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 # S371C110051
Grants.gov Tracking#: GRANT10865711

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: NA

5a. Federal Entity Identifier: NA

* 5b. Federal Award Identifier: NA

State Use Only:

6. Date Received by State:

7. State Application Identifier: NA

8. APPLICANT INFORMATION:

* a. Legal Name: NYS Education Department

* b. Employer/Taxpayer Identification Number (EIN/TIN): 146013200

* c. Organizational DUNS: 806782173

d. Address:

* Street1: 89 Washington Avenue
Street2: Office of Curriculum and Instruction- EB320
* City: Albany
County:
* State: NY: New York
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 12234

e. Organizational Unit:

Department Name: NYS Education Department

Division Name: Curr., Instruct., Field Servic

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

Prefix: Dr.
* First Name: Gladys
Middle Name: I
* Last Name: Cruz
Suffix:

Title: Director- Office of Curriculum and Instructio

Organizational Affiliation: Office of Curriculum Services

* Telephone Number: 518-474-5922
Fax Number: 518-473-4884

* Email: gcruz@mail.nysed.gov

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.):

Cities across New York State

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

Striving Readers Comprehensive Literacy Discretionary Grant

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: NY-all

* b. Program/Project: NY-all

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 09/01/2011

* b. End Date: 08/31/2016

18. Estimated Funding ($):

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

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

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

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

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

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

☐ Yes ☒ No

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: Ms.

* First Name: Valerie

Middle Name:

* Last Name: Grey

Suffix:

* Title: Chief Operating Officer

* Telephone Number: 518-473-8381

Fax Number:

* Email: vgrey@mail.nysed.gov

* Signature of Authorized Representative: Mary Drzonsc

* 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:
NYS Education Department

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	$ 484,771	$ 484,771	$ 484,771	$ 484,771	$ 484,771	$ 2,423,855
2. Fringe Benefits	$ 213,734	$ 213,734	$ 213,734	$ 213,734	$ 213,734	$ 1,068,670
3. Travel	$ 165,600	$ 165,600	$ 165,600	$ 165,600	$ 165,600	$ 828,000
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 17,500	$ 17,500	$ 17,500	$ 17,500	$ 17,500	$ 87,500
6. Contractual	$ 1,380,000	$ 1,380,000	$ 1,380,000	$ 1,380,000	$ 1,380,000	$ 6,900,000
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 47,608,477	$ 47,608,477	$ 47,608,477	$ 47,608,477	$ 47,608,477	$ 238,042,385
9. Total Direct Costs (lines 1-8)	$ 49,870,082	$ 49,870,082	$ 49,870,082	$ 49,870,082	$ 49,870,082	$ 249,350,410
10. Indirect Costs*	$ 129,918	$ 129,918	$ 129,918	$ 129,918	$ 129,918	$ 649,590
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 50,000,000	$ 50,000,000	$ 50,000,000	$ 50,000,000	$ 50,000,000	$ 250,000,000

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 4/1/2010 To: 3/31/2011 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[ ] 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:
NYS Education Department

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
Mary Drzonsc	Chief Operating Officer
* APPLICANT ORGANIZATION	* DATE SUBMITTED
NYS Education Department	05/09/2011

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

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

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

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name:* New York State Education Department

** Street 1:* 89 Washington Avenue *Street 2:* Office of Curriculum and Instruction- EB320

** City:* Albany *State:* NY: New York *Zip:* 12234

Congressional District, if known: NA

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

6. * Federal Department/Agency:

US Department of Education

7. * Federal Program Name/Description:

Striving Readers

CFDA Number, *if applicable:* 84.371

8. Federal Action Number, *if known:*

NA

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix: ** First Name:* NA *Middle Name:*

** Last Name:* NA *Suffix:*

** Street 1:* *Street 2:*

** City:* *State:* *Zip:*

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

Prefix: ** First Name:* NA *Middle Name:*

** Last Name:* NA *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:** Mary Drzonsc

***Name:** *Prefix:* ** First Name:* Valerie *Middle Name:*

** Last Name:* Grey *Suffix:*

Title: Chief Operating Officer **Telephone No.:** 518-473-8381 **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 Section 427.pdf | Add Attachment | Delete Attachment | View Attachment

New York State Department of Education
FY2011 Application for New Grant Under
The Striving Readers Comprehensive Literacy Program
(CFDA Number: 84.371)
GEPA Section 427 Statement

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.

The goal of the Striving Readers Comprehensive Literacy (SRCL) is to advance literacy skills- including preliteracy skills, reading, and writing- for students birth through grade 12.

Grants under this competition will be awarded to State Educational Agencies (SEAs) to provide subgrants to Local Educational Agencies (LEAs) and early learning providers. Subgrantees must serve high-need children and youths, limited-English-Proficient students, and students with disabilities with effective literacy instruction. Activities should align with the NYS Comprehensive Literacy Plan designed to improve student outcomes and have characteristics of an effective literacy program such as professional development, screening and assessment, targeted interventions for students reading below grade level, and other research based methods of improving classroom instruction and practice.

At least 15% of the subgranted funds must be used to serve children birth through age 5, at least 40% must be used to serve students in kindergarten through grade 5, and at least 40% must be used to serve students in middle and high school with equitable distribution of funds between middle and high schools. SEAs may use 5% or less for state leadership activities such as technical assistance and training, data collection, reporting, and administration.

The New York State Education Department does not discriminate and will ensure equitable access to, and participation in the Striving Readers Comprehensive Literacy Program for all students, with special emphasis on disadvantaged students as described in the parameters of this grant. All schools, districts and early childhood providers that conduct project activities funded under this grant program must adhere to above stated grant requirements.

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	NYS Education Department
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	Ms.
* First Name:	Valerie
Middle Name:	
* Last Name:	Grey
Suffix:	
* Title:	Chief Operating Officer
* SIGNATURE:	Mary Drzonsc
* DATE:	05/09/2011

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Gladys	I	Cruz	

Address:

* Street1: 89 Washington Avenue
Street2: Office of Curriculum and Instruction- EB320
* City: Albany
County:
* State: NY: New York
* Zip Code: 12234
* Country: USA: UNITED STATES

* Phone Number (give area code): 518-474-5922
Fax Number (give area code): 518-473-4884

Email Address: gcruz@mail.nysed.gov

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) #: Activities fall under Exemptions (1) as described in the Definitions of Exemptions for Department of Education Supplemental Information for SF 424. See attached narrative.

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Exempt Research Narrative- SRCL.pdf Add Attachment Delete Attachment View Attachment

Exempt Research Narrative

The Striving Readers Comprehensive Literacy (SRCL) awards competitive grants designed to advance literacy skills- including preliteracy skills, reading, and writing- for students birth through grade 12.

Grants under this competition will be awarded to State Educational Agencies (SEAs) to provide subgrants to Local Educational Agencies (LEAs) and early learning providers.

Subgrantees must serve high-need children and youths, limited-English-Proficient students, and students with disabilities with effective literacy instruction. Activities should align with the NYS Comprehensive Literacy Plan designed to improve student outcomes and have characteristics of an effective literacy program such as professional development, screening and assessment, targeted interventions for students reading below grade level, and other research based methods of improving classroom instruction and practice.

The research activities proposed are designated to be exempt from the regulations based on Exemption #1; Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

The grants awarded to subgrantees; early childhood providers and local education agencies will support the priorities of this grant: 1) to improve student literacy outcomes, with emphasis on children and students at risk of educational failure, such as those who are living in poverty, who are limited-English-proficient, who are far below grade level or who are not on track to becoming college- or career-ready by graduation, who have left school

before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who are pregnant or parenting teenagers, who have been incarcerated, who are new immigrants, who are migrants, or who have disabilities; 2) to enable more data-based decision-making; and 3) by ensuring that technology is used as an effective instructional tool. Sub-grantees will engage in State-sponsored, ongoing professional development and be provided with ongoing technical assistance and support to implement the literacy priorities presented in the *NYSCLP* and to implement the NYS P-12 CCLS.

In brief, the research involves the incorporation of the NYS Common Core Learning Standards for ELA and Math, the development of a comprehensive literacy plan that drives instruction and other normal educational practices; effective focused instruction, a tiered model of interventions, the use of data to inform and drive instruction as well as programming, and intense, classroom embedded professional development and the effect of the implementation of all on teacher practice and student growth. The research activities proposed are designated to be exempt from the regulations because the research will be conducted in established or commonly accepted educational settings involving normal educational practices

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **1234-SRCL Abstract.kg 5.9_3.pdf**

New York State Education Department
Striving Readers Comprehensive Literacy
Project Abstract

The New York State Education Department (NYSED) is submitting this Striving Readers Comprehensive Literacy (SRCL) Discretionary Grant application to fund robust, targeted, job-embedded professional development and technical assistance which aims to dramatically increase teacher effectiveness and alignment with New York State's adoption of the Common Core State Standards – New York State PreKindergarten-12 Common Core Learning Standards (NYS P-12 CCLS) – in classrooms and early childhood providers serving a critical mass of disadvantaged students.

NYSED adopted the NYS P-12 CCLS in January 2011. These standards include the national Common Core Standards plus pre-Kindergarten standards developed specifically for New York State. Over the next three years, New York State school districts will align their local curriculum, assessments, and instruction to these standards. This year, NYSED will commission the production of a full menu of Common Core curricular modules that are carefully aligned to rigorous, research-based criteria for literacy, and will model the significant transformation required to truly bring the vision of the Common Core to classrooms across New York State.

One of the significant innovations created by NYSED in its RttT application was the concept of "Network Teams." Through this vehicle (one 3-person team per 25 schools), NYSED provides additional professional development capacity (in instruction, curriculum, and data) to the district and school leaders charged with implementing these changes. Network Teams, therefore, are tasked with "turn-keying" NYSED training on the RttT Assurance Areas, driving a cultural change in schools through professional development – particularly around what is being taught, how it's being taught, and what to *do* about obstacles to student learning. The task before Network Teams is a challenging one and for early childhood providers, schools, and districts serving large percentages of disadvantaged students the likelihood of high-quality and faithful implementation will be bolstered dramatically if they are supported and trained – on-site – by a powerful combination of proven experts in the NYS P-12 CCLS, teacher observation and feedback, data driven instruction, and research driven, grade-level literacy supports .The

SRCL funded New York State Aspiring Readers and Writers Literacy Initiative, therefore, will allow New York State to deepen the work of RttT by funding direct supports for its implementation in the schools that need it most. The classroom is obviously the fulcrum of these reforms and SRCL creates an opportunity for NYSED to significantly increase the capacity of teachers, principals, and literacy coaches - through Network Teams - to deliver on its promise. In particular, NYSED will award sub-grants to LEAs, districts, schools, and early childhood education providers whose students are (or are likely to become) struggling readers and writers so that that through the ready vehicle of Network Teams they are able to implement with fidelity the rigor of the NYS P-12 CCLS in English Language Arts and Literacy, as well as the key elements of the instructional program that bring the standards to life. The SRCL grant will make it possible for NYSED to put additional, necessary resources toward the professional development of Network Team members so that they can directly influence literacy development of the State's disadvantaged students -- students living in poverty, English Language Learners and students with disabilities -- who traditionally perform much lower on summative assessments than their advantaged peers.

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **1244-SRCL FINAL_1.pdf**

INTRODUCTION: New York State Struggling Readers & Writers Literacy Initiative

The New York State Education Department (NYSED) is submitting this Striving Readers Comprehensive Literacy (SRCL) Discretionary Grant application in order to fund robust, targeted, job-embedded professional development and technical assistance which aims to dramatically increase teacher effectiveness and alignment with New York State's adoption of the Common Core State Standards – New York State PreKindergarten-12 grade Common Core Learning Standards (NYS P-12 CCLS) – in classrooms and early childhood providers serving a critical mass of disadvantaged students. Over the last several years, NYSED has significantly increased its capacity to execute these supports through new and existing initiatives that align with the Board of Regent's Reform Agenda. The breadth and depth of authority of the Board of Regents of the University of the State of New York (USNY) will ensure that our ambitious initiatives are effectively implemented and sustained statewide. *The Board of Regents has greater executive authority over public education in New York than any other state education board.* First established by the State legislature in 1784, the Regents form the oldest continuous state education entity in America and are responsible for the general supervision of all educational activities in the State (Pre-K through Postsecondary, Professional and Cultural Education). USNY is a rich portfolio of resources that comprises *all* of the State's institutions, both public and private, that offer education, and sets standards for schools from pre-kindergarten (PreK) through professional and graduate school as well as for the practice of a wide variety of professions. USNY, under the oversight of the Regents, the Commissioner, and the New York State Education Department (NYSED), includes:

- over 7,000 public and private elementary and secondary schools including 170 charter schools;
- 248 public colleges and universities, including the State University of New York (SUNY) and the City University of New York (CUNY);
- 251 proprietary (for-profit) schools;
- nearly 7,000 libraries and 750 museums;
- vocational and educational services for children and adults with disabilities;

- 25 public radio and television broadcasting stations;
- 750,000 licensed professionals practicing 48 professions; and
- 240,000 certified public school teachers, counselors, and administrators.

As a component of NYSED, the USNY network also includes 37 District Superintendents who oversee Boards of Cooperative Educational Services (BOCES) staffed with over 34,000 professionals. BOCES play a key role in supporting districts by providing them with shared, fee-based educational programs and services. To support the technology needs of our LEAs, each BOCES is served by one of twelve Regional Information Centers (RICs) which annually provide the BOCES and their component districts with over $300 million in high-quality technology-related services.

NYS will leverage all aspects of USNY as we align resources around students, systems and structures by setting specific targets for increases in early childhood opportunities, outcomes for students with disabilities and English Language Learners (ELLs), and high school attendance and graduation rates, among other objectives. As a critical step in the implementation of the Regent's Reform Agenda, the Board of Regents adopted the NYS P-12 Common Core Learning Standards (NYS P-12 CCLS) in January 2011 which includes the national Common Core Standards plus pre-Kindergarten standards developed specifically for New York State. Over the next three years, New York State school districts will align their local curriculum, assessments, and instruction to these standards.

Holistically, New York's Race to the Top (RttT) plan focuses intensely on the instructional core of the Regent's Reform Agenda and is designed to provide educators with the essential tools and support they need to drive marked increases in student achievement. Using RttT funding, the State has committed to creating a statewide system of highly effective schools by developing a world-class curricula; formative, interim and summative assessments aligned to the NYS P-12 CCLS; a robust data system; rigorous teacher and principal evaluation systems that include student achievement measures; and coordinated and aligned interventions and supports for our lowest-achieving schools. Teachers across the state will learn how to navigate The Education Data Portal, which will include the Comprehensive Instructional Reporting and Improvement System (IRIS), as well as an early warning system to help

identify the students at risk of not enrolling in or completing post-secondary educational programs. The State envisions a fully-developed P–20 longitudinal data system to be the key resource upon which all other educational reform proposals, including SRCL, will rely.

NYS Network Teams

One of the significant innovations created by NYSED in its RttT application was on the concept of "Network Teams". Through this vehicle (one 3 person team per 25 schools), NYSED provides additional professional development capacity (in Instruction, Curriculum, and Data) to the district and school leaders charged with implementing these changes. Network teams, therefore, are tasked with turn-keying NYSED training on the RttT Assurance Areas (listed above), driving a cultural change in schools through professional development – particularly around what is being taught (curricula aligned to the NYS P-12 CCLS), how it's being taught (Teacher and Leader Effectiveness), and what to *do* about obstacles to student learning (School Based Inquiry). The task before Network Teams is a challenging one and for early childhood providers, schools, and districts serving large percentages of disadvantaged students the likelihood of high quality and faithful implementation will be bolstered dramatically if they are supported and trained – on-site – by a powerful combination of proven experts in the NYS P-12 CCLS, teacher observation and feedback, data driven instruction, and research driven, grade-level literacy supports .The Striving Readers Comprehensive Literacy (SRCL) grant program, therefore, will allow New York State (NYS) to deepen the work of the Regent's Reform Agenda and RttT by funding direct supports for its implementation in the schools that need it most. The classroom is obviously the fulcrum of these reforms and SRCL creates an opportunity for NYSED to significantly increase the capacity of teachers, principals, and literacy coaches - through Network Team members - to deliver on its promise. In particular, NYSED will award sub-grants to LEAs, districts, schools, and early childhood education providers whose students are (or are likely to become) struggling readers and writers so that that they are able to extend the reach and the rigor of the NYS P-12 CCLS in English Language Arts & Literacy implementation and the key elements that surround it through the ready vehicle of Network Teams The

SRCL grant will make it possible for NYSED to put additional, necessary resources toward the professional development of Network Team members so that they can directly influence literacy development of the State's disadvantaged students (that include students living in poverty, English Language Learners and students with disabilities) who traditionally perform much lower on summative assessments than their advantaged peers.

