennsylvania Early Learning Council responsible for coordinating the delivery of Federal and Commonwealth programs designed to serve young children and to ensure a smooth transition for those children
- Serve on the PA Early Learning Career Preparation and Development Committee
- Selected to serve on the PDE Website Focus Group
- Serve on a State Task Force to revise the Core Body of Knowledge and the Professional Develop Record to align with Chapter 49 Requirements
- Founding member of the PA Early Childhood Summit Statewide Early Childhood Conference planning committee

WEST YORK SCHOOL DISTRICT 1998-2007
POSITION: Elementary Administrator York, PA

Responsibilities: Instructional leader for the 500 students and 60 staff members of two early childhood elementary schools (Pre-K -1st grade) consistent with the goals of the school district. Apprised the performance of personnel (K-6) with an emphasis on the improvement of instruction. Led the Communication Arts Committee (K-12, World Languages, Library Science and ESL) to develop a Standard-aligned curriculum, instructional strategies and assessments. Demonstrated leadership and direction for the community's involvement with the school.

Accomplishments:

- Led the District Elementary Assessment Committee to develop and implement an elementary standards-based reporting system (K-5)
- Successfully campaigned for and implemented the district full-day Kindergarten program
- Worked collaboratively with the local early childhood community to develop a district kindergarten transition plan
- Successfully planned and implemented a Pre-Kindergarten program for identified children and their families
- Achieved Exemplary Reading Program status from Keystone Reading Association (KSRA) and International Reading Association (IRA) - one of twenty-four schools recognized nationally

- Administrator of a Model Site Team, a competitive grant status for an exemplary early childhood program achieving State Standards within the state of Pennsylvania
- Reorganized and led the District ESL program (K-12) to successfully align with State qualifications
- Wrote and successfully obtained and implemented four "Read To Succeed" grants for the School District
- Selected to conduct "Read To Succeed" State Monitoring visits to local school districts for the PA Department of Education
- Selected to participate in the State Level "Build – Early Learning Standards Task Force"
- Contributing member of the "Early Childhood Assessment Committee" for the Pennsylvania Department of Education

Awards:

- Recipient of the Supervision and Curriculum Development award for 2001 from the Southern Region of Pennsylvania Association for Supervision and Curriculum Development (PASCD) - for making a significant contribution to supervision, curriculum and programs as evidenced by the number of students impacted, and the improved achievement
- Received Children's Champion Award from York Area Association for the Education of Young Children

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION 1994-Present
POSITION: Field Consultant Ypsilanti, MI

Responsibilities: Lead more than one thousand administrators and practitioners nationally in the High/Scope Approach and Developmentally Appropriate Practice as a certified High/Scope Preschool and Elementary Trainer. Previous member of the High/Scope Publication Review and Adoption Panel.

PENN STATE UNIVERSITY 2002, 2006, 2007, 2010
POSITION: Instructor York, PA

Responsibilities: Impact the quality of early education by developing and leading two Early Childhood Master's degree program courses aligned with NAEYC standards , "Early Childhood Curriculum " and "Family, Home & Community."

SCHOOL DISTRICT OF LANCASTER 1983-1998
POSITION: K/5, K/4, & K/3 Classroom Teacher, Acting Assistant Principal Lancaster, PA

Responsibilities: Create a high quality early childhood program for developmentally delayed students for fifteen consecutive years in an urban setting. Conducted weekly home visits and family workshops to support student achievement. Provide educational leadership as an Acting Assistant Principal for urban elementary school with 700 students and 445 staff members.

Accomplishments:

- Co-chairperson of a committee that developed a Title I assessment "Literacy in Play"
- Served on a committee to develop district early childhood curriculum and progress reports
- Change agent for initiating a balanced literacy program for primary level
- Facilitated on-going professional development aligned with district initiatives and current educational research
- Examined current trends in education as a member of the Intermediate Unit Early Childhood Focus Group
- Examined successful school district programs statewide as a member of the Title I Diversity Committee
- Completed "Parents as Teachers" training for establishing family programs
- Actively served on a committee to develop and initiate a parent/family program involving home visits, parent workshops and individual parent/child sessions

EDUCATION AND CERTIFICATION

WIDENER UNIVERSITY

- Doctorate of Education, 5/07
  Dissertation Title: An Examination of Effective Kindergarten transition Practices and the Perceptions of Public Elementary School Principals
- Superintendent Letter of Eligibility, 1/05
- Curriculum and Instruction Certification, 1/98

PENN STATE UNIVERSITY

- Administrative I Certification, 9/96

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION

- High/Scope Certified Elementary Trainer of Teachers, 9/98
- High/Scope Certified Preschool Trainer of Teachers, 8/94

MILLERSVILLE UNIVERSITY

- Master of Science in Elementary Education, 6/82
- Bachelor of Science in Education & Early Childhood Education, 5/80

COMMUNITY INVOLVEMENT

- Chairperson of the Lebanon School Readiness Task Force and Lebanon County Community Engagement Leadership

Council
- Collaborated with local government and community to secure a grant for a park/playground renovation project
- Previous Chairperson for the York County School Readiness Task Force
- Prior School District representative for the York Head Start Advisory Council
- Served as a mentor for an aspiring educator through the Future Leaders of York

WORKSHOPS/PRESENTATIONS

National:

- 1995-2004 High/Scope International Registry Conference - Detroit, Michigan
- 2002 National Reading Recovery Conference - Columbus, Ohio
- 1995 NAEYC Conference - Washington, D.C.

State / Local:

- 1998-2007 Ongoing staff development for professional and support staff - West York Area School District
- 2005, 2006 PA Early Childhood Conference – Hershey, PA
- 2004, 2008 York Area Head Start
- 2002-2006 York Area Association for the Education of Young Children Annual Conference
- 2003-2004 Harrisburg School District
- 1997-2004 Hildebrandt Learning Center Annual Conference
- 1998-2004 PA Title I Assessment Congress
- 1992-2004 Lancaster Area Association for the Education of Young Children Annual Conference
- 2003 PA Title I School Improvement Conference
  Lebanon Area Association for the Education of Young Children Annual Conference
- 2002 Intermediate Unit Teleconference
  Wyomissing Area School District
  Lebanon School District
  York Area Head Start
- 2001 Keystone State Reading Association Conference
  Columbia School District
- 2000 Pennsylvania Association for Curriculum and Development Annual Conference
- 1998 Intermediate Unit Teleconference
  Capital Area Association for the Education of Young Children Annual Conference
- 1995-1996 Graduate level course presentations at Millersville University
  Undergraduate level course presentations at local universities
- 1995 York Area Head Start

