

# **Pennsylvania Department of Education**

## **Division of Federal Programs**

333 Market Street, Harrisburg, PA 17126-0333



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

#### **Pre-application Guidelines for CFDA 84.371C**

**Dated Material**

**Pre-application Due: January 13, 2012**

**<http://egrants.ed.state.pa.us/>**

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**Pennsylvania Department of Education**  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

December 1, 2011

Dear Colleague:

Thank you for your interest in the Keystones to Opportunity initiative, administered by the Office of Elementary and Secondary Education, Division of Federal Programs.

Pennsylvania has been awarded \$38,601,043 by the U.S. Department of Education to advance literacy skills – including pre-literacy skills, reading and writing – for students from birth through grade 12. Grants under this competition will be awarded to local educational agencies (LEAs) to serve those children and youth in their community with the greatest educational need and capacity for literacy improvement. Grant-funded activities must align with the Pennsylvania Comprehensive Literacy Plan and contain the characteristics of an effective literacy program, such as high-quality professional development, screening and assessment, targeted interventions for students reading below grade level, and other research-based methods of improving classroom instruction and practice.

Please take the time to review Pennsylvania's application scoring criteria and all portions of the guidelines thoroughly. This is a rigorous application process designed to identify those LEAs and early childhood education (ECE) programs with the greatest academic need and the greatest capacity for improving student literacy scores.

Pennsylvania has a two-step application process. The Pre-application, which is due January 13, 2012, is designed to help LEAs and ECE programs assess and prioritize literacy needs birth through grade 12. The Full Application, which is due March 2, 2012, will require invited applicants to develop a Local Literacy Plan that aligns with Pennsylvania's Comprehensive Literacy Plan. Using the priorities identified in the Pre-application, applicants will also create a Literacy Improvement Plan in support of the Local Literacy Plan.

The Pennsylvania Department of Education expects to award \$36,670,991 for 50 to 75 new grants under this competition. We will award discretionary grants on a competitive basis for a project period of 13 months. Grants are expected to be awarded in March. Based on the availability of federal funds, and grantee progress toward meeting approved goals and objectives, continuation funds may be available for an additional 4 years. We will share that information with you if and when it becomes available.

For the most current information about the Keystones to Opportunity initiative, please visit the Standards Aligned System (SAS) portal at <http://pdesas.org/>. If you have any questions about the program after reviewing the application package, please contact Jo Beth McKee, the project director, at 717.787.7815 or via e-mail at [jobmckee@pa.gov](mailto:jobmckee@pa.gov).

Carolyn Dumaresq, D.Ed.  
Deputy Secretary for Elementary and Secondary Education

## **I. Background Information**

### **Purpose of the Initiative**

The purpose of the Keystones to Opportunity initiative is to advance literacy skills, including pre-literacy skills, reading, and writing, for students from birth through grade 12, including limited English-proficient students and students with disabilities. Funds will be used to award grants to local educational agencies (LEAs) to support the development of a comprehensive Local Literacy Plan and a grant-funded Literacy Improvement Plan.

### **Legislation**

The Keystones to Opportunity initiative is funded under the federal Striving Readers Comprehensive Literacy program. It is authorized as part of the FY 2010 Consolidated Appropriations Act (Pub. L. No. 111-117) under the Title I demonstration authority (Part E, Section 1502 of the Elementary and Secondary Education Act (ESEA)). The FY 2010 Appropriations Act provides \$200 million under Section 1502 of the ESEA for a comprehensive literacy development and education program to advance literacy skills for students from birth through grade 12, including pre-literacy skills, reading and writing, including limited-English-proficient students and students with disabilities.

It is a statutory requirement that Pennsylvania award sub-grants as follows:

- (1) at least 15 percent to serve children from birth through age five,
- (2) at least 40 percent to serve students in kindergarten through grade five, and
- (3) at least 40 percent to serve students in middle and high school, through grade 12, including an equitable distribution of funds between middle and high schools.

While Pennsylvania LEA applicants are required to assess their literacy needs birth through grade 12, they are not required to apply for funding in each of the statutory funding areas. The purpose of the Pre-application is to help LEAs and early childhood education (ECE) providers prioritize needs within each of the statutory funding areas, as well as within in each of the key component areas of Pennsylvania's Comprehensive Literacy Plan.

The PDE may reserve up to 5 percent of dollars for state leadership activities, including technical assistance and training, data collection, reporting, and administration. PDE shall sub-grant not less than 95 percent to local educational agencies 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. Priority will be given to such agencies or other entities serving greater numbers or percentages of disadvantaged children.

## **II. Funding Information**

### **Eligible Applicants**

LEAs, including charter schools, are eligible to apply for Keystones to Opportunity funding. Intermediate units (IUs) and career and technology centers (CTCs) are not considered LEAs for the purpose of this grant competition. However, an IU or CTC may partner with a local school

district or charter school if it provides direct services to students birth through grade 12 who reside in that LEA.

Since all applicants must address the birth through grade 12 continuum, LEAs that do not offer birth through age 5 services **must** apply in partnership with one or more high-quality, non-profit ECE programs that serve the children in their district. **Priority points are given for partnerships with Head Start, Pre-K Counts, or ECE programs with Keystone Star ratings.** For help in identifying the high quality local early childhood education providers in your area go to:

<https://www.humanservices.state.pa.us/Compass.Web/ProviderSearch/pgm/PSWEL.aspx>. The PA Keys website ([http://www.pakeys.org/pages/get.aspx?page=EarlyLearning\\_OCDEL](http://www.pakeys.org/pages/get.aspx?page=EarlyLearning_OCDEL) ) might also be helpful to LEAs in determining the characteristics of a high-quality early childhood program.

### **Range of Grant Awards**

An LEA may apply for a district-wide grant or a targeted schools/programs grant. One outcome of the comprehensive Local Needs Assessment process is to help the LEA and early childhood program determine which approach is best based upon LEA documented needs and the Pre-application Scoring Criteria. Applicants will want to focus their interventions on those schools or programs with the greatest number of children and youth who are at risk of school failure. This is where they will score the most Pre-application points and, ultimately, realize the greatest return on investment.

For example, a school district may have an overall PSSA reading proficiency rate of 75 percent. This is three points *above* the state mean. Since the Pre-application Scoring Criteria awards points to applicants with reading PSSA scores *below* the state mean, this district may want to target its application toward those schools or programs in the district with less than a 72 percent PSSA reading proficiency rate. With that said, PSSA scores are only one of many criteria each district is asked to consider as part of the comprehensive Literacy Needs Assessment. This is just one example of how selecting targeted schools rather than a district-wide intervention might improve the overall Pre-application score.

Early childhood need data will be based on the Reach and Risk rating for the county in which the school district resides. This information is available at:

[http://www.pakeys.org/pages/get.aspx?page=EarlyLearning\\_Reach](http://www.pakeys.org/pages/get.aspx?page=EarlyLearning_Reach).

