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Literacy is paramount in Georgia's Strategic Plan. All teachers, therefore, are literacy instructors who must coordinate the development of students' skills in accessing, using, and producing multiple forms of media, information, and knowledge in each content area. Georgia's Literacy Task Force (2010)[1] established content literacy as a goal for each Georgia student. Consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members.

Emphasizing the importance of literacy in today's world, President Barack Obama made the following statement:

"In a global economy where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity---it is a prerequisite. The countries that out-teach us today, will out-compete us tomorrow."[2]

The Georgia Literacy Task Force's definition of literacy is the ability to speak, listen, read, and write, as well as to view print and non-print text in order to communicate effectively with others; think and respond critically in a variety of settings to print and non-print text; and access, use, and produce multiple forms of media, information, and knowledge in all content areas. As a result of a state-developed literacy plan, Georgia students will become sustaining, lifelong learners and contributors to their communities and to the global society (Georgia Birth-12 Literacy Task Force, 2009). Our request for funding will make this possible.

Educators are responsible for ensuring that students are capable of realizing this definition of literacy. Specifically, content-area teachers at all grade levels must include reading comprehension of subject-specific texts in all areas: mathematics, science, social studies, Career Technical and Agricultural Education (CTAE), world languages, English language arts (ELA), fine arts, physical education, and health. Students acquire literacy skills by accessing information

through a variety of texts, both print and digital, with specific organizational patterns and features. Content area teachers must address the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation. In addition, improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers. Georgia's student data in Table 1 support the critical need to address literacy.

Table 1: Georgia's Student Data

Georgia's Student Data
• 44% of students in the Class of 2010 (39,436 students) completed the ACT-Reading   o Georgia—20.9; Nation—21.3
• College Readiness Benchmark: Students scoring 21 or more: Georgia–49%; Nation–52%

• 74% of students in the Class of 2010 (66,019 students) completed the SAT
     o Critical Reading: Georgia—488; Nation—501
     o Writing: Georgia—475; Nation492

• 2009 NAEP—Reading-Grade 4: Georgia-218; Nation-220
• 2009 NAEP—Reading-Grade 8: Georgia-260; Nation-262
• 2009 NAEP—Reading at or above Proficient-Grade 4: Georgia-29%; Nation-32%
• 2009 NAEP—Reading at or above Proficient-Grade 8: Georgia-27%; Nation-30%

Georgia's student achievement on all of these indicators is below the nation's mean. The 2009 NAEP results show that slightly less than 1/3 of Georgia students are proficient readers, and these results are even more disheartening than the rest of the nation's public schools. Along with the nation, Georgia has much work to do in developing competent readers.

The Striving Reader Comprehensive Literacy Program will allow the state of Georgia to implement the Georgia State Literacy plan in some of the neediest of communities and impact the literacy development of hundreds of Georgia's children. We are proposing to implement an intensive professional learning schedule along with providing funding and guidance for the purchase of curricular materials to support all levels of instruction. Instruction will be complemented by a robust technology component to expand instruction and encourage student

engagement. We have built the plan around nine key components from research. Those nine

components are: (1) standards, (2) components unique to birth-to-five, (3) ongoing formative and

summative assessments, (4) response to intervention, (5) best practices in instruction, (6) high-

quality teachers, (7) engaged leadership, (8) a clearly articulated plan for transitions and

alignment, and (9) intentional strategies for maintaining engagement.

Georgia's State Literacy Plan has addressed all of these components in its embrace of

evidence-based research. The goals of the SRCL project will be to leverage the nine components

in each applicant's literacy plan with funding to ensure a strong implementation for Georgia's

neediest children. Here is an overview of the plan.

Georgia's SRCL Project Components
1) Students birth through grade twelve will receive a standards-based curriculum.
2) Teachers will have access to ongoing formative and summative assessments data to inform instructional decisions about the intensity of interventions and to evaluate the effectiveness of instruction.
3) Students will receive a minimum of 90-120 minutes (K-5), 2-4 hrs (6-12) of instruction in Literacy (Reading, Writing, Listening, Speaking, Viewing), LA and content area (6-12).
4) Applicants will employ a four-tiered Response to Intervention model for all students.
5) Schools will have leadership that is committed to improving instruction.
6) Students will have access to high-quality materials in both print and digital form, narrative and expository, that support the Georgia Performance standards as well as the Common Core Georgia Performance Standards in all content areas including CTAE. Materials will be purchased on a variety of reading levels ensuring access for all students.
7) Technology applications will be crucial and will take the form of presentation tools, e-texts, and assistive technology.
8) Teachers and administrators will have access to high-quality professional learning to build their competence in evidence-based practices in literacy instruction, provided by the State in a variety of methods: face-to-face, through a synchronous polycom system and through asynchronous online archives. Training will include, but not be limited to: instructional practices and strategies, assessment and data analysis, materials selection, and integration of technology.
9) Districts will provide a clearly articulated plan for curriculum and PL alignment vertically and horizontally as well as for transitions between grades and schools.
10) Teachers will use intentional strategies for developing and maintaining engagement as students progress through school.

Statutory Requirements—Funding for the SRCL grant to LEAs and nonprofit early learning centers will be based on a per pupil allocation in addition to a fixed sum for each supported classroom. Funding will be provided for all classrooms including special education, CTAE, Title I and ELL. Funding will be awarded according to pupil full-time equivalent (FTE) count for school-aged children. The birth-to-age five population will be determined by the number of children reported in the 2010 Georgia County Guide or the estimated number of children in the feeder group for the schools to be served. Funding will be allocated in accordance with the statute: Birth to age five-15%; Elementary-40%; and middle and high school-40%. Applicants will have the responsibility of ensuring that they are funding as the statute requires. No budgets will be approved without consideration of the appropriate allocations. Currently, Georgia employs the Consolidated Application System as well as Grants Accounting Online Reporting System (GAORS). These systems allow LEAs to input their budget requests and amendments directly to the GADOE. Accordingly, amendments can be approved easily by the SCRL project manager. The GADOE is able to administer LEA draw-downs and monitor spending of grant funds at the system level. GADOE will retain 5% for state leadership activities. The management of the grant will be the responsibility of GADOE and all budget amendments will be submitted by LEAs and approved by the program manager.

Absolute Priority 1: <u>Improving Learning Outcomes</u>— Georgia has a long history of supporting early literacy and student success beyond high school, both through state initiatives and through careful stewardship of federal funds. In 1996, Georgia began piloting a targeted reading initiative that included phonological awareness; explicit, systematic phonics; fluency; and reading comprehension. This state initiative, called, ironically, Reading First (1996-2005), also provided teacher training in scientifically based reading instruction (SBRI). On the

foundation of Reading First and other state-related initiatives, the state of Georgia proposed a comprehensive plan to enable all Georgia children to read well and independently from birth to age eight in accordance with the Reading Excellence Act. The Georgia's Reading Excellence Act Demonstration Sites (GA READS) initiative was a comprehensive three-year plan that included reading improvement, tutorial assistance, and family literacy. GA READS (2000-2004), served approximately 120,000-175,000 children and their families and trained 1,500-2,000 teachers in scientifically-based reading research. Beginning in 2002 and extending through 2010, the No Child Left Behind Act launched Reading First (SEA competitive grants) and Early Reading First (ED competitive grant awards to 11 Georgia LEAs and nonprofit early learning providers).

In 1996, under Gov. Zell Miller, the Georgia legislature passed the Georgia Lottery for Education Act. In accordance with the Georgia Lottery for Education Act and the Georgia Constitution, proceeds from lottery sales have been used solely to fund educational programs:

Georgia's Lottery for Education Act	
HOPE Scholarship	• Provides Georgia students who graduate HS with a 3.0 GPA in core classes with tuition, mandatory fees, and a book allowance for attendance at any of Georgia's public colleges, universities or technical colleges • Provides $3,500 per academic year to students attending Georgia private colleges/universities full-time
HOPE Promise Teacher Scholarship	• Provides tuition assistance to undergraduate students who aspire to be teachers in Georgia's public schools and to teachers who seek graduate degrees in critical areas of need
Georgia's Pre-K Program	• Provides high-quality preschool experiences to Georgia's four-year-olds to prepare them for kindergarten regardless of family status • Provides funding on a competitive basis to school systems, public or private nonprofit providers and private for-profit providers
Technology grants	• Provided funds to train teachers in the use and application of advanced technology and capital outlay projects for educational facilities through fiscal year 2003.

To date, more than $6.6 billion in lottery proceeds have been appropriated and distributed to more than 1.3 million HOPE Scholarship recipients. Georgia's Lottery Commission (GLC) has appropriated more than $4 billion to send more than 1.1 million four-year-olds to Pre-K programs throughout the state.

Due to the downturn of the economy and falling lottery revenues, funds designated to fund HOPE and Georgia's Pre-K program have diminished. Gov. Deal, with bipartisan legislative approval, has curtailed the Georgia Pre-K year from 180 days to 160 for FY2011-12. The high school students who qualify for full scholarships will be reduced at 90% funding. Funding for books and remedial courses will be eliminated and college hours will be capped at 127. Seniors will be required to take rigorous high school coursework in preparation for college-level work.

In spite of these economic challenges, Georgia is committed to educational reform. In July, 2010, the Georgia BOE adopted the Common Core and College and Career Readiness Standards in reading and math. In August 2010, Georgia was awarded $400 million over four years to invest in education reforms at the state level and in 26 LEAs under Race to the Top.

Georgians believe in supporting school readiness and success through grade 12 and beyond. The Georgia Department of Education (GADOE) proposes a Striving Readers grant, built upon the SBRR knowledge gleaned from the past 15 years of federal, state and local literacy initiatives. Such a grant will continue to strengthen language and literacy development for disadvantaged students, birth to grade 12. In an effort to improve school readiness, GADOE will require applicants to:

Georgia's SRCL School Readiness Plan
• Extend the Pre-K school year from 160 days to 200 days (adding the 20 days eliminated by the legislature plus an additional 20 days (LEA extended year for K-12) for children who

struggle with developing the necessary pre-literacy and literacy skills needed to read, comprehend, and use language effectively.