CURRENT MEMBERSHIPS

- Association for Supervision and Curriculum Development
- Phi Delta Kappa
- National Association for the Education of Young Children/Lancaster Association for the Education of Young Children Annual Conference Committee

Rose Gioia-Fine

(b)(6)

Profile

- Twenty years' experience as an adult educator
- Ability to create and direct complex projects from conception to implementation and evaluation
- Goal-oriented individual with strong leadership capabilities
- Organized, highly motivated, and detail-directed problem solver
- Proven Ability to create, lead, and work in teams

Employment

Tuscarora Intermediate Unit, McVeytown, PA
Pennsylvania Family Literacy Professional Development Project
Professional Development Projects Manager (2000-Present)
Highlights:

- Developed and provided professional development and technical assistance to family literacy grantees throughout Pennsylvania, including the development and implementation of face to face and distance learning opportunities and leadership of the technical assistance team in supporting continuous program improvement.
- Participated and led interagency collaborative activity to promote and create resources for Pennsylvania Family Literacy programs, their partners, and families across the Commonwealth.
- Presented over 100 workshops at regional, state, and national education conference venues.
- Contributed to the PA Department of Education/ABLE Family Literacy Indicators of Program Quality.
- Provided leadership for and instruction of the Pennsylvania Family Development Credentialing program.

Allegheny Intermediate Unit, Pittsburgh, PA
Early Childhood and Family Support Services
Regional Director (1994-2000)
Highlights:

- Member of the management team responsible for the leadership and management of family support, family literacy, and Head Start services to over 3000 families in Allegheny County.
- Directly responsible for the management of 13 Head Start classrooms, 10 family literacy programs, 11 family support centers, and 3 pregnant and parenting teen programs.
- Responsible for fundraising and supervision of 67 staff.

Honors:

Pennsylvania Association of Adult and Continuing Education
Outstanding Adult Educator 2011
For outstanding contributions to the development of the field of adult education and family literacy in the Commonwealth of Pennsylvania.

Public Health Collaboration: Center for Disease Control, Atlanta, Georgia (2003)
For leadership of the Keystone Color Me Healthy Project; a public/private, interagency partnership that provided statewide educational opportunities and resources for educators and families regarding healthy nutrition and physical activity for Pennsylvania preschoolers and their families.

Education: University of Pittsburgh, BS in Psychology /Social Work, 1987
Penn State University, graduate course work, 1996, counseling Education
Western Governors University, graduate course, 2003, Instructional Design
Indiana University of Pennsylvania, Family Development Credential, 2006

Heather Brown

(b)(6)

Objective

To serve as the content expert, provide technical assistance and offer professional development opportunities to incorporate Universal Design for Learning within Tier I of Pennsylvania's Response-to-Instruction & Intervention Framework.

Work Experience

Coordinator of Educational Technology **March 2010- Present**

- Applied principles of Universal Design for Learning to revamp a summer Title I reading program which resulted in increased student motivation and engagement, increased attendance, and parental support for program.
- Provided multiple professional development opportunities for teachers and administrators on technology integration that will allow all students to access the curriculum and demonstrate growth in a variety of ways.
- Served as regional Intermediate Unit Technology Integration Mentor to provide support and resources for the Classrooms for the Future coaches to create and implement data-driven, technology-enhanced lessons in their school districts.

Classrooms For the Future Technology Coach **March 2007- March 2010**

- Co-planned lessons with teachers to present content in multiple ways and differentiate how students will demonstrate their knowledge.
- Provided just-in-time and ongoing professional development and support for teachers to develop and implement rigorous, standards-based lessons for all students.
- Enhanced teachers' knowledge and ability to integrate technology into the curriculum and make informed instructional decisions based on formative and summative assessments.

Training and Consulting Staff **August 2005- March 2010**

- Provided professional development and technical assistance for school districts involved in statewide special education initiatives or to meet their needs in the form of guided practice and evaluation of interventions.
- Assisted school districts in inclusionary practices in programs utilizing standards-based instruction to accommodate students with special needs and diverse backgrounds.
- Participated in PDE sponsored training sessions and planning meetings. Implemented and shared materials and information to our staff and school districts.
- Provided training and technical assistance to school districts on utilizing assistive technology to overcome learning challenges primarily for learning support students.

Education

Moravian College **May 2009**

- Master of Education in Curriculum and Instruction
- Conducted research and wrote thesis titled Supporting the Integration of Technology in the Secondary Classroom
- GPA: 3.95

Kutztown University **December 2003**

- Bachelor of Science in Elementary Education with a Concentration in Mathematics
- Student taught in England

Certifications

- Instructional Technology Specialist
- Mid-level Mathematics 7th- 9th
- Elementary Kindergarten- 6th

Deborah L. Fulton

(b)(6)

Education

Supervision	Special Education	2002	Millersville University
M .Ed	Special Education Elementary Education	1977	Ball State University
B.S.	Elementary Education	1976	Valparaiso University

Certifications

Supervision for Special Education
Reading Specialist
Special Education
Elementary Education

Highlights of Qualifications

- Develop, implement, direct, administer, and evaluate effective instructional, assessment, curricular approaches at the regional and local school/district levels.
- Led Pennsylvania's Reading First Initiative as Director of Pennsylvania Reading First: Professional Development, Technical Assistance, and program s at school, district, region, and state levels
- Provide technical support , on-site instruction and support, and professional development in multiple areas of literacy, leadership, inclusion, effective instruction, progress monitoring, differentiated instruction, assessment, best practices in education, Response to Instruction and Intervention, School wide Intervention
- Provide technical assistance to building principals in school wide improvement, best practices, data, and instruction
- Support schools and districts in Corrective Action as identified by PDE, as a Distinguished School Leader and member of Targeted Assistance Team
- Lead Pennsylvania Training and Technical Assistance Network's (PaTTAN's) statewide Reading, Writing, Speaking and Listening initiative, developing, managing and implementing a statewide professional development plan
- Develop the Reading, Writing, Speaking and Listening Standards Aligned System (SAS) as well as Grades K-2 Literacy Standards as a member of statewide teams
- Develop data collection procedures and evaluation systems to measure student progress and changes in instructional practices based on data and research
- Direct and manage the Statewide professional learning community made up of 100 certified regional LETRS (Language Essentials for Teachers of Reading and Spelling) trainers throughout Pennsylvania
- LETRS certified trainer