One outcome of the Pre-application is to determine the number of students being targeted for intervention within the LEA and ECE program. This will determine the range of the award for which an LEA may apply. Applicants are strongly encouraged to complete their comprehensive Local Needs Assessment before determining the amount of the award they plan to request. Budget information is not required with the Pre-application, but it will be required in the Full Application.

The following table provides guidance to LEAs on the range of awards PDE expects to make for Year 1.

<b>Targeted Students within the LEA</b>	<b>Minimum Award</b>	<b>Maximum Award</b>
10,000 students or more	\$750,000	\$2,000,000
5,000 students to 9,999 students	\$500,000	\$1,500,000
1 student to 4,999 students	\$250,000	\$1,000,000

**The grant period for Year 1 will be from May 1, 2012, through June 30, 2013.** Based upon the availability of funds, continuation grant awards will be made in 2013, 2014, 2015, and 2016. It is expected that continuation awards will be similar in size to Year 1 awards.

There is no local match requirement with this grant.

#### **Dates to Remember**

December 1, 2011	Pre-application released on PDE e-grant site.
December 6, 2011 5:30 PM – 7:00 PM	Pre-application Webinar
December 7, 2011 2:00 PM – 3:30 PM	Pre-application Webinar
December 9, 2011 9:00 AM – 10:30 AM	Pre-application Webinar
December 16, 2011	Letter of Intent Due
January 13, 2012	Pre-application Due
February 1, 2012	Invitations to submit Full Proposal
February 2012	Full Application Webinars (dates TBD)
March 2, 2012	Full Applications Due
April 2012	Awards Announced
May 2012	New Grantee Meeting

**The Pre-application will be opened on the PDE e-grant site on December 1, 2011. Three Pre-application webinars will be held the week of December 5, 2011. Applicants are encouraged to attend one of these webinars. The content of each of the webinars is the same and the webinars will be archived on the SAS Portal.**

The Letter of Intent is not required, but is strongly encouraged. Not only will this help PDE to adequately recruit an appropriate number of reviewers, but it will also allow PDE staff to communicate directly with applicants should the need arise. The Letter of Intent should contain the name and address of the LEA, district enrollment and the LEA grant contact information. Please put ‘Letter of Intent’ in the email header and clearly state that the LEA “intends to apply for Keystones to Opportunity funding.” No additional information is required. This information should be emailed to:

Jo Beth McKee  
Keystones to Opportunity Project Director  
PA Department of Education  
Division of Federal Programs  
333 Market Street  
Harrisburg, PA 17126-0333  
[jobmckee@pa.gov](mailto:jobmckee@pa.gov)

### III. Applicant Information

Keystones to Opportunity is a statewide competitive grant program that is administered by the Pennsylvania Department of Education. **The grant application will be submitted through the PDE e-grant system. All necessary forms and guidance will be located on the e-grant system. Information will also be available via the SAS portal.**

The grant competition requires a Pre-application and a Full Application. The Pre-application consists of a comprehensive Local Needs Assessment designed to help LEAs and ECE programs identify priority needs within each of the statutory funding areas and PaCLP component areas. Pre-applications will be scored using 3 criteria: 1) demographic need, 2) academic need, and 3) the capacity of the applicant to address these needs based on the quality of the comprehensive Local Needs Assessment.

On February 1, 2012, applicants who obtain an adequate score on the Pre-application will be invited to submit a Full Application. Guidance related to the Full Application will be mailed directly to applicants with their invitation. The Full Application will consist of a comprehensive Local Literacy Plan, a fully articulated Literacy Improvement Plan, and a detailed budget in support of the improvement plan. Applicants will be expected to cite the evidence-base in support of the literacy strategies and activities outlined in their improvement plan. More information will be available related to this with the Full Application Guidelines.

The PA Department of Education, through a peer review process, will evaluate each Pre-application using the specified selection criteria. In determining which applicants to fund, the Department will consider the rank order of applications as determined by the total score of the application based on the scoring criteria identified in these guidelines.

#### Grantee Requirements

While this is only the Pre-application Guidance, it is important for applicants to understand Pennsylvania's Vision for Sustainable Growth in Reading Achievement and the implications for grantees who receive Keystones to Opportunity funding. With the Full Application, all applicants will be required to provide the following assurances:

- 1) The LEA and ECE partner will administer the following standardized assessment instruments, as required by Pennsylvania's approved application:

Assessment Instrument	Applicable to	Frequency
Group Reading Assessment and Diagnostic Evaluation (GRADE) <a href="http://www.pearsonassessments.com/HAIW/EB/Cultures/en-us/Productdetail.htm?Pid=GRADE">http://www.pearsonassessments.com/HAIW/EB/Cultures/en-us/Productdetail.htm?Pid=GRADE</a>	All grantees must administer this instrument to all students in target schools/programs.	3 times a year
Pennsylvania System of School Assessment (PSSA)	Data will be provided by PDE.	As required by PDE
Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next)	Grantees who target K-5 must administer the	3 times a year

<a href="http://oregonreadingfirst.uoregon.edu/downloads/assessment/admin_and_scoring_6th_grade.pdf">http://oregonreadingfirst.uoregon.edu/downloads/assessment/admin and scoring 6th grade.pdf</a>	DIBELS Next to Kindergarten, 1 <sup>st</sup> grade, 2 <sup>nd</sup> grade, and 3 <sup>rd</sup> grade students in targeted schools/ programs.	
Infant Toddler Environment Rating Scale (ITERS) <a href="http://ers.fpg.unc.edu/node/84">http://ers.fpg.unc.edu/node/84</a>	Grantees who target birth to 3 must administer the ITERS.	2 times a year
Early Childhood Environment Rating Scale (ECERS) <a href="http://ers.fpg.unc.edu/node/82">http://ers.fpg.unc.edu/node/82</a>	Grantees who target preschool student must administer the ECERS.	2 times a year
HEAT Observation Form <a href="http://loticonnection.cachefly.net/global_documents/2011_HEAT_Form.pdf">http://loticonnection.cachefly.net/global_documents/2011 HEAT Form.pdf</a>	Grantees who target schools Kindergarten through grade 12.	2 times a year

- 2) The LEA and ECE program will use grant funds to pay for a dedicated assessment and data collection staff person to coordinate project data collection and serve as a project liaison with keystones to opportunity evaluators. More information related to this will be included with the Full Application Guidance.
- 3) Key project staff will be expected to participate in annual regional data retreats.
- 4) Each grantee will be responsible for sending staff members to each of the baseline professional development sessions identified in PA's approved application. Professional development and substitute costs are appropriate grant expenses. The nine professional development areas by target audience are:

#### **Baseline Training by Target Audience**

	Birth - 5 Teachers	Elem. School Teachers	Middle School Teachers	High School Teachers	Reading Teachers	ELL Teachers	Special Education Teachers
<b>Using Data for Decision Making</b>	X	X	X	X	X	X	X
<b>Successful Transitions along the Literacy Continuum</b>	X	X	X	X			X
<b>Building Blocks for Reading</b>	X	X	X			X	X
<b>Family Literacy and Parent Engagement</b>	X	X	X		X	X	X
<b>Reading Apprenticeship</b>			X	X	X	X	X
<b>The Common Core and Literacy Design Collaborative</b>			X	X	X	X	X
<b>UDL and Digital Technology</b>	X	X	X	X	X	X	X
<b>Navigating Content with ELL</b>	X	X	X	X	X	X	X
<b>Supporting Learners with Special Needs</b>	X	X	X	X	X	X	X



## DEFINITIONS

PA Comprehensive Literacy Plan: Pennsylvania’s Comprehensive Literacy Plan (PaCLP) is the foundation for the Keystones to Opportunity initiative. Local Literacy Plans must be aligned to Pennsylvania’s plan. You can access a copy of the PaCLP at <http://pdesas.org/module/communicate/PLCDashboard.aspx?cid=353>.

