U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) $CFDA \ \# \ 84.425B$

PR/Award # S425B200010

Gramts.gov Tracking#: GRANT13153264

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200010

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

There were problems converting one or more of the attachments. These are: 1236-Appendix 3_HQIM-PD Attachment A - REM Scope.pdf, 1234-Rethink K-12 Education Grant Letter of Support_6.26.20.pdf, 1241-Appendix 9_REM sf424b.pdf, 1244-MA GEPA form_final.pdf, 1245-MA REM Abstract_final.pdf, 1243-Appendix 5_Outcomes and Performance Measures_final.doc.pdf, 1235-Appendix 2_Academic Vision.pdf, 1237-Appendix 4_REM ed80-013fill.pdf, 1239-Appendix 7_Assurance of Participation in Evaluation .pdf, 1246-ESF-REM Budget Narrative_final.pdf, 1247-Massachusetts REM Narrative_Absolute Priority 3_final.pdf, 1240-Appendix 8_Resumes for Project Director and Key Personnel.pdf, 1238-Appendix 6_Proprietary Information_final.pdf

OMB Number: 4040-0004 Expiration Date: 12/31/2022

Application for Federal Assistance SF-424											
* 1. Type of Submiss	ion:	* 2. Typ	e of Application:	* If I	Revision	n, select approp	oriate letter	(s):			
Preapplication New											
—	Application Continuation			* Ot	ther (Spe	ecify):					
<u> </u>	ected Application										
	colod Application										
* 3. Date Received:											
5a. Federal Entity Ide	entifier:				5b. Fede	eral Award Ide	entifier:				
State Use Only:											
6. Date Received by	State:		7. State Application	n Ide	ntifier:						
8. APPLICANT INFO	ORMATION:		l								
* a. Legal Name: M	assachusetts D	ept. o	f Elementary a	nd :	Second	dary Educa	tion				
* b. Employer/Taxpay	yer Identification Nur	mber (EIN	N/TIN):	*	* c. Orga	anizational DU	JNS:				
d. Address:			,	<u> </u>							
* Street1:	75 Pleasant S	treet									
Street2:											
* City:	Malden]			
County/Parish:	naracii										
* State:					мл •	Massachus	atte.				
Province:					11171	Habbachab	50005				
* Country:					IIGV.	UNITED S	ጥለጥፑር				
* Zip / Postal Code:	02148-4906				UDA:	ONTIED	IAIED				
e. Organizational U	Jnit:			_							
Department Name:				-, I -	Division					_	
MA Dept of Ele	m & Sec Educ				Instru	uctional S	Support				
f. Name and contac	ct information of p	erson to	be contacted on m	natte	ers invo	olving this ap	plication	:			
Prefix: Dr.			* First Nam	ne:	Heat	ther					
Middle Name:		_									
* Last Name: Pes	ske										
Suffix:											
Title: Senior Ass	sociate Commis	sioner									
Organizational Affilia	tion:										
* Telephone Number	:					Fax Numb	er:				
							···				
* Email:											

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Application for Federal Assistance SF-424
* 9. Type of Applicant 1: Select Applicant Type:
A: State Government
Type of Applicant 2: Select Applicant Type:
Type of Applicant 3: Select Applicant Type:
* Other (specify):
* 10. Name of Federal Agency:
Department of Education
11. Catalog of Federal Domestic Assistance Number:
84.425
CFDA Title:
Education Stabilization Fund
* 12. Funding Opportunity Number:
ED-GRANTS-050120-001
* Title:
Office of Elementary and Secondary Education (OESE): Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program CFDA Number 84.425B
13. Competition Identification Number:
84-425B2020-1
Title:
Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program
14. Areas Affected by Project (Cities, Counties, States, etc.):
Add Attachment Delete Attachment View Attachment
Add Attachment Delete Attachment
* 15. Descriptive Title of Applicant's Project:
Massachusetts Rethink K-12 Education Models Grant Absolute Priority 3
Attach supporting documents as specified in agency instructions.
Add Attachments Delete Attachments View Attachments

Application for Federal Assistance SF-424							
16. Congressional Districts Of:							
* a. Applicant MA-005 * b. Program/Project MA-all							
Attach an additional list of Program/Project Congressional Districts if needed.							
Add Attachment Delete Attachment View Attachment							
17. Proposed Project:							
* a. Start Date: 08/01/2020 * b. End Date: 07/29/2023							
18. Estimated Funding (\$):							
* a. Federal							
* b. Applicant							
* c. State							
* d. Local							
* e. Other							
* f. Program Inc							
* g. TOTAL							
* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?							
a. This application was made available to the State under the Executive Order 12372 Process for review on 06/26/2020.							
b. Program is subject to E.O. 12372 but has not been selected by the State for review.							
c. Program is not covered by E.O. 12372.							
* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)							
☐ Yes ☐ No							
If "Yes", provide explanation and attach							
Add Attachment Delete Attachment View Attachment							
21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001) ** AGREE							
** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.							
Authorized Representative:							
Prefix:							
Middle Name:							
* Last Name: Riley							
Suffix:							
* Title: Commissioner							
* Telephone Number: Fax Number:							
* Email:							
* Signature of Authorized Representative: * Date Signed: 06/26/2020							

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008 Expiration Date: 08/31/2020

Name of Institution/Organization					Applicants requesting funding for only one year should complete the column under				
Massachusetts Dept. of Elementary and Secondary Education					"Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
		ī	SECTION A - U.S. DEPARTMEN	- BUDGET SUMN NT OF EDUCATION					
Budget Categories	s	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)		
1. Personi	nel								
2. Fringe I	Benefits								
3. Travel		5,000.00	5,000.00	5,000.00			15,000.00		
4. Equipm	ent								
5. Supplie	S	10,000.00	10,000.00	10,000.00			30,000.00		
6. Contrac	ctual	4,503,750.00	6,404,000.00	8,138,750.00			19,046,500.00		
7. Constru	uction								
8. Other		110,000.00	110,000.00	110,000.00			330,000.00		
9. Total Di (lines 1-8)	irect Costs								
10. Indired									
11. Trainir	ng Stipends	-							
12. Total ((lines 9-11		-							
1	,	ompleted by Your Business	o Office):						
If you are	requesting reimbursement for	or indirect costs on line 10, ple	ease answer the following	,					
` '	•	Rate Agreement approved by	the Federal government?	Yes N	0				
` ,	es, please provide the follow	· ·	F (a-10110010	T	((-1 -1) A				
	Period Covered by the Indire	ŭ	From: 07/01/2019	To: 06/30/2020	(mm/dd/yyyy)				
	Approving Federal agency:	ED Other (pleas	se specify):						
	he Indirect Cost Rate is								
		t, and you do not have an app ogram, do you want to use the				an Tribe, and are not funded comply with the requiremen	S S		
(4) If y		d indirect cost rate agreement you must submit a proposed i	•	' '			75.560.		
(5) For	_	(check one) Are you using roved Indirect Cost Rate Agre	ement? Or, Compl	ate that: lies with 34 CFR 76.564(ward # S425B200010	c)(2)? The Restricted	Indirect Cost Rate is 11	.10 %.		

ED 524

Name of Institution/Organization				Applicants requesting funding for only one year				
Massachusetts Dept. of Elementary and Secondary Education				should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
	SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS							
Budget Categories	Project Year 1	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)		
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)			-					
SECTION C - BUDGET NARRATIVE (see instructions)								

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

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

OMB Number: 4040-0013 Expiration Date: 02/28/2022

1. * Type of Federal Action:	2. * Status of Federal Action:	3. * Report Type:
a. contract	a. bid/offer/application	a. initial filing
b. grant	b. initial award	b. material change
c. cooperative agreement	c. post-award	
d. loan		
e. loan guarantee		
f. loan insurance		
4. Name and Address of Reporting	Entity:	
Prime SubAwardee		
*Name Massachusetts Dept. of Elementary	and Secondary Education	
*Street 1 75 Pleasant Street	Street 2	
* City Malden	State MA: Massachusetts	Zip 02148-4906
Congressional District, if known:		
5. If Reporting Entity in No.4 is Suba	wardee, Enter Name and Address o	f Prime:
	,	
6. * Federal Department/Agency:	7. * Federal F	Program Name/Description:
U. S. Department of Education	Education Stabil	ization Fund
	CFDA Number, if a,	oplicable: 84.425
8. Federal Action Number, if known:	9. Award Am	ount, if known:
	\$	
10. a. Name and Address of Lobbying	g Registrant:	
Prefix * First Name N/A	Middle Name	
*Last Name N/A	Suffix	
* Street 1	Street 2	
N/A	State	Zio [
* City N/A	State	Zip
b. Individual Performing Services (incl	uding address if different from No. 10a)	
Prefix * First Name N/A	Middle Name	
* I ast Name	Suffix	
N/A		
* Street 1 N/A	Street 2	
* City N/A	State	Zip
11. Information requested through this form is authorized	by title 31 U.S.C. section 1352. This disclosure of lobbyi	ng activities is a material representation of fact upon which
reliance was placed by the tier above when the trans	action was made or entered into. This disclosure is require	ed pursuant to 31 U.S.C. 1352. This information will be reported to disclosure shall be subject to a civil penalty of not less than
\$10,000 and not more than \$100,000 for each such f		
* Signature:		
*Name: Prefix * First Nam	De Jeffrey Mid	dle Name
*Last Name Riley		Suffix
Title: Commissioner	Telephone No.:	Date: 06/26/2020
		Authorized for Local Reproduction
Federal Use Only:		Standard Form - LLL (Rev. 7-97)