Professional Experience

2004-present ***Educational Consultant*** (Act 93) Pennsylvania Training and Technical Assistance Network (PaTTAN), Harrisburg, PA

- Provide training on educational initiatives of the PA Dept of Special Education
- Provide Targeted Assistance as a Distinguished School Leader for district in Corrective Action chosen by PDE
- Provide technical assistance, consultation, and staff development in literacy, Response to Instruction &Intervention, School Wide Intervention, effective instruction, progress monitoring, data analysis, Differentiated Instruction and others
- Provide Technical Assistance for principals and district leaders in school wide improvement processes
- Lead PaTTAN's statewide Reading, Writing, Speaking, and Listening Initiative Team
- Develop and provide professional development and resources as member of Statewide Teams: RtII:K-12 and Secondary, Leadership, School Improvement

- Coordinate and organize statewide roll out and offerings of LETRS trainings
- Lead the Professional Learning Community of approximately 60 certified LETRS trainers in PA
- Develop, implement and direct content strands at statewide conferences and institutes
- Develop Standards Aligned Systems in Reading, Writing, Speaking, and Listening
- Develop Reading, Writing, Speaking and Listening Standards for Grades K-2
- Provide school based intervention for schools in central Pennsylvania in areas of literacy, effective instruction, assessment (data analysis and progress monitoring), inclusion, leadership
- Provided support for schools and staff involved in the MP3 (Monitoring the Progress of Pennsylvania Pupils) federal project, with Lehigh University staff
- Coach and mentor leaders, regular classroom, reading, and special education teachers in public schools involved in school based intervention projects
- Participate in variety of research projects
- Provide support for colleagues in the area of Literacy
- Present at statewide and national conferences

2007- June 30, 2009 ***Director of Pennsylvania Reading First statewide grant for programs, Professional Development and technical assistance***
PaTTAN, Pennsylvania Department of Education, Harrisburg, PA

- Developed and implemented a Differentiated Support Plan for 160 PA Reading First schools
- Maintained a budget around professional development and technical assistance for PA Reading First
- Developed , managed and implemented the state Reading First Professional Development plan
- Developed resources and tools to support the differentiated support plans
- Collaborated with ERFFTAC and USDE in implementing RF guidelines
- Provided leadership for 35 district coordinators in district implementation
- Coordinated , guided, and evaluated the responsibilities and work of 20 Technical Assistants for Reading First schools across the state
- Coordinated and guided the responsibilities and work of 200 coaches for Reading First schools
- Shared information and resources as direct line administrator at the district and building and state level
- Developed and managed the implementation of the PA-Reading First Classroom Walkthrough Tool –
- Provide training in the Classroom Walkthrough Tool
- Led the development of a Best Practices DVD with professional development guide
- Trained as facilitator for the National RF Sustainability process
- Led 5 district wide teams in a 2 day sustainability planning process
- Managed the development of a Data Tool Resource
- Developed, managed, and implemented two 4 day summer Institutes

1999-2004 ***Learning Assistance Teacher***, Milton Hershey School, Hershey, PA

- Delivered standards-based curriculum and instruction through classroom inclusion and pull-out programs;
- Evaluated newly enrolled students to identify needs;
- Assessed students throughout year to measure progress and design instruction;
- Administered, scored, and analyzed a variety of formative and summative assessments;
- Collaborated with regular classroom teachers to create strategies and differentiate instruction for student success;
- Co-taught, modeled techniques and supported teachers and students;
- Planned and facilitated weekly learning assistance plan meetings;
- Trained teachers in assessments, current best practices, literacy instruction
- Planned and led meetings with house parents
- Provided professional development and support to house parents
- Co-operative teacher for Special Education student teachers
- Mentored new teachers and student teachers

2001-2004 ***Team Leader,*** Learning Assistance Team, Memorial Hall, Milton Hershey School

- Facilitated weekly team meetings
- Mentored, trained, and supported new teachers

- Developed and managed learning support team annual budget;
- Managed referrals for Learning Assistance support;
- Managed and scheduled weekly Service Provider team meetings for each student;
- Managed new students' evaluations and services;
- Managed K-5 DIBELS screenings 3 times annually.
- Provided support to other divisions' teams as requested

2002-2003 ***Instructional Facilitator***, Milton Hershey School

- Provided staff development in Assessments, Rubrics, Standards, Differentiated Instruction, Standards Awareness, Working with Students with Learning Disabilities, Guided Reading, Use of Diagnostic Instruments, Curriculum Alignment
- Facilitated Curriculum development , alignment and assessment
- Facilitated lesson study groups;
- Facilitated assessment design by teams;
- Provided research and support for staff to meet building and professional goals;
- Modeled best practice instruction and strategies;
- Provided ongoing peer support;
- Observed, evaluated, and offered instructional recommendations for children experiencing academic difficulty;
- Supported new teachers through individual monthly meetings, newsletters, and other personal contact.

2000-2002 ***Literacy Leader,*** Milton Hershey School

- Supported teachers in the implementation of Penn Literacy, Milton Hershey's literacy based program;
- Assisted teachers in small groups, large groups, and individually with literacy instruction;
- Met with grade level teams to share instructional and assessment strategies and determine needs;
- Modeled literacy practices;
- Aided teachers in finding and using resources;
- Provided training in literacy instruction and strategies.

1984-1999 ***Learning Support Teacher,*** Central Dauphin School District, Harrisburg, PA

1977-1984 ***Learning Support Teacher,*** Northeast Indiana Special Education Cooperative, Corona, IN

1976-1977 ***Special Education Graduate Assistant and Diagnostician,***
The Diagnostic Learning Center, Ball State University, Muncie, IN

Professional Affiliations

Council for Exceptional Children
Division of Learning Disabilities, CEC
CASE, CEC
International Dyslexia Society
Association of Staff Development
Association of Supervision and Curriculum Development
International Reading Association

Presentations and Publications:

- Will present at the National LETRS Summit in New Orleans in January 2010
- List of major presentations available on request

- Co-author, "Improving Student Reading Performance School by School: A Data-driven School-wide Approach," *Pennsylvania Administrator*. May, 2007
- Author, "Two Miraculous Weeks," *Woman's World*. May 11. 1999
- Author, "Love Can Last Forever," *A Second Chicken Soup for the Woman's Soul.* Health Communications, Inc.; Deerfield Beach, Florida. October, 1998