- Design and distribute brochures that address the literacy needs and facts of birth-to-age five children, including English language learners (ELLs) and children with special needs, to all licensed and registered child care providers and parent support agencies.
- Create a website for parents and providers (LEA and nonprofit early learning center) that will promote Georgia Early Literacy Standards (GELS)/Head Start Outcomes and provide activities to enhance pre-literacy skills.
- Provide additional computer-assisted technology supports for children who struggle with developing the necessary pre-literacy skills. (Competitive Priority)
- Provide professional learning[3] and technical support to parents for PBS KIDS Island-Word World (Ready to Learn educational series for use at home and school). (Competitive Priority)
- Provide a monthly theme-based (content area) paperback book and expanded dialogic/interactive reading (including inferential and critical questioning) training for parents.
- Provide a site- or home-based birth-to-age four parent literacy program (e.g., Parents As Teachers) to help 3-, 4-, and 5-year-olds to transition smoothly to kindergarten.

Absolute Priority 2: Enabling More Data-Based Decision Making—GADOE will

require prospective applicants to view the SRCL TA Webinars. Webinars V and VI address the

use of data to drive practice, improve educator effectiveness, inform professional learning

practices and approaches, and make informed decisions that increase student pre-literacy,

literacy, and language development. Professional learning provided by the GADOE for all

awardees will stress the use and interpretation of data including formative assessments. Teachers

often find it difficult and time consuming to collect and utilize formative, or diagnostic, data

such as CBMs, work sampling, or progress monitoring measures. Teachers will learn to use

classroom assessment tools that are reasonable for a normal school setting, provide teachers with

timely data, and, most importantly, provide usable data that teachers will rely on to inform their

instructional decisions. Teachers will provide input to the evaluator on the usability of the

assessments and the impact on their instruction. Grade or content level teams will meet

bimonthly to discuss progress monitoring, students potentially at-risk of reading failure, and

immediate strategies that the school or learning center can provide.

Goals, Objectives, Outcomes

Goal:	**Through improvements in instructional practices, SRCL will increase literacy achievement for students from birth to grade 12.**
Objectives:	1) SRCL resources will equip all project classrooms with rich literacy materials; 2) SRCL Architects will design evidence-based PL for teachers and caregivers of children from birth to 5; K-5, and 6-12 who use these materials and other curriculum supports; 3) SRCL will train approximately 8850 teachers and early learning providers in urban, suburban, and rural settings, reaching approximately 177,000 students per year during the four-year grant period.
Outcomes:	The primary research questions are: 1) What impact did the SRCL model have on classroom materials? 2) To what extent did the PL Architects create a seamless PL system? 3) To what extent was that PL system implemented in each of the target teacher populations? 4) To what extent was PL associated with changes in teacher practice? 5) To what extent was PL associated with changes in teacher beliefs? 6) To what extent was PL associated with increased student achievement?

In the conceptual and practical framework for birth-to-grade 12 literacy in Georgia, the learner is central to the instructional decision-making of educators. As educators plan instruction, they must first consider the range of standards that guide each age and grade level. In addition to the curriculum, however, they must consider unique needs, skills, and interests of individual students. In keeping with the expectation of a rigorous curriculum and standards for all students, including English language learners, students with exceptional needs, and other at-risk populations, it is crucial that teachers access students' prior knowledge and build upon students' background experiences. By taking into consideration the individual needs and strengths of all students, teachers build a foundation for the implementation of appropriate strategies that lead to academic success. Research has demonstrated that the inclusion of certain elements and strategies in instructional materials increases their impact on student outcomes. These key elements include emphasis on the following:

Strategies for Academic Success	
Systematic, Explicit Instruction	• SBRR core programs (Tier 1) Pre-K to grade 5 • SBRR Intervention Plan (Tier 2-4) Pre-K to grade 12
Organizing Instruction to Improve Learning	• Distributing learning over time • Providing worked examples with solutions and problem-solving exercises • Combining graphics with verbal descriptions • Connecting and integrating abstract and concrete representations of concepts • Using quizzing to promote learning
Instructional Improvements for Adolescent Literacy[4]	• Direct, explicit comprehension instruction • Effective instructional principles embedded in content • Motivation and self-directed learning • Text-based collaborative learning • Strategic tutoring • Diverse texts • Intensive writing • A technology component • Ongoing, formative assessment of students
Six infrastructural Components for Adolescent Literacy[5]	• Extended time for literacy • Professional development • Ongoing summative assessment of student progress and program implementation • Teacher teams • Leadership • Comprehensive and coordinated literacy program
Recommendations from Writing to Read	• Writing about text they read (summaries, notes, personal reactions, analyzing and interpreting) • Teaching the writing skills and processes that create text • Increasing the volume of student writing
Early Literacy SBRR Activities	Introduction to the letters of the alphabet initially through songs, sequencing activities, poetry and rhyme.[6] Developing **alphabet knowledge** through a variety of alphabet books; magnetic, sand and salt trays; alphabet games and songs; naming letters, matching letters and sounds; providing a variety of interesting and meaningful "reading" material for children, including readily recognizable signs and logos, product labels, menus, magazines, class-made books, and books for all genres, posting the alphabet and other meaningful print at children's eye level.[7]
	Phonemic awareness focuses on sounds–not words and word parts–and the insight that spoken words are made up of sounds and that those sounds can be manipulated independent of meaning. It includes oral blending and segmentation. Oral blending begins with blending word parts, then moves to blending initial sounds with word endings. Just as with oral blending, segmentation and breaking words into parts allows children to manipulate

	sounds. Game-like activities help children focus on the sounds of language.[8].
	Phonological awareness includes phonemic awareness and involves working with: sentences, words, word parts, syllables, rhyme sensitivity, and onset and rimes, phonemes (developmental continuum of PA)[9]. Children learn phonological awareness through: playing with sounds; listening and repeating sounds; songs; music activities like clapping and moving to the beat; patterns; nursery rhymes; chants; matching sounds; alliteration; playing sound and word discrimination games; isolating the first segment of a word; identifying words that begin or end with the same sound; connecting sounds and letters; blending sounds to make words; substituting phonemes; deleting syllables; reading and writing books.[10],[11]
	Extending and enriching children's **oral language** and **comprehension** through frequent, daily opportunities to talk and communicate with responsive, interested adults in unhurried conversations; modeling rich and varied **vocabulary** (definitional) via planned interactions and conversations; daily book reading; shared reading[12] and prompts; using questioning techniques that encourage children's language (open-ended "wh" questions, extension, recall, distancing, reflection, narrative and explanatory talk); children dictating stories or ideas; reading predictable and pre-decodable books; using puppets and props for dramatic play and acting out stories; encouraging children to speak about their thoughts and ideas and to play w/language.[13]
	Children are surrounded with print; familiar signs and labels are everywhere.[14] Teachers stimulate **print awareness** by modeling writing, writing and name writing[15] and by meaningful use of writing for children daily; adding print to the classroom environment with the participation of children; pointing out the conventions of print, letter shapes, directionality and punctuation while reading and writing with children; making a variety of writing materials and utensils readily available for children's use; encouraging children's developing writing through pudding and gel writing; making class books about events or stories; providing samples of meaningful environmental print; making signs and maps of the classroom; helping children to recognize the difference between pictures, letters, numbers, and words.[16]
Extended Time for Reading/Literacy Instruction	▪ Elementary ▪ Protected, dedicated 90-120 minute block K-3 in 5 essential components (allows time for whole- and small-group instruction) and some writing ▪ Reading 25 books per year across all content areas ▪ Reading and writing strategies in all content classrooms ▪ Opportunity for self-selected reading and writing self-directed research papers in all classes ▪ Increased access to text ▪ Increased opportunities for collaborating with peers in the learning

	process
	• Scaffolding students' background knowledge and competency in navigating content area texts
	• Leveraging the creative use of technology within the learning process to promote engagement and relevance
	▪ Adolescent
	  ▪ 2-4 hrs. of literacy instruction and practice per day in reading, language arts and content area classes, including weekly writing
	  ▪ Reading 25 books per year across all content areas
	  ▪ Reading and writing strategies in all content classrooms
	  ▪ Opportunities for self-selected reading and writing self-directed research papers in all classes
	  ▪ College prep/honors English classes
	  ▪ Increasing access to text
	  ▪ Increasing opportunities for collaborating with peers in the learning process
	  ▪ Scaffolding students' background knowledge and competency in navigating content area texts
	  ▪ Leveraging the creative use of technology within the learning process to promote engagement and relevance

System Strategies	• Shared buy-in by developing a system of common outcome measures for which the school is responsible
	• Transition plan between all grade and content levels
	• Collaborative planning horizontally, within grade levels
	• Collaboration with community-based organizations to send a relevant message to students
	▪ Professional Development
	  ▪ Stress theoretical (why) and practical (how)
	  ▪ Loop: Theory, Demonstration, Practice, Feedback[17]
	  ▪ Collaborative weekly literacy study groups
	  ▪ Long-term, embedded work linked to instruction
	  ▪ Involvement of all related school personnel
	  ▪ Promotion of active involvement/application
	  ▪ Promotion of shared leadership[18]

(A) **Quality of State-level activities**:

When considering implementation of the literacy plan and the state's involvement, it is important to think about putting processes into place that are sustainable. The state's role in supporting local systems is to address their needs in a way that they can have easy access and achieve their system goals with assistance from the department. It is unwise to initiate processes

that require an unrealistic or non-sustainable funding. Therefore, all of the activities the state

will be supporting through SRCL's involvement with the State Literacy Plan are designed to

assist in building LEA capacity that can be continued beyond the grant funding. The program

manager will direct both the implementation of the Literacy Plan objectives and the SRCL state

activities and will ensure that collaboration among all agency departments occurs.

LEAs receiving SRCL funding will develop a system/school literacy plan modeled after

the State Literacy Plan. Using a needs assessment, systems/schools will determine the strengths

and weaknesses of current practices and design goals and activities to improve literacy

instruction in the school improvement plan. This needs assessment will begin with existing

achievement data, and progress will be tracked across the grant period.