The New York State Comprehensive Literacy Plan

As a recipient of an earlier SRCL grant, NYS developed the New York State Comprehensive Literacy Plan (*NYSCLP*) that spans from birth through grade 12. This plan now serves as a vehicle to improve student outcomes and prepare all NYS children for college and careers – a major component of the Regents Reform Agenda. The *NYSCLP* provides instructional leaders and literacy educators a blueprint for achieving the following goals: (1) closing achievement gaps through equitable opportunities, evidence-based instruction and aligned assessments; (2) implementing the NYS P-12 CCLs for English Language Arts and Literacy;and (3) increasing capacity through teacher education and in-service professional development aligned with P-12 standards. *NYSCLP* goals naturally align with the State's SRCL plan for ongoing supports for teachers of struggling students, thereby dramatically increasing educators' opportunities to improve student learning outcomes in the areas of language and literacy development.

The *NYSCLP* establishes a series of student literacy priorities that set benchmarks for students and teachers as they work together to close literacy achievement gaps. These priorities demonstrate what it means to be proficient or above in ELA & Literacy:

- All students are prepared for kindergarten.
- All students are reading a balance of complex literary and informational text at all levels.
- All students are writing a balance of argumentative, informative/explanatory, and narrative texts with a strong focus on using evidence from text at all levels.
- All students contribute substantively to text-based conversations.
- All students stay actively involved in literacy (text-based) activities as they become young adults.

All students master vocabulary and content knowledge at grade level or beyond.

Disadvantaged Students

NYSED identifies "disadvantaged students" as three key groups - students living in poverty, English Language Learners, and Students with Disabilities - who require deeper attention if the Regents Reform Agenda and Race to the Top are to succeed. The NYSED SCRL plan targets these groups by providing intensive professional development for the Network Team members serving the schools and early childhood education programs they attend.

For low income children in particular, a "readiness gap" drives the achievement gap: Year over year, students who don't begin school with the same exposure to text and vocabulary fall farther and farther behind their peers. Yale University researchers conclude that three quarters of students who are poor readers in third grade will remain poor readers in high school. (Hernandez, 2011) Third grade literacy proficiency, therefore, becomes a predictor for high school graduation. A student who can't read on grade level by third grade is four times less likely to graduate by age nineteen than a child who does read proficiently by that time. A student living in poverty is thirteen times less likely to graduate on time than his or her proficient, wealthier peer (Hernandez, 2011, Hart & Risley 2003; Jencks & Phillips 1998)).

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English language learners (ELLs) receive lower grades, higher high school dropout rates, are judged by their teachers to have lower academic abilities, and score below their classmates on standardized tests of reading. Attaining age-appropriate English literacy skills poses many challenges to English language learners (ELLs). ELLs must make progress in listening, speaking, reading, and writing. As English-proficient students make progress in developing literacy skills, ELLs must make even faster progress in order to catch up and close the achievement gap. Poverty makes this challenge even more difficult (two-thirds of ELLs come from low-income families). Gaps in learning widen as students get older and texts become more complex and teachers spend less time teaching the act of reading.

According to the Carnegie Corporation's report, *Double the Work: Challenges and Solutions in Acquiring*

Language and Academic Literacy for Adolescent English Language Learners, only 4% of eight-grade ELLs and 20% of students classified as "formerly ELL" scored at the proficient or advanced levels on the reading portion of the 2005 National Assessment for Educational Progress (Short & Fitzsimmons 2007).

According to the U.S. Department of Education, learning disabilities affect approximately 5% of all children enrolled in public schools and approximately 85% of all students with learning disabilities have difficulties in the area of reading (Kenyon, 2006; National Center for Education Statistics, 2009). Twenty percent of children with learning disabilities drop out of high school (National Institute for Literacy 2001). Forty-three percent of learning disabled are living at or below the poverty level (Kenyon 2006). Learning disabilities manifest in many ways and educators must remain current on research and best intervention practices in order to provide high-quality instruction and interventions that address the unique needs of this diverse student population.

These three designations – children living in poverty, English Language Learners, and Students with Disabilities – often overlap and will require truly effective teachers, principals, and Network Team members if they are to overcome their "disadvantages". If implemented with quality and fidelity, in conjunction with Teacher/Leader Effectiveness and a robust School-Based Inquiry cycle, NYS P-12 CCLS can solve for many of these challenges and create new and robust opportunities for students

Grade Level Alignment with the Common Core

Based on a body of compelling, rigorous research (Lonigan & Shanhan 2009; Snow, Burns & Griffin 1998; Strickland & Riley-Ayers 2006; Dickinson, McCabe & Essex 2006), NYSED is committed to a backwards map of capacity building around the ELA/ Literacy aspects of the NYS P-12 CCLS First, when considering birth to Pre-K alignment and backwards mapping to NYS P-12 CCLS, NYSED is focusing primarily on closing the vocabulary and oral language comprehension gaps (Snow, Burns & Griffin 1998). These two pieces, while central to any Pre-K learning or literacy plan, become essential if students are to enter Kindergarten ready to learn against the NYS P-12 CCLS. For example, based on this same body of research, The Atlanta Speech School and its Rollins Center for Language and Learning, have focused their early childhood literacy training on fostering teacher capacity to: "change the child's

communication from behavior to language, lift the language – model and teach vocabulary, build meaningful conversation with the child, and be accountable for growth in the language and literacy foundation of the child." (Atlanta Speech School, 2011) These assumptions, already being actualized by the training provided by the Harlem Children's Zone's Baby College will drive the professional development goals for the teachers of young, disadvantaged children in NYS, as well as the parents of the children they serve. (Harlem Children's Zone 2002)

Next, NYSED defines NYS P-12 CCLS alignment for grades 3-12 in terms of what is being taught and how it is being taught. At the heart of the NYS P-12 CCLS are the five key elements in Table 1.

Table 1. Five key elements of literacy in NYS P-12 CCLS.

1. Students are able to access texts that are of sufficient complexity for their grade-level
2. Students begin reading informational text in early grades
3. Students are able to martial an argument based on evidence from the text
4. Students have command of academic vocabulary of sufficient complexity for their grade level
5. Students are able to produce expository and persuasive writing based on texts of sufficient complexity for their grade level

These five key elements are the central focus of the NYS P-12 CCLS- aligned curriculum modules (8-10 week units) for these grades being developed in 11-12 and 12-13 using RttT resources; the modules are designed so that classroom time is primarily spent on the close, sustained reading of complex texts—often taking several days of concentrated study on a short text or a passage in a longer text—including writing and conversations (speaking and listening) that center on those texts. Such reading emphasizes the particular over the general, encouraging students to read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text.

The fundamental requirement for "Common Core Alignment" is that in *each quarter of study* (i.e. "module"), at a minimum, students should perform the following activities:

- *Close readings of three to five short texts with instructional and assessment support (3–4 weeks of instruction).* This would include the selection of texts of sufficient complexity, drawing evidence from the text, and presenting analyses orally and in writing. For example, students could be asked to read closely King's *Letter to Birmingham Jail*, the Gettysburg Address, and a poem by Yeats
- *In depth study of an extended text such as a novel, play, or longer literary non-fiction or informational text (2–3 weeks of instruction).* Like all texts, these extended texts would be aligned with the complexity and range demands of the Standards. As with shorter works, students would be asked to perform a close reading of the extended text as well as discuss it and produce written work aligned with the Standards. For each module, successful bidders will offer a core set of optional texts that would provide choices for teachers.
- *One short research project that would require building knowledge, studying sources and comparing texts (1–2 weeks of instruction).* Where possible, these research projects would build on the close readings. For example, students could draw upon the sources of King's *Letter to Birmingham Jail* (such as *The Apology*) or read Garry Wills on the Gettysburg Address. They could also read several early drafts of a poem by Yeats and discuss its development.

School Based Inquiry and the Common Core

This on-site training on the NYS P-12 CCLS and aligned curricular modules will coalesce with the statewide initiative and job embedded supports for the implementation of School Based Inquiry and Data Driven Instruction. This initiative, funded by Race to the Top and deepened by SRCL, will create school and district level capacity for establishing and maintaining school cultures which embrace a rigorous cycle of assessment, analysis, and action (Bambrick 2010). By using SCRL to channel the growing capacity and attention to literacy/ ELA instruction into this robust "Data Driven Instruction model", the Network Teams will be in a position to support schools and early childhood education programs as they build and sustain a relentless development and inquiry cycle which identifies and intervenes where students are struggling.

Teacher Leader Effectiveness and the Common Core

In order for the New York State Struggling Readers and Writers Literacy Initiative to be successful, principals and other teacher evaluators will need to have the ability and skill to hold perform evidence based observation, build teachers' capacity, and hold teachers accountable to the changes in practice called for by alignment to the NYS P-12 CCLS. Principals will, therefore, need to be able to effectively use an evaluation rubric towards this end. In the coming months, the Gates MET study will be revealing information about the predictive power of general rubrics such as those created by Charlotte Danielson and Teach for America and more content specific tools such as the PLATO Rubric which assesses literacy instruction. The NYSED Teacher/ Leader Effectiveness Initiative and the effective use of evaluation rubrics will ensure classroom by classroom alignment to the NYS P-12 CCLS. The MET research will inform statewide decision making on which components of multiple rubrics should be used to train principals and other teacher evaluators to successfully monitor and improve literacy instruction. This area of development, one of the centerpieces of the SCRL Professional Learning Outcomes will play a central role in the activities of Network Team members actualizing the Literacy Initiative in schools serving disadvantaged students.

Examples of High Performing Disadvantaged Students

There are two model schools in Brooklyn, NY, already implementing the practices NYSED hopes to scale across the state. These schools, PS 250 and the High School for Enterprise, Business, and Technology, are early adopters of the practices called for by NYS P-12 CCLS and stand as examples of what is possible in schools serving a critical mass of low income students, ELL students, and Student with Disabilities.

At PS 250 (George H Lindsey) elementary school in Brooklyn, New York, 80% of students are eligible for FRPL and 98% of the students are minority. Teachers are emphasizing informational texts as the basis for discussion, projects, and individual and group writing assignments. Seemingly correlated to this approach, the percent of students achieving proficiency on the NYS ELA assessment is as follows:

- From 2006 to 2009, PS 250 increased the percent of students scoring at proficient/advanced from 65% to 80% in ELA and from 78% to 92% in Math.

At the High School for Enterprise, Business, and Technology public high school in Brooklyn, New York, 84% of the students are eligible for free lunch and 98% are minority. Here, while general emphasis was placed on reading and writing across the content areas, the most promising practice is an inquiry cycle used by the principal and faculty members, through which educators relentlessly examine students' literacy (and math) performance and act quickly to adjust instruction based on the most recent analysis. This school is reaping the results of this focus and serves as a model for Inquiry practices NYSED will scale over the next 3 years.

- This school has managed to get over 80% of their students to score proficient in ELA and Math over the past three years. The school also has a larger percentage of students scoring at or above proficiency than the state average in all years.
- The graduation rate for this school has improved for the past three years, increasing from 80% to 92% of students graduating in four years. Additionally, nearly 90% of minority students graduated on time, and 96% of economically disadvantaged did so.

New York State Aspiring Readers and Writers Achievement Targets

NYSED is committed to the transformation required by the adoption of the NYS P-12 CCLS. NYSED intends to make the following overall gains in ELA achievement on state assessments over the next 4 years thereby making significant progress towards closing the state's achievement gap for disadvantaged students:

	4th Grade ELA Assessment: SRCL Grant Targets					
	Percent Proficient 2009-10*	Gains 2011-12	Gains 2012-13	Gains 2013-14	Gains 2014-15	Cumulative Gain
Black or African American	37%	*2%*	*3%*	*3%*	*2%*	*12%*
Hispanic or Latino	40%	*2%*	*3%*	*3%*	*2%*	*12%*
Students with Disabilities	19%	*3%*	*4%*	*4%*	*3%*	*17%*
English Language Learners	20%	*4%*	*4%*	*5%*	*4%*	*20%*
Economically Disadvantaged	43%	*2%*	*3%*	*4%*	*3%*	*14%*
All Students	57%	*2%*	*3%*	*3%*	*2%*	*13%*

*Proficiency cuts scores were changed by the Board of Regents in August 2010 to better align with College and Career ready trajectories.

	5th Grade ELA Assessment: SRCL Grant Targets					
	Percent Proficient 2009-10*	Gains 2011-12	Gains 2012-13	Gains 2013-14	Gains 2014-15	Cumulative Gain
Black or African American	36%	2%	3%	3%	2%	12%
Hispanic or Latino	39%	2%	3%	3%	2%	12%
Students with Disabilities	17%	3%	4%	4%	3%	17%
English Language Learners	15%	4%	4%	5%	4%	20%
Economically Disadvantaged	40%	2%	3%	4%	3%	14%
All Students	52%	2%	3%	3%	2%	13%

*Proficiency cuts scores were changed by the Board of Regents in August 2010 to better align with College and Career ready trajectories.

	8th Grade ELA Assessment: SRCL Grant Targets				
Percent Proficient 2009-10*	Gains	Gains	Gains	Gains 2014-	Cumulativ

		2011-12	2012-13	2013-14	15	e Gain
Black or African American	31%	*2%*	*3%*	*3%*	*2%*	*12%*
Hispanic or Latino	33%	*2%*	*3%*	*3%*	*2%*	*12%*
Students with Disabilities	11%	*3%*	*4%*	*4%*	*3%*	*17%*
English Language Learners	4%	*4%*	*4%*	*5%*	*4%*	*20%*
Economically Disadvantaged	35%	*2%*	*3%*	*4%*	*3%*	*14%*
All Students	51%	*2%*	*3%*	*3%*	*2%*	*13%*

*Proficiency cuts scores were changed by the Board of Regents in August 2010 to better align with College and Career ready trajectories.

Similarly, NYSED will increase achievement on the respective NAEP assessments as well:

NAEP Targets By Subject and Subgroup, 2011 and 2013: Grade 4 Reading Percent Proficient

	Latest Score	**SRCL Grant Targets**	
	2007	**2011**	**2013**
Black or African American	**17%**	**24%**	**29%**
Hispanic or Latino	**18%**	**24%**	**30%**
Students With Disabilities	**8%**	**15%**	**20%**
English Language Learners	**5%**	**12%**	**18%**
Economically Disadvantaged	**20%**	**26%**	**32%**
Female	**39%**	**45%**	**49%**
Male	**33%**	**39%**	**43%**
All Students	**36%**	**42%**	**46%**

NAEP Targets By Subject and Subgroup, 2011 and 2013: Grade 8 Reading Percent Proficient

	Latest Score	**SRCL Grant Targets**

	2007	2011 2013	
Black or African American	**14%**	**19%**	**25%**
Hispanic or Latino	**16%**	**21%**	**27%**
Students With Disabilities	**9%**	**15%**	**21%**
English Language Learners	**1%**	**8%**	**13%**
Economically Disadvantaged	**19%**	**24%**	**29%**
Female	**38%**	**42%**	**46%**
Male	**26%**	**30%**	**34%**
All Students	**32%**	**36%**	**40%**

The NYSED will use 95% of SRCL funds to support competitive sub-grants to local education agencies or early childhood education providers across New York State. These funds will support job-embedded professional development and technical assistance for educators with a small portion devoted to the strategic use of technology - electronic reading tablets - to support the development of struggling readers and writers and/or young children who are likely to struggle in the future. The remaining 5% of grant funds will be used by the NYSED to manage the sub-grants, provide intensive, ongoing, statewide professional development and technical assistance to sub-grantees, and evaluate the implementation and outcomes of the program.

The proposed SRCL grant program is driven by two absolute priorities and one competitive preference priority: improving learning outcomes and enabling more data-based decision-making; and using technology as an effective instructional tool to increase student engagement and increase teacher effectiveness respectively. The NYSED will achieve these SRCL priorities by seamlessly implementing the Regent's Reform Agenda, the RttT plan, existing initiatives under other federal programs and, if

awarded, the SRCL grant program. With these initiatives underway, we are building the infrastructure necessary to further improve student achievement in the areas of language and literacy development – not the least of which is the NYSED in-development instructional reporting system and Early Warning System.

(A)Quality of State-level activities. *In determining the quality of State-level activities, the Secretary considers:**(A)(i)*** As a recipient of an earlier SRCL grant, NYS developed the New York State Comprehensive Literacy Plan (*NYSCLP*) that spans from birth through grade 12. This plan serves as a vehicle to improve student outcomes and prepare all NYS children for college and careers – a major component of the Regents Reform Agenda. The *NYSCLP* provides instructional leaders and literacy educators with a blueprint to meet those priorities (stated above) by achieving the following goals: (1) closing achievement gaps through equitable opportunities, evidence-based instruction and aligned assessments; (2) implementing the NYS P-12 CCLs for ELA & Literacy; and (3) increasing capacity through teacher education and in-service professional development aligned with NYS P-12 CCLS. *NYSCLP* goals drive NYSED's SRCL plan for ongoing supports for teachers of disadvantaged students, thereby dramatically increasing educators' opportunities to improve student learning outcomes in the areas of language and literacy development.