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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005 Expiration Date: 04/30/2020

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1244-MA GEPA form_final.pdf Add Attachment Delete Attachment View Attachment

GEPA STATEMENT

Massachusetts Rethink K-12 Education Models program for Absolute Priority 3 is to create adaptable, innovative, remote learning opportunities that maintain academic continuity for students during the COVID-19 crisis and build a foundation for future innovation by local schools and school districts. The project will provide widespread virtual access to high-quality curriculum materials for teachers, students and families through three field-initiated strategies: (1) effective and engaging learning resources for students, (2) guidance for families to support learning at home, and (3) professional development for educators to navigate a hybrid school year. These strategies will be targeted toward historically underserved students: students of color, economically disadvantaged students, English Learners (ELs), and students with disabilities. The proposal is designed to close pernicious and persistent opportunity gaps facing historically disadvantaged students, including Black and Hispanic students, economically disadvantaged students, English learners, and students with disabilities.

Section 427 of the General Education Provisions Act (GEPA) requires potential grantees to describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The Massachusetts Department of Elementary and Secondary Education (Department) has developed a REM program explicitly focused on mitigating the inequitable access to high-quality instruction currently afforded the Commonwealth's Black and Hispanic students, economically disadvantaged students, English learners, and

students with disabilities, which has been exacerbated by school closures brought on by the COVID-19 pandemic.

High-quality instructional materials matter for all students. The Department will partner with one or more curriculum publishers who have products for core instruction that are highly rated and have a platform for delivery of said products that is conducive to both remote and in-person learning. The Department intends to enter into an agreement with the publisher(s) to obtain student and educator licenses that will be disseminated to Massachusetts districts. Priority for the services the Department will provide through the REM program will be granted to Massachusetts' 25 urban school districts. These districts serve 290,818 students across 561 schools. On average, 17% of students attending these schools are Black (9% statewide), 44% are Hispanic (22% statewide), 58% are economically disadvantaged (33% statewide), 24% are English learners (11% statewide), and 20% are students with disabilities (18% statewide).

Each component of the program will remove barriers for these historically disadvantaged groups of students to achieve equitable access to excellent instruction. For example, the curriculum publisher(s) we will partner with to provide districts with nocost access to high-quality instructional materials must have embedded supports for English learners and students with disabilities and will be vetted for how well their materials support culturally sustaining teaching and learning.

A second example relates to the strategy for expanding access to AP courses by increasing the number of virtual AP offerings. The Department has a track record of increasing the numbers of historically underserved students enrolling in, completing, and

passing AP courses and exams and is seeking to build on that solid foundation with its REM program by prioritizing these students for participation in new virtual AP courses.

Students making the transition from middle to high school during the pandemic are at particular risk as they navigate an already fraught transition period. The social and developmental adjustments, as well as the significant ramp up in academic rigor can be roadblocks. Programs supporting students in mastering 9th grade content and, ultimately, passing 9th grade, have a positive and profound impact on their trajectory towards high school graduation and post-secondary success.

The Department plans to partner with a vendor to create an Acceleration Fellows

Program targeted at incoming 9th graders from vulnerable populations, who will receive
three weeks of additional math content support along with continued academic advising.

Families of students who are English Learners (ELs) and families of students with disabilities need additional differentiated support to help them meet their children's specific learning needs. The Department has supported district efforts to ensure student and family health and safety and is attending to broadband and device needs to facilitate remote learning. However, there are additional supports families need to successfully support students, such as: translation and interpretation services to ensure key district communications and learning materials are available in the languages families speak at home, instructional materials that are accessible and have built-in accommodations for ELs and students with disabilities, access to printed learning materials, and availability of people to directly help students and families with the content. These grant funds will aid us in providing those elements of support for families.

To build the internal capacity for districts to meaningfully communicate with limited English proficient (LEP) parents and guardians, funding from this grant will also be used to support the development of a language interpreter training and certification program. The program will target current district employees and provide the skills and competencies required for qualified interpreting. The certification program will combine the technical training to become a qualified interpreter with the education and coaching on the role of an interpreter in school settings, ethical obligations of interpreters and the importance of establishing effective two-way communication with parents and guardians.

When families are acting as at-home teachers, they often must navigate multiple teachers and multiple sets of instructional materials, each with their own expectations and organization. Many parents are expressing frustration and a lack of understanding of what, specifically, their children are being asked to do in their remote schoolwork. This strategy targets one critical sub-group: Families of English Learners.

The Department will identify a partner to provide coaching services directly to families of English learners in English or their native languages. The coaching will help families achieve their educational goals. Coaches will work with families of ELs to create a clear plan, provide ongoing guidance, and offer hands-on support so parents can understand classroom assignments and actively engage in their children's education.

The overall Massachusetts REM program is designed to promote educational equity in the Commonwealth. We understand the disproportionate impact the COVID-19 pandemic is having on the students we are setting out to support and are eager to provide new, innovative opportunities to accelerate their learning.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
Massachusetts Dept. of Elementary and Secondary Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: * First Name: Jeffrey	Middle Name:
* Last Name: Riley	Suffix:
* Title: Commissioner	
* SIGNATURE: Julia Jou * DATE	E: 06/26/2020

OMB Number: 1894-0007 Expiration Date: 09/30/2020

U.S. DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:		Suffix:
Dr.	Heather		Peske		
Address:					
Г	75 Pleasant Street				
Street2:	73 Fleasant Street				
L	Malden				
- [Choose State				
, r	MA: Massachusetts				
ř	02148-4906				
	USA: UNITED STATES				
Odunay.	OSA: UNITED STATES				
Phone Number	r (give area code) Fax I	lumber (give area code)			
Email Address:	:				
2. Novice Applic	eant:				
Are you a novid	ce applicant as defined in the r	egulations in 34 CFR 75.225	(and included in the	definitions page in the a	ttached instructions)?
Yes	No Not applicable to				
3. Human Subje	cts Research:				
a. Are any res	earch activities involving huma	n subjects planned at any tim	ne during the propose	ed Project Period?	
Yes	No				
b. Are ALL the	research activities proposed of	lesignated to be exempt from	the regulations?		
Yes Pro	ovide Exemption(s) #:	1 2 3	4 5 6		
No Pro	ovide Assurance #, if available:				
	e, please attach your "Exempt F the definitions page in the atta		search" narrative to t	his form as	
		Ac	ld Attachment	Delete Attachment	View Attachment

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: 1245-MA REM Abstract_final.pdf	Add Attachmen	Delete Attachment	View Attachment
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Massachusetts Rethink K-12 Education Models (ESF-REM): Abstract

The goal of Massachusetts' Department of Elementary and Secondary Education (DESE)'s Rethink K-12 Education Models Grant proposal for Absolute Priority 3 is to create adaptable, innovative, remote learning opportunities that maintain academic continuity for students during the COVID-19 crisis and build a foundation for future innovation by local schools and school districts. The project will provide widespread virtual access to high-quality curriculum materials for teachers, students and families through three field-initiated strategies: (1) effective and engaging learning resources for students, (2) guidance for families to support learning at home, and (3) professional development for educators to navigate a hybrid school year. These strategies will be targeted toward historically underserved students: students of color, economically disadvantaged students, English Learners (ELs), and students with disabilities.

Funding will be spent to purchase highly-rated virtual K-8 math, ELA and science curriculum materials, develop a resource bank of deeper learning tasks, expand access to virtual AP courses, and create an Acceleration Fellows program providing mentoring and supplemental math instruction to 9th graders. Non-English speaking families will be supported by grant funds providing translation/interpretation services and coaches. Families will have access to family workshops focused on deepening understanding of curriculum; as well as access to print materials. Educators will receive state-funded curriculum-aligned professional development on best practices in remote instruction. Partners in this work include districts, curriculum publishers, community-based and stakeholder advocacy organizations. By building an infrastructure and providing resources for remote learning, this project will pave the way for Massachusetts to rethink how we deliver a high-quality education to every child, serving hundreds of thousands of Massachusetts students and thousands of educators.