Performance Measures	Actual Date Baseline	End of SY 2012	End of SY 2013	End of SY 2014	End of SY 2015	End of SY 2016
Percentage of 4-yr-olds who achieve significant gains (4%) in oral language skills.						
Percentage of participating 5th grade students who meet or exceed proficiency on Georgia's CRCT ELA assessment						
Percentage of participating 8th grade students who meet or exceed proficiency on Georgia's ELA assessment						
Percentage of High School students who meet or exceed proficiency on Georgia's End-of-Course ELA assessment						

All performance measures will be disaggregated by subgroups, to include ethnicity and gender,

economically disadvantaged students, limited-English proficient students, and students with

disabilities.

Technical Assistance

GADOE education specialist/monitors will visit each of their assigned schools six times during the first year of implementation and quarterly in Years 2 and 3 to assess progress and provide site-specific technical assistance. Each visit will be electronically recorded in the SRCL site monitoring tool, which was initially designed for the Reading First program and can be revised for this program.

Because GADOE considers SRCL as another area of school improvement, it is imperative that all state school improvement providers be involved in the SRCL implementation. Therefore, within the subgrant application, all current reform efforts will be noted along with their assigned state-level consultant.

Evaluation

GADOE will release an RFP upon grant award notification for an Independent Evaluator. The Independent Evaluator will provide formative data summaries that will be used to refine PL and set state implementation goals. The State will be requesting a totally electronic evaluation and the evaluator will work directly with the Research and Evaluation specialist who will be coordinating this aspect of the program. Quarterly reports will be distributed to stakeholders on the progress of the project as well as the progress on the outcomes of the goals. The Research and Evaluation specialist will provide webinars three times per year in conjunction with benchmark testing to provide student achievement data to the district leadership, teacher teams, and state leadership. All aspects of evaluation will be coordinated with the professional learning architects so that a continuous process of improvement is occurring.

Dissemination

SCRL staff will host three poly com conferences per year for the purpose of data dissemination. Conferences will be archived for convenience. A yearly report will be produced

by the research and evaluation specialist that will highlight the outcomes for the year as well as provide a summary of the evaluation presented by the independent evaluator. All reports will be aggregated, disaggregated, written in a format that is easily understood with key areas highlighted, and accompanied with recommendations from the Literacy Task Force. A fact sheet will be sent to all stakeholders listing accomplishments and continued areas of concern as related to established benchmarks.

Grant Competition

Once eligibility has been determined, superintendents will be notified via US mail about the opportunity to compete for funding. Along with mail notification, emails will be sent to superintendents, curriculum directors and Federal program managers advising them of the opportunity.

Because of lessons learned in previous literacy initiatives and because of the demographics of the state, systems will compete for funding in three categories: large urban districts, suburban systems and rural systems. There will be three separate competitions or cohorts. For each competition the GADOE intends to award one urban grant, two suburban grants and six rural grants, with a grant competition occurring in January of 2012 (July 1, 2012-June 30, 2014--Cohort I); 2013 (July 1, 2013-June 30, 2015--Cohort II); and, 2014 (July 1, 2014-June 30, 2016--Cohort III). The SRCL grant will be designed to build capacity and increase sustainability within each awarded entity. Each Cohort will receive full funding for two year with graduated funding in the third year based on identified need, goals and objectives for the project, and the gains made. All cohorts agreeing to participate in SEA professional learning communities, data collection, and the project evaluation for the SEA grant cycle (60 months). Eligible participants can apply for funds in each grant cycle, but a school or early learning center can only receive an

award once. This will ensure that as many qualifying participants as possible can take advantage

of the funding.

Georgia DOE will help LEAs to build capacity for grant writing. A grant writing webinar

series will be presented using the GADOE polycom system for potential subgrantees prior to

each competition. In the past, a face to face conference approach was used. The ability to use

the polycom will allow systems to eliminate travel time and expense during the writing phase.

This webinar series will also be recorded for use by any system, school or early childhood center

during their writing process. Topics included in the webinar are listed in Table 2 as follows:

Table 2: Pre-SRCL subgrant Technical Assistance Webinars

Webinar	Topic
SRCL TA Webinar I	Eligibility, School Selection and Formation of a Site-based Literacy Team
SRCL TA Webinar II	Conducting a Comprehensive Needs Assessment and Developing a Site-based Literacy Plan
SRCL TA Webinar III	Standards-GELS, GPS, and CCS-Raising the Bar
SRCL TA Webinar IV	Writing Your Striving Readers Grant: Budget (including OMB A-87) and Materials Selection
SRCL TA Webinar V	Data-driven Instruction-Assessments: Reporting, Evaluation
SRCL TA Webinar VI	Response-to-Intervention for Adolescent Literacy
SRCL TA Webinar VII	Early Literacy: Importance of Explicit and Systematic Instruction
SRCL: TA Webinar VIII	Literacy Strategies -- ELL and Students with Disabilities
SRCL TA Webinar IX	Using Literacy-based Technology and Print Materials
SRCL TA Webinar X	Developing a Transition Plan- Pre-K to K, K to 1st, 5th-MS, MS-HS
SRCL TA Webinar XI	Writing across the Curriculum

Eligible participants will be required to have or develop a system literacy team to work on

their grant proposal. Members of the team may include, but are not limited to: curriculum

director, building administrator (who will implement the grant), speech pathologist, early

learning center directors, Pre-K coordinator, Head Start Director, classroom teachers or

interventionists representing grade clusters (K-2; 3-5; 6-8; 9-12), interventionist, content teacher,

reading specialist, parent, and community-based representative. Each applicant's literacy team minutes and their Literacy Plan will be included within the Appendices of the application.

District leadership will submit to the GADOE a letter of their intent to submit a grant application for consideration in the competition. The letter of intent must list potential SRCL project sites including system-level sites, schools, and childcare centers (e.g.,: not-for-profit daycare centers, Early Head Start and Head Start programs, and not-for-profit Pre-K programs). Eligible participants will be encouraged to consider schools that are in a birth-to-grade 12 feeder pattern. The RFP will require prospective sub-grantees to demonstrate how they will serve their highest poverty and highest-need schools by specifically addressing ELLs, students with disabilities, assessment data, and graduation rate. They will also be required to describe their capacity to successfully implement their proposal; the longevity of personnel; average daily attendance for students and staff; staff experience and literacy knowledge base; and, other grant or funding initiatives that may potentially compete with SRCL. Finally, applicants must demonstrate clear staff commitment to the project.

The RFP will be a question-based application that will be built around the system data, the comprehensive literacy needs assessment, literacy plan, and assurances. The program staff at the GADOE will be available during the grant writing phase to provide technical assistance to LEAs, schools and non-profit early learning centers as needed.

LEAs will submit their written grant application to the GADOE to be scored in their appropriate group. Each grant will be read by three grant readers. Once ratings are tabulated and recommendations are made, a list of, grant awardees will be presented by the State School Superintendent to the State Board of Education for approval. Announcements will be made by official mail to the listed contact as well as by email. State School Board minutes will also

reflect awardees. Awarded grants, reviewer comments, and scoring rubrics will be posted on the Striving Readers webpage.

Grant Reviewers

We will institute a process to select reviewers without conflicts of interest. The GADOE will send a notice through the Department of Administrative Services requesting grant readers to read and score the SRCL grants. Each reader will be required to supply a vita, which must include: all Georgia local school system affiliations, complete academic history including dates, as well as publications, manuscripts, books that they have written or edited, and publisher affiliations. Affiliation with a publisher will not disqualify a reader, but disclosure must be made in order to ensure that each grant is given an equal consideration and that a conflict of interest does not exist. Contracts will be awarded to each reviewer based on the artifacts presented to the GADOE. Reviewers will be selected based on their knowledge of evidence-based reading research, the Georgia Performance Standards, the Georgia Common Core Performance Standards, Georgia's Literacy Plan, and teaching experience. Once grant readers are contracted, they will attend a polycom conference for training. If readers are unable to attend the training, they can view the recording and then work one-on-one with the manager to make sure they are aware of their responsibilities.

There will be three readers for each grant, an early childhood reader (birth-to-age five), an elementary reader (K-5), and a middle and high school reader (grades 6-12). Each set of readers will receive varying types of grants, urban, suburban, and rural.

Grant reviewers will use a scoring template to assign points to each subgrant section. Each reviewer will be required to justify each score with detailed comments. The scoring template will be submitted electronically to the GADOE. Reviewers will evaluate subgrant

applications for capacity to implement the project (assurances), inclusion of the GA SRCL

assessment protocol and evaluation, and project design based on a comprehensive literacy needs

assessment and a locally developed literacy plan. The literacy plan must support the Georgia

Common Core Performance (GCCP) standards in literacy and the Georgia Performance

Standards in science, and social studies, Georgia Pre-Kindergarten standards, and the Georgia

Early Learning Standards (GELS). Most eligible entities are implementing Tier I Core

Instructional programs that provide support for GCCP standards as required by NCLB.

Applicants may elect to focus on an intervention protocol to include Tiers II through IV which

includes interventions for ELLs.