The *NYSCLP* establishes a series of student literacy priorities that set benchmarks for students and teachers as they work together to close literacy achievement gaps. These priorities demonstrate what it means to be proficient or above in English Language Arts (ELA) and Literacy:

NYSED Literacy Priorities
○ All students are prepared for kindergarten. ○ All students are reading a balance of complex literary and informational text at all levels. ○ All students are writing a balance of argumentative, informative/explanatory, and narrative texts with a strong focus on using evidence from text at all levels. ○ All students contribute substantively to text-based conversations. ○ All students stay actively involved in literacy (text-based) activities as they become

young adults.

- All students master vocabulary and content knowledge at grade level or beyond.

The *NYSCLP* plan outlines clear goals and action steps to correspond to each priority, with accompanying timelines, resources and responsibility assignments for schools and districts. To ensure that the NYSCLP is implemented effectively, NYSED will offer professional development opportunities to SRCL sub-grantees and require sub-grantees to contract with, or conduct in-house, on-site professional development throughout the grant period which provides instructional tools and resources and identifies effective interventions that address the literacy needs of disadvantaged students– sub-groups that have the largest achievement gaps in literacy in New York State. Professional development at the State and local levels will cover:

Professional development at the State and local levels will ensure that Network Teams –and therefore principals, literacy coaches, and teachers - serving disadvantaged students achieve the following learning objectives through targeted professional learning experiences:

SRCL Professional Learning Outcomes *As a result of locally provided job-embedded professional development, Network Teams will be able to turn-key training so that teachers, literacy coaches, and principals…*	
1	Know foundational research-based instructional strategies that meet the diverse needs of all B-12 students (Snow, Burns & Griffin 1998; National Reading Panel 2000; Snow 2002; National Governors Association 2005; Haynes 2007; Short & Fitzsimmons 2007; Torgesen, et al. 2007; Carnegie 2010).
2	Are able to implement the School-based Inquiry process using formative and summative assessment data to inform literacy instruction at every level.
3.	Are able to conduct evidence based observation of teachers using a rubric (and video of practice) and building teacher effectiveness through feedback and coaching
4.	Are able to diagnose text complexity and student skill deficits and planning instruction and interventions based on the intersection between the two
5.	Are able to match supports for struggling readers with different types of complex text (vocabulary, content knowledge, etc)

6.	Are able to scaffold close reading experiences with grade-level complex texts for students who come to school reading below grade level
7.	Are able to making informational texts meaningful and relevant for struggling readers
8.	Know how to providing writing instruction which goes well beyond the personal narrative and supports struggling writers in their efforts to draft persuasive, explanatory, and argumentative passages
9.	Are able to create access points and provide scaffolding for text-based arguments, conversation, and writing for students who struggle to read grade-level complexity
10.	Know how to systematically including academic vocabulary in instruction
11.	Know how to cover less content in a deeper way and "stick with" students who struggle with misconceptions, preconceptions, and gaps in knowledge or skill.
12.	Are able to create rigorous challenges and opportunities for students who are already reading and writing below grade level
13.	Are able to create rigorous challenges and opportunities for students who are already reading and writing at or above grade level
14.	Know how to use electronic reading tablets to support accelerated development for struggling readers
15.	Are able to plan and deliver turn-key training on closing the vocabulary and oral language comprehension gaps to parents of disadvantaged children from birth to Grade 2. (Demski, 2011)

Additional Requirements (a) In 2010, under the first Striving Readers Comprehensive Literacy grant, NYSED established a Statewide Literacy Team for the purpose of developing a comprehensive literacy plan. The plan introduces student literacy priorities and an action plan that includes roles and responsibilities for the State and school districts to support systemic change and student literacy achievement. The plan also includes a summary of the guiding principles for student literacy priorities, action steps, and related research.

Table A1: Priorities, Goals and Action Steps in NYS Comprehensive Literacy Plan

<table>
<tr><th colspan="2">Student Literacy Priorities

All students are prepared for kindergarten

All students are reading a balance of complex literary & informational texts at all levels

All students are writing a balance of argumentative, informative and narrative texts with a strong focus on using evidence from texts at all levels

All students contribute substantively to text-based conversations.
All students stay actively involved in literacy activities as they become young adults

All students master vocabulary and content knowledge at grade level or beyond</th></tr>
<tr><th>Goals</th><th>Key Action Steps</th></tr>
<tr><td>(1) To ensure that students are prepared for kindergarten, expand access to high-quality early learning opportunities that enhance language and literacy development.</td><td rowspan="6">• Implement effective instructional strategies that meet diverse student needs
• Use a variety of data to inform instruction and curricular decision-making
• Create literate environments
• Use instructional technology in literacy development
• Stress the importance of preschool experiences in the home, childcare and with other collaborative agencies
• Utilize opportunities for educators to grow professionally
• Develop a knowledge base that will enable comprehension of more difficult texts</td></tr>
<tr><td>(2) To close the literacy achievement gaps, students will receive explicit instruction that will prepare them to read and comprehend complex literary and informational text at all levels.</td></tr>
<tr><td>(3) To challenge all learners to rigorous curricula, high levels of thinking, and advanced literacy experiences through reading, writing, speaking, listening and acquiring content knowledge & vocabulary that will foster academic achievement & career attainment.</td></tr>
<tr><td>(4) To increase student literacy achievement, prepare all educators and school leaders with the knowledge, skills and capacity to advance literacy achievement and to equip learners with skills for the 21st century.</td></tr>
<tr><td>(5) To monitor student literacy performance and ensure accountability, develop and use data and assessment systems.</td></tr>
<tr><td>(6) To support student literacy learning, forge strong links between home, school, and community.</td></tr>
</table>

In Improving Adolescent Literacy: Effective Classroom and Intervention Practices (2008), the authors identify five strategies that teachers can use to assist adolescents in gaining success in literacy. These strategies include: providing explicit vocabulary instruction; providing direct and explicit comprehension strategy instruction; engaging in discussion of and about texts; student motivation and engagement; and providing struggling readers targeted interventions. These strategies are particularly important for middle and high school content area teachers, since the discourse of content area texts i.e., science and social studies require discipline specific approaches to reading. These strategies build off those identified in the pivotal report on reading research for middle and

high school students: *Reading Next-A Vision for Action and Research for Middle and High School Literacy: A Report to Carnegie Corporation of New York* published 2006. Specifically, the following five strategies identified in this report are important to highlight here: direct, explicit comprehension instruction; effective instructional principles embedded in content; motivation and self-directed learning; text-based collaborative learning; and a comprehensive and coordinated literacy program (p. 4-5). The strategies identified in these research based reports are further supported by research focused on writing, specifically, *Writing Next – Effective Strategies to Improve Writing of Adolescents in Middle and High Schools* (2007). Particularly important to mention here are the following strategies: Summarization; Inquiry Activities, and Writing for Content Learning (p.4-5).

The research cited here support the basic tenets of the Common Core State Standards national movement as it calls for reading grade level complex texts, and being able to speak and write using text-based arguments across the content areas. It is critical for all middle and high school teachers to embrace reading as part of their responsibilities to ensure that all students are college and career ready upon the completion of their schooling.

Additional Requirements (b): To ensure a coordination of funding streams and the implementation of effective, cohesive and sustainable literacy supports for all learners, particularly those who are disadvantaged, Striving Readers Comprehensive Literacy Grant (SRCL) funding will be aligned with Federal and State funds and programs within the NYSED and in NYS LEAs, including funds under:

- **Contracts for Excellence (C4E) ($682M)** C4E is a comprehensive approach to targeting fiscal resources to specific allowable programs proven to raise the achievement of students with the greatest educational need.
- **Teachers of Tomorrow ($25M):** Awards and stipends create incentives to retain and attract teachers primarily in STEM and other areas of teacher shortage.

- **Bilingual Education ($12.5M):** State funds are used to address the needs of Limited English Proficient/English Language Learners (LEP/ELLs) consistent with the Department's Strategic Plan for Raising Standards, with particular focus on the implementation of the Seven Essential Elements for the Education of LEP/ELLs in high-need districts.
- **Computer Hardware and Technology Aid ($38M):** School districts are eligible to receive State Aid for the purchase or lease of micro-and/or mini-computer equipment or terminals to be used for student instruction.

ARRA Funds

Title I 1003(g) School Improvement Grants (SIG) ($261M): funds will be used to complement RTTT investments in intervention models(i.e., turnaround, restart, closure, and transformation). These funds will also support New York State's efforts to expand the use of data to improve instruction and recruit, train, and retain effective teachers and principals.

- **Title II-Part D Enhancing Education Through Technology ($55.6M):** These ARRA funds will be used to create a Technology Rich Environment through Student-Centered Active Learning Environments (SCALE) for 21st Century Learning and develop Online Formative Assessments.

Other Federal Funds

Title II-A ($27.6M): Professional development to assist LEAs with recruitment and retention of HQ teachers and principals.

Title II-D ($8.1M): this grant will also ensure better use of technology to support limited English proficient/English Language Learners and/or students with disabilities. Title II-Part D funds will also help the New York State Education Department to initiate technical assistance centers, which will provide direct technical consulting.

Title III ($54.7M) including bilingual, ESL and native language arts instruction, parental involvement and professional development programs

- **Individuals with Disabilities Education Act ($787.1M) -** these funds provide, among other things, the identification of effective instructional practices in the area of literacy instruction for students with disabilities and the provision of special education school improvement specialists trained in the area of early and adolescent literacy.

Carl D. Perkins Career and Technical Education Act of 2006 ($66.9M) - grant recipients utilize resources and tools provided by the New York State Education Department to support literacy instruction in its CTE programs. Professional development opportunities pertaining to embedding literacy strategies for CTE teachers and others is available through the CTE Technical Assistance Center also funded through Perkins funds.

Additional Requirement (c):. The SRCL program management team at the NYSED will ensure complete transparency within each step of the RFP application process so that all potential applicants have access to the same information and results of the sub-grant competition. NYSED will post the sub-grant Request For Proposals (RFP) and the application review procedures on the grants page of its website at least 90 days prior to the application deadline. Application information will also be posted on the Office of Early Learning (OEL) and the Office of Curriculum and Instruction (C&I) websites. Email blasts announcing application availability will be distributed to members of relevant listservs across New York State. The *NYSCLP* will be made available for sub-grantee applicants to use as a guide in the development of their literacy programs. The SRCL program management team will lead an RFP information webinar session for all potential applicants and will then post a Question-and-Answer document responding to all submitted questions. While the application is open, NYSED will make staff available for inquiries regarding the sub-grant competition. Applicant eligibility will be clearly defined (see chart below).

SRCL Sub-grant Applicant Eligibility Criteria

• All applicants must serve students within the Birth-Grade 12 Range.

- All applicants must serve at least 40% of disadvantaged students (students living in poverty, ELL students, and/or students with disabilities) at each school or early childhood education center.
- All applicants must have a site-wide literacy plan or must have a literacy plan in development. This plan must be aligned to and include and address the NYSED Literacy Priorities and the SRCL Professional Learning Outcomes. .
- All applicants must identify their site's academic needs through evidence-based student data (to be collected from federal or state assessments, or, if not applicable, student data can be taken from local assessments).
- All applicants must show evidence of capacity for successfully implementing a SRCL sub-grant (see Section B(i)(a) for details)

The NYSED will design a sub-grant application that will require applicants to demonstrate their capability to successfully manage a SRCL sub-grant. Applicants must show need, based on evidence-based research, for SRCL funds for their sites. Applicants must also include samples of instructional materials and evidence that the materials align with the NYS P-12 CCLS and will be implemented as part of the SRCL sub-grant program. Each section of the narrative will be assigned points and a scoring rubric will be provided in the application. The criteria and scoring rubric will be developed by the Statewide Literacy Team.

Additional Requirement (d): The NYSED will ensure that sub-grant funds are used to implement a comprehensive and coherent literacy program that serves students from birth through grade 12 based on the results of a needs assessment that sub-grantees will complete using templates provided by the NYSED. Such a program will deliver explicit, evidence-based, and systemic instruction that is tailored for age and developmental appropriateness. For example, whereas programs for children under five years will foster early development of academic vocabulary and oral comprehension, programs in kindergarten-grade 12 will focus on students' ability to access, make meaning out, and produce grade-level complex texts.

Sub-grantees will use 75% of the funds provided to deliver job-embedded professional development. These efforts, therefore, will be targeted at building the capacity of educators in the SRCL Professional Learning Outcomes.

Finally, a fraction of the sub-grantee's award will be dedicated to purchasing LCD reading tablets to be used by all participating students., Educators and parents across the country are seeing their students become enthusiastic about reading and engaged in their learning through the use of reading tablets. Students at all levels of proficiency (from below proficiency to above proficiency) are finding creative ways to engage with texts. Parents are thrilled to find their visually-challenged child reading pleasurably now that they can enlarge the text. Teachers of dyslexic students are finding that students can manage the text so much easier on a tablet than in a traditional book. Young readers can record marginalia or use digital "stickies" to signify different elements and observations in the text, work with multiple texts simultaneously, and search easily for particular words, characters, events, references, etc. Teachers who have introduced electronic reading tablets in their classrooms have exclaimed that their students are reading independently and are excited about the interactive experience of the reading tablet. Sub-grantees will utilize site-based professional development through the SRCL grant to learn creative ways in which they and their students will take advantage of these reading tablets to access, manipulate and navigate grade level complex texts. (Carlisle 2004; Demski, 2011; Project Red, 2010)

d1: Administrative funds provided through the SRCL program will be dedicated to implementing state-level supports that build a school's capacity to improve literacy outcomes for struggling readers and writers. By providing "umbrella" learning experiences which launch and calibrate the local experience in an ongoing way, the NYSED will be able to ensure quality and fidelity of implementation at the school level. The NYSED will leverage its unique and extensive PD infrastructure to ensure that the professional development offerings permeate early childhood programs and school cultures and have a lasting impact on all literacy instruction.

At the pre-kindergarten through grade 12 level, professional development will support the implementation of the NYS P-12 CCLS for ELA/Literacy to ensure equal time spent on informational texts and literature, extension of literacy throughout the content areas, the dominant use of text at grade-level complexity, a shift toward text-dependent questions, movement from personal writing to

providing arguments using evidence, and the development of academic vocabulary (Beck, Perfetti, & McKeown 1982)..

The NYSED-supported PD provider will offer sub-grantees face-to-face, whole group learning opportunities with Network Teams throughout the year in order to launch, connect, and align the learning and implementation in the field. Additionally, the NYSED will provide administrator training to ensure that the phased implementation of the NYS P-12 CCLS at the school level, is enabled by aligned policies, accountabilities, and supports. Finally, the NYSED will provide diagnostic and action planning tools so that schools, networks, and districts are able to ascertain the level of intervention necessary for each participating school to determine the gap in practice and capacity and plan strategically to reach their goals. The NYSED PD providers will be managed through a performance-based contract, in which specific and measurable annual outcomes will be codified, and will be the basis for contract maintenance and renewal.

d2: The SRCL sub-grantees will be required to use curriculum and instructional materials that are aligned with the NYS P-12 CCLS for ELA/literacy. The NYSED will have 50% of a full year of curricular modules available for teacher use by the summer of 2012 and a full menu by the summer of 2013. These modules will be a set of NYS P-12 CCLS-aligned, self-contained instructional sequences composed of smaller units that includes curriculum maps, lesson plans, sample texts of grade level complexity, challenging text-dependent questions to guide conversations and writing and research tasks, regular vocabulary study, appropriate learning methods, content-related textual and video materials (including video currently posted in a repository such as the WGBH/PBS website) , associated measures of proficient student performance, samples of student work, and teacher video. Unless sub-grantees have a comprehensive plan, or purchase NYS P-12 CCLS-aligned curricula which meet the criteria set forth by the NYSED, the sub-grantees will be expected to use those provided by NYSED.