Jacqueline Sham is the Director of Curriculum and Instruction/Educational Technologies at the Carbon Lehigh Intermediate Unit # 21 (CLIU) in Schnecksville, PA. Jackie began her RA journey is 2001 as an RA coach for secondary Math and Science teachers in Lehigh County, Pennsylvania. She has been involved in facilitating local RA networking groups and provided RA professional learning workshops in many school districts in the CLIU service area. Additionally she has worked as a facilitator at several Leadership Institutes in Reading Apprenticeship and the follow up Winter Conferences on the East Coast. Jackie's education profile is vast and varied. She worked as an Assistant Professor of Health and Physical Education and Athletic Director at Cedar Crest College in Allentown, PA for 17 years followed by 10 years as an third grade elementary teacher. She was the Director of the Penn State Lehigh Valley Writing Project, a site of the National Writing Project, a Coordinator of Professional Development at CLIU # 21, an Academic Assistant High School Principal in the Allentown School District, and the Supervisor of Curriculum and Instruction in Upper Moreland School District in Willow Grove, PA before returning to CLIU # 21 in October 2010. She considers herself a professional educator embracing a philosophy that all learners can excel when engaged in processes that foster their thinking while collaborating with other thinkers and learners.

Participating Staff

Dr. William L. Sanders, Senior Manager of SAS® EVAAS® for K-12

Dr. William L. Sanders is a senior research fellow with the University of North Carolina system and is senior manager of value-added assessment and research for SAS Institute Inc. in Cary, N.C. Dr. Sanders oversees the statistical modeling and analytic considerations for EVAAS customers' value-added and projection reporting, and he has two decades experience in this role.

Dr. Sanders assumed the SAS position in 2000, upon retiring after more than 34 years as professor and director of the University of Tennessee's Value-Added Research and Assessment Center. In July 2006, Sanders testified before the House Education and Workforce Committee about the reauthorization of NCLB. In February 2007, he shared his research in a Senate Health, Education, Labor and Pensions Committee Round Table discussion on teacher incentives.

In 2006 the Education Research Center reported the most influential research on the last decade's national educational policy, and Sanders' value added research developed for Tennessee ranked sixth. Sanders strongly believes that education is about providing all students better opportunities in life, and that measuring the influence of schooling on their achievement provides vital information for improving America's schools.

Over the last 20 years, Sanders and his colleagues have developed and refined a methodology to measure the influence that school systems, schools and teachers have on the academic progress of students. This influence is the 'value added' by schooling. By following the academic progress of each student over time and using statistical mixed-model techniques, Sanders has demonstrated that both accelerators and impediments to sustained academic growth can be measured in a fair, objective and unbiased manner. His value-added approach to assessment provides crucial diagnostic information for principals and teachers and can also be used as the basis for district or state accountability models.

Sanders has served as an advisor to policymakers at the federal level; he has worked with many states and districts interested in developing a value-added component to leverage their testing data into more precise and reliable information for better decision making.

- Many of his suggestions concerning measurement of outcome were incorporated into Tennessee's Educational Improvement Act (1992) and in 2006 he worked with Tennessee to submit one of the first USED approved growth model proposals to augment their NCLB AYP measures.
- Using Sanders' Battelle for Kids work as a model, Ohio has added a growth component to their accountability program that includes grades 4-8 in 2007. Ohio's student projections were also approved as one of the USED's NCLB Growth Model pilots.
- The Pennsylvania State Board of Education approved the first value-added pilots in the commonwealth in 2003, and in 2006 all Pennsylvania districts and schools received value-added results for the first time.
- The North Carolina State Board of Education provides value-added and student projection reporting to each of the districts in North Carolina.

Education:

- Doctorate in Animal Science and Statistics, University of Tennessee at Knoxville
- Bachelor of Science, University of Tennessee at Knoxville

Dr. June Rivers, Manager of SAS® EVAAS® for K-12

June Rivers is the manager of the SAS® EVAAS® for K-12 group and has worked for 25 years to improve educational opportunities for students. June brings experiences as a former teacher, a district administrator, and an administrator of a state's mandated testing to her role at SAS. She oversees the implementation and delivery of value-added and projection reporting by the EVAAS team.

June has extensive experience in researching teaching quality and effectiveness, with particular interest in its impact on future student achievement. During her time with the EVAAS team, she has worked with hundreds of educators, including superintendents, principals, teachers, guidance counselors and curriculum specialists, to introduce them to or improve their knowledge of value-added assessment as a critical tool for maximizing educational opportunities for all students, regardless of their achievement level. June also serves as an advisor to federal, state and local policymakers, including school board members, state education agencies, and legislators, to assist in developing appropriate educational goals based in sound statistical reasoning.

Education:

- Doctorate of Education in Leadership Studies, University of Tennessee at Knoxville
- Master of Education in School Administration, Trevecca Nazarene College
- Bachelor of Science in Mathematics, Middle Tennessee State University

S. Paul Wright, Senior Statistician

Paul has been a part of the EVAAS team since its beginning in Knoxville, Tennessee. In the past 20 years, he has authored many statistical papers on value-added modeling, and he brings significant analytic experience to the EVAAS proposal. Along with Dr. Sanders and Dr. White, Paul actively engages in statistical analysis and review of student data.

Education:

- Master of Statistics, University of Tennessee at Knoxville
- Master of Arts in Psychology, University of Tennessee at Knoxville
- Bachelor of Science in Geology with Minor in Chemistry, Tennessee Technological University

Dr. John White, Manager of SAS® EVAAS® Analytical Software Development

John White has been an analytical consultant with the SAS EVAAS group for five years. In that time, he has developed significant expertise in value-added modeling. John oversees the day-to-day management of data analysis, quality assurance, and model development.

John was selected as the recipient of the Gertrude M. Cox Academic Achievement Award for the Outstanding Master of Statistics Candidate.

Education:

- Doctorate in Statistics, North Carolina State University
- Master of Statistics, North Carolina State University
- Bachelor of Science in Statistics, North Carolina State University, with Minors in Mathematics and Economics

Jill Leandro, Project Manager

Jill has represented the SAS EVAAS group in educational policy for several years. She works with EVAAS clients in all states to manage production timelines and deliverables, given each customer's specific

preferences and policy goals. She has previous work experience in education, public policy, and quantitative analysis.

Education:

- Master of Public Policy Studies, Harvard University
- Bachelor of Arts in Public Policy Studies and French, Duke University

Craig Simpson, Manager of Architect of SAS® EVAAS® Software Development

As a part of the SAS software team since 1988, Craig has significant experience in many software projects, particularly those involving education. Craig was introduced to education software when he was assigned to The Gates Foundation to design and develop TAGLIT (Taking a Good Look at Instructional Technology) which was used by Gates to collect data used to evaluate technology use and integration in schools. Assessments were provided for principals, teachers and students. Once the data was collected, each school was provided a report with the results from the assessment.