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MASSACHUSETTS ESF-REM GRANT

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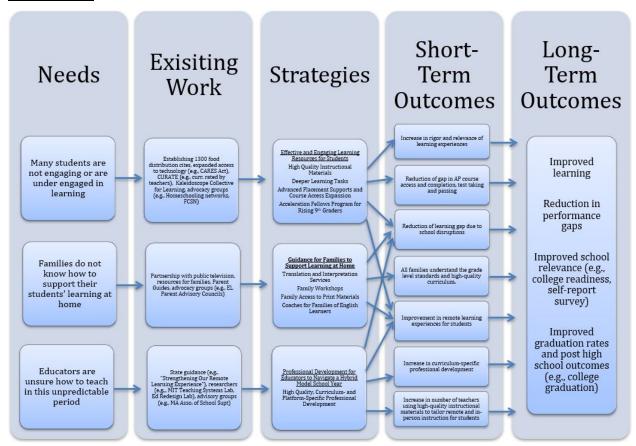
MASSACHUSETTS RETHINK K-12 EDUCATION MODELS GRANT NARRATIVE

Over 950,000 students attend school in one of the Commonwealth of Massachusetts' 406 public school districts. Every one of them has been impacted by the COVID-19 pandemic. Like their peers across the country, they have made the leap to remote learning. In the best situations, students are continuing to grow; in the worst situations, they have been left stranded—an effect especially damaging for historically underserved students: students of color, economically disadvantaged students, English learners (ELs), and students with disabilities.

The Department of Elementary and Secondary Education (DESE)'s Rethink K-12 Education Models Grant proposal is focused on creating adaptable, innovative learning opportunities that not only maintain academic continuity for students during the COVID-19 crisis, but also build a foundation for future innovation by local schools and school districts in fulfilling Massachusetts' Academic Vision: Every student in Massachusetts has equitable access to an excellent education and safe and supportive school environments that cultivate academic curiosity and confidence. We anticipate impacting 300,000 students and over 2,000 educators. The result will be widespread virtual access to high quality materials for teachers, students and families, catalyzing the emergence of new possibilities. The proposal for Absolute Priority 3 is designed to support remote learning across three levels of the education system by providing: (1) effective and engaging learning resources for students, (2) guidance for families to support learning at home, and (3) professional development for educators to navigate a hybrid school year. The Department will ensure equitable access (as defined in this notice) for non-public school students. Through this ambitious plan, tens of thousands of students in the near term and hundreds of thousands over the long-term will gain access to virtual high-quality instructional materials and new courses that engage them in meaningful texts and complex real-world

problems. Thousands of teachers will receive curriculum-aligned professional development that promotes inclusive practice and supports authentic, engaging, and interdisciplinary student learning experiences. New and innovative resources will help hundreds of families support their children's learning at home. These field-initiated education models for remote learning will pave the way for Massachusetts to truly rethink how we deliver a high-quality education to every child.

Logic Model



CORONAVIRUS BURDEN

State Burden

According to the U.S. Department of Education's coronavirus burden table, Massachusetts is in the 21st to 40th percentile.

Significance of Impact of COVID-19 on Students, Parents, and Schools (Application Requirement 3 & 4)

Overview of Public Health Emergency

Massachusetts is close to the top on nearly every measure of severity. As of June 25, 2020, only two states, New York and New Jersey, have seen more COVID-19 related deaths than Massachusetts. In addition to being 3rd overall in number of deaths (7,938), the state is also 3rd overall in excess deaths, with 128% more deaths than expected between late January and June. ¹ Furthermore, Massachusetts is 4th in per capita deaths (115 per 100,000), 4th overall in per capita cases (1,561 per 100,000), and 7th overall with 107,611 total COVID-19 cases. ² The state data show a stark racial divide in the impact of the virus. For example, state data released on June 19 show the rate of positive cases among Black and Hispanic residents is *three times* that of white residents. Hispanic residents make up 12 percent of the population, but their rate of positive cases is nearly 30 percent. Similarly, Black residents represent about 7 percent of the population, but their rate of positive COVID-19 cases is double that, at 14.4 percent. ³

Studies have shown that the coronavirus was spreading undetected in Boston as early as January⁴, weeks before Massachusetts had its first confirmed case of COVID-19 arrive.⁵ In early March a conference of Biogen, a leading Massachusetts biotechnology corporation, become one of the nation's earliest documented "superspreading events." From a public health perspective, the coronavirus produced one of the largest and deadliest COVID-19 outbreaks and hit Massachusetts harder than most states; and was equally destructive and disruptive to education and the economy.

Overview of Impact on Economy and Education

On March 10, 2020, Governor Baker declared a state of emergency in Massachusetts.⁷ It was immediately clear coronavirus would disproportionately affect our most vulnerable students.

Thus, equity became the top consideration in state and local planning efforts. DESE has been particularly attentive to supporting special populations in our society, including students with disabilities and English learners and their families.

Parents and students in communities like Chelsea, MA, a densely populated urban center with a substantial number of English learners (88% of the district's students are Hispanic/Latinx, and 84% first spoke a language other than English), have borne a tremendous burden thus far. As early as April 25, 2020, a random sample of Chelsea residents indicated that nearly a third of residents likely had contracted the virus. Many families live in close quarters, and parents work in essential service jobs, therefore putting these families at higher risk. Contrast these figures with Chelsea's less urban, less densely populated neighbors, and the picture is conclusive: amid a state that was already hit disproportionately hard by COVID-19, the most vulnerable students were hit hardest. This disproportionate effect is seen as well in Massachusetts' transition to remote learning and the current economy.

As of June 1st, state budget officials are predicting a tax revenue shortfall of \$2.253 billion for the year, an 8.3% decline. Tax collections across the Commonwealth in May missed the monthly target by \$320 million and decreased 13.1% compared to last May. Nearly every category of taxes was down in May 2020; regular sales taxes were down 12.2% from last year, and meals taxes were down 60.7%. Budgets for the 2020-2021 school year, a year in which costs are likely to soar due to new COVID-19-related health precautions, are in peril. Our school districts, the municipalities in which they operate, and the state that provides aid to those districts and municipalities, have been historically burdened by the ongoing pandemic.

Actions Taken to Date: The Transition to Remote Learning (Application Requirement 4)

On March 17, 2020, all public schools in Massachusetts physically closed, requiring over 1,800 public schools and 950,000 public school students to drastically and quickly alter what it

means to "go to school." Being a state education system of over 400 independent LEAs, most of which are smaller and stretched to administrative capacity, this quick and drastic pivot was felt especially acutely, disrupting the Academic Vision of equitable access to an excellent education for every Massachusetts student. While a small number of districts and schools made this transition with relatively little disruption, the vast majority of districts faced challenges in adapting to remote learning. Districts, with little time, staff capacity, planning and varied technology supports, had to define what an adequate and responsive remote learning experience should look like across grade levels, content areas, and student populations; support educators in leveraging new forms of remote learning technology and practices; and access the resources necessary for students and staff to effectively engage in these experiences. The Department responded to school closures in three ways: focusing on immediate needs; providing guidance and professional learning; and preparing now for re-entry in the fall.

Focusing on Immediate Needs To provide food access, over 1,600 school meal sites were established in partnership with local community organizations; and flexibility granted to feed 130,000 students eligible for free-and reduced-price meals. We secured a partnership with WGBH, the local public television station, to reach students and families across the state with educational programming, regardless of their access to broadband internet. DESE issued "Initial Remote Learning Guidance." The efforts were recognized by the MIT Teaching Systems Lab, which gave Massachusetts the second highest score of any state for the strength of the guidance.

Long-Term School Closure: Guidance and PD to Support Access to Learning In April, the Governor closed schools for the academic year, and DESE issued "Expanded Remote Learning Guidance," shifting to teach content standards most important for student success in the next grade and engaging all students; provided 24 content-specific educator professional

development virtual sessions attended by hundreds; developed additional guidance, including "Remote Learning Guidance for Families of English Learners" highlighted by the Council of Chief State School Officers as exemplary; "Provisional Identification and Placement of English Learners During Extended School Closures"; and a compendium of resources for students, families, educators on supporting students with disabilities to access services and learning throughout the pandemic and school closures. At that time, districts reported they expected students to engage in remote learning for 3-4 hours a day.⁹

Planning for Re-Entry

We are now planning for the reopening of schools in the fall and issued Initial Return to School Guidance¹⁰ requiring districts to plan for periods of both remote- and in-person learning. We contracted with external providers to provide training and support to districts across the Commonwealth as they design, enhance, and implement their remote learning programs; and committed to training specific to educators to create comprehensive, flexible remote learning plans for the 2020-21 school year. The Governor's Office committed the Governor's CARES Act funding to close district and family technology gaps through which the Commonwealth will provide a state match to districts for their remote learning needs.

