



**Dr. John D. Barge, State School Superintendent**  
*"Making Education Work for All Georgians"*

**Georgia Department of Education**

# Striving Reader Comprehensive Literacy Grant: Cohort Three

**General Application Information**

GaDOE  
9/13/2013



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## General Information

The purpose for these funds is to allow systems/agencies/organizations to begin to develop and implement their literacy plan that would address the needs of all of their children birth through grade twelve.

The Striving Reader Comprehensive Literacy (SRCL) funding will allow systems/agencies/organizations to strengthen current practices and establish and train teachers to implement new practices with the ultimate goal that upon graduation, all students in their Local Education Agency or Organization (LEA) will be college and career ready.

SRCL funds alone will not support a major overhaul of a school's literacy program. The projects that will be funded will support a school's intention to build on their current best practices, enhance instruction, solidify an intentional assessment protocol, and ensure that all teachers, leaders and ancillary staff are confident in their approach to student learning.

**Applications are to be submitted in Fluid Review by Friday, December 13, 5PM.**

### *Communication*

All funded Cohort One and Cohort Two school applications as well as needs assessments and literacy planning documents can be located at the following address:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Literacy-Reading.aspx>

If you would like to request membership on our Georgia Striving Reader listserv, please contact Julie Morrill at [jmorrill@doe.k12.ga.us](mailto:jmorrill@doe.k12.ga.us).

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## ***Allowable Expenses***

Literacy plans should coordinate all resources available and use SRCL funding to fill gaps determined in needs assessments. Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes. All expenditures should be fully sustainable beyond the grant funding years with the exception of extended pre-k days and summer school programs. Expenditures must be consistent with applicable state and federal laws, regulations, and guidance.

## ***Examples of Allowable Expenditures***

- **Teacher training and professional development should be a primary focus of SRCL funding**
- **Providing a Response to Intervention model of differentiation, ensure that staff is properly trained, and confirm that students are appropriately placed (Elementary, Middle and High School)**
- **Supplies and materials required for the SRCL project**
- **Computer hardware and software required for the SRCL project**
- **Travel to required SRCL trainings, conferences, and workshops**
- **Transporting students home following SRCL activities**
- **Parent Involvement literacy activity costs (including meeting supplies, cost of guest speakers, etc.)**



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## ***Project Purpose and Goals***

The SRCL project is authorized under Title I, Part E of the amended Elementary and Secondary Education Act ("ESEA"). Funded LEAs will have developed a project that addresses students in their community birth through grade twelve. Eligible public school systems along with partnerships from non-profit community agencies will implement the following 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, and Viewing), English Language Arts (ELA) 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 Career, Technical and Agricultural Education (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, webinars, 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) LEAs will provide a clearly articulated plan for curriculum and professional learning (PL) to include vertical and horizontal alignment for transitions between grades and schools.
- 10) Teachers will use intentional strategies for developing and maintaining engagement as students progress through school.



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## Assessments

Below are the required assessments for participation in the Striving Reader Literacy Grant competition. SRCL funding can be used to pay for all assessments and administration of the assessments if necessary. The assessments must be given and data provided for the full five year performance period.