Disadvantaged students: The term “disadvantaged students” means children and students at risk of educational failure, such as children and students who are living in poverty; who are limited-English-proficient; who are far below grade level or who are not on track to becoming college- or career-ready by graduation; who have left school before receiving a regular high school diploma; who are at risk of not graduating with a diploma on time; who are homeless; who are in foster care; who are pregnant or parenting teenagers; who have been incarcerated; who are new immigrants; who are migrant; or who have disabilities.

ECE: The term ECE refers to an Early Childhood Education program.

Effective literacy instruction: The U.S. Department of Education has defined “effective literacy instruction” as age-appropriate, explicit, evidence-based, and systematic instruction that provides students with--

- (i) Early development and grade-level mastery of (A) oral language skills, both listening and speaking, (B) phonological awareness, using a wide vocabulary, (C) conventional forms of grammar, and (D) academic language;
- (ii) The ability to read regularly spelled words and high-frequency irregularly spelled words with automaticity and to decode regularly spelled unfamiliar words accurately, using phonemic awareness, print awareness, alphabet knowledge, and knowledge of English spelling patterns;
- (iii) The ability to read texts accurately, fluently, and with comprehension, relying on knowledge of the vocabulary in those texts and of the background information that the students possess;
- (iv) The ability to read with a purpose and the capacity to differentiate purposes and to select and apply comprehension strategies appropriate to achieving the purpose;
- (v) An understanding of, and ability to adapt to, the varying demands of different genres, formats, and types of texts across the core content areas in order to comprehend texts of appropriate levels of complexity and content, including texts necessary for mastery of grade-level standards;
- (vi) The ability to effectively access, critically evaluate, and appropriately synthesize information from a variety of sources and formats;
- (vii) The development and maintenance of a motivation to read and write, as reflected in habits of reading and writing regularly and of discussing one's reading and writing with others; and
- (viii) The ability to write clearly, accurately, and quickly so as to communicate ideas and deepen comprehension in ways that fit purpose, audience, occasion, discipline, and format; adhere to conventions of spelling and punctuation; and benefit from revision so as to improve clarity, coherence, logical development, and the precise use of language.

With respect to programs serving children birth through age five, the term “effective literacy instruction,” means supporting young children’s early language and literacy development

through developmentally appropriate, explicit, intentional, and systematic instruction, in language- and literacy-rich environments, that provides children with foundational skills and dispositions for literacy, such as--

- (i) Rich vocabulary development;
- (ii) Expressive language skills;
- (iii) Receptive language skills;
- (iv) Comprehension;
- (v) Phonological awareness;
- (vi) Print awareness;
- (vii) Alphabet knowledge;
- (viii) Book knowledge;
- (ix) Emergent writing skills;
- (x) Positive dispositions toward language and literacy-related activities; and
- (xi) Other skills that correlate with later literacy achievement.

Evidence-based: The term “evidence–based” means--

- (i) Based on a comprehensive, unbiased review and weighing of one or more evaluation studies that--
  - (A) Have been carried out consistent with the principles of scientific research;
  - (B) Have strong internal and external validity; and
  - (C) Support the direct attribution of one or more outcomes to the program, practice, or policy; or
- (ii) In the absence of one or more studies described in paragraph (i) of this definition, based on a comprehensive, unbiased review and weighing of data analysis, research, or one or more evaluation studies of relevant programs, policies, or practices, that--
  - (A) Were carried out consistent with the principles of scientific research; and
  - (B) Are accompanied by strategies to generate more robust evidence over time through research, evaluation, and data analysis, including the measurement of performance with reliable process and outcome indicators and the implementation of evaluations with strong internal and external validity where feasible and appropriate.

LEA: The term LEA refers to local educational agency. For the purposes of this grant, LEA refers to school districts and charter schools.

Professional development: The term “professional development” means coordinated and aligned activities that are designed to increase the effectiveness of educators, which may include teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and other school staff, and that--

- (i) Are based, to the extent possible, on an analysis of data and evidence that indicates the needs of students and teachers;
- (ii) Are evidence-based and implemented with meaningful tracking of impact on educator practices and effectiveness;
- (iii) Foster individual and collective responsibility for improving student academic achievement;
- (iv) Align with state academic content standards or state early learning standards, as appropriate, with LEA and school or early learning program improvement goals, and with school or early learning program instructional materials;

- (v) Focus on understanding what and how students learn and on how to address students' learning needs, including reviewing and analyzing student work and achievement data and adjusting instructional strategies, assessments, and materials based on that review and analysis;
- (vi) Where appropriate, focus on improving both content knowledge and pedagogical skill;
- (vii) Set clear educator learning goals based on student and teacher learning needs;
- (viii) Address educator needs identified through evaluation, including providing support for teachers and principals who earn evaluation ratings indicating the need for opportunities to improve their knowledge and skills;
- (ix) Are designed to provide educators with the instructional strategies necessary to meet the needs of disadvantaged students, including limited-English-proficient students and students with disabilities;
- (x) Are active, sustained, intensive, and classroom or early learning program-focused in order to have a positive and lasting impact on classroom or early learning program instruction and educator effectiveness;
- (xi) Are, in general, provided through school or early learning program-based, job-embedded opportunities for educators to work collaboratively and transfer new knowledge into classroom or early learning program practice, such as through classroom coaching, data analysis teams, observations of classroom practice, and the provision of common planning time; and
- (xii) Are, as appropriate--
  - (A) Designed to improve educators' ability to collect, manage, and analyze data to improve instruction, student support services, decision making, school improvement efforts, early learning program quality improvement efforts, and accountability;
  - (B) Designed to provide educators with the knowledge and skills to work more effectively with families;
  - (C) Provided through workshops, courses, institutes, online learning, and other activities that advance and supplement school-based or early learning program-based professional development;
  - (D) Implemented with the involvement of external experts with relevant expertise, including content expertise; and
  - (E) Designed to provide joint professional development activities for school staff and other early childhood educators in publicly funded center-based programs that address the transition to elementary school, including issues related to school readiness across all major domains of early learning.

**Universal design for learning (UDL):** The term “universal design for learning”, as defined under Section 103 of the Higher Education Act of 1965, as amended, means a scientifically valid framework for guiding educational practice that--

- (i) Provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
- (ii) Reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited-English-proficient.