QUALITY OF PROJECT SERVICES AND PROJECT PLAN

Approach to Absolute Priority 3 (Application Requirement 1 and Selection Criterion B)

Students, their families, and the educators who support them, have transitioned from reeling and reacting, to responding and now, to reinventing. Although we are planning to return to modified in-person instruction in the fall, schools will have to prepare for a hybrid model of learning, with students returning to school buildings but also learning remotely, to ensure continuity of education throughout the school year for students who cannot attend classes or to respond to potential hotspots of renewed infection. To make this model work, we need to

proactively reinvent models of schooling that respond to two major challenges to advancing student learning that have arisen this past spring: (1) families need help to support remote learning for their children and (2) educators need help to support learning in coherent, high-quality and sustainable ways across new, hybrid structures.

The Department's approach to Absolute Priority 3 is focused on providing three levels of support: (1) effective and engaging learning resources for students, (2) guidance for families to support learning at home, and (3) professional development for educators to navigate a hybrid model school year. For the benefit of clarity, the strategies described below are organized by these three levels of support. However, each strategy will have benefits for students, families, and educators. In addition, we seek to build a foundation for further innovation by schools and districts. When there is widespread virtual access to high quality materials by teachers, students and families, which is not the case today, new possibilities emerge for innovation and collaboration in meeting Massachusetts' Academic Vision across the state that will continue in the months and years to come beyond the disruption of COVID-19.

Effective and Engaging Learning Resources for Students

In the fall of 2020, schools will be faced with two daunting and related challenges: closing the skill gaps caused by unfinished learning during the spring of 2020, and engaging students in that process while facing potential returns to remote learning. The guidance on addressing unfinished learning is clear: educators need to identify content knowledge and skills from the prior grade level to effectively engage students in on-grade level work, and make plans to address that content "just in time," when the material occurs in the school year.

Massachusetts' Rethink K-12 Education Models (REM) proposal builds off the state's history of strong academic content standards. Additionally, superintendents have requested resources

related to the second identified challenge: how to engage students in this accelerated curriculum while facing some periods of remote learning. The Department's proposal is designed to address both of these challenges utilizing the strategies described below.

High-Quality Instructional Materials

As described in the Evidence Basis for Project section below, the literature is clear that the instructional materials matter for students. Massachusetts Academic Vision calls for standards-based learning with every student engaging in grade-appropriate text and meaningful real-world problems every day. For the 2020-21 school year, it is likely this vision will need to be fulfilled through remote learning for some portion of the school year–meaning effective materials must be accessible through a platform that is conducive to both remote and in-person learning. Unfortunately, the present reality in Massachusetts is that very few school districts are using independently-rated high-quality core instructional materials.

As a result, the Department will partner with one or more curriculum publishers who have products for core instruction that are highly rated by the state and/or EdReports and have a platform for delivery of said products that is conducive to both remote and in-person learning. The Department intends to enter into an agreement with the publisher(s) to obtain student and teacher licenses that will be disseminated to Massachusetts districts. See Scope 1 in Appendix 3 for a detailed description of the *request for response* the Department issued in preparation for implementing this component of the program. The instructional materials and delivery platform will include embedded accommodations for English learners and students with disabilities.

This strategy will result in educators within and across districts using the same highquality instructional materials available to them if they choose, cementing the Academic Vision's expectation that all students in the Commonwealth have access to the same academic content, regardless of their zip code, background, or abilities. It will unlock new opportunities for collaboration and shared professional development and ensure that all students in participating districts have access to coherent and engaging materials, even when in-person learning is not possible. It will give families support to engage their students. It will also be a tremendous cost-saving proposition for the districts that choose to participate, at a time when budgets are stretched thin. We will start by supporting ELA and math in grades K-8, adding science and social studies at the same grades in later years.

Deeper Learning Tasks

A resource bank of Deeper Learning Tasks has high potential to engage students across times of in-person and remote learning and complement the implementation of high-quality curriculum. Deeper Learning is an educational approach that teaches grade level content through authentic, real-world tasks and opportunities for collaboration and communication, an approach that is linked to gains in student achievement.¹¹

The Department proposes to develop a statewide initiative to support the state's strongest teachers in creating a resource bank of tasks. Ten educators a year, selected through a competitive application process, will engage in professional learning that equips them to create exemplar Deeper Learning tasks that can be shared on an open-source platform for other teachers to utilize or adapt in both virtual and face-to-face settings with all students. In the first year of implementation, the initiative will be limited to high school teachers; in subsequent years, the program will expand to include elementary and middle school teachers as well.

Advanced Placement Supports and Course Access Expansion

As we pursue effective and engaging learning resources for students, Advanced

Placement course access becomes another strategy for ensuring student access to high-quality instruction that can span remote and in-person learning environments and ensures academic continuity and universal access. However, unless we attempt a new strategy for achieving equitable access to and necessary supports for AP course taking and exam passing, COVID-19 will drive down participation and passing rates, and exacerbate the inequity for historically underserved students in their preparation for and success in post-secondary pursuits.

The Department will leverage online and digital resources to increase course access, participation, and performance, especially for historically underserved students, as well as build the capacity of teachers and set a foundation for the development of additional AP courses by:

- Supporting expansion of the AP course offerings by providing access to virtual instruction of AP courses beginning in fall 2021, which may go outside district lines;
- Building an online hub to expand resources to support students participating in AP courses and exams beyond their individual classes, such as through online mock exams, virtual study sessions and tutoring, and recommended digital resources,
- Building teacher capacity to teach AP courses in remote and in-person settings through professional learning opportunities and access to AP resources.

The High-Quality Instructional Materials, Deeper Learning and AP Course Access and Expansion strategies are designed as statewide efforts to improve student outcomes. We propose to pilot one other strategy to address a particularly critical subgroup: Rising 9th Graders, and then scale, expand and sustain the program, using the lessons from the pilot.

Acceleration Fellows Program for Rising 9th Graders

Students making the transition from middle to high school during the pandemic are at particular risk as they navigate an already fraught transition period. The social and developmental adjustments, as well as the significant ramp up in academic rigor can be roadblocks. As the Evidence Basis for the Project shows, programs supporting students in mastering and passing 9th grade content have a positive and profound impact on their trajectory

towards high school graduation and post-secondary success. The Department plans to partner with a vendor to create an Acceleration Fellows Program targeted at incoming 9th graders from vulnerable populations, who will receive three weeks of additional math content support along with continued academic advising.

In its initial year, DESE will partner with two districts serving a high percentage of students classified as high-needs, with high per-capita rates of COVID-19 infection and high-rates of disengaged students. The program aims to recruit 100 rising 9th graders, designated as "Acceleration Fellows" from each district; teachers will nominate students for the program from a list of students scoring "partially meeting" expectations on the 2019 MCAS Mathematics exam, and students and families would confirm enrollment. Working with a vendor to coordinate the mentoring program, the Department will recruit 25 Acceleration Mentors who will be paired with groups of 10 students or less, with students attending the same high school grouped together as much as possible. Acceleration Mentors will be high performing college students with aspirations to engage in career work with students, whether as teachers, aids, or social workers; however, mentors from the community served by the program will also be eligible to apply.

To support the Acceleration Fellows Program, the Department will create three, weeklong "Acceleration Modules," providing online learning focused on identified standards from Algebra 1– content that has been identified as high-priority for success in most 9th grade math courses. The "modules" will include virtual and printed content materials, lesson videos, and teacher preparation materials. Acceleration Mentors will be trained to implement these modules. They will also be made available on an open-source delivery platform accessible for any district to utilize and deploy. Following the initial development of modules for 9th grade students, the Department will also develop Acceleration Modules for math instruction in grades

K-8. See Scope 3 in Appendix 3 for a detailed description of the *request for response* the Department issued in preparation for developing acceleration modules.

Guidance for Families to Support Learning at Home

Massachusetts families need help to support their children in learning at home. That need was made all the more urgent by the school closures resulting from the COVID-19 pandemic. Families of students who are English Learners (ELs) and families of students with disabilities need additional differentiated support to help them meet their children's specific learning needs. The Department has supported district efforts to ensure student and family health and safety, and is attending to broadband and device needs to facilitate remote learning. However, there are additional supports families need to successfully support students, such as: translation and interpretation services to ensure key district communications and learning materials are available in the languages families speak at home, instructional materials that are accessible and have built-in accommodations for ELs and students with disabilities, access to printed learning materials, and availability of people to directly help students and families with the content. These grant funds will aid us in providing those elements of support for families.

Translation and Interpretation Services

Nearly 11% of Massachusetts' students are English Learners (ELs), and that number has grown steadily each year. Students whose first language is not English have increased in the past 10 years from 15% to 23%. COVID-19 has disproportionately impacted the communities in which our ELs live and attend school. As the Needs to Be Addressed by Project section below indicates, one of the persistent challenges has been providing students and families with communications and materials in their home languages. To increase access to and participation in remote learning, we are currently piloting a partnership in five of our highest-need districts.