Craig was the primary architect of the design and development of the EVAAS Web-based reporting system, and that role continues today where he leads a team of developers on new functionality into the reporting.

Education:

- Master of Science in Economics, University of North Carolina at Chapel Hill
- Bachelor of Science in Computer Science, North Carolina State University
- Bachelor of Arts in Economics, Michigan State University

Stefani Barbero, Manager of SAS® EVAAS® Customer Interface Product Development Projects

Stefani Barbero brings nearly two decades of experience in software and media development to the SAS EVAAS team. In 2003, she joined SAS EVAAS, where she has overseen the continuing development of the reporting software. Stefani began her career writing and producing instructional and educational videos and public affairs television programming. Later, she managed the research department for a national public television show that reported on advances in biomedical research.

After writing a successful grant proposal to produce an entertaining multimedia program to teach first-graders about good nutrition, funded by the National Cancer Institute, she turned her attention to educational multimedia. Over the course of several years she wrote, produced, and managed the production of a wide range of educational programs, including several series of interactive programs for high school science instruction and two projects with The History Channel on the American Civil War and the history of Ellis Island.

Education:

- Bachelor of Science in Public Policy Studies, Duke University

Lora Lantzy, Manager of Web Production Operations

Lora Lantzy joined SAS in 1998 and has worked in the EVAAS group for the past seven years. She is currently responsible for the day-to-day management of the EVAAS production operations. Her experience includes not only software development but also quality assurance, technical support and system administration. Lora's skills in organization and planning, as well as effective communication, have played a vital role in the success of the EVAAS Web application delivery.

Education:

- Master of Computer Science, North Carolina State University
- Bachelor of Science, Computer Science and Mathematics, Meredith College

Collaborative for Evaluation and Assessment Capacity (CEAC)
Organizational Capacity

The Collaborative for Evaluation and Assessment Capacity (CEAC) of the University of Pittsburgh was created in 2006 as an interdisciplinary and interagency, collaborative workspace for evaluation and assessment, focusing in the areas of education reform, school leadership, and social services. CEAC strives to build reciprocal, lasting, relationships that build capacity for evaluation within programs and organizations. CEAC focuses on collaborative development of evaluation methods and reporting formats, not only to ensure that programs receive quality products and build evaluation capacity, but also to establish rapport that transfers into future endeavors.

The *Collaborative for Evaluation and Assessment Capacity* (CEAC) will conduct the evaluation under the direction of Dr. Cynthia A. Tananis, Associate Professor, and Director. Dr. Tananis is well positioned and qualified to supervise this evaluation. She has been an educator and evaluator for 30 years. CEAC is housed in the School of Education of the University of Pittsburgh. CEAC has a network of academic and practitioner affiliates, offering specific expertise in educational research, statistical analysis and modeling, survey methodology, child and adolescent development, and program theory. CEAC work groups bring a range of expertise and perspectives to evaluation projects. CEAC's strength is the range and scale of its evaluation portfolio. CEAC conducts evaluations in diverse contexts, such as youth services, health and wellness, K-16 school reform, geriatric mental health, mentoring, and university-based international studies, among others. These and other CEAC projects vary in scale and complexity.

More information about CEAC can be found at www.ceac.pitt.edu.

Key Evaluation Team Members

The following CEAC staff will serve as key members.

Cynthia A. Tananis, EdD

Dr. Tananis is the Director of the Collaborative for Evaluation and Assessment Capacity (CEAC). Dr. Tananis has consulted on a variety of evaluation projects throughout her career, including serving as one of the US TIMSS coordinators and an invited fellow as part of a US team examining high quality math and science education reform in the Netherlands and Belgium. She also served as the Research and Evaluation Coordinator of a $2 million educational retraining program for displaced workers at the Community College of Allegheny County. Dr. Tananis was also an Educational Program Specialist for the AIDS Educational Training Center of the northeast region of the US. She is currently a board member of the Eastern Evaluation Research Society. Her expertise focuses on using participative evaluation designs with involved stakeholders, helping people make sense of and benefit from the evaluation process through collaboration, and linking evaluation studies and policy. As an Associate Professor and member of the Graduate Faculty, at the University of Pittsburgh, Dr. Tananis teaches courses in program evaluation, research methodology, and educational leadership. Her research interests relate to theories, forms, and practices of evaluation.

Rita Bean, PhD

Rita M. Bean is Professor Emerita, School of Education, University of Pittsburgh. She received her BS from Edinboro University of Pennsylvania; her Master's degree and PhD from the University of

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Pittsburgh. Prior to joining the University, she taught at the elementary level and also served as reading supervisor, K-12. She has published in many different journals and monographs on the topics of reading curriculum and instruction, diagnosis and remediation in reading, adult literacy, professional development, and preparation of reading specialists. Her newest book, *The Reading Specialist: Leadership for the Classroom, School, and Community (2009),* 2nd edition, focuses on the three aspects of the role of the reading specialist, e.g., instructional, assessment, and leadership. She also addresses the coaching role of the reading specialist, discussing approaches for both group and individual coaching (Pre-School-high school). Her newest co-edited book, *Best Practices of Literacy Leaders: Keys to School Improvement*, will be published in September 2011.

Current research focuses on the development and evaluation of literacy reading programs and instruction for struggling readers. She has also studied extensively the role of the reading specialist and literacy coach in improving student achievement for all students. Dr. Bean was Co-Director of the evaluation team for Reading First in Pennsylvania. She co-directed the LEADERS Project, a professional development program for teachers, K-3, funded by an Eisenhower grant. Dr. Bean also directed the Reading Specialist Intern Program, which places certified teachers in classrooms to serve as reading specialists alongside classroom teachers and America Reads, which places undergraduates in schools or community agencies to serve as tutors to struggling readers. Dr. Bean serves on the Board of Directors for ASSET (Achieving Student Success through Excellence in Teaching), a professional development program for improving the teaching of science in elementary schools, and is also a Board member for the Urban League Charter School of Pittsburgh. She also serves as a member of the Collaborative Coaching Board, an advisory committee on coaching for the Pennsylvania Department of Education, and is a member of PA's Response to Intervention and Instruction Higher Education Focus Group.