## IV. COMPLETING THE PRE-APPLICATION LITERACY NEEDS ASSESSMENT

The Pre-application Needs Assessment is the cornerstone of the Pre-application process. The Needs Assessment form should be downloaded from the PDE e-grant website so that it can be completed by members of the LEA Planning Team. It is also located on the SAS site <http://pdesas.org/> for ease of access.

### Process for Completing the Local Literacy Needs Assessment

Completing the Local Literacy Needs Assessment is not unlike creating a customized strategic plan for literacy. The following process for completing the Literacy Needs Assessment will contribute to the quality of the local plan and may help applicants achieve the maximum possible score on the Pre-application.

**Step 1:** Identify diverse stakeholders to participate in the Keystones to Opportunity Planning Team. Ideally, the planning team will consist of individuals representing each of the statutory funding areas, which are birth through age 5, Kindergarten through grade 5, middle school and high school. To achieve the maximum Pre-application points, roles should include at least one district administrator, school principal, curriculum expert, early childhood program director, teacher and parent.

**Step 2:** Collect the following district and school data, which will be required as part of the Pre-application:

- Keystones to Opportunity PIMS Report. This report can be obtained at:  
**PIMS Reports**  
The path to the reports is: **Public Folders > eScholar Framework for Cognos – Production > Keystones to Opportunity**  
The names on the reports are:  
**Keystones to Opportunity – LEA Level Data**  
**Keystones to Opportunity – School Level Data**
- District and school AYP Report Cards - <http://paayp.emetric.net/>
- PVAAS Reports specified in the Literacy Needs Assessment. These reports can be obtained at <https://pvaas.sas.com/evaas/signin.jsf>.
- County Reach and Risk Data located at [http://www.pakeys.org/pages/get.aspx?page=EarlyLearning\\_Reach](http://www.pakeys.org/pages/get.aspx?page=EarlyLearning_Reach)
- High Priority Occupations by Workforce Development Area  
<http://www.portal.state.pa.us/portal/server.pt?open=514&objID=575079&mode=2>

It is helpful to share these data with members of the Planning Team prior to the first meeting.

**Step 3:** Distribute the Keystones to Opportunity Needs Assessment to all members of the Planning Team and ask them to complete it from their perspective prior to the first meeting. Planning Team members should also have reviewed the data provided to them in Step 2.

**Step 4:** Convene the Planning Team as many times as necessary to achieve the following outcomes:

Team members will:

- Agree on priority areas for improvement within each of the statutory funding areas (birth to age 5, elementary school, middle school and high school).
- Agree on overall Needs Assessment priorities for improvement.
- Agree on targeted unit(s) of intervention (e.g., district-wide, specific schools, ECE program(s), sub-populations).

### **Quality of the Evidence Provided in the Literacy Needs Assessment**

While the needs of the LEA are not scored in the Pre-application, the LEA's analysis of that need and the quality of the evidence provided to substantiate LEA need is scored.

Pennsylvania identified Victoria Bernhardt's four-dimensional data model as the basis for sub-grantees to assess their current literacy practices and reading outcomes. Bernhardt's multiple measures model (Figure 1, below) has been adapted to focus on language and literacy as viewed through the four dimensions. The real power of this model is in Bernhardt's identification of information that can be gleaned from the intersection of the dimensions – the prediction of actions /processes /programs that best meet the learning needs of all students.

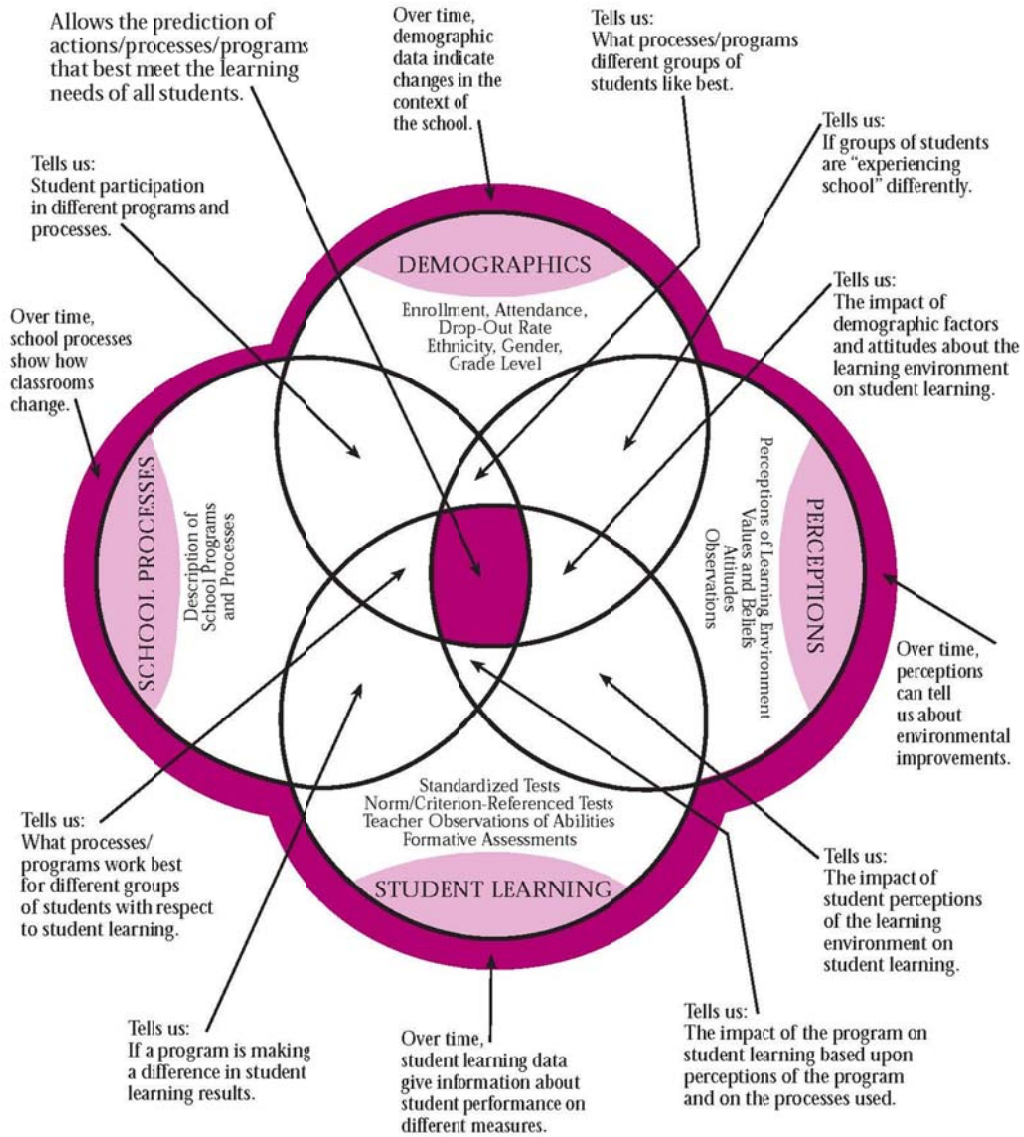
In order to achieve the best possible score on the Pre-application, applicants are strongly encouraged to cite evidence from each of Bernhardt's four domains as they complete the Local Literacy Needs Assessment. The Literacy Needs Assessment will assist LEAs in reviewing all four of Bernhardt's domains; however, it is also important for Literacy Planning Teams to consider locally relevant data that may help to shed light on the literacy priorities within the district.