As sub-grantees grapple with the challenging task of implementing the NYS P-12 CCLS with struggling readers and writers, they will need to rely on the best research-informed practices available in order to ensure that low-performing students and students with obstacles (such as English language

learners and students with disabilities) have the supports they need in this transformed instructional environment. In addition to the practices outlined above, sub-grantees will provide comprehensive plans which build teacher capacity and support teacher implementation on strategies such as:

- Intensive support for the development of oral language (August & Shanahan 2006)
- Alphabetic elements of beginning reading (Vaughn et. al. 2006)
- Focus on phonics and word recognition (Vaughn 2006, as cited in Dickinson & Neuman 2006)
- Making connections between first and second language (Vaughn 2006, as cited in Dickinson & Neuman 2006)
- Targeted instruction in the context of a comprehensive literacy program (Deshler, et al. 2007)
- High-quality, research-based classroom instruction (NYSED, 2010)
- Universal screening, progress monitoring, diagnostic, and outcome assessments (Garrison & Ehringhaus 2007)
- Advanced strategies for understanding and communicating in specific academic areas (Carnegie Council on Advancing Adolescent Literacy 2010)
- Growth of student content knowledge in order to increase reasoning skills (Carnegie Council on Advancing Adolescent Literacy 2010)
- Increase sustained discussions and writing of content and ideas based on text (Torgesen, et al. 2007)
- Explicit instruction (August & Shanahan 2006; National Early Literacy Panel 2008; Kamil, et al. 2008)
- Guided practice of reading comprehension strategies (Torgesen, et al. 2007)
- Higher standards for vocabulary, conversation, and questions in class (August & Shanahan 2006)
- Increased student engagement and active learning (Torgesen, et al. 2007)
- Equal use of informational text and stories representing history, science, and the arts (NAEP framework, CCSS)
- Sufficiently complex text to build content knowledge (Alliance for Excellent Education 2006)

- Academic vocabulary as a priority (August & Shanahan 2006; National Early Literacy Panel 2008; Kamil, et al. 2008)

Although not addressed in the NYS P-12 CCLS, educators must focus literacy instruction on the youngest learners. The years from birth to age five are a critical time for children's development and learning. Before children start school, they can become aware of sound patterns in spoken language, manipulate sounds in words, recognize words and break them apart, learn relationships between sounds and letters, and build their oral language and vocabulary skills. These are the skills that the National Early Literacy Panel found to be precursors to children's later growth in the ability to decode and comprehend text, to write and to spell. Curriculum and instructional materials identified by the PD provider for children in early education settings will address the above issues and skills (Barton & Coley 2007, 20).

d3:

The rich, embedded performance tasks under development by New York state will enable teachers to assess students' progress towards the CCLS in an ongoing way that is consistent with the data-driven model of instruction described above. These performance tasks will elicit evidence of students' progress in each of the five key elements of literacy and because they are embedded in the curriculum, will serve as the center point of instruction. In this way, the performance assessments will be truly be formative in nature as teachers use the results to tailor instruction on an ongoing basis. Then, starting in 2012-13, the New York state end-of-year summative assessments will be aligned to the NYS P-12 CCLS, and the results will provide a rigorous assessment of student achievement on the reading and writing NYS P-12 CCLS.

In addition to these assessments, NYSED's Office of Early Learning (OEL) is:

1. developing a *Guiding Framework for the Assessment of Early Learners*. The Framework will include specific and detailed guidance for the assessment of learners in pre-kindergarten through grade 2. The Framework will include guidance on the appropriate use of

commercially-available screening and progress measures, and an evaluation of the technical qualities of these measures (e.g., validity evidence, reliability estimates). Once complete, the Framework will be disseminated statewide through NYSED website and the Network Teams. The Framework is being informed by (a) surveys and interviews of NY stakeholders, who are providing rich feedback on the use of commercially-available assessments as well as how the data from these assessments are used in their schools to effectively tailor instruction to individual student needs.. (b) surveys and interviews of other states regarding the assessment practices and protocols used to capture and monitor student performance and progress in the early grades.

2. working with other state agencies to identify specific data elements currently collected and determining how these variables could be shared to best meet the needs of NYS's youngest learners (birth-year 5) at the earliest points possible.

New York is a Governing State in the Partnership for Assessment of Readiness for College and Careers (PARCC. As part of the $15.86M Supplemental Grant PARCC received to help member states transition to and implement the Common Core standards, PARCC will produce a robust set of high quality instructional tools—including model content frameworks, model instructional units, sample tasks and items, and an instructional resource library—that will support good teaching, help teachers develop a deeper understanding of the CCSS and their instructional implications, and provide early signals about the types of student performance and instruction demanded by the PARCC assessments. These tools will include instructional supports for the NYS P-12 CCLS in Kindergarten, grade 1 and grade 2.

d4: The NYSED will ensure that appropriate interventions for youth struggling with material and youth who have mastered material ahead of their peers are in place. New York LEAs are required by New York State's Commissioner's Regulations to have a *Response to Intervention* (RtI) plan for kindergarten through grade 4 in place by July 2012; expansion of the RtI plans is expected to move into pre-kindergarten, middle and high school levels. Through RtI, teachers match high-quality instructional

interventions to student needs and monitor the intervention effectiveness. A well developed and implemented RtI plan may assist in closing the achievement gap by addressing small literacy deficiencies through early detection and preventing them from becoming insurmountable gaps (Gebhard 2009). Additionally, implementation of appropriate interventions for all students will be driven by data from multiple sources.

Interventions for birth – age 5 learners will involve collaborations with relevant state agencies such as the Office of Child and Family Services, Department of Health, Department of Mental Health, and Office of Temporary Assistance for Needy Families to provide appropriate interventions and resources to enable students to be ready for success with formal schooling and on track for college and career readiness.

Further, the sub-grants devoted to schools and districts who have a critical mass of struggling readers and writers are the focus of supports and interventions.

(A)(ii) The goals, student literacy priorities, and action plans of the *NYSCLP* provide explicit guidance for carrying out literacy-related activities in a coherent, purposeful, and coordinated manner. In addition, the *NYSCLP* connects specific programs and activities to the vision of improving student literacy achievement across the age continuum. Table 3 outlines NYSED's goals for improving student literacy outcomes throughout the state for all students.

Table 3: New York State Comprehensive Literacy Goals

Goal #1: To ensure that students are prepared for kindergarten, expand access to high-quality early learning opportunities that enhance language and literacy development.

Goal #2: To close literacy achievement gaps, students will receive explicit instruction that will prepare them to read and comprehend literary and informational texts at all levels.

Goal #3: To foster academic achievement and career attainment, all learners will be challenged by rigorous curricula, high levels of thinking and advanced literacy experiences through reading, writing and speaking, listening, and acquiring content knowledge and vocabulary.

Goal #4: To advance literacy achievement and to equip learners with skills for the 21st century, all educators and school leaders will be prepared with requisite knowledge, skills and capacity.

Goal#5: To monitor student literacy performance and ensure accountability, data and assessment systems will be developed.

Goal #6: To support student literacy learning, strong links between home, school and community will be forged.

Reaching these goals, will help close the literacy achievement gap among disadvantaged student populations, thereby ensuring all students are ready for college and careers. In NYS, it is clear that although there has been growth in certain areas, there is not uniform progress in literacy achievement for all student groups and communities. When applicable data is analyzed for race and socioeconomic status, sizable discrepancies are noted among various student groups.

- Pre-kindergarten is available in less than two-thirds of NYS's districts. This lack of accessibility of public programs for early learners contradicts the research indicating the importance of early exposure to literate environments.
- Fifty three percent of students in grades 3- 8 across NYS met or exceeded the English language arts proficiency standard set by the NYS Board of Regents in 2010. This performance does not hold true for all students:
  - Only 14% of English language learners and 15% of students with disabilities met or exceeded the ELA proficiency standard.

- 36.8% of Hispanic students and 34.4% of Black students met or exceeded the ELA proficiency standard.
- Fewer than 40% of the students from economically disadvantaged districts met or exceeded the ELA proficiency standard.

- Results of the NAEP Reading and Writing Tests, which are administered in New York State as part of a national sample, also reveal gaps in literacy achievement.

Reading (2009)

NAEP Assessments: New York State	2007	2009
Grade 4 Reading	36%	36%
Grade 8 Reading	32%	33%
NAEP Assessments: National	2007	2009
Grade 4 Reading	33%	33%
Grade 8 Reading	31%	32%

- Black students had an average score that was 23 points lower than that of White students. Hispanic students had an average score that was 22 points lower than that of White students. This discrepancy widened in eighth grade to 29 points lower and 27 points lower, respectively.
- Students who were eligible for free/reduced-price school lunch, an indicator of low income, had an average score that was 22 points lower than that of students who were not eligible for free/reduced-price school lunch.

Writing (2007)

- Black students had an average score that was lower than that of White students by 21 points. Hispanic students had an average score that was lower than that of White students by 21 points. The fastest growing subpopulation is Hisapanic/latino, and by 2050 nearly one-third of NYS residents will be Hispanic; but Hispanic children have some of the poorest educational outcomes.

- Students who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 19 points.

The proficiency standards upon which the preceding figures are based reflect research that analyzed how the State tests for grades 3-8 relate to the National Assessment of Educational Progress (NAEP) exam; how the State's eighth-grade math and English tests relate to the Regents' exams; how performance on the Regents' exams relates to SAT scores; and how performance on the Regents' exams relates to first-year performance in college. This progression reinforces the cumulative effect a literacy-rich environment in the early years can have on students. Clearly, it is critical for NYS education leaders to target schools that serve large numbers of students at risk for academic failure, with a focus on students in poverty and students in special populations. NYS will continue to monitor student data from formal assessments (e.g., the NAEP, NYS Grades 3-8 Testing Program, and the Regents' exams) to ensure that it is making progress toward student achievement in literacy, especially among disadvantaged populations, and identifying those areas in need of greater attention as it implements the *NYSCLP* across the state.

The *NYSCLP* sets a clear and credible path for the NYSED to take to achieve its goals with the support of its LEAs. The student literacy priorities, goals, and actions plans in the *NYSCLP* are intended as an inter-related and inter-dependent process, but the relevance of two of the goals and their associated action steps (See Table 4) to the current discussion warrants their inclusion in this document.

(A)(iii) Technical assistance is necessary for consistent, effective, and sustainable change to take place. The NYSED SRCL program management team has various strengths to support sub-grantees in this area. SRCL staff will maintain regular communication with sub-grantees and analyze site-based student data that show instances of gaps in student learning and instruction. Based on these reports, SRCL staff and sub-grantees will determine the best system of academic supports and will help coordinate technical assistance through State and/or local channels. As needed, SRCL staff will bring the expertise of various

NYSED offices to sub-grantees, The effectiveness of NYS' technical assistance and professional development efforts will be continuously monitored and evaluated by SRCL program management staff.

Through site visits and bi-annual reports, SRCL will monitor the progress of the literacy program of each sub-grantee to see if stated benchmarks have been met in the proposed timeframe.. SRCL staff will share best practices among sub-grantees on the NYSED website and through State-led webinars. Sub-grantees will be able to see successes and challenges faced by their peers and explore technical assistance options provided to other sub-grantees by NYSED (or local PD providers) and determine if these supports are right for their programs. NYSED will create a SRCL listserv, facilitated by SRCL program management staff, to provide a forum for SRCL sub-grantees to communicate with one another, share resources, and learn about effective literacy programs across the state. Additionally, the SRCL management team will ensure that the State's in-service and ongoing professional development will include the use of video, and other technologies as appropriate, allowing teachers to observe master teachers and analyze teaching practices that are aligned with the P-12 CCLS for ELA/Literacy.

(A)(iv). In addition to New York state's GPRA plan, a rigorous and comprehensive quasi-experimental evaluation of the statewide initiatives and the LEA programs funded by SRCL will be conducted by a third-party evaluator. The primary objective of the evaluation study is to obtain compelling evidence of the efficacy of the New York State Struggling Readers & Writers Literacy Initiative to improve the literacy of NYS students at all developmental levels. The overarching research question to be addressed by the evaluation is: **To what extent does implementation of the New York State Struggling Readers Literacy Initiative improve teacher instructional practice, , change students' reading and writing to reflect the five key elements and, ultimately, improve student achievement on measures of literacy as defined by the NYS P-12 Common Core Learning Standards?** Specifically, the evaluation will examine the impact of the Initiative on (a) teachers' ability to effectively incorporate the 15 Professional Learning Outcomes into their daily instructional practice across all subjects and grades; and (b) students

change in performance on curriculum-embedded performance tasks and end-of-year summative assessments.

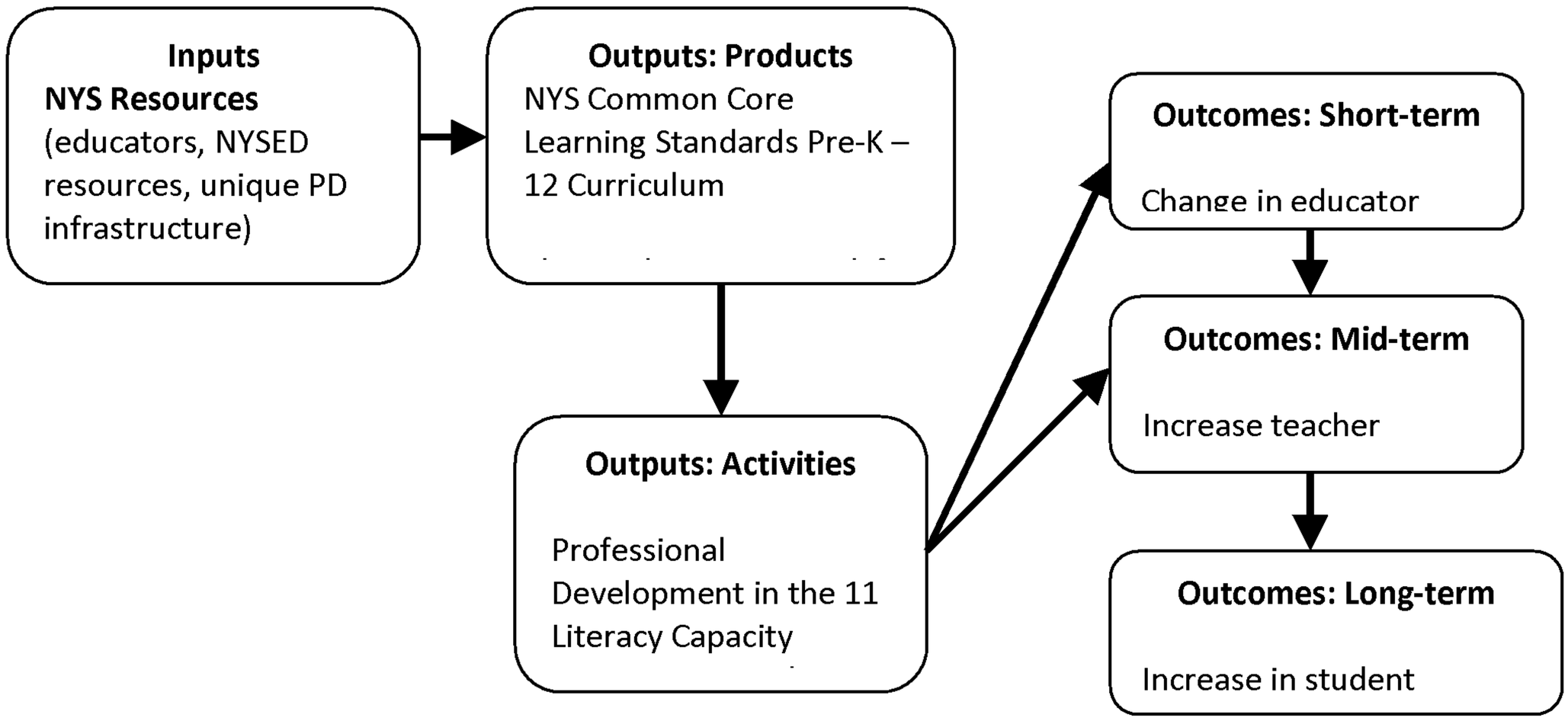
Implementation (formative) evaluation. The degree to which the Initiative will impact educator practice and student achievement will depend on the fidelity with which the Initiative is implemented in LEAs, schools and classrooms across the state. As such, the third-party evaluator will collect a variety of data (e.g., number of hours, type and quality of PD and technical assistance offered by NYSED and LEAs to educators; number of hours educators spend in PD; classroom observations of teacher practice; review of student work, etc.) throughout the life of the program in order to provide rich, formative and ongoing feedback to both NYSED and each of the participating LEAs regarding their progress toward the Six Programmatic Goals. Collection of implementation data will allow the evaluator to identify the contextual variables that facilitate or restrict LEA and/or educator ability to implement the various aspects of the Initiative with fidelity and adherence to the program priorities and goals; effective mitigation strategies of risks to quality program implementation; and documentation of benchmarks and strategies that will enable NYS to scale this program statewide at the conclusion of the grant period.

Quasi-experimental design. Participating LEAs will implement the Initiative district-wide, so a randomized trial design is not possible. To provide the most compelling evidence of program efficacy without the use of a randomized trial, the third-party evaluator will be required to implement a form of quasi-experimental design employing a combination of matched-sample comparison groups, pre-/post test design, and/or time-series design (Shadish, Cook and Campbell, 2002). To a reasonable degree, quasi-experimental design will allow for control of threats to internal and external validity, and will the evaluator rule-out alternative hypotheses regarding the causal relationship of the Initiative and desired outcomes on student achievement in literacy.