Georgia's SRCL Subgrant Application

SRCL Subgrant	Areas Addressed	Points
I. Eligibility of schools and centers	Form A • List the highest number of students in grades 3, 5, 8 not meeting standard, based on current CRCT data • Indicate needs improvement status in reading/language arts under Title 1, Part A • Demonstrate highest number and/or percentage of children who are counted for allocations under Title 1, Part A • Provide a rationale for SRCL grant selection, including omission or deferment of a higher ranking school	Required
II. Assurances	Compliance with FERPA, GPRA, GADOE project design	Required

III. Project Design	A. Need
	    a. Analysis and identification of student and teacher data
	    b. Areas of concern
	    c. Root cause analysis
	    d. Findings
	B. Quality of Project Design
	    a. Project goals and objectives
	    b. Scientific, evidence-based literacy plan
	    c. Strategies and materials to support literacy plan (existing and proposed) to include
		25
		
		35

	technology d. Project procedures and supports e. Professional learning strategies identified on the basis of documented needs f. Assessment/data analysis plan	
IV. Experience	Experience of the Applicant	10
V. Resources	A. Adequacy and coordination of state, federal, local resources and integration with existing programs and family literacy services B. Assurance of equal distribution of funding: 15% Early Literacy, 40% Elementary, 40% MS and HS distributed equally	10
VI. Management	Management plan and key personnel	10
VII. Sustainability	Sustainability plan	10
VIII. Evaluation	Assurance of compliance with GADOE requirements	Required
IX. Appendices	A: Comprehensive Literacy Needs Assessment	Required
	B: Literacy Plan	Required
	C: Transition Plan	
Total		100
X. Budget		No points
Competitive Priority	Applicant exceeds 70% free and reduced price lunch count	5

Implementation Capacity

GADOE will require applicants to submit audit findings for the past 5 years in table format for all state and federal grants under Section IV: Experience of the Applicant. Any applicant failing to correct audit findings within a reasonable period of time as defined by the GADOE audit division or deemed an "at-risk grantee" by the United States Education Department (ED), will not be awarded a subgrant under CFDA 84.371B. GADOE may consider past performance of an applicant in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions. Grantees will be required to adhere to all OMB, EDGAR, GPRA, GADOE Performance Measures, and grant evaluation requirements. The GADOE will require various assurances including those

applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal assistance. In making a competitive grant award, the GADOE may impose special conditions on a grant if the grantee is not financially stable, has a history of unsatisfactory performance, has a financial or other management system that does not meet the standards in 34 CFR parts 74 or 80, as applicable, has not fulfilled the conditions of a prior grant, or this grant, or is otherwise not responsible.

Continuous Improvement of State Literacy Plan

Building Blocks for Literacy is a living document and is continuously modified and improved. As we build state and local infrastructure to implement it from birth to grade 12, lessons learned will be incorporated and disseminated to all state stakeholders.

Align use of Federal and State funds

Each applicant must submit documentation all literacy funding streams. See Table 6. This will ensure that all grant funds are used to supplement, rather than supplant, other funding.

Process and results of subgrant application

The GADOE will post all awarded applications and the reviewer's comments on the GADOE website.

Comprehensive, Coherent Program

A comprehensive literacy needs assessment must accompany the proposal and is weighted 25 out of 100 points of the possible score. A proposal scoring under 75 points will not be funded.

Provide Effective Professional Development

Prospective subgrantees will have an opportunity to view pre-SRCL subgrant Technical Assistance Webinars beginning in September 2011. The Technical Assistance webinars will lay the groundwork for the Striving Readers Comprehensive Literacy grant, Georgia's Literacy Plan,

and the professional learning that will be sponsored by the GADOE throughout the 60 month grant cycle.

SRCL projects will have training in the identification of scientifically-based reading research (SBRR) materials, programs and strategies; the use of assessment instruments that have acceptable psychometric properties; the analysis of assessment data; and ways to evaluate SBRR instructional practices in the classroom. Initial SRCL training will begin in the summer of 2012 for middle and high school teachers and fall 2012 for birth-grade 5 and carry through the 2012-2013 school year for all participants. It is imperative that adolescent literacy training occur first to prepare SRCL grantees for the rigor of Georgia's Common Core Performance Standards implementation. GADOE SRCL professional learning will be provided for all staff, building wide, to build school capacity. Applicants may include additional professional learning based on an identified need within their literacy plan or if the PL is related to a specific product such as computer assisted technology or digital tool (iPads, etc.).

Administrative Role in Professional Learning

Administrators must attend professional learning designed for leaders and facilitators training. GADOE will train administrators to conduct a literacy walk-through in conjunction with the already occurring Class Key and School Key walkthroughs, and provide checklists to aid in monitoring literacy instruction in the classroom.

GADOE will contract with three SRCL professional learning designers or "architects" to design and provide PL in the area of language and literacy development. The birth to age 5 PL Architect will provide support for Head Start and Early Head Start, Pre-K, early learning centers, and family literacy support groups. The K-5 PL Architect and the 6-12 will provide school-based support in the designated grade levels.

Aligned to State Standards

Georgia Law requires that all instructional materials purchased with state funds must be aligned with Georgia's Performance Standards. LEAs are in the process of revamping curricular needs based on the rigor of the newly adopted Georgia's Common Core Performance Standards (July 2010) for English/Language Arts. Gaps may exist. GADOE will provide SRCL Webinars to assist prospective grantees with the development of a local Literacy Plan that meet the rigor of the GCCPS.

Components of Effective Literacy Instruction

Georgia's Literacy Plan will serve as a guide for applicants in the construction of their Literacy Plan and in writing their proposal. Local Literacy Plans will include components of effective literacy instruction or reference Georgia's Literacy Plan. See Table 2: Section III: B. Project Design, b. Scientific, Evidence Based Literacy Plan.

Technology (Competitive Priority)

GADOE subgrant applications may include the use of technology, such as technology to support the principles of universal design for learning to address student learning challenges; and, provide an evidence-based (as defined in the RFP) rationale that the proposed technology program, practice, or strategy will increase student engagement and achievement or increase teacher effectiveness. As part of the GA SRCL Webinar series, emphasis will be placed on instructional technology to support birth to grade 12 literacy students and teachers.

As part of the applicants needs assessment, LEAs or early learning centers will determine what instructional technology currently exists and is being utilized in their system and the confidence level of staff. Professional learning strategies will be developed based on the needs assessment analysis, root cause analysis, and findings. The selected technology must

complement/support existing curricula as defined within the applicant's Literacy Plan. The applicant must incorporate the use of technology in the following areas: electronic supports that provide access to print for struggling students (text-to-speech, electronic supports to build background knowledge, etc.); and, supplemental technology software/programs strategically used to support teacher-directed interventions.[19]

Principles of Universal Design for Learning

This is a challenging time to be a teacher. New policies and changing demographics are making schools more diverse than ever. An increasing number of students with disabilities and learning differences are being educated in regular classrooms, and new policies are holding schools accountable for the progress of all learners. Standards and the shift in how literacy is defined are compelling teachers not only to cover large amounts of materials but also to instill a deep understanding of this material. We are demanding more of students than the acquisition of facts: We want them to ask questions, find information, and use that information effectively. We want them to learn how to learn. UDL reflects an awareness of the unique nature of each learner and the need to accommodate differences creating learning experiences that suit the learner and maximizes his/her ability to progress.

Based on the principles of the universal design for learning[20], GADOE will encourage applicants to support and challenge students while minimizing barriers. GADOE will provide training for grantees that help teacher differentiate their instruction through carefully articulated goals and individualized materials, methods, and assessments. Applicants will be encouraged to explore multimedia tools with built-in options to make them more flexible than printed books. Key principles include: multiple formats and media; providing opportunities for multiple

pathways for students' action and expression; and, providing opportunities for multiple ways to engage students' interest and motivation.

Birth-to-three

If the system of education is to be successful, every aspect of the system must function in tandem with all the other parts. When any one of the system's parts is missing or out of sync, the entire system falters. When educational systems include all the elements that effect students outcomes—including families—they will provide greater support to all students.[21]

Applicants will be required to address birth-to-three children and their families based on the need, root cause analysis and findings as presented in their Literacy Plan. Applicants may chose evidence-based programs such as Parents As Partners; Georgia Family Literacy services/programs (formerly Even Start); High School Teenage Parenting Centers[22] located on campus to increase the HS graduation rate and students graduating on time with their class; and/or Early Head Start.

Four Year Olds

Georgia serves approximately 111,552 birth to five year olds in center-based or school settings. The Georgia's Early Learning Standards and Head Start Outcomes serve as the basis for instruction. A wide variety of curricula and assessments may be used.

Georgia's PreK

The program provides full day (6.5 hrs.), five days per week, 32 weeks (160 days) per year. The following are critical components of Georgia's Prek Program that enhance literacy instruction and pre-literacy skills: Georgia Early Learning Standards (GELS); The Classroom Assessment Scoring System (CLASS), Work Sampling System (WSS), Summer Transition Program.

Head Start

Head Start and Early Head Start provide comprehensive early childhood and family development services for children from birth to five-years-old, pregnant women and families. The entire range of Head Start services is responsive and appropriate to each child's and family's developmental, ethnic, cultural, and linguistic heritage and experience. There are 30 organizations, including school systems, community action agencies and universities that operate Head Start and Early Head Start programs in Georgia. Head Start services are provided to children and families in 157 out of 159 counties. In 2008-2009, the Head Start and Early Head Start enrollment was 27,552 (56 five-year-olds; 14,239 three-year olds; and 11,670 four year olds; Early HS—1,587 younger than three-years old).

In 2004, the Georgia General Assembly created Bright from the Start: Georgia Department of Early Care and Learning which is dedicated solely to the early child care and education needs. Today, Bright from the Start (BFTS) oversees a wide variety of services and resources for Georgia's families with children birth to age five including administering Georgia's Pre-K Program, licensing child care centers and home-based child care, and administering federal nutrition programs. BFTS also houses the Head Start State Collaboration Office.

The foundation of this coordinated effort is a theory of teacher development within schools. See the figure below.
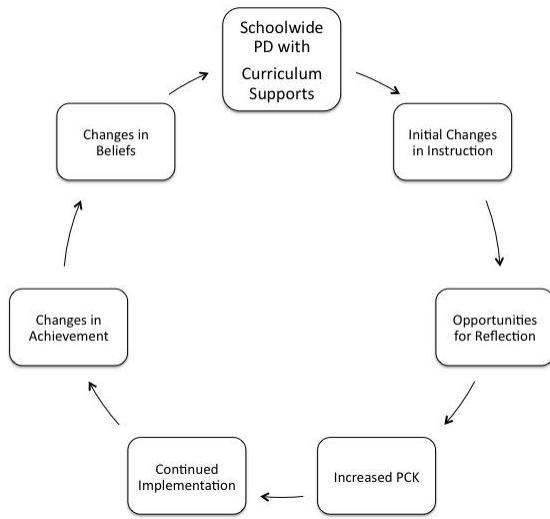
In order to maximize the potential of GA preschools, they will team with the GADOE to provide the curriculum supports in the areas of language and emergent literacy necessary to spark initial changes in instruction, and provide teachers with time and a structure to reflect on the effects of that instruction and increase their pedagogical content knowledge, improving their effectiveness and ensuring continued implementation. This same theory of teacher development within school applies to the K-5 initiative and the 6-12 initiative.