Assessment	Purposes	Properties	Skills Measured	Test Frequency
<b>Birth - Three</b>				
DP-3	S	Yes <sup>i</sup>	Dev. & function	2 X per year
<b>Four-Year Old</b>				
PALS-Pre-k	S, PM, O	Yes <sup>ii</sup>	AK, PA, CoP, OL	3X per yr.
PPVT4 Form A/B	S, PM, O	Yes <sup>iii</sup>	V, OL	2 X per yr.
CLASS	T-S interactions	Yes <sup>iv</sup>	Classroom	1 X per yr
<b>K-3</b>				
DIBELS Next*	S, PM, O	Yes <sup>v</sup>	AR, PA, ORF	3 X per yr
IPI (K-2 as needed for small group instruction and RTI)	D		Decoding	3 X per yr (for internal purposes only)
<b>3-5</b>				
SRI*	S, PM, O	Yes <sup>vi</sup>	RC-Inferential	3 X per yr
CRCT	O		ELA	1 X per yr
<b>6-8</b>				
SRI	S, PM, O	Yes <sup>vii</sup>	RC-Inferential	3 X per yr
CRCT	O		V, RC	1 X per yr
<b>9-12</b>				
SRI	S, PM, O	Yes	RC-Inferential	3 X per yr
End-Of-Course Test	O		ELA	1 X per yr
<b>K-12</b>				
ACCESS for ELLs	S	Yes <sup>viii</sup>	Language	1 X per yr
<p><b>AK</b>-Alphabet Knowledge, <b>PA</b>-Phonological Awareness, <b>CoP</b>-Concepts of Print, <b>OL</b>-Oral Language, <b>PN</b>-Picture Naming, <b>A and R</b>-Alliteration and Rhyming, <b>OL</b>-Oral Language, <b>NWF</b> (Decoding), <b>ORL</b>-(Oral Reading Fluency), <b>V</b>-(Vocabulary), <b>RC</b>-(Reading Comprehension). <b>S</b>=Screening, <b>PM</b>=Progress Monitor, <b>O</b>=Outcome, <b>D</b>=Diagnostic; <b>DP-3</b>=Developmental Profile; screen for developmental delays; <b>PALS-Pre-k</b>=phonological awareness and literacy screening; <b>PPVT</b>=measures receptive vocabulary; <b>CLASS</b>=assesses classroom quality in pre-k-3 classrooms; <b>IPI</b>=Informal Phonics Inventory, <b>SRI</b>=Scholastic Reading Inventory; <b>ACCESS</b> for <b>ELLs</b>=English language proficiency test</p> <p><b>* Per our Amendment to USED, DIBELS Next will now be administered in grades K-3 and SRI will be administered in grades 3-12.</b></p>				



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## ***School Performance Planning and Budget Timelines***

Districts awarded a grant award will receive 20% start-up funding. These funds will allow districts and schools to begin planning for their implementation. A budget amendment will be required in the Consolidated Application and funding will be available until June 30, 2014. If a portion of the start-up funding is not spent, it can be requested for year one or a later date.

Year-one funding will be requested for approval in May or June 2014. These funds will be available July 1, 2014 until June 30, 2015. In order to request funding, each school will be required to submit a detailed performance plan and budget timeline. These documents will be reviewed and approved by GaDOE staff and together with budget requests presented to the State Board of Education for approval.

Performance plans and budget time line documents will be provided to systems upon receiving funding.

## **Part II: Application Details**

### ***Eligibility Criteria***

The sub-grant competition is open to any local educational agency with 35% or more of their students qualifying for free/reduced lunch; or, in the case of early literacy, to local educational agencies or other nonprofit providers of early childhood education that partner with a public or private nonprofit organization or agency with a demonstrated record of effectiveness in improving the early literacy development of children from birth through kindergarten entry and in providing professional development in early literacy, giving priority to such agencies or other entities serving greater numbers or percentages of disadvantaged children or private organization is eligible to apply for a SRCL grant.

Examples of sub-grant submissions: agencies and organizations eligible under the SRCL project include, but are not limited to:

- Birth through grade twelve: Local school LEA
- Birth through grade twelve: Partnership between LEA and non-profit agencies or organizations
- Birth through grade twelve: Nonprofit agency submits one application and the LEA submits another application. Must show that an alignment, cluster or feeder pattern exists
- Any combination of K-12 or B-5 application for funding



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- A memo of understanding will need to be generated between the Georgia Department of Education and any non-profit organization receiving Striving Reader funding prior to the release of grant funds. A memo of understanding between any non-profit organization and LEA will need to be submitted to the GaDOE with performance plans and budget timelines prior to the receiving any funding.

### ***Collaboration with Non-Profit Agencies and organizations***

Districts are encouraged to partner with non-profit agencies and organizations to ensure quality programming for the earliest learners. In order for funds to be released, the program office must receive an MOU between the district and the partnering organizations.