Logic model. The first activity of the third-party evaluator will be to collaborate with NYSED to develop a logic model that will guide the design of the evaluation plan. A sample logic model for the New York State Struggling Readers Initiative is presented in below. Overall, the evaluation design will measure the impact of the Initiative on all developmental levels pre-K through grade 12 in all

participating LEAs, although not all subjects and grades from each LEAs will necessarily be part of the evaluation.

Figure 1. Example Logic Model



Measures. NYSED will provide measures of student performance in the form of pre-K literacy screening tool, curriculum-embedded performance tasks, and end-of-year summative exams for grades 3 – 11. To measure change in classroom practice, the third-party evaluator will need to develop classroom observation protocols that trained raters can use to document the observable features of the 11 Literacy Capacity Components, School-based Inquiry and Data-Driven Instruction. To measure change in teachers' literacy pedagogical content knowledge (PCK), the third-party evaluator will need to develop a PCK instrument. Baseline measures of both classroom practice and PCK will need to be obtained near the beginning of the study from both participating and comparison LEAs.

Timeline. The RFP for the third-party evaluator will be released within 30 days of notice of receipt of the Striving Readers funding, and the third-party evaluator will be selected and begin work within an additional 90 days. Although the detailed evaluation design and plan will be developed collaboratively between NYSED and the third-party evaluator once on board, an overview of evaluation milestones is

presented in Table X. The table below does not reflect weekly meetings between NYSED and the evaluation vendor, or the quarterly and annual evaluation reports due from evaluation vendor to NYSED.

Table X. Evaluation timeline and high-level milestones.

	Timeframe	Evaluation Milestone
Year 1	Fall 2011	Select third-party evaluator Design evaluation
	Winter 2011-12	Select comparison LEAs
	Spring 2012	Instrument development Baseline data collection for both participating and comparison LEAs
	Summer 2012	Observe PD to document adherence to best-practice and Initiative goals Collect data educator perception data of PD quality
Year 2	Fall 2012	Classroom observations and PCK data collection for both participating and comparison LEAs Student assessment data collection
	Winter 2012-13	
	Spring 2013	
	Summer 2013	Observe PD to document adherence to best-practice and Initiative goals Collect data educator perception data of PD quality
Year 3	Fall 2013	Classroom observations and PCK data collection for both participating and comparison LEAs Student assessment data collection
	Winter 2013-14	
	Spring 2014	
	Summer 2014	Observe PD to document adherence to best-practice and Initiative goals Collect data educator perception data of PD quality
Year 4	Fall 2014	Classroom observations and PCK data collection for both

	Winter 2014-15	participating and comparison LEAs
	Spring 2015	Student assessment data collection
	Summer 2015	Observe PD to document adherence to best-practice and Initiative goals Collect data educator perception data of PD quality
Year 5	Fall 2015	Reduced data collection efforts as final evaluation data are analyzed and report is finalized by end of grant period.
	Winter 2015-16	
	Spring 2016	
	Summer 2016	

(B) Quality of the State subgroup competition. (i) The extent to which the SEA will run a rigorous, high-quality competition for subgrants, including how it will review and judge:

(a) NYSED has extensive experience running high-quality, multi-year grant competitions, most recently, the federally funded *Math and Science Partnership (MSP)*, *Reading First* and *Even Start Family Literacy Partnership* programs. For the SRCL grant under discussion, NYSED (or a third party evaluator) will use scoring rubrics to judge the applicant's capacity to successfully implement its proposal; the extent to which the applicant has proposed a comprehensive, high-quality literacy program that meets all of the grant requirements; and the extent to which the applicant will integrate activities funded by the SRCL sub-grant with literacy instruction supported by other federal, State, and local funds. As part of the sub-grant application, LEAs and early childhood education providers will be required to fill out a Capacity Determination Form that shows the largest federal, state county and/or local grants received in the past five years. Eligible applicants must demonstrate that they can successfully manage large, potentially multi-year government grants. The applicant must also provide their latest audit to ensure fiscal responsibility and health. If the applicant has not received prior government grants, opportunity will be provided to explain how they have the capacity to implement and manage a SRCL sub-grant.

(b)It is the expectation of NYSED that beginning in the fall 2011, all schools will begin phase implementation of the NYS P-12 CCLS. Between the fall 2011 and fall 2014, all schools in the state will conduct phase implementation of the NYS P-12 CCLS, so that by 2014-2015 school year, the pedagogy, curriculum and assessments are fully aligned with the NYS P-12 CCLS. This implementation will be more of a challenge to schools serving a critical mass of students reading and writing below grade level Therefore, sub-grant proposals must provide a strategic plan that includes job-embedded professional development, diagnostic tools and strategic scaffolding for teachers serving disadvantaged populations. Applicants must show that the majority of the sub-grant will be spent on job-embedded professional development with teachers and literacy coaches to increase their capacity to teach to the NYS P-12 CCLS.

A successful sub-grant application will include a needs assessment based on current, multi-year data from State, federal and district-wide testing and internal assessments, disaggregated by NCLB sub-groups, that shows successes and challenges in student literacy outcomes among disadvantaged populations. A competitive application must include samples of curriculum modules aligned with the NYS P-12 CCLS, performance tasks, job-embedded professional development and clear rules and responsibilities corresponding to the outcomes of this grant for literacy coaches and Network Teams. Applicants must list creative ways in which teachers and students will utilize LCD reading tablets to deepen their relationship to a wide variety of texts In addition, applicants must include a site-based literacy plan (or evidence of a plan in development) that:

- demonstrates how the proposed program will help eliminate the achievement gap in literacy and prepare all students for college and 21st century careers;
- includes early interventions, especially those shown to have positive outcomes for student of poverty, English Language Learners and students with disabilities; and

- provides for ongoing professional development opportunities that help teachers effectively introduce aligned instructional materials and interventions into their classrooms aimed t students performing at all levels of proficiency.

To demonstrate the above criteria, LEAs and early childhood education providers must produce a sample curriculum module aligned with the NYS P-12 CCLS that includes three of the following and two of the following the Criteria of Common Core aligned curricular modules published by NYSED no later than August 1, 2011

Successful applicants will draw a direct line between their grant activities and five to ten point learning gains in State tests for struggling readers. Sub-grantees are also expected to meet the additional requirements associated with SRCL funding, namely:

Additional Requirement (d) Applicants must demonstrate how their literacy program will align with the student literacy priorities, goals and action steps to the *NYSCLP*. Similarly, early childcare education providers must demonstrate that their literacy program lays the foundation for school readiness in the context of the *NYSCLP* and the NYS P-12 CCLS.

Additional Requirement (d1): Site-based literacy coaches (or the equivalent) will be expected to attend three State-level trainings that will introduce instructional strategies for aligning literacy curricula, assessments, and interventions to the NYS P-12 CCLS. Sub-grantees will be required to contract with professional development (or provide in-house PD) for job-embedded coaching and data analysis trainings throughout the school year. This on-site PD and technical assistance can take many forms, depending on the needs of the sub-grantee, including classroom observations, whole staff trainings, curriculum development with department teams, and workshops that enable staff to effectively use student data to inform instructional strategies and intervention choices. PD providers will introduce sub-grantees to assessment tools, such as rubrics and new technologies, to help teachers choose effective interventions.

All sub-grantees will be required to submit professional development plans in a template provided by the NYSED that outlines PD goals, benchmarks and measurement tools. Early childhood education professional development providers, Network Teams and Inquiry Teams will be essential partners to early childhood programs and LEAs as they implement their professional development plans. The SRCL program management team will coordinate the ongoing evaluation and accountability of the sub-grantees' comprehensive and coherent literacy programs, including the ongoing and biannual evaluation of professional development and curriculum and instructional materials. The SRCL program management team will coordinate evaluation methods with other NYSED grant administrators to ensure that methods are not duplicated and that data is accessible among all grant participants and NYS educational sites.

In accordance with the GEPA, overall targets for program performance will be measured by student achievement data and determined through NYS's Grades 3-8 Testing Program for ELA and the Regents Comprehensive Examination in English, which is NYS's high school graduation requirement assessment for ELA. Early childhood educators will use the New York State Early Childhood Advisory Council B-5 Early Learning Guidelines, the NYS Prekindergarten Learning Standards, and the NYS CCLS for ELA/Literacy as benchmarks for early literacy development.

Additional Requirement (d2): Sub-grant applicants must show that they are implementing curriculum, assessments and interventions that further NYS' vision of improving student outcomes and of enabling more data-based decision-making. As noted earlier, sub-grant applicants must show that they have designed a literacy program that includes curriculum and instructional materials consistent with the NYS P-12 CCLS and aligned with the *NYSCLP*. Applicants must implement evidence-based instructional materials informed by rigorous and robust research that engage all learners, especially those who are not performing at proficiency levels in reading and writing. The *NYSCLP* includes numerous studies and research reviews that highlight effective, evidence-based instruction targeting learners from birth through grade 12. The NYSED encourages all SRCL subgrant applicants to consider these findings when designing curriculum and instructional materials (See Section A (d2) for a list of instructional practices).

Applicants must show that they are implementing curriculum, assessments and interventions that will address literacy goals outlined in the NYS P-12 CCLS and provide evidence that these steps are having a positive impact on student learning, especially for disadvantaged students, English language learners and students with disabilities.

Applicants must demonstrate how technology is playing a leading role as an intervention tool for struggling readers. Applicants should also indicate how the use of LCD reading tablets will transform their literacy program and make a significant impact on student learning outcomes. Applicants should show how RtI, or comparable intervention strategies, have been integrated into their schools or early childhood centers as effective components of their universal design for learning.

Additional Requirement (d3): Sub-grant applicants will be expected to use coherent, aligned assessment systems that include valid and reliable screening measures and diagnostic and progress-monitoring systems; systemic use of assessment data to inform instruction; and appropriate accommodations to ensure that all students are accurately assessed. Applicants will use various forms of assessments (formative, interim, summative, etc.) to base instructional decision-making and ensure that their educators know how to use suitable assessments to inform instruction.

Additional Requirement (d4): To be eligible for a SRCL grant, applicants must have in place, (or be in the process of developing) interventions that ensure all youth, including those who are working at or above proficiency and those who are struggling to master the material, are served appropriately. As mentioned in Section A, NYS has adopted Response to Intervention (RtI) to provide high-quality instruction and interventions matched to student needs (K-4th grade). Early childhood education (preK) providers are also encouraged to use elements of RtI as appropriate and apply other interventions found effective with struggling readers and writers. Applicants must also indicate enrichment activities that will challenge and engage students, particularly students who have already mastered grade-level material. Enrichment activities may be offered before, during or after the school day and can include enhanced instructional materials and activities, enrichment clubs and/or technology. All applicants must

demonstrate how incorporating technology in the classroom can be an effective intervention and motivating tool.

Additional Requirement (d5): The value of language and text-rich environments is cited extensively in the *NYSCLP* and was previously referred to in this document. There are several aspects of a literate environment, e.g., access to diverse materials, interactive use of oral language, opportunities to gain knowledge of the world, etc. All sub-grant applicants must show evidence of language and text-rich environments and provide infrastructural changes (e.g., providing a print and text rich environment and high-quality vocabulary instruction throughout the day) that will support literacy for all students. Applicants are strongly encouraged to provide PD to their educators on designing and maintaining language, print and text-rich environments, including the use of innovative technologies.

Additional Requirement (d6):.Sub-grant applicants will be expected to actively participate in NYS' emerging system for collecting and effectively analyzing student data. Currently, NYSED provides extensive reports about students, districts and the State in standardized forms, accessible to all NYS educators. These include School Report Cards, teacher profiles, assessment data, school finance data, demographic data, and the disaggregated data on the performance of diverse groups of students. Through RttT, NYS will move beyond this 'static' system of data collection to a dynamic system in which the user can create and customize clear and relevant reports for specific purposes. As noted in previous sections of this application, the Education Data Portal will provide timely information to help teachers and other school leaders make better instructional decisions; improve teacher evaluation; guide program design; and identify opportunities for effective professional development. The portal will help educators assess the early intervention needs of at-risk and typically underserved student populations. The EDP will allow LEAs, early childhood providers, parents, and outside agencies to continuously monitor student progress on the school and district level. School staff will use the EDP to inform professional development, help set benchmarks for improvement, and report on successes and challenges to the greater community.

(B)(i)(b)(1) The SRCL sub-grant applicants must propose a comprehensive literacy program that targets literacy interventions to address the needs of disadvantaged students in LEAs and early learning programs

most in need. Sub-grantees must use data-driven methods to identify learning gaps in disadvantaged students in order to identify appropriate interventions and instructional activities. Any activity or teaching tool aimed at addressing the needs of disadvantaged students must be aligned with the NYS P-12 CCLS and provides sufficient scaffolding to ensure academic success. These programs must include, but not be limited to: rich vocabulary and content knowledge; expressive and receptive language skills; phonological awareness; print awareness; alphabetic knowledge; book knowledge; comprehension; fluency; emergent writing skills; balance of informational and literary texts; argumentative, informational, and narrative writing pieces; and positive dispositions toward language and literacy activities. This must all be presented in a developmentally appropriate manner, within a print rich environment.

(B)(i)(b)(2) The applicant's needs assessment must result in a deep data analysis where teachers inform targeted literacy interventions to address student-specific needs. A successful sub-grant application will include a description of their needs assessment based on data from State, federal and district-wide testing and internal assessments, or its equivalent in early learning programs, and show successes and challenges in student literacy outcomes among disadvantaged populations. The needs assessment plan will inform the subgrantee's comprehensive literacy program and must connect to their literacy plan's goals and specific interventions aligned to the P-12 CCLS for ELA/Literacy.

(B)(i)(b)(3) The SRCL subgrant applicants must provide examples and evidence in their proposal of how they will involve other agencies, nonprofit organizations, community-based organizations, and families in their literacy program. For example, if an applicant has a partnership with the local library as part of their elementary reading program, they should incorporate examples of how the local library and elementary school effectively partner to support student achievement in literacy. Sub-grantees are strongly encouraged to collaborate with relevant State and local agencies, such as the Office of Child and Family Services, Department of Health, Department of Mental Health, Office of Temporary Assistance for Needy Families, and Juvenile Justice Agencies to support effective literacy instruction. These partnerships will help sub-grantees identify appropriate early interventions for struggling readers, design high- quality early

education programs, ensure smooth transitions into public school programs, and target literacy intervention in early childhood programs, schools, and communities.

B)(i)(c) To ensure a coherent approach to funding and implementing effective literacy support for learners, particularly those who are identified as disadvantaged, SRCL sub-grant applications must demonstrate that they will align funding with current programs under Title I, Title II-A, and Title III of the Elementary and Secondary Education Act of 1965, as amended (ESEA), and, as appropriate, under the Head Start Act, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act of 2006. Applicants will actively collaborate with relevant local agencies to support effective literacy instruction during, and outside of, the traditional school day. Local agencies can include, and are not limited to, tutoring organizations, local YMCAs and Boys & Girls Clubs, non-profit organizations that serve students of diverse cultures, juvenile justice agencies and public libraries.

(B)(ii) NYSED will prioritize subgrant applications based on the number of students living in poverty served by the LEA or early education provider. For LEAs, NYSED will use the same formula used by Title I to determine poverty and funding based on the number of students eligible for free and/or reduced price lunch (F/RPL). For early childhood education providers, the NYSED will use data from the districts of residence of the students to determine poverty according to Title I as specified by USDE.

(B)(iii) All sub-grant applicants need to show strong evidence that they will serve populations of disadvantaged students (such as students who live in poverty, who are limited English proficient, and who have special needs). In addition, LEAs or providers of early childhood education programs, must ensure that their comprehensive literacy program is research or evidence-based and incorporates instructional strategies designed to address the needs of diverse learners, along the birth-grade 12 continuum. For example, a subgrant applicant in P-12 must demonstrate how their literacy program is aligned to the NYS P-12 CCLS and NYSCLP. For birth-age 5, the early childhood education provider must demonstrate that their literacy program will promote reading readiness and lead to student success in the NYS P-12 CCLS.