While the questions on the Literacy Needs Assessment parallel those of the e-grant application, they are not identical. Whereas the Literacy Needs Assessment is designed to look at literacy from many perspectives, spark thoughtful discussion and help the LEA identify its unit of intervention and literacy priorities, the Pre-application is designed to measure demographic need, academic need, and LEA capacity. Ultimately, this is what will determine the rank order of applications.

The LEA's rigor, inclusiveness and attention to detail in completing the Literacy Needs Assessment, coupled with a thorough analysis of its PVAAS trend data, will be used to score capacity. Using data as a basis for decision making was a keystone of Pennsylvania's application. To that end, PDE has designed a data-driven Pre-application process to identify those LEAs that data indicates have both a significant literacy need and significant capacity for positive change.

The following diagram, used with permission of the author, may help your LEA with its data analysis process.

# Multiple Measures of Data



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## V. PRE-APPLICATION SCORING CRITERIA

Each Pre-application will be scored by a minimum of three peer reviewers. **Applications submitted without the required Local Literacy Needs Assessment, PIMS data, AYP Report Card(s), PVAAS Data, and Reach and Risk Data will not be scored.**

### Part 1: Quality of LEA and ECE Program Comprehensive Literacy Needs Assessment – 40 points possible

Data/Information	Source	Scoring
<p><b>District Needs Assessment</b></p> <p>This document is at the heart of the Pre-application process.</p> <p>This is a tool to help applicants identify and prioritize local need.</p>	<p>Applicants will download the Needs Assessment from the e-grant page, complete it and then upload the completed document to the e-grant page.</p>	<p>Outcome of Needs Assessment:</p> <ol style="list-style-type: none"> <li>1. Priority areas for improvement within each statutory funding area and literacy component.</li> <li>2. Targeted unit(s) of intervention (e.g., district-wide, specific schools, ECE program(s), sub-populations).</li> <li>3. Overall priority areas for improvement.</li> </ol>
<p><b>1.1 Planning with Diverse Stakeholders</b></p> <p>Prompts:</p> <ul style="list-style-type: none"> <li>• Please identify the members of your literacy planning team by name, title, and school or program.</li> <li>• How were members of the planning team selected?</li> <li>• Describe the process your team used to complete the district needs assessment.</li> </ul>	<p><b>LEA Needs Assessment</b></p>	<p><b>Scoring</b></p> <p><b>10 points</b> – The planning team consists of diverse members, representing each of the statutory funding areas. Roles include at least one district administrator, school principal, curriculum expert, early childhood program director, teacher and parent. All team members have signed the needs assessment.</p> <p><b>7 points</b> – A diverse group of literacy stakeholders has met to complete the Needs Assessment. All or most have signed the needs assessment.</p> <p><b>4 points</b> – A diverse team of district administrative staff have met to complete the Needs Assessment.</p> <p><b>1 point</b> – The Needs Assessment was completed with input from others.</p> <p><b>0 points</b> – The Needs Assessment was completed by one individual.</p> <p>Maximum – 10 points</p>
<p><b>1.2 Quality of Evidence</b></p> <ul style="list-style-type: none"> <li>• Student Outcome Data</li> <li>• Demographic Data</li> <li>• Perceptual Data</li> <li>• School Processes Data</li> </ul>	<p><b>District Needs Assessment</b></p> <p>Summary provided in e-grant</p>	<p><b>Scoring</b></p> <p><b>15 points</b> – Data reported in the Needs Assessment are accurate and complete. The evidence cited in support of the needs assessment includes demographic data, student outcome data, perceptual data and school processes data.</p> <p><b>10 points</b> – Data reported in the Needs Assessment are accurate and complete, for the most part. Evidence is available to support these data – including student outcome data, demographic data and some perceptual and school process data.</p> <p><b>5 points</b> – Data reported in the Needs Assessment are realistic, but the evidence cited needs to be strengthened.</p> <p><b>0 points</b> – Data reported in the Needs Assessment are incomplete or inaccurate. Little evidence is available to support these data or</p>

		the evidence cited is questionable. Maximum – 15 points
<b>1.3 Identified literacy priorities</b>  <b>Prompts</b> <ul style="list-style-type: none"> <li>Based on the information provided in your Needs Assessment, the academic and demographic need information included in this Pre-application, please prioritize the statutory funding areas and the literacy needs within each area.</li> </ul>	<b>Synthesis of Needs Assessment data</b>	<b>Scoring</b> <b>15 points</b> – Priorities are consistent with all of the data presented in the Pre-application and accurately reflect the applicant’s greatest literacy needs birth through grade 12. <b>7 points</b> – Priorities are consistent with the data and reflect literacy needs in the LEA and ECE program. <b>4 points</b> – Priorities are related to the data and reflect LEA and ECE needs. <b>1 point</b> – Priorities reflect LEA and ECE needs. <b>0 points</b> – Priorities do not seem to be related to the data provided.  Maximum – 15 points

**Part 2: LEA and Early Childhood Demographics – 51 Points Possible**

<b>Data/Information</b>	<b>Source</b>	<b>Scoring</b>								
<b>2.1 LEA Demographics for District</b>  <b>2.2 LEA Demographics for Target School(s)</b>	<b>Applicants Upload Pre-specified PIMS Report</b>  <b>PIMS Reports</b> The path to the reports is: <b>Public Folders &gt; eScholar Framework for Cognos – Production &gt; keystones to Opportunity</b> The names on the reports are: <b>Keystones to Opportunity – LEA Level Data</b> <b>Keystones to Opportunity – School Level Data</b>  Graduation rate by district from 2010-11 District Report Card.	<b>If the district is the unit of intervention, district-level data will be scored.</b>  <b>If the district is targeting specific schools or programs within the LEA, data for those schools or programs will be scored.</b>  Score based on a) Free and Reduced percentage, b) LEP percentage, c) IEP percentage, d) graduation rate.  <b>5 points</b> – free and reduced percentage is greater than the state mean <b>5 points</b> – LEP percentage is greater than the state mean <b>5 points</b> – IEP percentage is greater than the state mean <b>5 points</b> – graduation rate is less than the state mean  Maximum – 20 points								
<b>2.3 Early Childhood Demographics</b>	<b>Reach and Risk Level for County:</b>  <a href="http://www.pakeys.org/pages/get.aspx?page=EarlyLearning_Reach">http://www.pakeys.org/pages/get.aspx?page=EarlyLearning_Reach</a>	<b>Score based on county risk rating</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #d9ead3;">Low ARL</td> <td>Risk less than or equal to 1.48</td> </tr> <tr> <td style="background-color: #fcf8e3;">Moderate-Low ARL</td> <td>Risk greater than 1.48 and less than or equal to 2.22</td> </tr> <tr> <td style="background-color: #f4cccc;">Moderate-High ARL</td> <td>Risk greater than 2.22 and less than or equal to 2.96</td> </tr> <tr> <td style="background-color: #e41e24;">High ARL</td> <td>Risk greater than 2.96</td> </tr> </table> <b>10 points</b> – District risk greater than 2.96 <b>7 points</b> – Risk greater than 2.22 and less than or equal to 2.96	Low ARL	Risk less than or equal to 1.48	Moderate-Low ARL	Risk greater than 1.48 and less than or equal to 2.22	Moderate-High ARL	Risk greater than 2.22 and less than or equal to 2.96	High ARL	Risk greater than 2.96
Low ARL	Risk less than or equal to 1.48									
Moderate-Low ARL	Risk greater than 1.48 and less than or equal to 2.22									
Moderate-High ARL	Risk greater than 2.22 and less than or equal to 2.96									
High ARL	Risk greater than 2.96									