The Department and the Translation Center at the University of Massachusetts-Amherst have collaborated to offer translation and interpretation services to these five districts.

We would use the grant funds to scale up these translation and interpretation supports for remote learning by increasing access to translation and interpretation services for more districts, specifically the districts with the highest concentrations of ELs. Supports will include: translation of instructional materials to help families access content; interpretation services to support student-teacher and family-teacher meetings; interpreters for synchronous remote learning classes, and multilingual captioning services for asynchronous remote learning classes.

In addition to the supports listed above, the Department will target resources to the families of an even more vulnerable student population: English Learners with disabilities. These resources will include interpretation services to assist families in supporting the provision of special education services, including meetings with school staff related to students' individualized education plans, and interpretation services for the provision of related services.

In an effort to build the internal capacity for districts to meaningfully communicate with limited English proficient (LEP) parents and guardians, funding from this grant will also be used to support the development of a language interpreter training and certification program. The program will target current district employees and provide the skills and competencies required for qualified interpreting. The certification program will combine the technical training to become a qualified interpreter with the education and coaching on the role of an interpreter in school settings, ethical obligations of interpreters and the importance of establishing effective two-way communication with parents and guardians.

Family Workshops

When families have a clearer understanding of the specifics of what their children are

learning, they are better positioned to support learning at home. Our answer is to provide families with access to virtual workshops by subject and grade level that help them to navigate and understand the expectations for students and the instructional materials the Department will make available through the partnership described above. See Scope 2 in Appendix 3 for a detailed description of the *request for response* the Department issued in preparation for implementing this component of the program. In addition, we plan to provide family workshops focused on Advanced Placement course options, open to all Massachusetts families with students enrolled in AP courses to help them prepare their children for success in AP coursework.

Family Access to Print Materials

Although the Department and districts have worked to provide students with access to technology, we still need to mitigate the inequities in access to devices or connectivity—inequities that are aligned with disparities rooted in racial, socioeconomic and linguistic differences. Additionally, we have heard from some families that they prefer written materials to digital, computer-based materials for their ease of use and because of concerns about too much screen time for students. The solution is to give families access to print-based content that is easy to access and use. The Department would seek a partner to align with the high-quality instructional materials we plan to provide in order to: develop instructions and tools specific to families to support the use of the curricular materials; and print and prepare packets for distribution to students and caregivers. The Department will allocate \$100,000 for print materials in each of the three grant years. Districts participating in the HQIM strategy will receive a share of printed materials proportionate to their student population.

Coaches for Families of English Learners

When families are acting as at-home teachers, they often must navigate multiple teachers and

multiple sets of instructional materials, each with their own expectations and organization. Many parents are expressing frustration and a lack of understanding of what, specifically, their children are being asked to do in their remote schoolwork. This strategy targets one critical sub-group: Families of English Learners. We will use these funds to pilot and then expand and sustain support for these families. The Department will identify a partner to provide coaching services directly to families of English Learners in English or their native languages. The coaching will help families achieve their educational goals. Coaches will work with families of ELs to create a clear plan, provide ongoing guidance, and offer hands-on support so parents can understand classroom assignments and actively engage in their children's education.

Professional Development for Educators to Navigate a Hybrid Model School Year

Massachusetts' Academic Vision captures the belief that "Instruction is most powerful when educators have strong content knowledge and access to high-quality instructional materials and professional learning that promote inclusive practice accessible to all students, including English learners and students with disabilities." That vision requires two types of professional development for the 2020-21 school year—and the professional development needs to happen for the whole school. First, as in any school year, educators will need ongoing professional development explicitly aligned to the instructional materials they are provided, and instructional leaders will need to be well-included from the start. Second, educators need support to make remote learning engaging and instructive for students. Massachusetts' proposal connects these two professional development needs to the student learning resources described above, resulting in a coherent package of high-quality instructional materials and the professional development teachers and school leaders need to implement them skillfully delivered on a dynamic platform conducive to both in-person and remote learning scenarios and the

professional development teachers and school leaders need to maximize its ability to facilitate engagement and instruction in remote learning.

High-Quality, Curriculum- and Platform-Specific Professional Development

Successful rollout of a new curriculum delivery platform and new underlying curricula requires intentional planning and extensive professional development for teachers and the administrators who support them. With uncertainty facing school districts about the instructional delivery model for the 2020-21 school year and beyond, there is even greater need for initial and ongoing high-quality professional development for teachers and administrators on the platform, the curricula, and how to leverage both within in-person and remote learning scenarios.

Concurrent with the strategy described above related to high-quality instructional materials, the Department will partner with a professional development provider with three key areas of expertise: (1) remote learning principles, (2) the specific high-quality instructional materials the Department will provide to districts, and (3) the specific curriculum delivery platform the Department will license to provide said high-quality materials. See Scope 2 in Appendix 3 for a detailed description of the *request for response* the Department issued in preparation for implementing this component of the program

With the partner's support, the Department will execute a robust training plan for supporting Massachusetts districts to effectively use the curriculum delivery platform and the underlying curricula in both in-person and remote learning scenarios. Training will be a combination of live, virtual training sessions and self-paced training modules, individual district virtual consultations, and virtual office hours. The training plan will address both the initial orientation administrators and teachers will need to use the instructional materials and the platform, as well as the ongoing, curriculum-specific professional development teachers will

need to skillfully implement the curricula in both remote and in-person learning environments.

Project Milestones

Effe	ctive and Engaging Learning Resources for Students
Hig	h-Quality Instructional Materials (HQIM)
Y 1	 Set up the curriculum delivery platform with embedded K-8 ELA and math HQIM. Identify participating districts (target: 10% of MA districts, including 25% of urban districts, approximately 116,000 students).
Y 2	• Scale up district use of curriculum delivery platform (target: 15% of MA districts, including 37.5% of urban districts, approximately 174,000).
Y 3	 Add K-8 science and history HQIM to the curriculum delivery platform. Scale up district use of curriculum delivery platform (target: 20% of MA districts, including 50% of urban districts, approximately 232,000 students).
Dee	per Learning Tasks
Y 1	• Recruit and select 10 high school teachers to develop five deeper learning tasks.
Y 2	Second cohort of 10 middle school teachers.
Y 3	• Third cohort of 10 elementary teachers.
Adv	anced Placement Supports & Course Access Expansion
Y 1	 Pilot virtual and hybrid supports and resources for current AP students. Provide PD for 150 AP teachers. Contract with vendor to pilot virtual and hybrid supports and resources for current AP students. Participating teachers: 150
Y 2	 1500 students enrolled in expanded access to virtual AP courses. Provide professional development to 150 educators and virtual and hybrid student supports. Participating teachers: 150
Y 3	 1500 students enrolled in expanded access to virtual AP courses. Provide professional development to 150 educators Scale up virtual and hybrid student supports. Participating teachers: 150
Guid	dance for Families to Support Learning at Home
Tra	nslation and Interpretation Services

• Expand services to five additional districts (10 total) with high incidences of ELs and ELs with disabilities. • Develop interpreter training and certification program. • Identify districts to participate in training and certification program. • Expand interpretation and translation services to 10 additional districts (20 total) with Y2high incidences of ELs and ELs with disabilities. • Enroll first cohort of participants to training and certification program. Y3• Expand interpretation and translation services to 20 additional districts (40 total). • Enroll second cohort of participants to training and certification program. **Coaches for Families of English Learners** Y 1 • Survey stakeholders and match 3 coaches to each district. *Y 2* • Provide PD to 1,000 parents. • Identify and monitor online platform. Y3• Provide PD to 1,000 new parents and continue support to parents who received PD the previous year. **Family Workshops** • Provide 5 family workshops for math and ELA in the following grade spans: K-2, 3-5, and 6-8 math to align with HQIM and to attract new students into AP courses and prepare children for success in AP coursework. Y2• Repeat family workshops for all topics and grade spans. Y3 • Repeat family workshops for all topics and grade spans. • Add workshops in all grade spans for Science and History/Social Science. **Family Access to Print Materials** Y1• Provide districts participating in the HQIM strategy a total of \$100,000 in printed instructional materials. Y2 • Provide an additional \$100,000 in printed materials. *Y 3* • Provide an additional \$100,000 in printed materials. **Acceleration Fellows Program for Rising 9th Graders** • Develop acceleration modules aligned to the HQIM strategy. • Select 25 acceleration mentors, and 100 acceleration fellows (rising 9th graders) from each of 2 identified districts. • Implement 3 week accelerated math content support and 5 follow-up advising calls for

each student.