K-5

Effective literacy instruction in the elementary grades likewise requires a coherent schoolwide schedule, plus teacher training in tiered instruction. In this area, we will be able to leverage state-level capacity built in past projects. Georgia has benefited from a consistent administrative and PL structure over the course of its Reading Excellence Act grant and its Reading First grant. The PL structure is documented in a recent article in *Reading and Writing Quarterly*[23]. The structure includes professional book studies and direct curriculum supports for interactive read alouds for all students and for each of four types of flexible skills-based groups, depicted in the figure below.

A Stairway to Proficiency
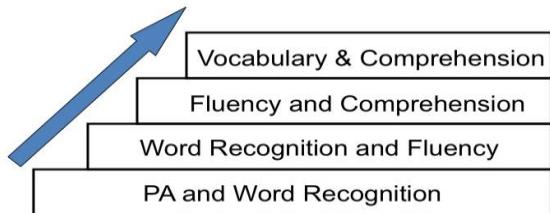
Those supports, developed during the project, are now published[24;25] In addition, they have been used widely in GA schools though the non-funded RF outreach trainings. To date, 7,500 K-3 teachers have participated in PL with these curriculum supports. This grant would allow us to extend these curriculum supports to 4th and 5th grade teachers.

In essence, this flexible grouping plan provides instruction targeted to assessed needs and avoids the well documented pitfalls of permanent group identity. Teachers in Georgia's SRCL schools will use a combination of screening and diagnostic assessments to determine the most appropriate group for each student. Instruction targeting the assessed needs will then be provided in three-week intervals, at the end of which the teacher will use informal measures to determine the impact of the instruction. The teacher will then decide whether group placement is appropriate for the next three-week cycle, or if the student would be better served by placement in a group at a higher or lower step on the stairway.

This system is elegant in its simple, teacher-friendly design, and it effectively supports an RTI framework. Each SRCL school will track students across small-group instructional cycles and use data to determine the need for intensive interventions and, ultimately, special education placement. This small-group system works in tandem with an evidence-based core program and a structure of interventions provided by specialists.

Elementary teachers will also be expected to employ effective instructional approaches for facilitating reading of information texts in science and social studies. Such techniques include vocabulary approaches (e.g., semantic feature analysis, graphic organizers), comprehension scaffolding (e.g., reading guides, questioning approaches), and before-during-after lesson frameworks (e.g., DR-TA, KWL). Even before students attain fluency, adaptations of these techniques are possible in the context of interactive read-alouds.

Adolescent—6-12

Effective literacy instruction in the middle and high school has suffered from lack of funding for both PL and for classroom materials that will support both vocabulary and comprehension strategy development and build content knowledge in the content classes. It has become more and more apparent that while teachers in the middle and high school grades may be strong in their content knowledge, they are weak in pedagogical content knowledge and in understanding of the needs of students with weaker reading ability.

Because our experience in PL has highlighted the need for direct curricular supports, each classroom in the project will be outfitted with a state-of-the-art classroom library materials applicable to the appropriate grade level Birth to Twelve, with a compilation of texts on varying levels. These materials will support content standards in the classroom and also include narratives linked to student interests. As part of the LEA needs assessment, the LEA literacy team will inventory what currently exists in each project classroom and indicate both a need for materials and supporting statements indicating how they will choose materials to purchase. During the grant writing webinar, the GADOE will target one session that will train all Literacy teams on how to choose materials to purchase that maintain the consistency of their literacy program (GA SRCL Webinar IV: Budget and Materials Selection).

Once the LEAs have used grant resources to equip their classrooms with rich literacy materials, the PD system will target their uses directly. We will use a lesson-planning template consistent with the demands of the Common Core Standards and Georgia's literacy plan across the content areas. The template maximizes student engagement in cooperative, meaningful reading and writing and leverages technology. In order to improve literacy achievement for Georgia adolescents, we will use literacy to build knowledge by (1) maximizing time in connected reading and writing of diverse texts and text types; (2) maximizing and diversifying peer-to-peer interactions during and after reading and writing (3) maximizing teacher and student use of technology as a source of knowledge and as a literacy; and (4) using instructional strategies to build literacy skills appropriate to the content areas

The PD will match the materials that are provided with the grant funds with evidence-based strategies that are reasonable for teachers to learn. We will draw from McKenna and Robinson's (2011) *Teaching through Text* to foster a seamless connection between PL for the K-5 teachers and PL for the 6-12 teachers.

Career and Technical Programs

Georgia's Career and Technical Programs will be included in all PL plans. As graduates enter the workforce, they must be both consumers and producers of the texts used in their professional areas. Since those texts contain highly-complex graphics, the literacy materials we will provide for them, as well as the PL designed for them, will highlight both traditional and visual literacies and incorporate the technologies essential to our career areas.

Assessment System

Assessment	Purposes	Properties	Skills Measured	Test Frequency
Birth - Three				

DP-3	S	Yes[26]	Dev. & function	2 X per year
Four-Year Old				
PALS-Pre-k	S, PM, O	Yes[27]	AK, PA, CoP, OL	3X per yr.
Get it! Got it! Go!(IGDIs)	S, PM	Yes[28]	PN, A and R,	3X per yr
PPVT4 Form A/B	S, PM, O	Yes[29]	V, OL	2 X per yr.
ELLCO	Instructional activities	Yes[30]	Literate environment	2 X per yr
CLASS	T-S interactions	Yes[31]	Classroom	1 X per yr
K-5				
DIBELS Next	S, PM, O	Yes[32]	AR, PA, ORF	3 X per yr
CRCT	O		ELA	1 X per yr
IPI	D		Decoding	3 X per yr
6-8				
SRI	S, PM, O	Yes[33]	RC-Inferential	3 X per yr
CRCT	O		V, RC	1 X per yr
9-12				
SRI	S, PM, O	Yes	RC-Inferential	3 X per yr
End-Of-Course Test	O		ELA	1 X per yr
K-12				
ACCESS for ELLs	S	Yes[34]	Language	1 X per yr
AK-Alphabet Knowledge, PA-Phonological Awareness, CoP-Concepts of Print, OL-Oral Language, PN-Picture Naming, A and R-Alliteration and Rhyming, OL-Oral Language, NWF (Decoding), ORL-(Oral Reading Fluency), V-(Vocabulary), RC-(Reading Comprehension). **S**=Screening, **PM**=Progress Monitor, **O**=Outcome , **D**=Diagnostic; IPI-Informal Phonics Inventory, SRI-Scholastic Reading Inventory				

Teacher Outcome Measures

GADOE will capture secondary outcome measures such as teacher retention, teacher data use, teacher lesson planning practice, teacher self-efficacy, and teacher professional learning community norms such as peer collaboration from teacher survey data and the teacher tracking database.

Systematic Use of Data (Absolute Priority 2)

Processes and procedures for ensuring site-based feedback and continuous improvement will include monitoring of instruction, biannual monitoring of the classroom environment, on-going summaries of all evaluation data, including student progress monitoring, bi-monthly data

analysis groups, and monthly check-ins with their assigned GADOE Education

Specialist/Monitor (ESM). These procedures will enable site-based staff and the ESM to

use/monitor data to inform decisions about program strategies, including providing appropriate

instruction for every child or adolescent and ensuring that the project is supportive of and

welcoming to parents. An initial focus of the PL sessions for this project will be the appropriate

interpretation of data by type. Namely, we will construct protocols that direct LEAs to

systematically screen all students, use informal diagnostic measures for those identified as at

risk, place students in instructional groupings with curriculum materials designed for their needs,

and progress-monitor with curriculum-sensitive measures. With the additional of the Scholastic

Reading Inventory (which yields Lexile measures), we will be able to provide teachers of

adolescents with reliable measures of student comprehension and also help them to move toward

the levels of text complexity specified in the Common Core.

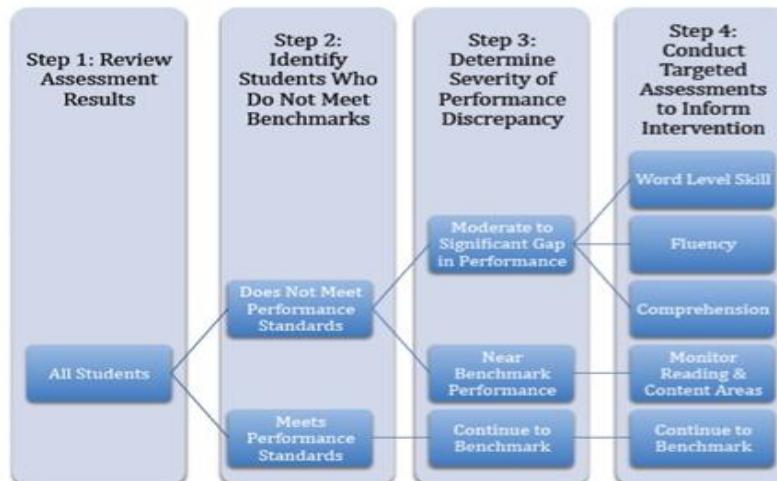**Appropriate Accommodations to Ensure Accuracy**

Testing protocols are established by the GADOE for LEAs. Non-profit early learning

providers will be trained to ensure all children and youth are reliably and accurately assessed.

Special accommodations for students with disabilities will be followed according to state law.