Naomi Zigmond, PhD

Dr. Naomi Zigmond is a Distinguished Professor of Special Education in the Department of Instruction and Learning, School of Education, University of Pittsburgh. She has been an active special education researcher and teacher for more than 40 years. Her work includes a very successful implementation of a full inclusion model of service delivery for students with learning disabilities in four elementary schools in Pennsylvania (Project MELD), funded jointly by a grant from the Office of Special Education Programs (OSEP) model demonstration initiative and the Bureau of Special Education in the Pennsylvania Department of Education. More recently, she has led a second model demonstration project documenting the implementation of an RTI model in a set of significantly under-resourced and underachieving schools in one school district in Western Pennsylvania. Dr. Zigmond has worked closely with the Pennsylvania Training and Technical Assistance Network (PaTTAN) and local school districts to implement progress monitoring systems in reading and math ion elementary and middle school grades, to prepare for and implement the PA alternate assessment, and to define the role of the special educator in Reading First schools. She has also conducted several evaluation studies for the PA Bureau of Special Education, including their implementation of Instructional Support Teams (IST); best practices used in IST; placement outcomes for children with disabilities who participate in preschool special education programs; and factors related to high and low incidence rates of special education placement in districts across the Commonwealth. From 2003 to 2009 she co-directed, with Rita Bean, the External Evaluation of Pennsylvania's Reading First initiative.

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Dr. Zigmond has published more than 100 articles in refereed journals, 25 book chapters, and 5 books, and spent 5 years as Editor of Exceptional Children. In 1997, Dr. Zigmond received the Research Award from the Council for Exceptional Children in recognition of research that has contributed significantly to the body of knowledge about the education of exceptional children and youth.

Cara Ciminilo, MEd

Ms. Ciminillo serves as Project Manager for CEAC. She holds an MEd in Social and Comparative Analysis in Education from the University of Pittsburgh with a focus in International Development in Education and Service Learning. Ms. Ciminillo has traveled extensively throughout the Caribbean, South American, and Australia. She has about fifteen years of experience in programming in a number of non-governmental organizations and ten years in evaluation. She is currently completing her doctorate in Educational Leadership. Her areas of focus are experiential education and collaborative and participatory evaluation. Cara manages the day-to-day operations of CEAC, including staff supervision, project flow, and support services. Cara also serves as a senior evaluator on several projects.

Keith Trahan, MA

Keith Trahan serves as capacity coordinator and senior evaluator for the Collaborative for Evaluation and Assessment Capacity (CEAC) in the School of Education at the University of Pittsburgh. He has five years experience as an evaluator. Keith has been lead evaluator for a variety of programs in the areas of K-12 math and science reform and school leadership, IHE STEM curriculum, instruction, and learning, IHE international education, and community based human services. He holds a BA in government and a BA in sociology from McNeese State University and an MAT from Charleston Southern University. Before joining CEAC, Keith worked as a support enforcement specialist for the State of Louisiana, project director at the Canon Street YMCA in Charleston, SC, and teacher and coach for the Charleston County School District. Keith has completed doctoral coursework in the Social and Comparative Analysis in Education (Administrative and Policy Studies Department, School of Education, University of Pittsburgh). His research agenda is in the intersection of sociology and politics of education and school reform. Keith hails from Lake Charles, Louisiana.

Additionally, CEAC works with a number of Associates and Graduate Evaluators to conduct the work required on each project. Our current staff and associates can be reviewed at our website, www.ceac.pitt.edu.

CEAC Evaluation Approach

The CEAC team believes that the most relevant and meaningful evaluation occurs in a collaborative relationship among evaluators and clients working with a conceptually strong logic model and basic structure for evaluation, coupled with a commitment to dynamic and emergent planning in consort with stakeholders (Coburn, 2004; Knapp, 2002; Tananis, 2010). This philosophy resonates with the Striving Readers approach to funding strategies and program development.

Previous Experience Using Quality Improvement Methods and Tools

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Budget Narrative

Budget Narrative

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PR/Award # S371C110044

Budget Narrative
Striving Readers Comprehensive Literacy Program
CFDA 84.371 C

The budget for *Keystones to Opportunity* has been developed to support project goals and objectives. Each budget category will be discussed separately as it relates to the outcomes of this project. The following is a summary of total project costs:

Summary of Expenses	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total**
Total Personnel	$49,500	$50,985	$52,514	$54,090	$55,713	$262,802
Total Benefits	$14,750	$16,929	$19,743	$19,888	$20,036	$91,346
Total Travel Expenses	$13,725	$13,725	$13,725	$13,725	$13,725	$68,625
Total Supplies	$2,250	$2,250	$1,000	$1,000	$1,000	$7,500
Total Contracted Services	$39,919,775	$39,916,111	$39,913,018	$39,911,297	$39,909,526	$199,569,727
Total Project Costs	**$40,000,000**	**$40,000,000**	**$40,000,000**	**$40,000,000**	**$40,000,000**	**$200,000,000**

The salaries of the Project Director and support staff member are projected in the table below. These personnel costs include a projected 3% increase for years two through five of the project. The Project Director will devote approximately 60% of her time to this initiative and the support position will devote approximately 50% of his/her time to this project. The majority of personnel costs associated with this project are captured under the contracted services category.

Personnel	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total**
Project Director	$36,000	$37,080	$38,192	$39,338	$40,518	$191,128
Support Staff	$13,500	$13,905	$14,322	$14,752	$15,195	$71,674
Total Personnel	**$49,500**	**$50,985**	**$52,514**	**$54,090**	**$55,713**	**$262,802**

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The benefits associated with this project are projected, based on fiscal estimates. Increased costs associated with Pennsylvania's retirement system spike, as well as increased health insurance costs make this a difficult area to project with any accuracy. The benefits are approximately 35% of personnel costs.

Benefits	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Life Insurance	$90	$90	$90	$90	$90	$450
FICA – .0765	$3,787	$3,900	$4,017	$4,138	$4,262	$20,104
Retirement - .0865, .1219, .1669	$4,282	$6,215	$8,765	$8,765	$8,765	$36,792
Unemployment – .0025	$124	$127	$131	$135	$139	$656
Workers Comp – .0125	$619	$637	$656	$676	$696	$3,284
Health Insurance	$4,500	$4,500	$4,500	$4,500	$4,500	$22,500
Dental Coverage	$1,123	$1,235	$1,359	$1,359	$1,359	$6,435
LT Disability	$225	$225	$225	$225	$225	$1,125
Total Benefits	**$14,750**	**$16,929**	**$19,743**	**$19,888**	**$20,036**	**$91,346**

Dollars have been budgeted for the Project Director to attend the SRCL national conference each year, as advised. In addition, mileage, hotel and meal costs have been included to allow the Project Director to attend statewide and regional events, as well as to conduct site visits as needed. All travel will be at the government rate, as required by the Pennsylvania Department of Education.