### ***RESAs as Fiscal Agents***

1. RESAs are eligible to apply on behalf of small LEAs in their district.
2. The RESA will develop their grant application in Review Room on behalf of the systems.
3. Each system will submit a memo of understanding to the RESA to be uploaded into Review Room.
4. RESA will be the fiscal agent for the grant funding and is therefore eligible to claim 5% of the funding for administrative costs.
5. Each school/system will develop their application independently. The district will submit the grant to the RESA to submit as one complete application.
6. RESA applications will be scored according to the total number of students in their project application. If their application has more than 45,000 students they will be scored and considered a large school district. If they have a total of 10,000-44,999 they will be scored and considered mid-sized and less than 10,000 will scored and considered a small district. They will be scored as one application which will receive a composite score.
7. Superior lines of communication and a true community partnership must be formed to ensure all school applications are complete. RESAs that receive a fundable score while having schools that do not receive a composite score of 75 will be asked to remove the



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schools or agree to receive technical assistance from GaDOE staff prior to receiving funding.

8. Prior to receiving funding, an MOU must be generated and a copy submitted to the Striving Reader program office between the RESA and each district in the collaborative.

### ***Non-LEA Applicants Only***

In addition to the application in Fluid Review, non-LEA applicants must also submit copies of their organization's most recent years independently audited financial statements. The financial statements submitted must be solely for the organization, unless a parent entity is also committing to financially back the applying agency in performance of the contract, in which case the financial statements of the parent entity must also be provided.

The submission must also include the audit opinion, the balance sheet, statements of income, most recent Form 990 "Return of Organization Exempt From Income Tax" (if applicable), retained earnings, cash flows, and the notes to the financial statements. If independently audited financial statements do not exist for the applicant, the applicant shall state the reason and instead submit sufficient information to enable GaDOE to determine the financial stability of the applicant. All of the paperwork above should be submitted via US mail to:

Julie Morrill-Program Manager  
Georgia Department of Education  
1758 Twin Towers East  
205 Jesse Hill Jr. Drive  
Atlanta, GA 30334

Applications will not be scored if the above materials are not received in the Striving Reader office.

Non-LEA applicants **must also provide a statement** in the application as to whether there is any pending litigation against the organization, and if such litigation exists, attach an opinion of counsel as to whether the pending litigation may impair the organization's performance in a contract with this program. Likewise, applicants **must provide a statement** in the application as to whether the organization or any of the organization's employees, agents, independent contractors, or subcontractors have been convicted of, pled guilty to, or pled *nolo contendere* to any felony, and if so provide an explanation with relevant details.



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Non-LEA applicants **must also provide a statement** in application of their intention to procure and submit subsequent evidence to GaDOE prior to release of any grant funding, and maintain throughout the duration of the grant the following:

- 1) A Fidelity Bond in the amount of 25% of the annual award in favor of GaDOE to insure the applicant's performance under the grant; and
- 2) An insurance policy providing no less than \$1,000,000 of General Liability, listing GaDOE as an "additional insured" and "certificate holder" for liability coverage.

### ***Fidelity to the Application***

Sub-grantees will not be permitted to change the project's overall scope originally outlined in the application, scored by reviewers during the application review process, and approved by the SBOE. This policy is designed to provide basic fairness to applicants for discretionary sub-grants. Amendments to the project specific to implementation and initiatives can be amended per approval from the program manager.

### ***Project Activities***

These sub-grants will provide for a sizable investment in print materials, instructional technology, formative and summative assessments, Response to Intervention, parent and family communication, and professional learning.

### ***Scoring***

In order for any application to be considered for funding it must meet a minimum quality score of **75** points. In the event that one or more school applications receive a score below 75 but the total system average score is above 75, the school application will require technical assistance to bring the schools sub-grant in line with the tenets of the grant or remove the school's application.

### ***Competitive Priority***

Please note that priority points will be added **only** after the application has met the minimum quality score of 75. Competitive priority points will be awarded for those LEAs that have 70% or more of their students eligible to receive free and reduced lunch. These points will be given by adding additional points to applications meeting these criteria.

Please note that grant awards will be made subject to approval by the Georgia State Board of Education. Awards will be determined based on rank (highest score first) and available funding.



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Therefore, it should be noted that a score of 75 or higher does not guarantee funding. After the selection process, applicants who were not awarded funding will receive copies of the readers' comments.

The GaDOE website (<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>) contains information on school performance and Title I information.