Intervention

LEAs/schools will select research-based intervention strategies or programs which match

the assessment profiles of students. They will provide evidence in their application how they

plan to implement intervention (scheduling of extended time, placement of students,

differentiation based on materials, strategies, intensity and duration, grouping of students,

selecting personnel to teach intervention, exit criteria, etc.) Their application will also describe

how fidelity of implementation will be monitored (person(s) responsible, frequency of

monitoring, instruments used, etc.) and how the effectiveness of the interventions will be evaluated. Personnel responsible for teaching intervention will receive in-depth, ongoing PL for teaching intervention and PL differentiated based on previous experience implementing intervention programs.

Figure 1: Flowchart of a Suggested Screening Process

Step 1: Review Assessment Results	Step 2: Identify Students Who Do Not Meet Benchmarks	Step 3: Determine Severity of Performance Discrepancy	Step 4: Conduct Targeted Assessments to Inform Intervention
			Word Level Skill
		Moderate to Significant Gap in Performance	Fluency
	Does Not Meet Performance Standards		Comprehension
All Students		Near Benchmark Performance	Monitor Reading & Content Areas
	Meets Performance Standards	Continue to Benchmark	Continue to Benchmark

Walpole and McKenna's model of differentiation includes students who have mastered the material ahead of their peers. This ensures that all Georgia students, including those with the strongest academic skills, will be increasing their literacy achievement.

Tier 1: Core Curriculum

Beginning in 2012, Georgia will begin implementing the recently adopted Common Core Georgia Performance Standards. This core curriculum should be taught to all students through the use of instructional materials, including textbooks that are aligned to the CCGPS and instructional strategies that are supported by research. Research suggests that 80-90% of students should be successful at this tier of instruction without further intervention.

Tier 2: Strategic Intervention

While the majority of students will be successful in an enhanced Tier 1 program, and benefit from differentiation to enhance their learning, some will need strategic intervention. Based on

regular screening assessments that monitor student progress in the core curriculum, students are identified for strategic intervention in Tier 2. Tier 2 provides teachers an opportunity to provide targeted scaffolding for struggling readers. Struggling students should be instructed in smaller groups (not to exceed 6) and may receive longer or more frequent segments of instruction.

Tier 3: Intensive Intervention

Lack of success based on frequent progress monitoring results for struggling students while in Tier 2 will result in some students' needing intensive intervention in even smaller group sizes, more substantial blocks of time, with a more highly trained interventionist, and/or more explicit and systematic instructional materials. This third tier will likely include longer-term intervention for students. Only a small percentage of students should require Tier 3 intervention if the other tiers in the model are implemented with fidelity.

Tier 4: Due Process

Students for whom none of the interventions at the previous levels have provided sufficient support will be considered for this most targeted and individualized level of instruction. These students may benefit from specialized programs, methodologies or instructional deliveries.

Language- and text-rich classrooms: Early learning

Children learn language through interactions with their physical environment.[35] In a well-equipped classroom environment, children construct their own learning using materials provided by the teacher, who designs meaningful, explicit classroom activities using what is in the classroom to scaffold learning.[36] Distinct book areas will be located in each classroom. The setting and display of books will be organized in a thoughtful manner (in all centers, forward facing) and coordinated with ongoing classroom activities and learning goals. The content and level of books will be appropriate for children and will include representations of many cultures,

and both expository and narrative genres. Visitors will see children dramatizing stories using props and puppets[37],[38],[39] and highly visible print labels on objects, signs, and bulletin boards around the classroom.[40],[41] ELLCO results will be used to design a literacy plan to support a high quality literacy environment. SRCL funds will be used to supply each classroom with the necessary texts. Language rich, literature based, developmentally appropriate Tier 1 programs for 3-and 4 yr old are necessary to this plan's success.

Language- and text-rich classrooms: Elementary

Researchers have found that student engagement in literature is strongly connected to authentic questions and the incorporation of students' responses in the discussion. The context of the literacy act and the culture of the classroom are significant in shaping students' engaged reading. Applicants will be taught to implement student-led discussion groups with structure provided by the teacher (e.g., Book Clubs) for content area standards topics. A Book Club uses a set intervention structure: reading, writing, discussion, and instruction. In the discussion, students use talk to share their responses, to clarify confusing points, to talk about the main idea, to relate the text to other texts, to critique the author's craft and purposes, to discuss their personal response, and to relate their reading to their own prior knowledge.[42] A central supply of content area books and materials will be purchased which teachers can check out on an as-needed basis. Classroom reading materials for small group differentiated instruction will include decodable text, leveled readers, and authentic literature. These materials will be considered supplemental materials and need not be a commercially published program. However, texts that are included in core programs that can be purchased separately are not excluded. High-use Georgia Performance Standards (GPS) theme narrative and expository books will be purchased and housed within each classroom ensuring student accessibility. Classroom reading materials

(narrative and informational trade books, magazines, and other reading materials)—address different reading levels and varied interests of students. New technologies have increased the quantity and form of information encountered in schools and out, and have the potential to alter the way we learn, what we learn about, and the way we teach. In a study using a virtual world to help students learn a challenging scientific concept, researchers found the hypermedia context achieved the same level of learning as a classroom approach using "hands-on" experiments but required one-third less time. Technology increases the efficiency of the learning task. As technological change occurs more and more rapidly, redefining the potential for literacy and learning, teachers and students need additional support in maximizing its use. SRCL has the potential to increase equity for high poverty classrooms and allow school districts to make every effort to help each child realize their literacy futures possible in a world with new and powerful sources of information and communication.

Language- and text-rich classrooms: Adolescent

Content area readers require various strategies, including writing and discussion, when they study particular subject areas and read many kinds of materials for different purposes. Content area reading instruction is designed to deliver reading-to-learn strategies. A 1995 study[43] surveying students' attitudes toward recreational and academic reading charted a steady decline in attitudes toward recreational and academic reading as students advanced in grade level. This finding was especially strong for less able readers. By sixth grade, students were largely indifferent to reading. The relation between attitude and reading frequency is critical, as reading frequency helps comprehension. Thus, a decline in reading attitudes at middle and secondary levels has a marked impact on content learning and the potential effect of causing students to avoid difficult reading tasks.

The degree to which adolescents are motivated to engage in learning science, mathematics, history, and other content is heavily influenced by the nature of the material they encounter and their opportunities for discussion.[44] An engaged reader is intrinsically motivated to use content area learning strategies to create connections between prior knowledge and new information.[45] The increasing use of thematic units incorporating literature within the content areas of science, mathematics, and social studies offers a model that is likely to increase students' engagement in reading. Teachers using interactive discussions and cooperative learning in content area classes as opposed to teacher-prompted questions and five-paragraph essays can create a motivating learning environment. Students are more likely to socially construct interpretations of literature in settings that encourage and respect multiple perspectives. Moving away from the teacher as the central source of knowledge has the potential to liberate students' knowledge construction. Multiple texts have the potential to increase students' reasoning precisely because they present various viewpoints about a topic. The use of multiple texts has the advantage of capturing students' interest because each text is a novel representation of an event. As an example, iPads, Nook or Kindle readers would provide students with practice in the process of weighing evidence across multiple texts. It is critical that students have multiple texts on the same topic to analyze multiple sources related to a single event and corroborate information.[46]

Prospective applicants will be encouraged to budget trade books and technology matched to grade level content standards and magazines related to technical subjects for which there may be fewer published trade books. (SCRL TA Webinar-IV: Writing Your Striving Readers Grant: Budget [including OMB A-87] and Materials Selection). GADOE surveys indicate that

classroom teachers would prefer to have a set of trade books to teach standards vs. a single textbook for science and social studies.

Progress monitoring for continuous improvement

LEAs and schools participating in SRCL will report implementation data three times each year. The SRCL Research and Assessment specialist will have the responsibility of disaggregating the submitted data and providing a webinar session of results to SRCL grantees and other stakeholders. It will be with this data that professional learning needs will be identified and addressed.

Needs of disadvantaged students

GADOE will require applicants to identify need based on the analysis of student data and recommendations set forth in the local literacy plan. Areas of concern, root cause analysis, and findings will be listed under Section III: Project Design, Section A. Need. All system or early learning system data will be reported under Section I: Eligibility, Form A.

Needs Assessment

Georgia's Literacy Plan is in the final stages of departmental and public review. The 188 page "Why" and 19 page "What" documents will serve local entities as a building blocks in developing local literacy plans. These documents attempt to capture the conclusions of the most knowledgeable experts in the field of literacy based on the most recent research findings. As a follow up to these two documents, Georgia will develop an Implementation Guide for schools, districts, and early learning providers as they attempt to craft the best possible framework for literacy in their communities. This is the "what" that districts will need to have in place to make it work. The Implementation Guide is intended to provide districts with a roadmap for implementation of the Building Blocks for Literacy, "the how". This is intended to give districts

guidance in "how" to work the plan as well as to provide a means of assessing the level of implementation as it progresses.

GADOE will require subgrant applicants to complete a comprehensive literacy needs assessment (Appendix A) which will include administrators, teachers, students, parents, and community-based organizations. The document will serve as a cornerstone in the formation of a local literacy plan. Georgia's "Why" and "What" documents will be made available for all literacy teams (http://www.gadoe.org/ci_services.aspx?PageReq=CIServReading). These two documents, together with the results of the needs assessment, will serve as a guide for local entities to design a literacy plan in support of effective teaching and to improve student achievement of struggling readers. Subgrantees will be required to describe professional learning as defined by the identified needs, Section III: B. e, and create data analysis teams, Section III. B.f, which will monitor student achievement of struggling readers.

Other agencies

The subgrant application will require the minutes of and sign-in sheets for the system Literacy Task Force ensuring inclusion of agencies, nonprofit organizations, community-based organizations, and families in activities that promote the implementation of effective literacy instruction for disadvantaged students.

Aligns funds

The subgrant application will contain a table requiring systems or entities to detail how all state, federal, and local dollars will be expended. Delineating projected expenditures in this way will ensure that SRCL funds are used to supplement rather than supplant services provided to struggling readers. See Table 6.

Serves high-poverty schools

GADOE will award 5 competitive priority points for LEAs or providers of ECE that propose to serve schools in which the free or reduced lunch rate exceeds 70%.