Travel	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Project Director travel to National Conference	$2,500	$2,500	$2,500	$2,500	$2,500	$12,500

Project Director travel across state	$3,825	$3,825	$3,825	$3,825	$3,825	$19,125
Overnight lodging and meals – Project Director	$2,400	$2,400	$2,400	$2,400	$2,400	$12,000
Travel Expenses for Guiding Coalition Members (mileage, lodging)	$5,000	$5,000	$5,000	$5,000	$5,000	$25,000
Total Travel Expenses	**$13,725**	**$13,725**	**$13,725**	**$13,725**	**$13,725**	**$68,625**

Supplies

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Supplies associated with the sub-grant process.	$1,250	$1,250	$0	$0	$0	$2,500
Guiding Coalition Support	$1,000	$1,000	$1,000	$1,000	$1,000	$5,000
Total Supplies	**$2,250**	**$2,250**	**$1,000**	**$1,000**	**$1,000**	**$7,500**

Most of the supplies for training-related activities are built into contractor budgets. However, during the first two years of the project, PDE will conduct the sub-grant competitions which will entail training for application reviewers, creation of scoring materials, etc. The Guiding Coalition, with representation from across the Commonwealth will meet 4 times a year to review progress toward project goals and objective. Dollars have been budgeted to support these meetings.

Contracted Services	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Sub-grantee Awards	$38,000,000	$38,000,000	$38,000,000	$38,000,000	$38,000,000	$190,000,000
Lancaster-Lebanon Intermediate Unit 13	$744,775	$741,111	$738,018	$736,297	$734,526	$3,694,727
University of Pittsburgh - CEAC	$250,000	$250,000	$250,000	$250,000	$250,000	$1,250,000

SAS – EVAAS, Inc.	$250,000	$250,000	$250,000	$250,000	$250,000	$1,250,000
IU 20 • Project Manager • Content Lead	$212,500	$212,500	$212,500	$212,500	$212,500	$1,062,500
IU 3 – Project Manager	$150,000	$150,000	$150,000	$150,000	$150,000	$750,000
IU 11 – 2 Content Leads	$125,000	$125,000	$125,000	$125,000	$125,000	$625,000
IU 12 – 1 Content Lead	$62,500	$62,500	$62,500	$62,500	$62,500	$312,500
IU 21 – 1 Content Lead	$62,500	$62,500	$62,500	$62,500	$62,500	$312,500
PaTTAN – 1 Content Lead	$62,500	$62,500	$62,500	$62,500	$62,500	$312,500
Total Contracted Services	**$39,919,775**	**$39,916,111**	**$39,913,018**	**$39,911,297**	**$39,909,526**	**$47,569,727**

Sub-grantee Awards

Per the SRCL Statutory Requirements, 95% of grant dollars will go directly to local educational agencies. These dollars will be distributed 15% Birth through age 5, 40% Kindergarten through Grade 5, and 40% Grade 6 through Grade 12.

Lancaster-Lebanon Intermediate Unit 13 (IU 13)

IU 13 will coordinate major project activities for this grant. The rationale for using this contractor in this capacity includes:

- IU 13 has been instrumental in writing Pennsylvania's State Literacy Plan. The Project Coordinator, Cindy Anderson, has been involved in all of the major literacy initiatives in Pennsylvania.

- IU 13 has the infrastructure and capacity to support a project of this magnitude. They were instrumental in drafting the grant application and in facilitating conversations with the Planning Team.
- IU 13 is the lead agency on Pennsylvania's Literacy Design Collaborative and Implementing the Common Core Standards through formative assessment.
- IU 13 is the lead agency on the Pennsylvania Value Added Assessment System.
- As a former Early Reading First grantee, IU 13 has a model early childhood program that has successfully implemented Scientifically-based Reading Research in all early childhood classrooms.

Lancaster-Lebanon IU 13	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total**
Personnel • Project Coordinator • Clerical Staff • Project Manager – Central • Data Retreat Lead • Transition Lead • Common Core Lead	$353,240	$353,240	$353,240	$353,240	$353,240	$1,766,200
Personnel Benefits	$76,177	$76,177	$76177	$76,177	$76,177	$380,885
Travel • National Conference • Travel at IRS Rate	$18,910	$14,410	$16,910	$16,767	$16,910	$83,907
Communications and Printing • Project Materials • Innovation Showcase	$9,220	$6,220	$8,220	$8,220	$8,220	$40,100
Supplies	$47,721	$41,765	$41,347	$40,867	$42,053	$213,753
Contracted Services • Marketing and Media	$196,600	$206,600	$199,600	$198,600	$195,600	$997,000

Initiative • Technology Support • Train-the-Trainer Institutes • New Grantee Meeting • Innovation Incentive Awards • Documentation Support						
Indirect Costs (.0601)	$42,907	$42,699	$42,524	$42,426	$42,326	$212,882
Total Contract Amount	$744,775	$741,111	$738,018	$736,297	$734,526	$3,694,727

University of Pittsburgh – CEAC

The University of Pittsburgh will be the lead evaluator on this project. The rationale for selecting this contractor is:

- Dr. Rita Bean, at the University of Pittsburgh is the lead on the revision of Pennsylvania's State Literacy Plan. Dr. Bean's reputation in the area of literacy is well-known, not only in Pennsylvania, but also across the nation.
- The Collaborative for Evaluation and Assessment Capacity (CEAC) was created in 2006 as an interdisciplinary and interagency, collaborative. The focus of this team is not only to provide a high quality evaluation, but to work with schools and school districts to build capacity in the area of data collection and analysis. This is consistent with the philosophy and approach of *Keystones to Opportunity*.

CEAC	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total**
Personnel • (b)(6) • •	$117,700	$121,231	$124,912	$128,612	$132,472	$624,927
Personnel Benefits	$50,580	$52,096	$53,671	$55,268	$56,928	$268,543
Travel	$12,000	$10,000	$8,000	$6,000	$4,000	$40,000

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• National Conference • Travel at IRS Rate						
Supplies	$16,201	$13,154	$9,898	$6,601	$3,081	$48,935
Contracted Services • (b)(6)	$35,000	$35,000	$35,000	$35,000	$35,000	$175,000
Indirect Costs (.08)	$18,519	$18,519	$18,519	$18,519	$18,519	$92,595
Total Contract Amount	$250,000	$250,000	$250,000	$250,000	$250,000	$1,250,000

SAS EVAAS, Inc.