		<p><b>4 points</b> – Risk greater than 1.48 and less than or equal to 2.22</p> <p><b>1 point</b> – Risk less than or equal to 1.48</p> <p>Maximum – 10 points</p>
<b>2.4 Locally Relevant Demographic Data</b>	<b>Local District or School Data</b> Districts are encouraged to share their local demographic data to help readers better understand demographic challenges.	<b>Scoring</b> An applicant can gain up to <b>5 priority points</b> for providing locally relevant data that shed light on district demographics.
<p><b>2.5 Narrative Prompts</b></p> <ul style="list-style-type: none"> <li>What are the most significant demographic challenges your LEA and early childhood partner(s) are currently facing?</li> <li>What impact do these demographic challenges have on your district's ability to graduate students who are college and career ready?</li> <li>What impact does the literacy level of graduating seniors in your LEA have on the students' successful transition to postsecondary education?</li> <li>What impact does the literacy level of graduating seniors in your LEA have on the economic prosperity of your workforce investment area?</li> </ul>	<p>Analysis of demographic data</p> <p>Impact of demographics on literacy birth through grade 12</p> <p><a href="http://www.portal.state.pa.us/portal/server.pt?open=514&amp;objID=575079&amp;mode=2">http://www.portal.state.pa.us/portal/server.pt?open=514&amp;objID=575079&amp;mode=2</a></p>	<p><b>Each question is scored on a 4 point scale. Please respond from a DISTRICT perspective using target schools and ECE programs to provide specific examples to support your analysis.</b></p> <p><b>4 points</b> – Answer is consistent with the data supplied and thorough in nature. Frequent examples are cited.</p> <p><b>3 points</b> – Answer is consistent with the data supplied but the analysis could be more complete. Some examples are provided.</p> <p><b>2 points</b> – Answer is broadly related to the data supplied but analysis is weak.</p> <p><b>1 point</b> – Answer is only marginally related to data supplied and analysis is minimal.</p> <p><b>0 points</b> – Answer has little to do with data supplied and analysis is poor.</p> <p>Maximum – 16 points</p>

**Part 3: Academic Need and Demonstrated Capacity in the LEA and ECE Program – 61 Points Possible**

Format: E-grant with uploads.

<b>Data/Information</b>	<b>Source</b>	<b>Scoring</b>
<b>3.1 PSSA Data for grade LEA target schools (reading)</b>	<p>Upload 2010-11 District Report Card</p> <p><a href="http://paayp.emetric.net/">http://paayp.emetric.net/</a></p> <p>Choose district Select district level Report Card Tab</p>	<p>Percentage not proficient (district and school)</p> <p>(% not proficient x .2) = points Ex: 50% of students are not proficient</p> <p>50 x .2 = 10 points 70 x .2 = 14 points 25 x .2 = 5 points</p> <p>Maximum – 20 points</p>

<p><b>3.2 PVAAS Data by Target Schools or District</b></p>	<p><b>PVAAS data</b></p>	<p><b>20 points</b> - High need/high growth  <b>10 points</b> – High need / level growth  <b>0 points</b> – High need/ negative growth  <b>10 points</b> – Medium need / high growth  <b>5 points</b> – Medium need / level growth  <b>0 points</b> – Medium need / negative growth  <b>5 points</b> – Low need / high growth  <b>2 points</b> – Low need / level growth  <b>0 points</b> – Low need / negative growth</p> <p>Maximum – 20 points</p>
<p><b>3.3 ECE Capacity – High Quality / High Need Pennsylvania Pre-K Providers</b></p>	<p><a href="http://www.pakeys.org/pages/stars_enters.aspx">http://www.pakeys.org/pages/stars_enters.aspx</a></p>	<p><b>4 points</b> – Head Start, Pre-K Counts, Star 4 Agency  <b>3 points</b> – 3 Star Agency  <b>2 points</b> – 2 Star Agency  <b>1 point</b> – 1 Star Agency  <b>0 points</b> – 0 Stars</p> <p>Maximum - 4 points</p>
<p><b>3.4 Locally Relevant Data pertaining to academic need and/or district capacity</b></p>	<p><b>Local District or School Data</b>  Districts are encouraged to share their local student achievement and/or capacity data to help readers better understand demographic academic need and/or capacity to implement change.</p>	<p>An applicant can gain up to <b>5 priority points</b> for providing locally relevant data that shed light on district demographics.</p>
<p><b>3.5 Narrative Questions</b></p> <ul style="list-style-type: none"> <li>Based on your district’s most recent PSSA reading results, how would you compare and contrast your district’s literacy needs in each of the following areas (elementary, middle school, high school)? Please be as specific as possible.</li> <li>In which PVAAS quadrant does your district (or do your target schools) fall? Overall, is your district growth in reading on a positive, level or negative trajectory? To what do you attribute your current PVAAS growth trajectory?</li> <li>What criteria did your district use to identify an appropriate Early Childhood Education partner? What evidence do you have that this is a high-quality provider?</li> </ul>	<p><b>Analysis of PSSA</b></p> <p>Analysis of PVAAS data.</p> <p>Analysis of partnership criteria.</p>	<p>Each question is scored on a 4 point scale.</p> <p><b>4 points</b> – Answer is consistent with the data supplied and thorough in nature. Frequent examples are provided.  <b>3 points</b> – Answer is consistent with the data supplied but the analysis could be more complete. Some examples are provided.  <b>2 points</b> – Answer is broadly related to the data supplied but analysis is weak.  <b>1 point</b> – Answer is only marginally related to data supplied and analysis is minimal.  <b>0 points</b> – Answer has little to do with data supplied and analysis is poor.</p> <p>Maximum – 12 points</p>

### Overview of Scoring by Need and Capacity

<b>Sections that Assess Need</b> 2.2 LEA Target Demographics (20 points) 2.3 ECE Demographics (10 points) 2.4 Locally Relevant Demographic Data (5 points) 2.5 Need Narrative (16 points) 3.1 PSSA Data (20 points) 3.2 PVAAS Data (5 points)	76 total points possible	50% of points
<b>Sections that Assess Capacity</b> 3.2 PVAAS Growth Data (15 points) 3.3 Keystone Stars (4 points) 3.5 Capacity Narrative (12 points) 3.4 Locally Relevant Data (5 points) 1.1 Planning Team (10 points) 1.3 Quality of Evidence (15 points) 1.4 Identified Literacy Priorities (15 points)	76 total points	50% of points
<b>Total Pre-application</b>	<b>152 possible points</b>	<b>100% of points</b>

## VI. REPORTING REQUIREMENTS

Successful applicants must submit an **interim and annual performance report** demonstrating their progress in meeting approved project objectives. Grantees must also provide the most current financial and performance measure data for each year of the project.