Incorporates evidence

Section III: Project Design, Section B.b. requires applicants to provide scientific, evidence-based research to support all strategies within the local literacy plan. Reviewers will be instructed to look closely at the research cited within the application to ensure that proposed instructional practice is aligned with the findings of rigorous causal research reported in peer-reviewed journals.

Reviews alignment

Georgia adopted the Common Core Standards, July 2010, prior to the Race to the Top grant competition. All local systems and early learning providers are required to use the state adopted standards as their curricula. All support materials and curricula must be aligned with the standards. GADOE will provide Webinars to assist applicants in the alignment of the GCCP standards with curricula and materials they propose to use in implementing their subgrants. Professional learning will be provided by the GADOE for all subgrantees throughout the grant cycle. All documents, brochures, webinars, etc. will be made publically available for all on the GADOE website.

Georgia's Literacy Action Plan, The Why and *Georgia's Literacy Action Plan, The What* are living documents that are continually being updated based on the latest peer-reviewed research in literacy.

Project Management

The project will be managed by the Georgia Department of Education's Literacy Team. The GADOE Literacy Team includes veteran managers responsible for the Reading Excellence Act

($48 million) and Reading First ($200 million). The Literacy team will include a Program

Manager who oversees a Research and Evaluation Specialist, two state program monitors and

three contracted PD architects. To ensure that this structure is working, an outside evaluator will

provide formative and summative feedback on project administration.

Partners and Coordination

GADOE will develop close partnerships with awarded school districts, early literacy non-

profit providers (ELNP), and the outside evaluator. GADOE will provide extensive training and

follow-up to ensure that all district and early literacy non-profit providers are fully prepared to

provide evidence-based literacy instruction as defined by CFDA 84.371B. Coordination between

the GADOE and subgrantees will be critical to the success of this project. GADOE will monitor

program implementation and progress through regularly scheduled meetings with district

partners and SRCL personnel approximately six times during the first year for each Cohort and

four times a year for Years 2-4. The GADOE monitors will utilize the grant portal that was

established for Reading First to capture all aspects of each monitoring visit. This tool allows

field staff to efficiently update leadership and record progress in each project site. Other

electronic communications including email, webcasts, webinars, and conference calls will be

used to connect SRCL personnel. GADOE staff will meet regularly on-site with

superintendents, directors of elementary schools, principals, Head Start staff, and center leaders

to review outcome and implementation data and plan for goal-focused continuous improvement.

All Cohort members will meet as a group annually for state developed PL. Participation in all

webinars through the GADOE polycom system will be required.

All participating LEA leaders, coaches, and key staff will jointly agree on annual

objectives in terms of amounts and quality of coaching, program adoption, and student outcomes.

Each subgrantee will jointly develop a goal-focused plan and monitor progress toward agreed-upon goals, recommending formative changes intended to improve outcomes. Memoranda of Understanding will be negotiated individually with all partners to specify precisely what each is expected to do and to agree to time frame.

Table 3: Timeline and Milestones

Timeline		
Dates	**Activity**	**Annual Milestones**
Aug 2011- June 2012	• Publish SCRL RFP • Provide technical assistance for eligible subgrantees • Hold grant competition • Announce **Cohort 1** • Provide TA for Cohort 1 awardees • Release RFP for project evaluator and architects • Provide targeted SBRR training for MS and HS on appropriate materials and assessments	• List of eligible subgrantees • Provide regional workshops • SBRR training materials for MS and HS
June 2012- July 2013	• Train **Cohort 1** LEA and ELNP providers SRCL personnel • Establish GPRA baseline (begin evaluation, conduct pre-post testing, analyze data • Monitor project implementation • Hold meeting among stakeholders (birth-grade 12, evaluator) • Targeted SBRR training for LEA and ELNP providers (birth-grade 5) • Design and develop literacy materials birth to age five • Promote GELS and CCS information on DECAL and GADOE websites for parents and caregivers	• First year report on outcomes for Cohort 1 • Implementation reports • Provide TA based on data • SBRR training materials for birth to grade 5 • Distribute birth to age five materials to licensed and registered child care providers and parent support agencies • Develop website materials
Jan 2013- June 2013	• Release RFP for **Cohort 2** • Provide TA for **Cohort 2** • Hold grant competition • Announce **Cohort 2** • Provide TA for Cohort 2 awardees • Provide PD for Cohort 1	• Release list of eligible subgrantees • Provide regional workshops
June 2013-	• Train **Cohort 2** LEA and ELNP providers SRCL personnel • Establish GPRA baseline (begin evaluation,	• Second year report on outcomes Cohorts 1 and 2 • Implementation reports

July 2014	conduct pre-post testing, analyze data • Monitor project implementation • Hold meeting among stakeholders (birth-grade 12, evaluator) • Continue providing PD for Cohort 1	• Provide TA based on data • Distribute birth-to-age five materials to licensed and registered child care providers and parent support agencies • Update website
Jan 2014- June 2014	• Release RFP for **Cohort 3** • Provide TA for **Cohort 3** • Hold grant competition • Announce **Cohort 3** • Provide TA for Cohort 3 awardees • Provide PD for Cohort 1 and 2	• Release list of eligible subgrantees • Provide regional workshops
June 2014 July 2015	• Train **Cohort 3** LEA and ELNP providers SRCL personnel • Establish GPRA baseline (begin evaluation, pre-post test, Analyze data • Monitor project implementation • Hold meeting among stakeholders (birth-grade 12, evaluator) • Continue to provide PD for Cohorts 1 and 2	• Third year report on outcomes Cohorts 1, 2 and 3 • Implementation reports • Provide TA based on data • Sustainability report Cohort 1 • Distribute birth-to-age five materials to licensed and registered child care providers and parent support agencies
June 2015 July 2016	• Hold meetings among stakeholders • Provide PD for Cohorts 1, 2 and 3 • Analyze final data, write final report • Plan with all subgrantees for sustaining project after grant cycle • Disseminate outcomes, reports of project	• Fourth year-final report on outcomes for Cohorts 1, 2 and 3 • Implementation reports • Provide TA based on data • Distribute birth to five materials to licensed and registered child care providers and parent support agencies • Sustainability report, Cohorts 2 and 3 • Reports, press releases, articles • Update website

Qualifications and experience of key personnel

The proposed staff for the SRCL project have been working for many years on the development, evaluation, and dissemination of complex school and classroom reforms. Their expertise and experience have enabled them to attain national stature as a staff willing to engage in rigorous analysis of their projects and to share the results with the broader professional

community. For example, the GADOE has designed and carried out both quasi-experimental

evaluations and retrospective analyses, some of which have been published in national peer-

reviewed journals and/or reported at national research conferences (e.g., Walpole, McKenna, and

Morrill, 2011[47]; Walpole, McKenna, Uribe-Zarain, and Lamitina, 2010[48]; Walpole, McKenna,

Morrill, Beaty, Mills, and Haney, 2008[49]; McKenna, Proctor, Kyle, Morrill and Picard, 2006[50]).

In addition, many of our qualifying LEAs have extensive experience in educational innovation,

management, and reform. GADOE staff qualifications and roles in the project are as follows.

Julie Morrill, Project Director/Manager: Ms Morrill is the Literacy Team project

manager with the GADOE. She is currently responsible for providing literacy program

development, guidance, and training for K-12. As past program manager for Georgia's Reading

First, she was responsible for implementation, evaluation, training and support for 158 Reading

First schools. Ms. Morrill has extensive experience in early and middle education, educational

administration, budget and grant management, and as a program specialist for Georgia's Reading

Excellence Act grant serving birth-to-grade 3 children and their families. She has conducted

grant competitions under Reading First and REA. Ms. Morrill was instrumental in developing

SBRR PD under Georgia's Reading First and Reading Excellence Act and has provided SBRR

training and professional learning on a local, state, and national level. She is experienced with

federal grant reporting. In her current position with the GADOE, she has been responsible for

co-authoring *Building Blocks to Literacy*, Georgia's Literacy Plan. (See Appendices for vita).

Ms. Morrill will be supported by two education specialists/monitors, one research and data

specialist, and a clerk. Ms. Morrill will serve as the ED primary contact, as well as the contact

for all subgrantee contacts and will provide project oversight.

Education Specialists/Monitors [ESM] (2)—will communicate with school principals and literacy teams to ensure that the SRCL goals are being met and provide ongoing support to each subgrantee literacy task force that works directly with teachers. Responsibilities include: 6 initial year meetings with each subgrantee and quarterly meetings for the remainder of the grant cycle to monitor program implementation and sustainability plans for grantees meeting established goals and objectives. Additional monitoring visits will be required for systems struggling to meet established goals. ESMs will provide technical assistance; observe coaching sessions and provide relevant feedback; and work with the PL architects to request new workshops or trainings, as needed, for assigned schools. ESMs must have as a minimum a master's degree in Reading K-12, certificated in Georgia; at least five years of classroom experience; and the capacity to apply advanced literacy knowledge in conjunction with Georgia's Common Core Performance Standards and Georgia's Literacy Plan. GADOE has a clear system, structures, and processes in place for recruiting ESMs. ESMs will support, and report directly to, the SRCL program manager.

Research and evaluation specialist (1)—This individual must hold a doctorate in educational research, statistics, or a closely related field. Thorough knowledge of statistical methods and experience in managing large datasets will be required. Responsibilities of the research and data specialist will include: adapting the Reading First data portal for use in collecting data from project sites; providing TA to subgrantees in data collection and transfer; working with GADOE student records personnel to ensure that necessary assessment and demographic data are available and compiled; collaborating with the outside evaluator to establish a comprehensive, disaggregated database for all cohorts; overseeing updates to this database; and providing assistance to the project manager in preparing reports.

Early Literacy Professional Learning Architect—(birth-to-age five)— This individual will design and deliver PL for birth to age five stakeholders, both directly and through technology. This individual must have a doctoral degree in early literacy, language development, or a related field. The architect must have a record of accomplishment in the design of PL for parents, caregivers, or preschool educators. Evidence can include publications, previous grant experience, or previous direct experience in the delivery of PL.