(B)(iv) As a SRCL grant recipient, NYSED will administer a high quality, competitive sub-grant application process for the State's LEAs and early childhood education providers. NYSED will build a

SRCL program management team comprised of in-house literacy experts with extensive experience in birth-grade 12 literacy instruction, who will manage all aspects of the SRCL grant and sub-grants. The SRCL program management team will determine the amount of funds available to sub-grant applicants to ensure grant awards will make the greatest impact in the LEAs or early childhood providers demonstrating the greatest need. The SRCL program management team will establish review panels made up of NYSED staff members with background and expertise that address the b - grade 12 learning continuum and diverse learners, including ELLs and students with disabilities. Panels will review and evaluate each application based upon the selection criteria and eligibility determinations outlined in the RFP and application. Each application will be reviewed and scored independently by panel members using an evaluation rubric, designed by the SRCL management team. The NYSED will post the sub-grant winners on the department's website and disseminate the information through pertinent listservs from different offices.

C- Project Management: The Secretary considers the following factors in determining the quality of the project management plan –

(C)(i) The NYSED will assign an SRCL Program Coordinator who will be responsible for the oversight of a SRCL program management team tasked with achieving the objectives of the grant and sub-grant administration. The SRCL team will implement all aspects of the sub-grant RFP and grant selection process and oversee statewide administration of the grant. Through a transparent and public bid process, the program management team will select a PD provider that with a proven track record of success in literacy instruction aligned with the NYS P-12 CCLS in ELA/Literacy. The PD provider will address developing performance tasks, integrating technologies to increase literacy achievement, and using the Education Data Portal (EDP) to inform instructional decisions. The SRCL team will coordinate all aspects of the statewide PD trainings and develop online PD evaluation surveys for sub-grantees to submit after each training to provide feedback on the efficacy of the training and inform future PD topics. The team will also create site-based performance forms for job-embedded PD which must be completed by each sub-grantee and submitted bi-annually to the SRCL management team.

Table 5 highlights the main responsibilities of the SRCL management team and the timeframe within the first year of the grant, to reach the objectives of the grant.

Table 5: SRCL Management Plan

Main Responsibilities	Timeline	Milestones
Post SRCL RFP and NYSCLP for sub-grant applicants on NYSED website.	December 2011	
Lead sub-grant Q&A webinar for potential applicants and post results on NYSED website.	January 2012	
Select review panelists and provide training for judging.	February 2012	
Select and post sub-grant awards winners and scores for all applicants for transparency purposes.	March 2012	
Identify statewide PD provider, plan and coordinate PD for June.	April 2012	
Coordinate three statewide PD trainings to sub-grantees and include appropriate geographical Network Team members and equivalent early childhood education literacy leaders.	June 2012	
Develop evaluation form for statewide PD participants. Develop criteria for submission to State.	June 2012	
Use results from PD evaluation to inform further PD.	June 2012	
Develop benchmark form for sub-grant applicants. Collect bi-annually to see progress on SRCL goals.	June 2012	
Ensure sub-grantees begin SRCL program implementation.	September 2012	
Work closely with Network Teams (or equivalent) to assess student progress and determine necessary interventions to help sub-grantees reach goals, as necessary.	Throughout school year	
At year's end, determine who will receive additional funding based on final reports describing student progress and challenges over the past year, and available federal funding.	April 2013	

Each sub-grantee will report back to the SRCL Program Coordinator in bi-annual reports that indicate progress toward full implementation of their literacy plan (outlined in their sub-grant application) and milestones reached (guided by their needs assessment). Sub-grantees will also be required to submit a final report at the end of the grant year, describing the successes and challenges they faced while aligning their literacy plan to the *NYSCLP* and the NYS P-12 CCLS and the effectiveness of the strategies they put in place to close the achievement gap among disadvantaged students. Sub-grantees must use evidence-based assessments and data on student outcomes to support their conclusions.

(C)(ii) Members of the SRCL management team will be responsible for ensuring the success of the SRCL grant and will provide valuable assistance to LEAs and early childcare education providers as they take

steps to align their literacy curricula with the NYS P-12 CCLS and NYSCLP. The SRCL management team will represent varied perspectives and teaching experiences covering all age groups, birth - grade 12 who can identify appropriate interventions and technical assistance for teachers.

The NYSED will assign a Program Coordinator and four additional part time FTE staff to lead the SRCL initiative in NYS. Each team member must have the following qualifications (or relevant equivalents): NYS certification and/or Masters in ELA, Reading or Literacy, classroom teaching experience in ELA and/or Literacy (or teaching experience in an early childhood setting), and at least five years experience as a school administrator or school leader (priority will be given to applicants with certification or Masters in Education Leadership or administration). All management team members must have experience working in low-performing/high-poverty schools with a majority of disadvantaged students. All SRCL management team members should have experience designing and leading professional development trainings. Priority will be given to those applicants with curriculum development and/or professional development design regarding students with disabilities, ELLs, and students of poverty. In addition, the SRCL Program Coordinator must have prior experience in grants administration and a clear understanding of NYS's annual performance

(C)(iii) The SRCL management team will take advantage of the diversity among our established StatewideLiteracy Team to help bring a wide range of perspectives into the design and implementation of the *NYSCLP* among all school districts. The team is composed of NYSED's Internal Literacy Workgroup and external shareholders. The SRCL plan put forth by the NYSED will be reviewed by members of the statewide literacy team for feedback. The Statewide Literacy Team will serve as advisors to the SRCL management team; they will consult with the team on professional development trainings for all LEAs and other sub-grant applicants and vet professional development vendors and other external consultants. As we continue to implement the statewide literacy plan, the literacy team will continue to bring unique and diverse perspectives to our work, ensuring that all students' literacy needs are being met.

(D) Adequacy of Resources. The Secretary considers the following factors in determining the adequacy of resources for the proposed project:

(i) New York State is requesting $50 million dollars to implement the components of the SRCL grant. The grant requires 95% of the funding to be subgranted statewide to implement the requirements of the SRCL. The remaining 5% will be used by the SEA to fund a SRLP management team to oversee the implementation of the LEA and early childhood education providers' programs, provide statewide literacy PD that build on the NYS P-12 CCLS for ELA/Literacy and the NYSCLP, and evaluate all SRCL program activities statewide.

LEAs/Early Childhood Education Providers Sub-grants

_____When LEAs and early childhood education providers submit their applications, they must ensure that the costs related to their literacy programs and professional development are reasonable. The NYSED will ensure that all sub-grant applicants follow existing state and federal guidelines with regards to costs for all program related expenses funded under the SRCL.

SEA—Project Manager, Professional Development, and related costs

The SEA will follow all state and federal guidelines for customary and reasonable costs for personnel, travel, fringe benefits, supplies, professional development, and program evaluation.

Personnel

The salaries and benefits for the Striving Readers Project Coordinator, Early Childhood Literacy Specialist, Elementary Literacy Specialist, Middle-High School Literacy Specialist, and Project Assistant are based on current salary rates and standard benefits of currently funded State Education Department positions.

New York State Education Department Striving Readers Project Coordinator_: This position will oversee the grant requirements and components at the SEA level. The SRCL coordinator will also be responsible for all fiscal and programmatic oversight of the grant, both in the SEA and the LEAs/early childhood education providers.

Early childhood literacy specialist*:* This position will provide support to those subgrantees working with learners from birth through five years. Support will be in the form of curriculum development,

assessment and interventions, and technical assistance aligned with the SRCL grant and the NYS P-12 CCLS for ELA/Literacy.

Elementary-age literacy specialist: This position will provide support to those subgrantees working with learners in kindergarten through 5th grade. Support will be in the form of curriculum development, assessment and interventions, and technical assistance.

Middle and/or High School literacy specialist: This position will provide support to those subgrantees working with learners in middle and high school. Support will be in the form of curriculum development, assessment and interventions, and technical assistance.

Project Support: This position will provide administrative assistance to the SRCL management team and coordination support for statewide PD activities.

Professional Development

The NYSED will enter into a contract with a professional development provider to provide statewide professional development throughout the life of the grant. The NYSED contract procurement process will be followed to identify and select the PD provider. Trainings will focus on developing curricula, assessments and interventions that build off the state's comprehensive literacy plan and align with the NYS P-12 CCLS for ELA/Literacy. PD will also be offered to educators to train them how to utilize the latest version of the Education Data Portal to analyze student data to introduce the most effective interventions and teaching tools to improve student learning. Finally, PD will be offered to integrate technology as a tool to enhance student learning and achievement in literacy. PD will focus on closing the literacy achievement gap among disadvantaged students that include students in poverty, English language learners and students with disabilities. This aspect of NYS's SRCL grant program is critical to helping NYS improve student outcomes in literacy using data-driven decision-making. The selected professional development provider will lead statewide training (3days/yr).

The PD provider will plan and implement a three day professional development Institute for teachers of sub-grantee applicants. A member of the Network Team and/or equivalent early childhood structure according to sub-grantee location will be invited to attend the statewide PD in order to ensure alignment

of curriculum and instruction support as appropriate. The total cost for the statewide and ongoing onsite professional development is approximately $454,000.00 per year.

Program Evaluator

The NYSED will contract with an external program evaluator who will be responsible for the experimental design and statistical analysis of the SRCL program over the length of the grant. The NYSED contract procurement process will be followed to identify and contract the program evaluator. At this time, the estimated cost for the program evaluation is $250,000.00 (10% of the 5% SEA allocation – industry standard).

Travel

Travel funds will be set aside for participating sub-grantees to send up to three staff (the site-based literacy coach – or equivalent – and two additional staff of their choosing) to a USDE required technical assistance workshop in Washington, D.C. for two days. Funds will include travel, hotel stay and a per diem for food – approximately 138 individuals x $2,000 per person (45 sites x 3 per site + 3 NYSED SRCL staff) for a total of $276,000.00.

In addition, funds will be set aside for 1-3 participants from each sub-grantee to attend an annual 3 day professional development training in Albany coordinated by NYSED and facilitated by the PD provider. Funds will include hotel and a per diem for food – approximately $165 per day for 3 days for 150 attendees - plus travel at state reimbursement rates for an average estimated cost of $600.00 per person per year and an approximate total of $81,000 per year.

NYSED SRCL Management Team travel to sites: 1 to 3 NYSED staff members will visit 45 sites at one to three times a year at $200.00 per trip for a total of $27,000.00.

Supplies

The NYSED will use grant funds to purchase instructional materials for the annual three-day PD training held for sub-grantees in Albany at a total cost of $6,000.00.

(ii) The NYSED will use the allocation requirements of the SRCL grant (15/40/40) to implement one multi-year sub-grant competition for LEAs and eligible early childhood education providers. Applicants

will have the opportunity to apply for funds for more than one sub-group (birth-5 years, kindergarten – 5th grade, middle and high school) if they serve students within these age ranges. Based on the number of eligible applicants and quality of sub-grant applications, NYSED will determine how many grants will be distributed within each category. Keeping this number in mind, NYSED will design a formula to ensure that we are distributing grant funds equally among all age groups per the SRCL grant allocation requirements.

(iii) (iii) The NYSED will use SRCL funds to leverage other state and federal funds in order to maximize the impact and sustainability of the grant's literacy program effects in LEAs and early childhood education providers. For example, SCRL grant funds will be used to support the goals articulated in New York State's Race to the Top plan, which supports the creation of curriculum, assessments and instructional interventions aligned to the NYS P-12 CCLS, all of which are informed by the development of a statewide instructional reporting and improvement system, available through the Education Data Portal. The SRCL Program Coordinator will be responsible for coordinating efforts around literacy stemming from these initiatives and funding from these federal and state grants. Funding will supplement, not supplant, existing programs, building on effective practice. The SRCL management team will use program monitoring tools and program evaluations (surveys, data, etc.) to ensure that program managers of each federally and State-funded literacy program are working together and aligning plans regularly to avoid repetition among literacy programs. LEAs and early childhood education providers have to sign off on funds used for intended purposes and work with the grant project leaders to ensure that projects are aligned and working in unison.

(iv)NYSED hopes to maximize the impact of the SRCL grant by providing funds to those LEAs and early childhood education providers that serve the greatest number of disadvantaged youth. An equitable amount of funds will be made available to high-needs schools in New York City and the rest of the state based on current student achievement data and poverty as defined by the formula used by Title I. For early childhood education providers, the NYSED will use data from the districts of residence of the students to determine poverty according to Title I as specified by USDE. The sub-grants will be of

sufficient size to address the needs of the LEAs or early childhood education providers based on the funding available.

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Project Narrative

Other Narrative

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

Attachment 2:
Title: Pages: Uploaded File: **1239-Mary Ellen Colella res.pdf**

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

Attachment 4:
Title: Pages: Uploaded File: **1241-DWD resume _5-11_.pdf**

Attachment 5:
Title: Pages: Uploaded File: **1242-2011Resume.pdf**

Attachment 6:
Title: Pages: Uploaded File: **1243-GladysICruzResume562011.pdf**

New York State Department of Education
FY2011 Application for New Grant Under
The Striving Readers Comprehensive Literacy Program
(CFDA Number: 84.371)
Key Personnel

New York State Education Department Striving Readers Project Director:
Gladys Cruz

New York State Education Department Striving Readers Project Coordinator:
Mary Ellen Collela

Early Childhood Literacy Specialist:
DeSylvia Dwyer

Elementary-Age Literacy Specialist:
Colleen Ferrone

Middle and/or High School Literacy Specialists:
Erik Sweet and Wendy Dury-Samson

Mary Ellen Colella

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GOAL

- To manage the Striving Readers Grant

PROFESSIONAL PROFILE

- An education professional with extensive experience at multiple levels of the education process.
- Recognized expertise in coordination, facilitation/collaboration, written/verbal communication, and technical assistance/guidance – leading to improved educational achievement and engagement.
- Acknowledged for a strong work ethic and proven track record of quality performance.

SELECTED AREAS OF EXPERTISE

Project Management	Program Development	Relationship-Building
Thorough/Detail Oriented	Collaboration	Written Communication
Public Speaking	Advocacy	Facilitation
Career and Technical Education	Coordination/Leadership	Supervision

EDUCATION AND MANAGEMENT EXPERIENCE

New York State Education Department, Albany, New York
Associate, Office Curriculum, Instruction and Field Services - Current

- Acted as liaison to 14 Offices and approximately 60-80 staff; provide technical assistance and guidance, and nurture positive relationships with staff at all levels of the education process.
- Review/revise extensive reports that positively impact student achievement
- Provide strategic and innovative feedback on ways to improve student achievement, and ensure measured performance and sustainability on federal grant proposals, including the $70,000,000 Standards and Assessment Assurance Area of Race to the Top.
- Completed timely and extensive reviews/revisions to statewide Requests for Proposals ranging from $3,000,000 to $50,000,000 to ensure completeness and accuracy.
- Managed and supervised the hiring process and selection of the Race to the Top Early Learning Office

New York State Education Department, Albany, New York

- Office of Curriculum, Instruction and Standards
- Office of Workforce Preparation and Continuing Education
    - New York State Advisor for DECA (An Association of Marketing Students) over 9,000 students
- Field Services Team
    - Syracuse City School District Liaison

- Bureau of Occupational Education and Development
    - Managed $6,000,000 Family and Consumer Homemaking Federal Grant

ADMINISTRATION AND TEACHING EXPERIENCE

The Franciscan Academy, Syracuse New York

- Associate Principal
- Department Chair
- Business and Marketing Teacher

Onondaga County Catholic School Board

- Member 7 years
- President 2 years

The Addis Company

- Buyer for five store operation with management of 35 staff and budget of $7,000,000

EDUCATION

SUNY Oswego, Oswego, New York
M. S. in Education

Russell Sage College, Troy, New York
B. S. in Merchandising

Manhattan College, New York City, New York
Advanced credits in Educational Administration Leadership

CERTIFICATIONS

- New York State Teacher Certification (Permanent) Business/Marketing

PROFESSIONAL DEVELOPMENT

- Participated in multiple webinars and workshops on a variety of topics designed to increase student engagement
- Subscriber to multiple educational networks and publications to keep a pulse on current trends in education

PROFESSIONAL ASSOCIATIONS

- **ASCD**

COMPUTER SKILLS

- Microsoft Products: Word, Power Point, Publisher and Project
- GroupWise Email and Calendar

COLLEEN FERRONE

(b)(6); (b)(7(C)

EDUCATION

Masters of Science in Reading Education, May 1989
State University of New York at Cortland, Cortland, New York
Bachelors of Science in Elementary Education, May 1981
State University of New York at Oneonta, Oneonta, New York

CERTIFICATION

New York State Permanent Certification – Nursery, K-6
New York State Permanent Certification – Reading Education, K-12
North Carolina Permanent Certification – Nursery, K-5
North Carolina Permanent Certification - Reading Education, K-12

PROFESSIONAL EXPERIENCE

New York State Education Department, Albany, New York
Office of Early Education and Reading Initiatives
Associate in Instructional Services
June 2007- present

Cherry Valley-Springfield Central School, Cherry Valley, New York
Literacy Coach – Tenured
2004-2007
Elementary Reading Teacher – Tenured
2002-2004

Wrightsboro Elementary School, Wilmington, North Carolina
Elementary School Teacher – Fifth Grade – Tenured
2001-2002

Pine Valley Elementary School, Wilmington, North Carolina
Elementary School Teacher – Third Grade – Tenured
1996-2001

Barringer Road Elementary School, Ilion, New York
Elementary School Teacher – Fifth and Sixth Grades – Tenured
1986-1996

PROFESSIONAL PROFILE

- New York State Education Department's Project Director for a federal grant, Striving Readers. **Striving Readers** aims to raise middle and high school students' literacy levels in Title I-eligible schools with significant numbers of students reading below grade-levels and build a strong, scientific research base for identifying and replicating strategies that improve adolescent literacy skills. The role of Project Director is to ensure that the NYS/NYCDOE Plan is implemented with fidelity, ensure that all requirements of the grants are met and reported to USDE, ensure that all activities required by USDE are carried out, including on-site monitoring, audits, fiscal and data reports, ensure that internal controls are in place to assure timely implementation and excellent grant management, ensure that documentation is accurate and that results are used in accordance with all requirements.