Y 2	• Expand program to 50 acceleration mentors, and 200 Acceleration Fellows.			
Y 3	• Expand program to 75 acceleration mentors, and 300 Acceleration Fellows.			
Prof	fessional Development for Educators to Navigate Hybrid Teaching and Learning			
Higl	High-Quality, Curriculum- and Platform-Specific PD			
Y 1	 Develop and implement PD for districts participating in the HQIM strategy. Facilitate 5 statewide recruitment and orientation sessions Facilitate monthly PD sessions for five regions of the state. Facilitate individual district consultations and office hours. Participating teachers: 930 			
Y 2	 Continue recruitment and orientation sessions, monthly regional PD, and office hours. Participating teachers: 1400 (470 new) 			
Y 3	 Continue recruitment and orientation sessions, monthly regional PD, and office hours. Participating teachers: 1870 (470 new) 			

Strategies for Ensuring Equal Access and Treatment

The Department has developed a Rethink Education Model (REM) program explicitly focused on mitigating the inequitable access to high-quality instruction currently afforded the Commonwealth's students of color, economically disadvantaged students, English learners, and students with disabilities, which has been exacerbated by school closures brought on by the COVID-19 pandemic.

Priority for the services the Department will provide through the REM program will be granted to Massachusetts' 25 urban school districts. These districts serve 290,818 students across 561 schools. On average, 17% of students attending these schools are Black (9% statewide), 44% are Hispanic (22% statewide), 58% are economically disadvantaged (33% statewide), 24% are English learners (11% statewide), and 20% are students with disabilities (18% statewide).

Each component of the program will remove barriers for these historically disadvantaged groups of students to achieve equitable access to excellent instruction. For example, the

curriculum publisher(s) we will partner with to provide districts with no-cost access to highquality instructional materials must have embedded supports for English learners and students with disabilities, and will be vetted for how well their materials support culturally sustaining teaching and learning.

A second example relates to the strategy for expanding access to AP courses by increasing the number of virtual AP offerings. The Department has a track record of increasing the numbers of historically underserved students enrolling in, completing, and passing AP courses and exams and is seeking to build on that solid foundation with its REM program by prioritizing these students for participation in new virtual AP courses.

The overall Massachusetts REM program is designed to promote educational equity in the Commonwealth. We understand the disproportionate impact the COVID-19 pandemic is having on the students we are setting out to support and are eager to provide new, innovative opportunities to accelerate their learning.

Needs to be Addressed by Project (Application Requirements 2 & 4 and Selection Criterion A(2)

In implementing remote learning this spring, we experienced a number of barriers and challenges from which we have identified the needs for this proposal: disengaged students and inequitable learning gaps; variation in quality of curriculum materials and student access; families' confusion about how to support students learning remotely; educators' varied comfort and skill in pivoting to teaching remotely; communications challenges, especially for families whose primary language is not English.

Disengaged students and inequitable learning gaps

In May, the *Boston Globe* estimated that at least one in five students in Boston, the Commonwealth's largest school district, had not logged onto any of the main academic platforms

by May 4th. ¹² Superintendents across the state echoed this problem, reporting "engaging disengaged students" as the most frequent challenge in a recent survey. ¹³ A survey of Massachusetts teachers found that 53% of teachers disagreed with the statement "I am able to meaningfully engage my students in learning activities while school buildings are closed." ¹⁴ We are deeply concerned about disengaged students' learning loss. NWEA estimated disengaged students disengaged are likely to return to school in the fall with less than 50% of the learning gains from the previous year, and – in some grades – nearly a full year behind what would be observed in a typical year. ¹⁵ The same study predicted a learning loss of 30% in literacy due to school closures. ¹⁶

Variation in quality of curriculum materials and student access

We experience continued variation in districts use of high-quality curriculum materials, and this was exacerbated by the school closures that left teachers scrambling to create remote lessons. For example, in a survey of over 200 Massachusetts districts, only 11 districts reported using high-quality elementary ELA/literacy curricula and 18 reported using high-quality middle school ELA/literacy curricula, as assessed by <u>CURATE</u>, Massachusetts' teacher-led process for evaluating curricula's alignment to standards, or EdReports, a national non-profit whose reviews inform the CURATE process. Additionally, student access to engaging and rigorous courses is inequitable. Despite a <u>robust</u>¹⁷ state program that provides fee subsidies for AP courses, as well as a host of student and teacher supports, in Massachusetts, 21% of all 11th and 12th graders take an AP course, compared to only 13.3% of Black students and 9.9% of Hispanic/Latinx students (2018-2019 school year data).

Families' confusion about how to support student learning

Many parents and guardians do not know how to best support their student's learning during a

period of disruption. The Department's COVID19 Parent Information inbox received over 300 messages, the majority of which asked questions and/or express concerns about the ability of parents to support remote learning and understand applicable academic standards in effect during the closure. Additionally, in a DESE survey, 40% of districts in the state explicitly mentioned family/parent support as a challenge. Districts reported concern in their ability to support families in managing a remote or hybrid learning environment at home and in mechanisms for communication and feedback, especially for families of EL students and students with disabilities. ¹⁹

Educators' varied comfort and skill in pivoting to teaching remotely

A recent survey of Massachusetts teachers revealed that, "while educators may feel that the [DESE] initial guidance and expectations set out for them during the remainder of the school year were appropriate, only a slight majority feel that they have the tools and resources necessary to do the job while schools are closed." Similarly, Latinx educators identified "curriculum and instructional tools for teachers and students" and "family-friendly learning resources" as areas of need in the state. ²¹

Communications

Accessing content and understanding expectations is important; to do this, we must ensure students and families can read the materials. Latinx leaders from organizations across the state cited "access to information and resources in native language" and "support for students in virtual learning environments" within the top five concerns for Latinx students and families. ²² This concern was echoed by stakeholders in the Department's Bilingual Advisory Committee and by teachers across the state. ²³

Expanding Access to Remote Learning and Improving Student Outcomes

The Massachusetts REM program is explicitly designed to support the Academic Vision

during a school year likely to include intermittent periods of remote learning with strategies that are demonstrated by research evidence to improve student outcomes. Across the projects, the three strategies the Department is emphasizing focus on the importance of providing students with meaningful remote learning experiences that advance their grade-level learning and transition seamlessly when in-person learning is possible.

The Department's approach to effective and engaging learning resources for students was inspired by several Massachusetts' districts that worked swiftly with their curriculum publishers to ensure that their teachers can access the high-quality materials they have been using in classrooms in a virtual environment suitable for remote learning. In these places, teachers were not left scrambling to source materials, nor were students made to reorient to new curricular resources while they were also learning new content in a new remote learning environment.

Similarly, the Acceleration Fellows program is modeled on the success of the Lawrence, Massachusetts' Acceleration Academy program, where students from vulnerable populations participated in week-long, small-group academic programming during winter vacation weeks; this program led to gains in academic performance for these students.²⁴

The strategies outlined in our approach are proven to improve student learning. As described in greater detail in the Evidence Basis for Project section below, we have selected program components with high potential for increasing student learning which directly address the challenges that we know exist in this unique learning context. Most importantly, we are ensuring that the Commonwealth's historically underserved students—those same students who were disproportionately burdened by the coronavirus impact—are most likely to benefit from the program. The Strategies, Objectives and Performance Measures in Appendix 5 describe the benefits we expect for students from the REM program.

Evidence Basis for Project

The evidence described below supports the innovative strategies Massachusetts is employing in this proposal. The evidence presented documents how the proposed projects meet the Absolute Priority 3 requirement that the approach demonstrate a rationale – our rationale for the project is grounded in the research evidence of success with students.

Effective and Engaging Learning Resources for Students

High Quality Instructional Materials

There is strong evidence that the quality of core curricular materials has large effects on student learning—effects that rival in size those that are associated with differences in teacher effectiveness. High-quality curricular materials are an essential tool for achieving equity. A recent study across multiple, diverse districts suggests that a substantial amount of class time is commonly devoted to curricular materials that are below grade level rigor in all types of classrooms, but that students of color are more likely to receive these easy assignments, widening the opportunity gap. A high-quality curriculum also purposefully builds upon the cultural knowledge and experiences of students to maximize motivation and deepen learning and when the curriculum fails to do this, it contributes to deepening inequities. Due to the overall potential of high-quality instructional materials for improving student outcomes, and its particular promise for advancing equity for historically disadvantaged students, the Department's REM program will support districts to access high-quality curriculum materials through an online delivery platform.