### ***Grant Period***

**The performance period for the SRCL grant is five years.**

A grant award is made available for an approved performance period of five years. Continuation funds beyond year one are contingent upon the evidence and progress as documented in the annual evaluation report, increased student achievement as documented in the required common data elements, and performance based on the approved plan and budget timeline. Please note that a sub-grantee approved by the State Board of Education may not charge expenses to its SRCL grant before the beginning of the grant period, which is the day of State Board approval. The awardee will receive 20% start-up funding for initial grant implementation. After performance plans and budget timelines are approved for year one, the State Board will award year one funding. Each year, beyond year one, a new performance plan and budget timeline will be submitted with a request for continued funding by the State Board of Education. It is at the discretion of the school system as to the length of time the grant funds are expended up to five years.

### ***Award Amounts***

The GADOE will award sub-grants that will be significant in size in order to achieve the goals set forth in the project. It is estimated that the one-time award will range from \$200,000.00 to \$500,000.00 per school.

#### **Cohort Two Average Awards:**

Large: \$3,292,885 (per district)  
Mid: \$2,329,644  
Small: \$1,909,687

#### **Cohort Two Per Pupil Allocation:**

B-5: \$1449.76 (per pupil)  
Elementary: \$459.69  
Middle: \$403.13  
High: \$386.34

Funding for the SRCL grant to LEAs and nonprofit early learning organizations or agencies will be based on a per pupil allocation. Funding will be provided for all classrooms including special education, CTAE, Title I and ELL. Funding will be awarded according to pupil full-time



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equivalent (FTE) count for school-aged children. The October 2013 count will be used for this grant application.

### ***Sustainability***

Sustainability planning is a requirement of the SRCL project. A sustainability plan is the applicant's plan for continuation of the SRCL project after Federal funding ends. In addition, grantees will be required to submit an updated sustainability plan in their annual evaluation reports.

Community partners and organizations can be a critical link to sustaining SRCL projects beyond the grant period. Funded applicants should bring together community organizations with local school LEAs and determine how to leverage resources within the community.

### ***Use of Funds***

Funds must be used to expand implementation of the school and systems literacy plan initiatives that are already in place including:

- Programmatic professional learning and training;
- Consultants, subcontractors to assist with extended summer literacy programs;
- Salaries to extend pre-k to match the school calendar;
- Travel expenses for staff to professional learning and meetings;
- Intervention materials, assessment materials, contracted services to perform assessments and training;
- Classroom equipment, materials, and supplies;
- Print materials for classroom, media centers, family literacy;
- Instructional technology to expand media titles for student's access to print, increase student engagement, and add periodicals for student and teacher use for instruction.

### ***Fiscal Requirements***

Georgia Online Reporting System (GAORS) and the Consolidated Application Portal are the required reporting and accounting systems designated by GaDOE to help ensure uniform, standard and accurate reporting of fiscal data on the use of funds.

**Any person, agency, etc., debarred from receiving Federal funds is not eligible to apply for a SRCL project grant.**



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## Responsibilities of a Fiscal Agent

The following are some of the expectations, roles, and responsibilities of a fiscal agent:

1. As the official grant recipient, all awards must be adopted by the local Board of Education (LEAs) or local Board of Directors (non-LEAs).
2. Administer the grant from award to closeout in accordance with all applicable laws and regulations
3. Serve as the organizational representative and point of contact for all business management aspects of the award agreement
4. Apply appropriate management controls using management systems, checklists, and records
  - i. Internal Controls:
    - a. Safeguard assets; ensure reliability of accounting data and grant terms and conditions
  - ii. Operating Controls:
    - a. Fiduciary Procedural Manuals; Budgetary Control System
  - iii. Accounting Controls:
    - a. Implement controls to ensure reliability of recorded financial data
    - b. Maintain appropriate level of transaction review and authorization
    - c. Develop and implement proper procurement procedures and cash management procedures that are well defined
    - d. Develop procedures that facilitate timely review and audit of financial activity
  - iv. Compliance Controls:
    - a. Consider mechanisms to monitor and review compliance with grant terms (e.g. ensure grant funds are disbursed only to eligible recipients)
    - b. Ensure that **all** expenditures/disbursements are consistent with the objectives of the grant award and comply with applicable Federal, state and local laws and regulations governing the project and use of funds (e.g. OMB Circulars A-87, A-21 and A-122 Cost Principles, Regulatory and Non-Regulatory Guidance, EDGAR, and Code of Federal Regulations)
  - v. Document Control System:
    - a. Develop written documentation of adequate internal operating and accounting controls that demonstrate evidence of controls related to grant compliance.
5. Assemble appropriate staff resources and communicate all compliance requirements and resources of the grant.