Grade K-5 Literacy Professional Learning Architect—This individual will design and deliver PL for K-5 stakeholders, both directly and through technology. This individual must have a doctoral degree in reading, literacy, or a related field. The architect must have a record of accomplishment in the design of PL for elementary teachers. Evidence can include publications, previous grant experience, or previous direct experience in the delivery of PL.

Grade 6-12 Literacy Professional Learning Architect--This individual will design and deliver PL for 6-12 stakeholders, both directly and through technology. This individual must have a doctoral degree in reading, literacy, or a related field. The architect must have a record of accomplishment in the design of PL for 6-12 teachers. Evidence can include publications, previous grant experience, or previous direct experience in the delivery of PL.

Outside Evaluator—This individual will conduct ongoing formative and yearly summative evaluations. This individual must have a doctoral degree in research methods or a related field. This individual will design measures of implementation. This individual will conduct and summarize surveys, summarize achievement data, and summarize implementation data.

Diversity of perspectives

In the fall of 2008, the GADOE convened a Literacy Task Force for the purpose of writing the first iteration of a literacy plan K-12. Over 50 members representing a variety of educational contexts statewide were asked to participate. Participants included educators from local districts, Regional Education Service Agencies (RESAs), institutions of higher education (IHEs), the Department of Early Care and Learning (DECAL) [birth-to-age five], representatives from the GADOE, Southeastern Regional Education Board (SREB), and Southeastern Regional Vision for Education (SERVE). From within those entities, there were members representing literacy instruction in regular and special education in elementary, middle, and high school, literacy assessment, adolescent literacy, curriculum directors, ELA educators, reading specialists, and the birth-to-school population. Although the pre-K community was included as task force members, the birth-to-age five literacy plan was excluded from the resulting document.

In 2010, GADOE convened the 2010-2011 Literacy Task Force consisting of approximately 40 professionals with expertise in various areas and age groups in education, community-based organizations, and childcare. The purpose of the 2nd Literacy Task Force was the incorporation of the birth-to-five community with k-12 creating a seamless literacy plan for birth-to-grade 12 and beyond. Georgia's Literacy Task Force made the following recommendations:

Table 4: Georgia's Literacy Task Force Recommendations

REC. 1	GADOE will collect, analyze, disseminate, and monitor state and national data and scientifically valid research related to literacy achievement. The GADOE will: - Disseminate national and international scientifically-valid literacy research, effective practices, and recent developments in literacy for birth-grade 12; - Provide LEAs with coherent, well-defined models of scientifically valid literacy instruction prek-12 with emphasis on interventions for all students who struggle including ELL and students with disabilities; - Measure state-level reading and writing achievement in an international context to ensure that all students receive the preparation needed to compete in a 21st century economy; - Hold LEAs accountable for implementing a preK-12 literacy plan that will ensure consistent quality instruction in reading and writing for all students; and

	• Provide timely and appropriate feedback from reading and writing assessments to districts, schools, teachers, and parents.
REC. 2	GADOE will provide a comprehensive, statewide program of targeted professional learning (PL) and support strategies in the area of literacy based on requirements of the Common Core Georgia Performance Standards by 2014 and the identified needs of the state and district. The GADOE will: • Provide PL opportunities for teachers and school personnel to identify and evaluate the characteristics of effective literacy instruction, especially in the areas of reading, writing, and speaking; • Equip teachers, principals, district leaders, and after-school providers with knowledge of how to identify at-risk students with persistent reading and writing difficulties, to implement early intervention strategies, and to monitor students' progress; • Provide PL and assistance to teachers, principals, and district leaders in grades preK-12 about the characteristics of effective literacy instruction strategies in core academic subjects and career and technical education subjects for all students; • Provide teachers, principals, and other school leaders with PL about the use of data to make informed instructional decisions, including the implementation of assessment strategies, data analysis, and appropriate use of results; • Train all content teachers in each grade level to use effective instructional content-specific reading and writing strategies; • Provide secondary teachers with consistent support from specialized staff, which includes literacy coaches who understand the nature of adolescent and adult learners; • Provide PL for literacy and instructional leadership through partnerships with IHEs, professional organizations/foundations, and state/community business leaders; and, • Promote professional collaboration among primary, secondary, and postsecondary educators in order to develop an increased understanding of literacy instruction which may have significant impact on student growth in all content areas.
REC. 3	GADOE will develop and disseminate information about a variety of resources that support literacy through the CCGP Standards. The GADOE will: • Provide PL opportunities for teachers and school personnel to support them in the transition to the CCGPS; • Develop a coherent framework of research-based best practices and instructional models for reading, writing, and speaking across the grades to support the implementation of the CCGPS; • Provide exemplars for primary, elementary, middle, and high school instruction in reading, writing, and speaking in the content areas; • Benchmark all content areas' state literacy standards with national and international academic content and achievement standards to ensure that students are equipped with the necessary knowledge and skills to be globally competitive;

	- Provide scientifically valid early and adolescent literacy development and instructional resources to support teachers, administrators, instructional coaches, paraprofessionals, preK providers, after-school providers, and other education providers; - Provide guidance about methods to measure, assess, and monitor progress in literacy; - Provide guidance in developing, selecting, and using screening and diagnostic assessments that indicate student performance in reading and writing skills identified on state assessments; - Provide credible, targeted intervention strategies and resources for students who are reading and writing below grade level; - Align state-developed resources, such as digital media, curricula, and assessments to internationally-benchmarked standards from high-performing nations; - Provide a statewide network (e.g., face-to-face, online, regional, etc.) of communications and assistance for the statewide preK-12 literacy plan; and - Seek significant, long-term funding to support the statewide preK-12 literacy initiative through state, federal, and other sources.
REC. 4	GADOE will develop by 2014 policies to support the alignment of the statewide, comprehensive early (Preschool and PreK-3) and adolescent (4-12) literacy initiative as the Common Core Georgia Performance Standards. The GADOE will: - Develop policies that support reading instruction for students based on their assessed needs; - Develop state policies for training teachers, principals, school leaders, and district leaders to evaluate the quality of existing literacy programs currently being used and skills taught at all grade levels; - Establish a State Literacy Leadership Team that includes representatives from DECAL, the Department of Juvenile Justice, After-School Programs, the Board of Regents (BOR) of the University System of Georgia, the Technical College System of Georgia (TCSG), Head Start, and the Georgia Professional Standards Commission (PSC), to guide the development and implementation of the State Literacy Plan; - Collaborate with the PSC to implement a required literacy course for initial middle and secondary certification and for recertification of all teachers; - Coordinate with the BOR and TCSG in the development of teacher prep courses that strengthen and enhance literacy strategies and interventions for all grade levels; and - Develop, maintain, and monitor certification standards and/or requirements for Reading/Literacy Specialists and Literacy/Instructional Coaches.

(B) Adequacy of Resources

   Our request for funding is adequate for this proposed project. Please see the budget narrative

to review the rationale.

Projected Awards	
15% for Birth to age 5	$4,560,000.00
40% for Elementary	$12,160,000.00
40% for Middle/High School, equally	$12,160,000.00

GADOE proposed to fund one urban system, two suburban systems and six rural systems or early learning centers per cycle for a total of three Cohorts. Competitive grant cycles with each cycle will last three years. The GADOE will continue to collect data for all Cohorts (cycles) for the 60-month SRCL grant cycle. LEAs and early learning centers will receive full funding in year 1, partial funding in year 2, and minimal funding in year 3. Year 3 funding will include costs associated with data collection and the evaluation of the project. The exact number of schools to fund will be determined once eligibility has been completed.

The state will retain 5% for: competitive grant competition, program management, salaries (program manager, evaluation specialist, 3 site monitors) outside evaluation, state development of additional online courses for the Literacy Professional Learning Site (formerly Reading First online professional learning site).

Integrating funds

Georgia is a national leader in our support for public education, and our commitment continues even in the face of the current historic economic downturn. Table 6 shows the share of the State's revenues that have funded and will continue to fund birth-to-12 education in fiscal years 2010, 2011, and 2012. Despite the declining revenues, current estimates predict that the state will increase the share of total state revenues funding education programs in fiscal year 2011.

Table 6: Education expenditures as a share of total state revenues, fiscal years 2010-2012

	FY10	FY11	FY12
State funds GADOE	$6,585,925,263	$7,067,414,444	$6,969,195,136

State funds DECAL	$342,771,414	$356,190,910	$301,820,403
Title I	$545,230,124	$529,251,159	$529,856,051
Title II-A	$81,354,363	$82,082,608	0
Title III	$16,360,443	$16,302,757	$14,503,407
IDEA	$323,713,119	$347,748,566	$359,734,527
Carl D. Perkins CTAE	$41,807,825	$41,807,825	$28,794,859

Subgrant size

The GADOE will award subgrants that will be significant in size in order to achieve the goals set forth in the program. It is expected that these grants will range from $200,000 to $500,000.00 depending upon size of school or center and the need determined through the needs assessment, and the applicant's Literacy Plan. These subgrants will provide for a sizable investment in print materials, instructional technology, formative and summative assessments and professional learning. For schools beginning year one of their cohort, Needs assessments and Literacy plans will guide the material purchases. It is important to note, schools and centers are not expected to have fully operational classrooms upon the start of their initial year. Part of year one training will involve using data to determine the curricular course of action to take, and as teachers become confident with the SBRR strategies, they will become more adept at looking for instructional materials for their students.

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Psychometric Properties of Assessments

PALS-Pre-k--Internal consistencies from .75 to.93 Concurrent Validity from .41 to .71 with other early childhood measures Content validity documented in the manual;

[28] Get It! Got It! Go! (IDGIs)--Concurrent validity of .47 to .75 with other early childhood assessments Predictive validity of .44 to .61;

[29] PPVT4--Coefficient alpha mean of .95 Test-Retest reliability from.91 to .94 Internal consistencies from .61 to .88 Alternate forms reliability from .71 to .91 Construct and criterion validity documented in manual;

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