At the end of the project period, applicants will also be required to submit a **final performance report**.

The timely reporting of data is critical to the success of the Keystones to Opportunity initiative. Under the Government Performance and Results Act (GPRA), the following performance indicators have been established to evaluate the overall effectiveness of the Striving Readers Comprehensive Literacy Program:

- (1) The percentage of participating 4-year-old children who achieve significant gains in oral language skills.
- (2) The percentage of participating 5<sup>th</sup>-grade students who meet or exceed proficiency on State English language arts assessments under section 1111(b)(3) of the ESEA.
- (3) The percentage of participating 8<sup>th</sup>-grade students who meet or exceed proficiency on State English language arts assessments under section 1111(b)(3) of the ESEA.
- (4) The percentage of participating high school students who meet or exceed proficiency on State English language arts assessments under section 1111(b)(3) of the ESEA.

### Alternative Measures

All States are required to report on Performance Measure 1 above. States have the option of either reporting on Performance Measures 2, 3, and 4 above, or reporting on the following growth measures:

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

students who demonstrate adequate growth under the State's Department-approved growth model and are counted as meeting or exceeding proficiency for purposes of accountability determinations.

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

The Keystones to Opportunity Project Evaluators are responsible for reporting on Pennsylvania's progress annually. **However, their data is only as good as the data they receive from grantees. Grantees that fail to report required data in a timely manner will be audited programmatically and fiscally by PDE and may jeopardize their ability to apply for continuation funding.**

## VII. Frequently Asked Questions

### 1. What is the Keystones to Opportunity (KtO) Initiative?

The Keystones to Opportunity initiative is a federal grant Pennsylvania has received to improve literacy outcomes for students from birth through grade 12. Pennsylvania is one of six states, out of 35 states that applied, to be awarded these discretionary dollars. The following six states have received funding:

- Georgia, \$25.65 million
- Louisiana, \$28.5 million
- Montana, \$7.6 million
- Nevada, \$14.25 million
- Pennsylvania, \$38 million
- Texas, \$66.5 million

### 2. How will school districts and early childhood programs benefit from this grant?

Legislation requires that 95 percent of the dollars go directly to Local Educational Agencies (LEAs) to improve student literacy outcomes, birth through grade 12. In addition to improving classroom environments and developing a local literacy plan, LEAs will be able to purchase training from intermediate units (IUs) and other approved vendors.

### 3. Are school districts required to participate in the Keystones to Opportunity initiative?

No, Keystones to Opportunity is a voluntary initiative.

### 4. Will this be a one-year initiative or a five-year initiative?

Pennsylvania was awarded \$38.6 million for one year. The Keystones to Opportunity grant (Striving Readers) was presented by the United States Department of Education (USDE) as a 5-year project. Funding for years 2-5 is contingent on continued funding by the USDE. Pending legislative approval, the grant will continue to support sub-grantees for five years: school year 2011-2012 through September 30, 2016. The PA Department of Education reserves the right to discontinue funding to sub-grantees that fail to make progress toward achieving their approved goals and objectives.

**5. How does this project relate to Pennsylvania’s Comprehensive Literacy Plan?**

The PA Comprehensive Literacy Plan (PaCLP) was funded through a formula grant awarded to all states that applied with an expectation that each state develop a birth through 12<sup>th</sup> grade literacy plan. The PaCLP served as the framework for Pennsylvania’s Keystones to Opportunity grant application. The PaCLP will be an essential tool in developing a successful sub-grant application.

**6. Who may apply for Keystones to Opportunity funds?**

The Keystones to Opportunity initiative is available to all Local Educational Agencies (LEAs). All applications will require a completed birth through grade 12 Needs Assessment and a birth through grade 12 comprehensive Local Literacy Plan. An LEA may need to partner with a non-profit early childhood provider to be able to meet the grant requirements

**7. Are early childhood providers able to apply for funding separately from their local school district?**

No, early childhood providers must partner with an LEA. While 15 percent of the dollars must go to early childhood providers to improve literacy outcomes birth through age 5, early childhood programs will need to partner with their LEAs to present a comprehensive literacy program that begins at birth and culminates with the student graduating from high school.

**8. When will LEAs be able to apply for Keystones to Opportunity funds?**

Pre-application forms will be available on December 1, 2011. Please go to SAS ([www.pdesas.org](http://www.pdesas.org)) Keystones to Opportunity Professional Learning Community (PLC) for updated timelines. This will be a very rigorous sub-grant process and districts will need to develop a comprehensive literacy plan with evidence-based strategies for improving their literacy outcomes birth through grade 12.

**9. How many awards does PDE anticipate making?**

PDE will award \$36.6 million in sub-grants this year. The exact number of awards will depend upon the number of applicants, the strength of the local needs assessments, and the quality of the final applications. Preliminary projections by the PDE suggest between 50 and 75 applications will be funded.

**10. For purposes of this grant, what is Pennsylvania’s definition of a disadvantaged student?**

The term “disadvantaged students” means children and students at risk of educational failure, such as children and students who are living in poverty, who are limited-English-proficient, who are far below grade level or who are not on track to becoming college- or career-ready by graduation.

**11. Does an LEA need to apply for funds in all of the statutory areas (birth to age 5, grades K-5, middle school and high school)?**

No, the LEA will need to assess the literacy needs of students in each of these areas to determine where to target literacy improvement strategies for the greatest return on investment. Accurate local data and a thorough understanding of literacy research will be keys to submitting a successful application.

## **12. What is a “comprehensive approach” to literacy development?**

A comprehensive approach to literacy development requires an integrated, aligned and inclusive set of literacy experiences throughout a child’s school career. Activities align to an evidence-based learning framework that specifies the **content** of literacy, as well as the **processes** by which all stakeholders involved in literacy instruction can facilitate that learning in a coherent and consistent manner. A comprehensive approach begins at birth and crosses all disciplinary boundaries. This includes instructional techniques, methods, approaches and strategies to promote literacy learning and addresses the quality of classroom instruction and the need for intervention for learners who require support beyond core instruction.

## **13. What are the funding pre-requisites?**

In order to receive Keystones to Opportunity funding:

- The applicant must be a Local Education Agency (LEA), or partner with an LEA.
- The application must address literacy needs birth through grade 12.
- The applicant must demonstrate the capacity to successfully implement a comprehensive literacy program.
- The applicant must use valid and reliable data to document significant educational need in the targeted improvement areas.
- The applicant must employ evidence-based literacy strategies.