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6. Keep abreast of changes in policies, procedures or requirements and continue to advise project staff of grant requirements.
7. Request any further "prior approvals" when identified.
8. Prepare necessary reports:
  - i. Source Documentation
    - a. Appropriately support transactions entered into the grantee's system
    - b. Documentation tracks each grant transaction and support the validity of financial data reported
    - c. Maintain separate/clean funding lines for SRCL funds
  - ii. Audit Trail
    - a. The lowest level of detail the system should provide is documentation that supports all transactions (e.g. invoices, contracts, purchase orders)
    - b. The overall recordkeeping system should be able to trace financial statement balances through the grantee's general ledger, cash books and other journals
    - c. Amounts claimed on financial statements and reports accurately reflect the accounting books and records from which they were prepared
9. Make the most of site visits by GaDOE to enhance project, show organizational strength and demonstrate commitment to the project
10. Keep GaDOE and public aware and informed about grant project progress
11. Evaluate the extent to which measurable project objectives are being met
12. Liquidate all obligations incurred under the award within the set deadline
13. Ensure and oversee the performance of final audits and resolution of findings
14. Establish adequate system for records retention
15. Completion Reports are due no later than 30 days after the end of each fiscal year

### ***Project Reports and Evaluation***

Grantees will be required to prepare and submit an end of year evaluation report no later than June 30<sup>th</sup> of each year.



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## Details of the Application

While we have provided applicants with a hard copy of the grant application, the final submitted application will be uploaded into our online grant management system, Fluid Review. ***All applications are to be submitted in Fluid Review by Friday, December 13, 5PM.*** As detailed in the grant application, applicants are required to stay within a prescribed word count for each section. These word counts were derived by reviewing Cohort One and Cohort Two funded applications to derive a general length for each section. Cohort Three applicants are expected to stay within these word counts as they prepare their grant applications.

### ***Fluid Review***

*Fluid Review* (formerly known as Review Room) is an online data management system that will allow us to do all of our grant development and management in one location. It allows us to establish work flow so that applicants can upload and manage their grant development. We will also manage the grant review from this site as well.

We will host training on how to utilize the system at a future date.

### ***District Narrative***

This section is to be completed by *district office personnel*. This section is not scored but is a highly important factor in ensuring that the reviewer has an understanding of the community, school district and how this initiative will assist with the literacy development of the stakeholders in the district.

This narrative will provide perspective to the reviewers about the district including

- A brief history of the system
- System demographics
- Current Priorities
- Strategic planning
- Current Management Structure
- Past Instructional Initiatives (Literacy and non)
- Literacy Curriculum
- Literacy Assessments used district wide
- Need for a Striving Reader Project

### ***District Management Plan and Key Personnel***

This section is to be completed by *district office personnel*. This section will apprise the reviewer of how the grant will be supported from the district level. Who are the key people involved in the grant? How will the grant function in terms of the whole district strategic plan?



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How will financial aspects of the grant be handled? Will there be a dedicated staff member at the district office with the responsibility of grants administration?

### ***Experience of the Applicant***

This section is to be completed by *district office personnel*. This section discusses the ability of the district to adequately administer the funding. Any audit findings over the past three years should be discussed in this section. Controls for spending should be pointed out.

### ***School Narrative***

Write a brief narrative giving readers a sense of the school/center. This section will not be scored but should be treated as an important element of the school proposal. This is an opportunity to alert the reviewer to important aspects of the school, its culture, demographics, leadership style etc. Some areas to focus on are:

- School History
- Administrative and Teacher Leadership Team
- Past Instructional Initiatives
- Current Instructional Initiatives
- Professional Learning Needs
- Need for a Striving Readers Project
- 

### ***Literacy Plan development***

Literacy plans should coordinate all resources available and use SRCL funding to fill gaps determined in needs assessments. When crafting your literacy plan consider what it costs your school to “do” literacy in your school and then design a plan to fund those initiatives that need to be implemented.