Deeper Learning Tasks

Deeper Learning is an educational approach that teaches grade level content through authentic, real-world tasks and opportunities for collaboration and communication. The nationwide study, *The Opportunity Myth*, dismantled misconceptions about the causes of student

underperformance.²⁸ The report concluded that educational opportunity gaps are driven by inequitable access to rigorous schoolwork, high expectations, and effective instruction. A research review conducted by the Institute of Educational Science of instructional strategies that led to gains in student achievement during online instruction that were comparable with gains in regular classroom instruction recommended the following strategies: feedback and support strategies, engagement strategies, and project-based learning, strategies the Deeper Learning Tasks will employ.²⁹

Advanced Placement Supports & Course Access Expansion

Participation in AP courses and exams can be a predictor of future student success in college and/or career; these opportunities continue to be inequitably available to all students. Students who have scored a 3 or better on AP calculus and science exams were more likely to pursue degrees in STEM fields than students who did not.³⁰ AP exam performance was also found to be strongly related to college performance³¹ and is the best AP-related indicator of whether students are prepared to graduate from college.³²

Massachusetts' Student Longitudinal Data System (2019) shows students who take AP coursework are more likely to enroll and persist in college. 33 While ensuring equitable access to AP coursework is a necessary step, the importance of providing quality teaching and learning supports during and leading up to the AP course and exam are imperative to supporting student exam performance. Given the pervasive inequality in AP course access and exam passing amongst historically underserved groups, and the added disproportionate impact of the coronavirus and school closures on communities of color, the Department's REM program will leverage online and digital opportunities to ensure more equitable access to AP coursework.

Acceleration Fellows Program for Rising 9th Graders

Students making the transition from middle to high school during this time are at particular risk during an already fraught transition period. The transition to 9th grade is challenging for students under any circumstances; the social and developmental adjustments, as well as the significant ramp up in academic rigor can be roadblocks. More students fail ninth grade than any other grade, and student 9th grade GPA is a key predictor of successful high school graduation. For students entering 9th grade in the fall of 2020, the long-term impact of disengagement during the period of school closures could be devastating. A program to support these students in mastering 9th grade content and, ultimately, passing 9th grade, could have a positive and profound impact on their trajectory towards high school graduation and post-secondary success. The Department's program will support vulnerable students in mastering grade level math content, and passing Algebra I, crucial predictors of high school graduation. In design, the "Acceleration Fellows" program builds on findings that associate positive academic achievement with implementation of math-intervention programs with older students.
Guidance for Families to Support Learning at Home

Family engagement in schooling results in lasting positive effect on students through K12 and beyond, ³⁷ including social-emotional and physical health, school readiness, academic achievement, and later success in life. ³⁸When school buildings closed, the dining room became the classroom and families became faculty. We will target support for families to English Learners, where COVID-19 has had its greatest impact and language access is a barrier. ³⁹ ⁴⁰ Parents of ELs are pivotal in their child's academic success. ⁴¹ This proposal seeks to provide families with access to support, including translation and interpretation services; coaching for families of English Learners; and family workshops on how to support their children in accessing that curriculum. ⁴² Families need more and better access and understanding of what is being

asked of their children in terms of the instruction. At the most basic level, families in which English is not the home language need translation services.

Professional Development for Educators to Navigate a Hybrid School Year

High Quality Curriculum- and Platform-Specific PD

Once high-quality curricular materials are in place, skillful implementation is critical. Recent studies have found that high-quality materials alone do not necessarily drive improved student achievement ⁴³— schools cannot acquire a new curriculum and then simply use it to "teach as usual."

Ongoing, curriculum-specific professional development and/or coaching that is directly tied to the curriculum used daily in the classroom is the most promising route to enhanced classroom practice. 44 However, a national study found that teachers are provided, on average, approximately 1 day of training on new curricular materials, 45 and about 25% of ELA/literacy teachers report they have received no professional development at all on their main curricular materials. 46 This is patently insufficient given the complexity and rigor of today's core curricular products. Relatedly, a recent meta-analysis found that teacher coaching has a large positive impact on teacher practice and on student achievement, making it one of the most efficacious interventions for improved student achievement. The same analysis found that coaching is significantly more effective when paired with related professional development. 47

The Department's proposal will provide professional development for the participating districts and educators in how to skillfully implement the high-quality instructional materials delivered on a dynamic platform conducive to both in-person and remote learning scenarios; and professional development on the use of the platform.

QUALITY OF THE MANAGEMENT PLAN AND ADEQUACY OF RESOURCES Management Plan (Application Requirement 1)

Project Lead and Leadership Team: Heather G. Peske, Ed.D. will serve as the Project Lead managing the Project Team. Dr. Peske serves as the Senior Associate Commissioner managing the Center for Instructional Support at the Department. See below for the Project Leadership team and assigned workstream. See Appendix 8 for the full set of resumes of the Project Leadership Team members.

Name	Role at the Department	Workstream for Grant
Paul Aguiar	Director, Office of Language Acquisition, Center for Instructional Support	Manage Coaches for Families of English Learners strategy.
Kaleidoscope Collective for and Acceleration		Manage Deeper Learning Tasks and Acceleration Fellows Program for Rising 9th Graders.
Katherine Coleman	Operations Specialist, Kaleidoscope Collective for Learning	Implement Deeper Learning Tasks and Acceleration Fellows Program for Rising 9th Graders.
Matt Deninger	Acting Chief Strategy and Research Officer	Coordinator of evaluation with USED.
Samantha Garcia	Operations Specialist, Kaleidoscope Collective for Learning	Implement Deeper Learning Tasks and Acceleration Fellows Program for Rising 9th Graders.
Nechama Goldberg	Senior Fiscal Analyst, Policy & Planning	Consultant on procurements; produce monthly budget reports to Project Lead and Project Team.
Erin Hashimoto	Director, STEM, Center for Instructional Support	Manage AP Course Access Expansion.

Heather Peske	Senior Associate Commissioner, Center for Instructional Support	Project Lead.
Meto Raha	STEM English Learner Content Specialist	Supervise AP course access vendor.
David Valade	Content Specialist, Office of Language Acquisition supporting English Learners	Lead implementation of Coaches for Families of English Learners strategy.
Craig Waterman	Assistant Director, Instructional Policy, Center for Instructional Support	Build performance dashboard, MA-based evaluations, and report on progress towards milestones.
Lauren Woo	Director, Office of Strategic Transformation, Center of District Support	Manage Translation and Interpretation Services strategy.
New Hire TBD	Rethinking Education Models Coordinator	Coordinate across project; report to Heather Peske, Project Lead.

Management Structures to Ensure Projects are On Track to Meet Goals:

- Weekly meetings of Strategy Leads and Implementers to assess progress towards goals and make adjustments;
- Monthly meetings of Project Leadership Team to assess progress towards goals, troubleshoot and ensure coherence;
- Monthly meetings with the Commissioner and Project Lead to update on progress;
- Monthly update to Executive Senior Staff on progress;
- Quarterly update to Board of Elementary and Secondary Education (which includes Secretary of Education, the Governor's appointee).
- Quarterly meetings of Stakeholder Advisory Committee, including families, educators and students and the meetings of the Department's Principal and Teacher Advisory Cabinets and Bilingual Advisory Cabinet.
- Quarterly reports on the use of funds submitted to the Commissioner.
- Annual report on progress towards goals submitted to the Commissioner.

Proposed Use of Funds

Massachusetts REM program will require extensive coordination between the Department, a series of partners procured with grant funds, and our school districts. As a result, Massachusetts' program includes funding to hire a full-time project coordinator. All other administrative costs have been kept to a minimum to ensure that nearly all of the requested funds are used to provide supports to schools. The Department will leverage existing staff, equipment, and supplies to execute the program. With a statewide scale and reach of many of the REM program strategies, the Department anticipates significant cost savings for our school districts were they to attempt to procure comparable services individually. The proposed use of funds laid out in the Budget Narrative will result in Massachusetts achieving its desired objectives and positively impacting hundreds of thousands of learners over the next three years.

Significance of Expected Outcomes (Application Requirement 5)

The Massachusetts REM proposal will impact hundreds of thousands of students and thousands of educators in the short-term of the three years of the grant and well into perpetuity as the state provides students with engaging and effective instruction, supports and resources for families, and aligned professional development for educators. The proposal builds off the state's strong foundation of standards and ambitious Academic Vision with innovative models designed to support and promote efficacy for students, families, and educators. See Figures 1 and 2 below.

Figure 1. Anticipated Students Served by the REM Grant

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Strategy	Year 1	Year 2	Year 3
HQIM	116,000	174,000	232,000
AP	7,500	9,000	9,000
Deeper Learning	5,000	20,000	45,000
Acceleration Fellows	100	200	300
Total	128,600	203,200	286,300

Figure 2. Anticipated Educators Served by the REM Grant

Strategy	Year 1	Year 2	Year 3	Total
HQIM-PD	930	1400 (470 new)	1870 (470 new)	1,870
AP-PD	150	150	150	450
Deeper Learning Tasks	10	10	10	30
Total	1,090	1,560	2,030	2,350

Strategies, Objectives, and Performance Measures

Refer to Appendix 5, "Outcomes and Performance Measures" for a complete description.

Feedback and Continuous Improvement

We described above the Project Timelines and Milestones, so please refer back to this chart (see page 18).