- Associate in Instructional Services for the Office of Early Education and Reading Initiatives on the Reading First Team: complete monitoring visits, follow-up reports and provide technical assistance to Reading First schools throughout the state, review and approve district Reading First budgets and amendments, organize and deliver professional development for teachers and building leaders based on scientifically based reading research (SBRR), collect, review and analyze district data, liaison to five Regional School Support Centers across the state, overall, assume an integral role on the team that ensures effective and substantial implementation of Reading First in selected districts as well as assuring that these districts are in compliance with every aspect of this federal grant.

- As a Reading Teacher/Literacy Coach for K-6 and the Reading First Program: deliver intervention services to intensive students, guide and assist in the implementation of a new Core Reading Series – Voyager ULS, facilitate weekly grade level team meetings, oversee and instruct the NYS Reading Academy, administer and evaluate necessary assessments, assist in using data to inform and drive instruction, work closely with Reading Teacher to develop and monitor interventions, work side by side with all K-3 teachers to provide in-class support, guidance, feedback and assistance with SBRR strategies, programs, and assessments, personally plan and provide or seek out necessary professional development.
As a Reading First Coach, provide instructional leadership, assessment expertise, and professional development to teachers. I am an effective teacher, with a solid understanding of and experience in Scientifically Based Reading Research, the five essential components of reading, reading development, reading instruction, and intervention. I foster and maintain a sense of trust and rapport with my teachers based on standards of professional ethics and responsibility. I am proactive with strong communication skills. Among a

host of other roles, I am a teacher, guide, mentor, supporter, facilitator, interpreter, analyzer, and organizer.

- Member of School Assessment Team
- Co-Chairperson of Parent's Advisory Committee
- Chairperson for Parents as Reading Partners
- Student Support Team Member
- Mentor for first year teachers
- Worked with Special Education Teacher in Team Teaching Environment
- Implemented Cross-Age Tutoring Program with Kindergarten and Fifth Grade Students
- Regular Education Teacher for Pilot Program- Blended/Inclusion Classroom
- Cooperating teacher for five student teachers
- Grade Level Chairperson- 1998-2001- Pine Valley School
- 1991 Winner of Scholastic's "We Love Literature" Contest- Idea published in book of teacher tested ideas using literature across the curriculum
- 1991- Class Project, "Around the Earth Today" received the New York State Governor's Citation for Exemplary Environmental Education Programming

SPECIAL TRAINING

- New York State Reading Academy
- New York State Reading For Understanding
- A Framework for Understanding Poverty – Ruby Payne
- Mentoring Matters – Laura Lipton
- Diagnostic Assessments – PALS, TPRI
- Reading Renaissance – Accelerated Reader
- Voyager – ULS
- Text Talk
- Reading Mastery
- Microsoft Office Power Point, Word, and Excel
- Conflict Resolution
- Differentiated Instruction
- Site Based Management
- Inclusionary Classrooms

REFERENCES

1. Nicholas Savin
   District Superintendent- Otsego-Delaware-Schoharie-Greene Counties and
   BOCES –Otsego and Northern Area
   159 West Main Street
   Stamford, NY
   607-652-1209

2. Doris Hill-Wyley
   Supervisor- NYSED
   89 Washington Avenue
   Albany, NY 12234
   518-474-5807

3. Cindy Gallagher
   Former Supervisor- NYSED
   1065 Briarwood Boulevard
   Schenectady, NY 12308
   518-441-9683

4. Francine Stayter
   Retired State University of New York at Oneonta- Literacy Professor
   Former Reading First Regional Coach
   131 Lake Shore Drive North
   Maryland, New York 12116
   607-432-6992

DESYLVIA W. DWYER

WORK EXPERIENCE

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10/04 - present: EVEN START STATE COORDINATOR
Responsible for overall administration, oversight and monitoring of the federally funded Even Start Family Literacy program including: grants management; policy development; Statewide technical assistance and training efforts; conducting program reviews; preparing reports and Department releases; and coordinating Even Start efforts with other early childhood initiatives - State-funded prekindergarten programs, Reading First, Early Reading First, Preschool Special Education, Race to the Top, Striving Readers and other Department initiatives.

5/98 – 10/04: ASSOCIATE IN EARLY CHILDHOOD
Responsible for providing training and technical assistance to local school districts related to the implementation of comprehensive prekindergarten programs that meet the physical, social-emotional, cognitive and early literacy needs of children; conducting programs reviews; preparing reports and Department releases; coordinating prekindergarten with other Department efforts – Even Start, Early Grade Class Size Reduction, Reading for Results, Preschool Special Education, Title I and other No Child Left Behind initiatives.

NYS Office of Children and Family Services
Bureau of Early Childhood Services
40 North Pearl Street; Albany, New York 12243

9/95 – 5/98: CHILD CARE POLICY SPECIALIST
Responsible for preparing regulations and policy directives; developing reports to the Legislature; representing the Office on interagency committees; overseeing the development of the statewide Parent Education Campaign on Selecting Child Care; and overseeing the Office's statewide training initiatives for child day care providers, including monthly teleconferences, the Educational Incentive Program, and the Learn-At-Home Program.

7/90-9/95: SUBSIDARY SPECIALIST
Responsible for providing training and technical assistance related to the administration of state and federal child care subsidy programs; and participating in program reviews of the child care programs administered by local districts.

266 SHUNPIKE ROAD - SLOANSVILLE, NEW YORK 12160
518-868-4671

5/87-7/90: DAY CARE TRAINER
Responsible for providing direct training to child day care personnel throughout New York State; researching and developing training curricula; conducting needs assessments; and evaluating training programs.

Chemung County Child Development Head Start
Economic Opportunity Program
318 Madison Avenue
Elmira, New York 14901

6/85 – 5/87: EDUCATION COORDINATOR
9/83 – 6/85: TRAINING COORDINATOR/TEACHER
9/78 - 9/83: TEACHER
Responsible for overseeing and implementing a comprehensive developmentally appropriate early childhood program for three-and four-year olds; coordinating professional development for Head Start staff with various needs and prior experience; hiring and supervising staff; and ensuring compliance with state and federal regulations.

Beaumont School
Route 54
Liberty, New York 12754

2/78 – 6/78: TEACHER-TUTOR
Responsible for providing reading and math tutoring to male adolescent with disabilities (12-21 years of age) in a residential school setting.

EDUCATION

Elmira College
Elmira, New York 14901

M.S. Ed. In General Education, including completion of the Early Childhood Graduate Certificate Program and the Training of Trainers Certificate Program.

B.A. in Elementary Education

REFERENCES

Available upon request.

Wendy Dury-Samson

(b)(6)

Education: **University at Albany**, Albany, New York.
BA English (dual minors in Education and Political Science), 1988.
University at Albany; Albany, New York.
MA English Literature (concentration in Theory & Critical Analysis) 1995.
NYS Permanent Certification — Secondary English (1999)

Professional Experience: January 2008 to the present
Assistant in Education Improvement Services: NYSED, Office of Regional School Services (RSS), Albany, NY. Served as a liaison to schools in the Mid-State region, including buildings in Syracuse, Rome, Watertown, and Binghamton. Duties included approving Consolidated Applications for Title I funding, making routine site visits to aid schools in need of improvement, providing oversight to the regional RSSC, and performing many types of program monitoring activities, including Coordinated Monitoring with all Title Offices, Contract for Excellence Monitoring, Regents Exam Security Monitoring, Title I Targeted monitoring, ARRA reporting and participating on SURR and Joint Intervention Teams. Also led the RSS office's team in designing the External School Based Curriculum Audit protocols and grant application under Differentiated Accountability & represented the Mid-State region on the Governor's Task Force/Summit on Dropout Prevention.

Since July, 2010 I have been assigned to the Curriculum & Instruction Office, where my primary duties have been collaboration on designing tools for the field to implement the roll out of the new NYS Common Core Learning Standards for ELA &Literacy, and working with Senior Management on Race to the Top initiatives such as collaborating in the development of an RFP for Curriculum Models. Other duties have included: giving presentations to the field on the Common Core and new ELA Regents exam, handling correspondence regarding ELA, assisting the Charter Schools Office in reviewing prospectuses and applications for new charter schools, participating on the Statewide Literacy Plan and College and Career Readiness Workgroups, serving as liaison to NYS ASCD, and working with fellow team members to prepare Regents and Trim Items.

July 2007 to December 2007
Adjunct Instructor of English Literature and Writing; and Teacher IV: Greene Correctional Facility, Coxsackie, NY: Taught literature and writing for Marist College program and was simultaneously hired to teach pre-GED classes to 16-21 year old incarcerated youth at Greene Correctional Facility.

October 2003 to January 2007 AND May 1997 to January 1999
English Language Arts Teacher & High School Diploma Program Coordinator: Glenmont Job Corps Academy, Glenmont, NY: Taught all levels of ELA from basic reading skills to GED in a federally sponsored program for at risk youth in an alternative school setting. Also, from May 1997 to January 1999, I was a Basic Reading/GED Instructor there; I taught two beginning reading classes, two pre-GED writing classes and four GED writing classes. Many of the students were non-native speakers of English.

September 2002 to December 2003
Adjunct Instructor of Literature: Marist College (through the academic outreach program at Glenmont Job Corps Academy). Taught **Introduction to Fiction** course to disadvantaged youth for 3 college semesters (one three hour class per week).

September 2001 to June 2002
Ninth & Tenth Grade English Teacher: Guilderland High School, Guilderland, NY. Taught 3 sections of block scheduled (85 minutes/every other day) 9th grade English classes (total 75 students) and one section block scheduled 10 Honors English (total 30 students). Responsibilities included lesson planning, grading, report cards, discipline and parental contact. Participated in professional development workshops (including a two day seminar on Cooperative Learning). Participated in grading the January and June 2002 **Ninth Grade English Teacher:** Cambridge Central High School, Cambridge, NY. Taught six sections of block scheduled (80 minutes daily/16 weeks) 9th grade English classes. Responsibilities included developing course curriculum, lesson planning, grading and assessment, preparing report cards, handling classroom discipline and parental contact. Participated in regional scoring for the 8th grade NYS ELA exam in June of 2000; and assisted in grading 11th grade Comprehensive English Regents Exams four times.

January 1999 to July 1999
Eighth Grade English Teacher: Shaker Junior High School, North Colonie, NY. Taught five 8th grade English classes (one Enriched), handled lesson planning, created and graded assessments, report cards, and discipline. Participated in workshops and was trained in ELA test scoring; participated in the regional scoring session for the first administration of the 8th grade NYS ELA exam in May of 1999.

Pre 1997: Substitute teacher and one-on-one tutor for several local school districts, including Watervliet, Bethlehem, Ravena-Coeymans-Selkirk, Shenendehowa and Rensselaer.

OTHER TEACHING RELATED EXPERIENCE:

Test reader (test scorer) at Measured Progress in Troy, NY. Promoted to Scoring Leader and supervised a team of readers after only 3 weeks.

Two time Coordinator of the "LeaderSpark" Program for the Albany County League of Women Voters (LWVAC), Procured area leaders to work with youth from several area High Schools in a six week leadership program. Also led the Students Inside Albany Essay Contest for the LWVAC for three years in a row.

Organized, for three years running, an opportunity for seniors from Albany High School & their teacher to tour the New York State Education Building and meet with the acting Commissioner & other staff in early October (with assistance from David Mahoney, who provides a lecture and slide show on SED prior to the tour).

Honors & Awards:

- **Dean's List** - 1988, graduated Cum Laude.
- Numerous awards earned at Glenmont Job Corps since 1998

Gladys I. Cruz, Ph.D.

(b)(6)

Education:

2000	Ph.D., Curriculum and Instruction	State University of New York at Albany
1997	M.S., Curriculum Development and Instructional Technology	State University of New York at Albany
1993	M.A., Bilingual Education	Universidad del Turabo
1987	B.A., Elementary Education Magna Cum Laude	Universidad Del Turabo

Employment History:

2011-Present	New York State Education Department Office of Curriculum and Instruction 89 Washington Avenue Albany, NY 12234	Oversee the programmatic and fiscal operations of the Office of Curriculum and Instruction including statewide programs and services in the areas of English Language Arts/Literacy, Science, Mathematics, Physical Education, The Arts, and Social Studies P-12.
2010-Present	College of Saint Rose 432 Western Avenue Albany, New York 12203	Adjunct Professor – Teach graduate and undergraduate courses in Bilingual Education
1998-2011	Questar III Board Of Cooperative Educational Services (BOCES), Castleton, New York Assistant Superintendent, Administrator, Director, and Trainer	Oversee the programmatic and fiscal operations of the departments of School Improvement, Staff Development, MODEL Schools, Bilingual Education Technical Assistance Center, Eastern New York Regional School Support Center, Data Analysis Service, Supplementary Educational Service, and serve as the BOCES liaison for the Greater Capital Region Teacher Center

Employment History (continued):

2004-2006	Adjunct Professor, SUNYA Educational Theory and Practice	Taught graduate methods courses on the Teaching of English as a Second Language and Foreign Languages
1995-1998	State Education Department, Office of Bilingual Education Albany, New York	Served as a consultant to the State Education Department
1994-2000	National Center for English Learning and Achievement (CELA), SUNY Albany Albany, New York	Served as a Research Assistant (K-8 Classrooms)
1983-1993	Cayey, Puerto Rico and Aibonito, Puerto Rico	Classroom Teacher (English K-6 and First Grade)

Special Statewide Assignment:

2008-2011, Chair, Staff and Curriculum Development Network (S/CDN) – a statewide network of Assistant Superintendents, Curriculum Directors, and Coordinators of Curriculum that works closely with the New York State Education Department Executive Managers to disseminate resources, materials and provide professional development to educators in districts, schools, and BOCES statewide (http://scdn.wsboces.org/)

Publications:

2010, Learning in Two Languages: A Case Study of a Two-Way Bilingual Education Program at a Middle School.

2010, Give Your Students the Gift of Mathematical Literacy, with Irene Jovell in NYSUT Educator's Voice, Volume III, Spring.

2008, Diagnostic and Formative Assessment Battery for Five Spanish Speaking Countries, funded by USAID.

2000, Research Report: Collegial Networks: A Team of Middle School Teachers in a Two-Way Program.

2000, Chapter 5: Curricular Conversations in Elementary School Classrooms: Case Studies of Interdisciplinary Instruction (with Arthur Applebee and Robert Burroughs).

Publications (continued):

1997, Book: Beyond the Culture Tours: Studies in Teaching and Learning with Culturally Diverse Texts (with Alan C. Purves, Stevan Ostrowski, Jose M. Melendez and Sarah Jordan).

1995, Article: The Teaching of Culture in Bilingual Education Programs: Moving Beyond the Basics, Published in NYSABE Journal. Volume 10: Summer.