SAS, Inc. will collect all of the student demographic and outcome data for this project. This contractor was selected because:

- They currently collect and analyze Pennsylvania's PVAAS, PSSA, GRADE, and DIBELS data for other state projects and have an established infrastructure for this data collection.
- We are interested in growth projections for students, teachers, schools and districts participating in this project and this contractor has the ability to provide that information with the least "start-up." This will allow project staff to have usable growth data for most populations in Year 1.

SAS, Inc. projects that 100% of their budget of $250,000 a year will go toward a) staff time to create the teacher portal, b) effective collection of data from sub-grantees, c) expansion of their data collection tool to include early childhood information, and d) generation of teacher-specific, school-specific, and district-specific data reports.

Project Manager Positions

Each of the three Project Manager positions was based on the following level of compensation:

Specific Tasks - Keystones to Opportunity Project Manager	Annual Hours at Burdened Rate* of $75/ hour	Compensation
1. Participate as a member of the Keystones to Opportunity Project Management Team by attending quarterly meetings and providing regional updates at each meeting.	50	$3,750.00
2. Serve as the liaison between local intermediate units and the Project Coordinator.	100	$7,500.00
3. Support the PA Department of Education and Project Coordinator in managing all project activities within the assigned region of the state.	162	$12,150.00
4. Recruit high quality content area trainers from intermediate units within the assigned region.	100	$7,500.00
5. Facilitate monthly networking calls with regional trainers to keep professional development activities aligned within the region.	50	$3,750.00
6. Attend regional content trainings and assist content trainers, as needed.	200	$15,000.00
7. Convene regional district grantees and IU trainers annually for a 1-day project management retreat.	50	$3,750.00
8. Participate in monthly conference calls with PDE to discuss progress and problem-solve regional issues.	24	$1,800.00
9. Serve as a single point of contact for regional grantees, providing guidance and support beyond what is available from their local intermediate unit.	250	$18,750.00
10. Conduct 2 site visits annually with each of the project grantees in the region to assess progress, provide guidance and recommend needed technical assistance.	700	$52,500.00
11. Contribute to the project evaluation and annual performance report.	250	$18,750.00
Project travel	IRS Rate	$2,500.00
Materials and Training Support		$2,300.00

**Burdened rate includes all costs associated with the performance of these tasks EXCEPT materials and travel.*

Each of the Content Lead positions was based on the following tasks and compensation:

Specific Tasks	Annual Hours at Burdened Rate* of $75/ hour	Compensation
12. Develop 6-hour evidence-based core training for sub-grantees in the assigned content area.	50	$3,750.00
13. Develop train-the-trainer materials for the core training and train approximately 30 trainers from across the state in a two-day capacity-building institute.	75	$5,625.00
14. Provide ongoing technical assistance and support to intermediate unit trainers, ensuring that they have the knowledge and skills necessary to deliver high quality content to local school districts.	200	$15,000.00
15. Monitor the fidelity of regional training delivery for quality assurance purposes.	50	$3750.00
16. Synthesize content training feedback and share with trainers in an effort to continuously improve the quality of professional development activities being offered.	24	$1,800.00
17. Participate in the project evaluation and annual performance report as determined by the Project Director.	50	$3,750.00
Meals and lodging for 40 people to attend a two-day train-the-trainer institute in the designated content area.		$8,000.00
Presenter stipends for the content training institute.		$6,000.00
Training materials for sub-grantees.		$10,000.00
Training materials for trainers.		$2,500.00
Project travel.	IRS Rate	$1,325.00
		$62,500.00

**Burdened rate includes all costs associated with the performance of these tasks EXCEPT materials and travel.*

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One Project Manager (Central Region) and three Content Leaders were built into IU 13's budget, as noted above. The following contractors will serve as either Project Managers or Content Leads.

Colonial Intermediate Unit 20 - $212,500

- One Project Manager and one Content Leader
- IU 20 is the Pennsylvania lead on the Reading Apprenticeship grant and has been instrumental in writing the Striving Readers grant proposal, especially the portion of the grant dealing with Technology. Their vision for the technology content area includes using PAIU to deliver content and linking technology and universal design for learning to RtII tier one interventions.

Allegheny Intermediate Unit 3 - $150,000

- Western Project Manager

Intermediate Unit 3 was selected as the Western Region Manager for this project because of their leadership with Standards Aligned System, which will be the platform where the Striving Readers technical assistance information will be housed. IU 3 is also participating in the writing of Pennsylvania's State Literacy Plan.

Tuscarora Intermediate Unit 11 - $125,000

- Two Content Leaders
- Beth Ann McCain's work with elementary literacy was the basis of this selection. PDE has had many opportunities to work with Beth Ann and has been very impressed with the knowledge she brings to the table in this content area. Beth Ann has also been involved in the writing of Pennsylvania's State Literacy Plan.

- IU 11 has provided leadership for the statewide family literacy professional development system for many years. Their expertise and capacity in this area are second to none.

Lincoln Intermediate Unit 12 - $62,500

- One Content Leader
- Supporting English Language Learners in All Classrooms - IU 12 has been a leader in ESL instruction for many years. The recipient of several federal grants for ESL professional development, IU 12 is also home to a large migrant program. The Planning Team noted Leeann Zeroth's expertise in ESL instruction and recommended her as the content lead in this area.

Intermediate Unit 21 - $62,500

- One Content Leader
- IU 21's work with the disciplinary pieces of the Reading Apprenticeship program make them ideal for this content leadership position. They have been very involved in leading the Reading Apprenticeship grant and are emerging leaders in moving Reading Apprenticeship to the secondary disciplines.

Pennsylvania Training and Technical Assistance Network (PaTTAN) - $62,500

- One Content Leader
- The Pennsylvania Training and Technical Assistance Network (PaTTAN) is a long established leader in providing PA educators with guidance related to supporting learners with disabilities. This content strand will align closely with the Technology and UDL

content strand. Whereas, the focus of the Technology and UDL content strand will be on Tier 1 interventions, the focus of this strand will be on UDL and a Tier 2 and Tier 3 intervention.

This leadership model is designed to position Pennsylvania's 29 intermediate units as the tactical delivery system for Striving Readers professional development. With 95% of grant dollars going directly to local programs for the purchase of services, the Planning Team chose to use the intermediate unit structure to help align literacy services across the Commonwealth. The Pennsylvania Department of Education has followed the procedures for procurement under 34 DFR Parts 74.40 – 74.48 and Part 80.36.