The work begins with the School Literacy Plan. According to “The What” document of the Georgia State Literacy Plan draft:

“There are nine key components that research has determined should be in place in order to provide communities with the best opportunity for success. 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) Clearly articulated plan for transitions and alignment; (9) Intentional strategies for maintaining engagement.” (1)



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## Georgia's "The Why," "The What," and "The How" documents

These documents are researched-based tools to assist in your creation and implementation of a school literacy plan.

### **"The Why"**

The "Why" document is a culmination of all of the current research around literacy development birth through grade 12. This research supports all of the recommendations in the "What" and "How" documents.

### **"The What"**

Using the draft Georgia Literacy Plan: "Necessary Building Blocks of Literacy Plan Birth to 12<sup>th</sup> Grade in Georgia" as a guide, develop a literacy plan that will develop the LEA and school's/center's literacy program into a "gold standard" instructional approach to literacy for all children birth through grade 12. The GA Literacy Plan is an up to date research synthesis of what comprises a comprehensive approach to literacy instruction.

Included in the "What" document are components unique to the birth-to-five population. This section should be used by LEAs to work with their early learning partners to develop their center sub-grant application.

The reader's rubric has been developed from evidence and research compiled in Georgia's draft plan.

At the time of the sub-grant application, it is not necessary to name any commercial programs. Generic statements will inform the reader that a particular need has been identified and the LEA plans to address the need by purchasing texts, technology, professional learning etc. For the areas below, please use the structure provided to guide your writing. Consider using bulleted items as headings.

### **"The How"**

The "How" provides a framework in order for implementation to occur. It's not enough to tell teachers what they should *do*; we must instead provide them with evidence based strategies so they can begin implementation.



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## Other Literacy Documents and Resources

These documents are tools to further assist in your creation and implementation of a school literacy plan.

- Birth to 5 and K-12 Needs Assessment
- Birth to 5 and K-12 Template for Developing a Literacy Plan
- Georgia's "The Why," "The How," and "The What" documents
- Creating a School Literacy Plan PPT

The "Why," "What," and "How" documents as well as other planning resources can be located on our Georgia Department of Education website at:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Literacy-Reading.aspx>

They can also be downloaded from the RESOURCES link within Fluid Review, our online grant management system.

### ***Needs Assessment, Concerns, and Root Cause Analysis***

A needs assessment document is available under the "Resources" tab. This is an optional document but it aligns to all of the other literacy planning materials that have been included for use in developing Striving Reader proposals. Details of the process, assessment results and their analysis should be interpreted and discussed in this section.

### ***Analysis of Student/Teacher Data***

This section involves looking at student data and disaggregating by group, grade, SES, and gender in order to add detail to the needs assessment in determining a course of action for planning. Another area to look at is the teaching force in the school. Advanced degrees, longevity of staff, and future retirement prospects are areas that can affect long range planning.

### ***Project Plan, Procedures, Goals, Objectives, and Support***

This section should provide the reviewer with the actual implementation plan proposed for funding. The reviewer must understand who, what, when and how the actual performances will address the needs determined in the "root cause" analysis and needs assessment. It will not be enough to name programs and strategies; the application should show how the strategies and programs align to best practices and directly address the needs of the students and teachers in the school.



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### ***Assessments/Data Analysis Plan***

It is important to spell out specifically who, what, when and how the assessments will be given and how they will be analyzed. The procedures involved in determining how instruction is developed based on the assessment data should be carefully described.

### ***Resources, Strategies and Materials (Existing and Proposed) including Technology to Support the Literacy Plan***

This section details all of the strategies and instructional resources that will be used or purchased as a result of SRCL funding. They should all tie back to the needs assessment, student data and root cause analysis. They should directly impact literacy, access to print, instructional engagement and teacher support. It is not necessary to name specific products; generic descriptions will be adequate. This is not a technology grant; it is vital that technology supports literacy improvement and instruction in classrooms.

### ***Professional Learning Strategies***

Professional learning is a key component of the grant. There should be a direct tie to literacy instruction as well as include all teachers of reading/literacy including CTAE, Special Education teachers, and all content teachers.

### ***Sustainability***

This funding is designed to support existing programs as well as to encourage improvement in literacy in all students in the district. Sustainability of practices is vital to ensure that best practices become solid for both teachers and students. When considering purchases and implementation of professional learning, end of funds should be discussed. An example would be "how will new teachers be trained on programs once the Striving Reader funding ends?". A solid plan should be in place to continue the work beyond the funding.