## **14. How may LEAs use sub-grant funds?**

LEAs will use grant funds to support the goals and objectives outlined in their approved application. The budget should be reasonable and consistent with their local literacy plan. Resources requested should be adequate but not excessive. Funds should align with the LEA’s use of other state and federal dollars that are designed to improve literacy outcomes. Expenditures may include, but are not limited to, salary and benefits for staff to implement the comprehensive Local Literacy Plan, approved training and technical assistance, assessment tools, and materials and supplies for creating 21<sup>st</sup> century literacy learning environments.

## **15. What is an approved training provider?**

An approved training provider is a training provider that has been approved by PDE. This will include, but is not limited to, intermediate units that have participated in the train-the-trainer certification process coordinated through the Pennsylvania Department of Education. Intermediate units that elect to complete the Keystones to Opportunity Training Certification will be approved by the PDE, based on their demonstrated competency in the specified content area. If the support required to accomplish the goals of a district’s literacy plan is not available through these providers, other providers may be employed. Every effort has been made to ensure that PDE-approved service providers have the resources and expertise to provide the required professional development and technical assistance.

## **16. Will sub-grantees be expected to sustain the program beyond the grant funding window?**

Yes, the LEA will be expected to make a good faith effort to sustain their literacy program beyond the grant’s end. The local literacy plan should be rigorous, relevant and sustainable. Districts are expected to align these dollars with other state and federal funds that are available for literacy instruction. When these grant funds are expended, it is important that LEAs have a

solid sustainable plan for continuing to support rigorous and relevant literacy activities birth through grade 12.

**17. Who should be involved in the development of the sub-grant application?**

Literacy is everyone’s business. Successful applicants will involve a variety of stakeholders, each of whom has a direct or indirect role in supporting student literacy outcomes. This may include district administration, faculty members, parents and community members.

**18. Must applicants submit a letter of intent?**

No, letters of intent, which are due to PDE by December 16, 2011, are encouraged but not required. The purpose of the letter of intent is to help PDE determine how many readers will be needed to review grant applications in a timely manner.

**19. What is the distribution of the funds across the grade spans?**

Birth to age five:	approximately \$5.8 million
Kindergarten to grade 5:	approximately \$15.4 million
Middle School	approximately \$7.7 million
High School	approximately \$7.7 million

**20. Can districts form consortia to apply for grant funding?**

No, these funds are intended to support the development and implementation of local literacy plans and strategies, birth through grade 12. While school districts may have similar needs, data will be evaluated at the district, school and early childhood level.

**21. How will sub-grantees be evaluated and monitored?**

The University of Pittsburgh and SAS, EVAAS, Inc. are the statewide evaluators for this project. In addition, each sub-grantee will be monitored both fiscally and programmatically to assess fidelity with their approved application and local progress toward attainment of specified goals and objectives. A monitoring protocol will be available to each sub-grantee prior to the monitoring visit.

**22. If an LEA is not funded in year 1, or does not apply in year 1, may they apply or reapply in subsequent years?**

Yes, based on the availability of federal funds. There is no guarantee that funds will be available beyond year 1.

**23. If an LEA is funded in year 1 of the grant, must they reapply for subsequent years or are they automatically funded for continuing years?**

No, grantee will be automatically refunded. In years 2 through 5, based on the availability of federal funds, grantees will be required to submit a continuation application. Continuation applications will focus on the grantees progress toward approved goals and objectives. PDE and the technical assistance team will provide sub-grantees with support, but it is ultimately up to the sub-grantee to demonstrate an appropriate return on investment.

## 24. Who can I contact for additional information?

Key Project Staff are:

Name	Grant Job Title	Contact Information
Jo Beth McKee	Project Director	Division of Federal Programs Pennsylvania Department of Education 333 Market Street   Harrisburg, PA 17126 717-787-7815 <a href="mailto:jobmckee@pa.gov">jobmckee@pa.gov</a>
Cindy Anderson	Program and Content Coordinator	Lancaster-Lebanon Intermediate Unit 13 1020 New Holland Avenue Lancaster, PA 17601 717-606-1606 <a href="mailto:cindy_anderson@iu13.org">cindy_anderson@iu13.org</a>
Sandy Strunk	Project Manager	Lancaster-Lebanon Intermediate Unit 13 1020 New Holland Avenue Lancaster, PA 17601 717-606-1873 <a href="mailto:sandy_strunk@iu13.org">sandy_strunk@iu13.org</a>
Dyann Panepinto	Western Regional Manager <ul style="list-style-type: none"> <li>• Intermediate Unit 1</li> <li>• Mt. Oliver IU 2</li> <li>• Allegheny IU 3</li> <li>• Midwestern IU 4</li> <li>• NW Tri-County IU 5</li> <li>• Riverview IU 6</li> <li>• Westmoreland IU 7</li> <li>• Beaver Valley IU 27</li> <li>• ARIN IU 28</li> </ul>	Allegheny Intermediate Unit 3 475 East Waterfront Drive Homestead, PA 15120 412-394-5913 <a href="mailto:dyann.panepinto@aiu3.net">dyann.panepinto@aiu3.net</a>
Amaal Awadalla	Eastern Regional Manager <ul style="list-style-type: none"> <li>• Berks County IU 14</li> <li>• Luzerne IU 18</li> <li>• NE IU 19</li> <li>• Colonial IU 20</li> <li>• Carbon Lehigh IU 21</li> <li>• Bucks County IU 22</li> <li>• Montgomery County IU 23</li> <li>• Chester County IU 24</li> <li>• Delaware County 25</li> <li>• Philadelphia IU 26</li> </ul>	Colonial Intermediate Unit 20 6 Danforth Drive Easton, PA 18045 610-515-6561 <a href="mailto:aawadalla@ciu20.org">aawadalla@ciu20.org</a>
Ann Small	Central Regional Manager <ul style="list-style-type: none"> <li>• Appalachia IU 8</li> <li>• Seneca Highland IU 9</li> <li>• Central IU 10</li> <li>• Tuscarora IU 11</li> <li>• Lincoln IU 12</li> <li>• Lancaster-Lebanon IU 13</li> <li>• Capital IU 15</li> <li>• Central Susquehanna IU 16</li> <li>• Blast IU 17</li> <li>• Schuylkill IU 29</li> </ul>	Lancaster-Lebanon Intermediate Unit 13 1020 New Holland Avenue Lancaster, PA 17601 717-606-1606  Start Date: January 2012



## **Application Submission Checklist**

Review your electronic application to ensure you have completed the following forms and sections:

### **Part 1: Preliminary Documents**

- keystones to Opportunity PIMS Report
- Reach and Risk Data for Early Childhood
- District and School 2010-11 AYP Report Cards
- PVAAS Reports specified in the Literacy Needs Assessment

### **Part 2: Needs Assessment Documents**

- Completed Literacy Needs Assessment Form