Scholarships/Fellowships Received:

06/98-08/98	Scholarship for Outstanding Academic Achievement State University of New York at Albany
08/93 - 6/96	Title VII Ph.D. Fellowship State University of New York at Albany Albany, New York
08/91 - 07/93	Title VII M.A. Scholarship Universidad del Turabo Gurabo, Puerto Rico

Special Trainings:

Charlotte Danielson's Framework for Teaching, Rensselaerville Institute, Rensselaerville, NY, August, 2010

Balanced Leadership, Questar III BOCES, Castleton, NY, July, 2010

Redesigning High Schools Leadership Institute, Harvard School of Education, Cambridge, Mass, June - July, 2010

Florida Virtual Online School Leadership Training, Orlando, FL. April 2010

Project Based Learning with the Buck Institute for Education, Novato, CA. June 2009

Curriculum Mapping with Dr. Heidi Hayes-Jacobs, Rensselaerville, NY, Rensselaerville, NY, Summer 2007, 2008, 2009

Response to Intervention: from Research to Practice, NYS Reading Association, March 23, 2007

Understanding by Design: Beginning the Journey with Jay McTighe, March 29-31, 2006

Special Trainings (continued):

Diversity Toolkit: An Introduction to Social Change in Education, The Education Alliance at Brown University, October 24, 2003

Authors in the Classroom, A Framework for Transformative Education with Dr. Alma Flor Ada and F. Isabel Campoy, 1999, 2000

Certifications:

New York State

School District Administrator - Permanent
School Administrator/Supervisor – Permanent
Pre K, K and 1-6 Common Branch - Permanent
Bilingual Extension - Permanent
ESL - Permanent

Commonwealth of Puerto Rico

Elementary English Teacher - Permanent

Honors:

12/98	Two-Way Bilingual Education Leader Award New York State Education Department New York
05/89	Honored as Teacher of the Year School Year 1988-1989 Colegio San Pablo Apóstol Aibonito, Puerto Rico

Professional Association Membership:

Member	American Association of University Women (AAUA)
Member	International Reading Association (IRA)
Member	National Council of Teachers of English (NCTE)
Member	Association of Supervision and Curriculum Development (ASCD)

Special Skills:

Fluent in Spanish and English, outstanding written and verbal abilities, excellent organizational and management skills, fluent in various software applications, ability to communicate, lead and work in teams

Budget Narrative

Budget Narrative

Attachment 1:
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SRCL Budget Narrative

The New York State Education Department (NYSED) is requesting a total of **$250,000,000** under the Striving Readers Comprehensive Literacy (SRCL) Discretionary Grant with annual allocations of **$50,000,000** in fiscal years 2011, 2012, 2013, 2014 and 2015. In each year of the grant, 95% of the monies ($47,500,000) will be distributed to LEAs for programs and professional development designed to advance literacy skills, including pre-literacy skills, reading, and writing, for students from birth through grade 12, including limited English-proficient students and students with disabilities; and 5% ($2,500,000) will be used for NYSED administration and oversight as detailed below.

1.1 Personnel – Project management

a. Provide the title and duties of each position to be compensated under this project
b. Provide the salary for each position under this project
c. Provide the amount of time, such as hours or percentage of time to be expended by each position under this project
d. Explain the importance of each position to the success of the project
e. Provide the basis for cost estimates or computations

a. **Striving Readers Project Coordinator:** This individual from the Office of Curriculum, Instruction and Field Services will be responsible for all grant requirements and activities including:

- Oversight of all grant activities in and between the Department and LEAs and Early Childhood Education Providers;
- Coordination of all advisory groups including the Internal Literacy Workgroup and the External Literacy Team;
- Coordination with other offices within the Department including the Offices of Innovative School Models; Accountability, Bilingual Education and Foreign Language Studies; Special Education; Curriculum, Instruction and Field Services; and Information and Reporting Services to promote awareness and support of effective literacy practices;
- Coordination of monitoring and independent evaluator activities and reporting;
- Coordination and impact reporting of professional development activities;
- Communication with USDOE on all grant-related issues;
- Coordination and collaboration with Race to the Top Network Team Coordinator to ensure that professional development activities remain aligned.

The salary for this position will be based upon a **1.0 FTE salary of $95,718.00**

b. **Literacy Specialists:**

- **Early childhood literacy specialist:** This individual will be responsible for the following for those sub-grantees serving ages birth through 5 years of age. The salary for this position will be based upon **.5 FTE salary of $47,860.00**

- **Elementary-age literacy specialist:** This individual will be responsible for the following for those sub-grantees serving children in kindergarten through 5th grade. The salary for this position will be based upon a **1.0 FTE salary of $84,967.00**

- **Middle and/or High School literacy specialists:** Two individuals will be responsible for the sub-grantees servicing children in 6th through 12th grade, for a total of 1 FTE. The salary for this position will be based upon **1.0 FTE salary of $77,301.00**

All literacy specialists will have the following duties:

- Provide technical assistance for sub-grantees in the form of:
    - Written, phone-based and in-person guidance and problem-solving;
    - Assistance with curriculum development, assessment tools and strategies and implementation of appropriate interventions;
    - Distribution and explanation of guidance from USDOE;
    - Distribution and explanation of promising practices from other sub-grantees;
- Maintain knowledge and understanding of best practices in evidence-based instruction and observation including data driven instruction;
- Coordinate work with other specialists and workgroups under the direction of the project coordinator;
- Participate in professional development for sub-grantees;
- Participate in monitoring of sub-grantees;

1.2 Personnel - Project Support: The following support positions will be partially supported by the grant:

a. **Data Access and Reporting Specialist** – this individual from the Office of Information and Reporting Services will:

- Provide technical assistance and training on accessing the Instructional Reporting System;
- Coordinate with Technology Integration Specialist on training requirements and data integration;
- Provide data analysis and reports from the P-20 data system as needed.

The salary for this position will be based upon **.5 FTE salary of $45,460.00**

b. **Technology Integration Specialist:** this individual from the Office of Educational Design and Technology will:

- Provide technical assistance on the use of tools to enhance instruction (Kindle, Nook, etc.);
- Provide guidance on best practices in the integration of technology for improved student achievement;

- Coordinate with the Department's Chief Information Officer and the Regents Research Fund Fellow for Technology Initiatives on the design, development and implementation of technology platforms which support improved instruction;

- Coordinate with Management and Support teams on the implementation of professional development.

The salary for this position will be based upon **.2 FTE salary of $18,253.00**

c. **Field Communications and Network Team Coordinator :** this individual from the Office of Curriculum, Instruction and Field Services will:

- Provide ongoing communications to the sub-grantees under the direction of the Project Coordinator;

- Coordinate the professional development activities of the sub-grantees, professional development provider and Network Team Coordinator under the direction of the Project Coordinator.

The salary for this position will be based upon **.5 FTE salary of $47,859.00**

d. **Administration**: these individuals will provide:

- Office support in the form of correspondence, filing of reports, logging of calls and common areas of technical assistance;

- Support to Project Management and Project Support teams.

The salary for these positions will be based upon a total **.35 FTE for a total of $16,150.00**

e. **Management Roll-Up Costs**

The federally approved Time and Effort Allocation System (TEAS) requires that Senior Management staff effort be allocated on a pro-rate basis over all fund sources administered by the Department; the TEAS will now include the Striving Readers Comprehensive Literacy Program. This amount is budgeted to accommodate the effort to be allocated at the Senior Management level. Total amount $51,204.00

Members of the SRCL management and support teams are responsible for ensuring the success of the SRCL grant and will provide leadership, guidance and technical assistance to LEAs and early childhood education providers as they take steps to align their literacy curricula and instructional practices with the Common Core Literacy Standards (CCLS). Each member of the NYSED team possesses literacy and literacy-related expertise and brings a unique skill set and background that will be put to use in ensuring that we are reaching students of all ages successfully through appropriate interventions and technical assistance (see attached resumes).

TOTAL FOR PERSONNEL: $484,771.00

2. Fringe Benefits

a. Give the fringe benefit percentages of all personnel included under Personnel
b. Provide the rate and base on which fringe benefits are calculated.

a. Fringe benefits for all salaried positions are based upon the New York State rate of 44.09%.

TOTAL FOR FRINGE BENEFITS: $213,734.00

3. Travel

a. Explain the purpose of the travel, how it relates to project success, how it aligns with the project goals and objectives and which program participants or staff will participate.
b. Submit an estimate for the number of trips, points of origin and destination, and purpose of travel.
c. Submit an itemized estimate of transportation and /or subsistence costs for each trip.
d. Provide the basis for cost estimates or computations

a. **NYSED SRCL and Sub-grantee Travel to Washington, D.C**

- Funds will be set aside for participating sub-grantees to send up to two grant-supported staff and the SRCL Project Coordinator to a technical assistance workshop in Washington, D.C. for two days. Funds will include travel, hotel stay and a per diem for a total of $111,600.00

b. **NYSED SRCL Program travel to sites**

- To ensure effective implementation through monitoring and provision of technical assistance, NYSED staff members will visit 45 sites at least three times a year at approximately $400 per trip. Staff members will be traveling from the Department in Albany, NY to multiple locations statewide. Funds will include travel, hotel stay and a per diem total for a total of $54,000.

TOTAL FOR TRAVEL: $165,600.00

4. Equipment – N/A

a. Indicate the estimated unit cost for each item to be purchased.
b. Identify each type of equipment.
c. Provide adequate justification of the need for items of equipment to be purchased.
d. Explain the purpose of the equipment, and how it relates to project success. Provide the basis for cost estimates or computations.

TOTAL FOR EQUIPMENT: $0.00

5. Supplies

a. Provide an itemized estimate of materials and supplies by nature of expense or general category (instructional materials, office supplies, etc).
b. Explain the purpose of the supplies and how they relate to project success.

c. Provide the basis for cost estimates or computations.

a. Instructional Materials

- $6,000 – annual cost for purchase of instructional materials for the annual statewide workshop held for sub-grantees in Albany.

- $6,000 – in order to offer workshops, technical assistance and guidance documents to LEAs and early childhood education providers that feature effective use of the latest technologies that are used to support literacy instruction (i.e., Kindles, Nooks, proven software), costs are included to support the purchase of these and supporting tools (e.g., LCD projector) for the SRCL management team (these items are under $5,000 per unit thus are not to be included in equipment).

- $500 – annual costs for purchase of research materials (e.g., subscriptions, books).

b. Office Supplies – for SRCL management team

- $5,000 for general office supplies for grant administration

TOTAL FOR SUPPLIES: $17,500.00

6. Contractual

a. Provide the purpose and relation to project success b. Describe the products to be acquired, and/or the professional services to be provided c. Provide a brief justification for the use of contractors selected d. Identify the name(s) of the contracting party, including consultants, if available. e. Provide the cost per contractor

a. **Professional Development Provider:** This aspect of NYS's SRCL grant program is critical to helping NYS improve student outcomes in literacy using effective instructional techniques and data-driven decisionmaking. NYSED will develop and release a competitive RFP to select a provider that will assist the Department in providing statewide workshops (3days/yr) and provide onsite professional development/ coaching at sub-grantee sites (10/yr/site). Specifically, the SED sponsored 3-day training session will focus on :

- Developing curricula, assessments and interventions that build off the state's comprehensive literacy plan and align with the NYS P-12 CCLS for ELA/Literacy.

- Providing training on how to utilize the latest version of the Instructional Reporting System and how to create and analyze student data to introduce the most effective interventions and teaching tools to improve student learning.

- Providing training to integrate technology as a tool to enhance student learning and achievement in literacy.

- Closing the literacy achievement gap among disadvantaged students that include students in poverty, English language learners and students with disabilities.

- A member of the Race to the Top Network Team early childhood structure will be invited to attend the professional development in order to ensure alignment of the SRCL grant's initiatives with those of the NYSED Race to the Top initiatives including Common Core implementation and the development and implementation of school-based Inquiry Teams who are local experts in use of data to improve instruction.

- Statewide professional development, ongoing embedded professional development, and parent literacy training will assist teachers/providers with the topics below as well as other literacy needs identified by sub-grantees via their needs assessments and aligned with the Literacy Priorities of the New York State Comprehensive Literacy Plan:

  - Integrating the NYS P-12 Common Core Learning Standards literacy into science and social studies K-12 for all students

  - Developing Performance Tasks, Assessment and Curriculum Mapping for ELA/Literacy K-12 aligned with NYS P-12 Common Core Learning Standards

  - Analyzing Text Complexity and Identifying Student Interventions for Students who are at risk of not being College and Career Ready

  - Differentiating with Instructional Technology to Ensure Student Success on NYS P-12 Common Core Learning Standards

  - Developing Student Interview Protocols to Identify Student Reading Challenges with Complex Texts: Developing Appropriate Interventions

  - Implementing a Common Core standards-based approach to Response to Intervention (RtI)

  - Providing training for parents on literacy in the home

- The professional development provider will also incorporate the content from the NYS Reading Resource Center(s) professional development on-line training and resource materials into a system made available to all NYS teachers.

We estimate this contract to cost approximately **$600,000.00 per year**

b. **Program Evaluator**

- NYSED will develop and release a competitive bid for an external program evaluator who will be responsible for the experimental design and statistical analysis of the SRCL program over the length of the grant. Specifically, we will require that the successful bidder

demonstrate experience in quantitative and qualitative evaluation of large scale education programs for the intended population including, but not limited to:

- Analysis of causal relationships between activities and outcomes;
- Longitudinal data collection and monitoring;
- Evaluation of quality measurement and improvement programs;
- Analysis of qualitative contextual information;
- Benchmarking;
- Development of recommendations to achieve stated goals.

We estimate this contract to cost approximately **$630,000.00 per year**

c. **Program Consultants**

- To ensure that NYSED and sub-grantees have access to specific areas of expertise in curriculum development, instructional design, teacher observation, student assessment and integration of technology, the Department will contract for content-specific consultants on an as-needed basis.

We estimate these contracts to cost approximately **$50,000.00 per year**

d. **Video Production of Best Practices**

- In order to train and effectively evaluate teachers and early childhood providers on best practices in literacy instruction, NYSED will work with the Public Broadcasting System (which is a component of the larger USNY system described in the project narrative) to produce professional-grade videos for use in scaling best practice in curriculum development, implementation of Common Core-based instruction, and assessment of learners of various ages.

We estimate these videos to cost approximately **$100,000.00 per year**

TOTAL FOR CONTRACTUAL SERVICES: $1,380,000.00

Provide a brief statement that you have followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

- NYSED will follow all NYS Finance Laws and Department procurement procedures in awarding any contracts from the Striving Readers Comprehensive Literacy Program grant.

7. Construction (N/A)

8. Other

a. List and identify items by major types or category (e.g. communications, printing, postage, equipment rental, etc.) b. Provide the cost per item c. Provide the purpose for the expenditure and relation to project success d. Provide the basis for total estimates or computations

a. **3-Day Statewide Professional Development Location Costs -** NYSED will do a competitive bid to identify a location to hold the annual statewide professional development session for approximately 200 participants per year at an estimated cost of **$50,000.00** per year (includes any equipment rentals for event).

b. **Phones, Postage, IT Infrastructure and Desktop Charge Backs -** the total is based on 10% of the total Personnel costs to cover the Department charge backs that are not included in the indirect costs. Total costs **$48,477.00 per year**

c. **Printing -** estimated cost **$10,000.00 per year**

d. **Subgranting Funds: $47,500,000.00/yr for five years (60 months).** Funds will be sub-granted to LEA's and early childhood education providers through a competitive RFP process by the NYSED such that at least 15 percent of the subgranted funds are used to serve children birth through age 5, at least 40 percent of the funds are used to serve students in kindergarten through grade 5, and at least 40 percent of the funds are used to serve students in middle and high school including an equitable distribution of funds between middle and high schools.

TOTAL FOR OTHER: $47,608,477.00

9. Total Direct Costs

a. The amount that is the sum of expenditures, per budget category, of lines 1-8.

TOTAL DIRECT COSTS: $49,870,082.00

10. Indirect Costs

a. Identify indirect cost rate (if applicant will charge indirect costs to the grant) b. Note: remember to provide a copy of the most recent approved indirect cost agreement in the other attachments for section of the application.

The indirect cost rate is 26.80%

TOTAL INDIRECT COSTS: $129,918.00

11. Training Stipends NA

12. Total Costs

a. Sum total of direct costs, indirect costs, and stipends.
b. Please provide costs for each year of the project as well as the grant total for the entire project period (up to 60 months)

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
1. Personnel	$484,771.00	$484,771.00	$484,771.00	$484,771.00	$484,771.00
2. Fringe Benefits	$213,734.00	$213,734.00	$213,734.00	$213,734.00	$213,734.00
3. Travel	$165,600.00	$165,600.00	$165,600.00	$165,600.00	$165,600.00
4. Equipment	0.0	0.0	0.0	0.0	0.0
5. Supplies	$17,500.00	$17,500.00	$17,500.00	$17,500.00	$17,500.00
6.. Contractual	$1,380,000.00	$1,380,000.00	$1,380,000.00	$1,380,000.00	$1,380,000.00
7. Construction	0.0	0.0	0.0	0.0	0.0
8.Other	$47,608,477.00	$47,608,477.00	$47,608,477.00	$47,608,477.00	$47,608,477.00
9. Total Direct Costs (1-8)	$49,870,082.00	$49,870,082.00	$49,870,082.00	$49,870,082.00	$49,870,082.00
10. Indirect Costs	$129,918.00	$129,918.00	$129,918.00	$129,918.00	$129,918.00
11. Training Stipends	0.0	0.0	0.0	0.0	0.0
12. Total Costs (9-11)	$50,000,000.00	$50,000,000.00	$50,000,000.00	$50,000,000.00	$50,000,000.00

TOTAL COSTS - GRAND TOTAL: $250,000,000.00