### ***Budget Summary***

Each school application should have a budget summary in narrative form. Prepare a brief narrative informing the readers about the budget, what the LEA/agency or organization has determined as overarching needs. The budget summary will highlight how the school/center plans to use their SRCL grant funds. The readers will have access to the budget summary so they can get a sense of the completed project. The budget summary will ***not*** be scored by readers. The budget summary will be reviewed by a committee of GaDOE staff including: Budgets will be reviewed by members of GaDOE grants accounting, the audit division and project staff to determine that costs are allowable and reasonable.



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## Application Review and Selection Process

### *Phase 1 – Reader Review and Scoring*

Impartial readers will evaluate and score each application based on the quality of the proposed activities and the capability of the applicant to implement the proposed project. These readers are comprised of experienced grant readers with expertise in early learning, elementary literacy, and secondary literacy. These readers will also have expertise in literacy assessment, the Georgia Performance Standards and the Common Core Standards.

### *Phase 2 – Federal Compliance Review and Analysis of Applications*

GaDOE staff will review all applications that have a quality score greater than or equal to 75. Applications with scores of at least 75 and that qualify for competitive priority will receive an additional five points in this phase. Applications will be read by GaDOE staff in order to determine if the RFA meets SRCL project requirements and adheres to state, Federal, and local laws. Applications that do not meet the established criteria will not proceed to Phase 4.

**\*\*Please note all readers' scores, GaDOE decisions, and State Board of Education (SBOE) decisions are final. These decisions may not be appealed. The only recourse for applicants whose application did not meet the criteria in Phases 1 – 2 is to re-apply during the next application round.**



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<sup>i</sup> Developmental Profile 3 (DP-3) see technical manual <http://www.wpspublish.com/pdf/dp3.pdf>  
Retrieved April 14, 2011.

<sup>ii</sup> Test review of the instruments listed below. From B.S. Plake and J.C. Impara (Eds.). The fifteenth mental measurements yearbook [Electronic version]. Retrieved April 15, 2011 from the Buros Institute's Test Reviews Online website: <http://www.unl.edu/buros>

### **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;

<sup>iii</sup> 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;

<sup>iv</sup> CLASS—see technical manual. <http://www.teachstone.org/about-the-class/>

<sup>v</sup> DIBELS, Next-- see technical manual [www.dibels.org/pubs.html](http://www.dibels.org/pubs.html) Retrieved April 15, 2011.

<sup>vi</sup> Scholastic Reading Inventory—see technical manual; Validity .75-.87  
[http://teacher.scholastic.com/products/sri\\_reading\\_assessment/pdfs/SRI\\_TechGuide.pdf](http://teacher.scholastic.com/products/sri_reading_assessment/pdfs/SRI_TechGuide.pdf) Retrieved April 14, 2011.

<sup>vii</sup> Scholastic Reading Inventory—see technical manual; Validity .75-.87  
[http://teacher.scholastic.com/products/sri\\_reading\\_assessment/pdfs/SRI\\_TechGuide.pdf](http://teacher.scholastic.com/products/sri_reading_assessment/pdfs/SRI_TechGuide.pdf) Retrieved April 14, 2011.

<sup>viii</sup> ACCESS for ELLs—see technical manual [www.wida.us/assessment/access/index.aspx](http://www.wida.us/assessment/access/index.aspx) Retrieved April 15, 2011.  
Reliability: Reading 3-5, .81; Reading 6-8, .76.

U.S. Department of Education SRCL website

<http://www2.ed.gov/programs/strivingreaders-literacy/index.html>

Information on GaDOE's SRCL project

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Literacy-Reading.aspx>

Information on Title I schools and Adequate Yearly Progress <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

Information on Free/Reduced lunch rates <http://www.gadoe.org/Finance-and-Business-Operations/School-Nutrition/Pages/default.aspx> and [http://app3.doe.k12.ga.us/ows-bin/owa/fte\\_pack\\_frl001\\_public.entry\\_form](http://app3.doe.k12.ga.us/ows-bin/owa/fte_pack_frl001_public.entry_form)