Performance Measures

We anticipate the project will impact hundreds of thousands of students and thousands of educators. See Figures 1 and 2 below. Thus, we have included student-based outcome measures, such as student results on the state assessment, student AP course taking and AP pass rates and AP test taking and pass rates. Refer to Appendix 5, "Outcomes and Performance Measures" for a complete description.

The Department has in place the necessary processes and systems to comply with the reporting requirements, including quarterly reports on the use of funds and annual performance reports; and build a data dashboard to track progress on input measures. We described above the various structures to support reporting on progress towards attaining measures. We will incorporate stakeholder feedback through a stakeholder advisory committee and through regular surveys of REM participants. The Project Leadership Team will use these measures to adjust work as needed to attain the goals.

Budget tracking

Nechama Goldberg, Senior Fiscal Analyst, Policy & Planning, will track the budget in real time, and produce monthly budget reports for the Project Lead and Project Leadership Team. Individual project owners will be responsible for managing and adjusting their projects to advance goals.

Anticipated Results and Benefits (Application Requirement 1 & 6)

Organizational Sustainability.

The REM program will accelerate many of our priority initiatives in ways that acknowledge the impact of COVID-19 on our 1 million school-age children. The REM program builds upon work on high-quality instructional materials by taking a major new step: providing thousands of teachers and students with access to curricula that our prior work tells us is high-quality *and* providing the support necessary for educators and families to skillfully support students' learning with said materials in both remote and in-person learning scenarios. Similarly, the Department has long been committed to increasing the number of historically underserved students who have access to and succeed in AP courses and exams. This moment and this grant opportunity are unlocking an entirely new mechanism for reaching those students

through virtual AP courses and supports and in so doing, building a new model of schooling. Finally, Commissioner Riley has made Deeper Learning one of his centerpiece initiatives, launching the Kaleidoscope Collective for Learning this year as a pilot program created to nurture deeper learning in Massachusetts public schools, so the Deeper Learning Tasks proposed here fit squarely in that initiative. The three year grant will allow the Department to fortify the infrastructure to ensure that the strategies employed have far greater longevity.

Financial Sustainability.

The strategies are about building capacity at multiple levels of the education system to support students to attain the Academic Vision. Through the program, the Department will learn how to support districts to use high-quality instructional materials in remote learning scenarios, virtual course offerings, and support for families targeted to the most vulnerable students. Districts will learn how to scale-up and systemize their curriculum-specific professional development offerings for teachers. Teachers will learn how to seamlessly transition from remote to in-person learning (and back again, as public health concerns warrant) through skillful use of high-quality materials and ongoing professional development. Families will learn how to best support learning at home through both periods of remote and in-person learning. All of this will happen with the end goal of accelerating student learning to overcome the setbacks from the COVID-19 pandemic and maintaining strong teaching and learning whatever the future holds.

The REM grant program provides an opportunity for the Department to pursue innovative opportunities, learn from them, and institutionalize those that are most successful. Spending of flexible federal funding, such as Title IIA, will be informed by the investments made through the REM program. The Department fully expects the work we do over the three grant years to inform a generation of policy and practice related to teaching and learning.

Community and Political Sustainability.

We anticipate the REM grant proposal will serve about 300,000 students and over 2,000 educators across the Commonwealth. We described in Appendix 5 various ways in which we will assess impact, including participation and satisfaction and outcome data. We will also continue to solicit feedback and input from stakeholders, including families and educators, through a REM Stakeholder Advisory Committee, as well as existing feedback mechanisms such as the Department's Principal and Teacher Advisory Cabinets and Bilingual Advisory Cabinet.

Governor Baker and Secretary of Education James Peyser support this proposal as well.

Refer to Appendix 1 for the letter of support from Governor Baker and Lt. Governor Polito.

Commissioner Riley also supports the proposal and the expansion of models of schooling and the new path to support our students in attaining the Academic Vision for an excellent education.

When the Commissioner first issued "Our Way Forward," setting forward his vision for education in Massachusetts, he identified innovation, evidence-based practices, and the state working as a partner to districts as cornerstones of his strategy. ⁴⁸ The REM proposal reflects these commitments and pushes us to stretch even further in our efforts in the long-term in building a model of innovative schooling that reaches all Massachusetts students.

Thank you for your review and consideration of our proposal.

Endnotes

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OFFICE OF THE GOVERNOR

COMMONWEALTH OF MASSACHUSETTS

STATE HOUSE • BOSTON, MA 02133



CHARLES D. BAKER GOVERNOR KARYN E. POLITO LIEUTENANT GOVERNOR

June 26, 2020

Secretary Betsy DeVos U.S. Department of Education 400 Maryland Ave, SW Washington, DC 20202

Dear Secretary DeVos:

We are pleased to support the enclosed application from the Massachusetts Department of Elementary and Secondary Education for the **Rethink K-12 Education Models Discretionary Grant**.

The Commonwealth's **Rethink K-12 Education Models Grant** proposal is focused on creating adaptable, innovative learning opportunities that maintain academic continuity for students during the COVID-19 crisis and build a foundation for future innovation by local schools and school districts. While our goal is to have students safely return to school in the fall, we recognize that remote learning will continue to play an important role in delivering a quality education to every child in the Commonwealth. The grant funding will advance our vision that every student in Massachusetts has equitable access to an excellent education and safe and supportive school environments that cultivate academic curiosity and confidence.

Through this ambitious plan, students will gain access to virtual high-quality instructional materials and new courses that engage them in meaningful texts and complex real-world problems. At the same time, teachers will receive curriculum-aligned professional development that promotes inclusive practices and supports authentic, engaging, and interdisciplinary student learning experiences. Finally, the plan will provide new innovative resources to help families support their children's learning at home. We believe that the results will be transformative when hundreds of thousands of students have widespread virtual access to high-quality materials.

Thank you for making this grant opportunity available. We appreciate your consideration of Massachusetts' plan that will pave the way for Commonwealth to be a model in rethinking how we deliver a high-quality education to every child.

Sincerely,

Charles D. Baker Governor

Karyn E. Polito Lt. Governor

Appendix 2: Academic Vision (full text)

Academic Vision

Every student in Massachusetts has access to a safe and supportive school environment that cultivates academic curiosity and confidence. Students have equitable access to an excellent education. Students read meaningful texts across content areas, work on complex real-world problems, participate in the arts, and share their ideas through speaking and writing using evidence, all in an effort to understand the world, their personal identities and their roles in the world.

Instruction is most powerful when educators have strong content knowledge and access to high-quality instructional materials and professional learning that promote inclusive practice accessible to all students, including English learners and students with disabilities; support authentic, engaging, and interdisciplinary student learning experiences; and invest families and students in their learning.

To support standards-based learning, we believe that every student should engage:

- with grade-appropriate text every day
- with meaningful real-world problems every day
- in scientific conversations using data every week

... in a school environment that supports social-emotional learning, health, and safety.

Appendix 3: High-Quality Instructional Materials, PD, Family Supports & Acceleration Modules



MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

75 Pleasant Street, Malden, Massachusetts 02148-4906

Attachment A

Increasing Access to High-Quality Instructional Materials – Preparing for School Re-Entry

Alternate ID:

COMMBUYS Document #:

Background:

On March 17, 2020, Massachusetts schools physically closed due to COVID-19 and all school programming quickly shifted to a remote environment. While districts, schools, and educators have demonstrated great resolve, resourcefulness, and creativity in making this adjustment, they have experienced many challenges to providing high quality core instruction and adequate individualized supports to ensure continued growth and development for all students. There are many uncertainties regarding the 2020-21 school year, but it will be critical for schools and districts to ensure all educators have access to high-quality instructional materials that are conducive for maintaining meaningful instruction not only when in-person learning resumes, but throughout unanticipated periods of remote learning.

Over the last several years, DESE has focused on supporting districts to evaluate, adopt, and implement high-quality instructional materials. For example, initiatives such as CURATE, Curriculum Ratings by Teachers, seek to streamline local curriculum adoption processes by providing succinct teacher-generated reports on the strengths and challenges of promising materials. Yet, to date, these efforts have not accounted for a remote learning reality. This BID is complementary to DESE's established interest in ensuring every teacher in the Commonwealth has access to high-quality instructional materials, while focusing on the immediate need to simultaneously support strong remote instruction.

Scope of Service:

DESE is seeking responses to three scopes of work:

- 1. Provide access to a high-quality curriculum delivery platform
- 2. Provide the training and support school communities will need to effectively utilize the platform in Scope 1 in both in-person and remote learning scenarios.
- 3. Construct a series of Algebra I acceleration modules.

DESE is soliciting proposals through a singular bid. Each response to this BID must be comprehensive, meaning the vendor must either have the capacity to fulfill all three scopes of work or have an agreement in place with a partner to round out the required services.

DESE envisions an engagement spanning a minimum of three years. In Year 1 the vendor's plans should include a target of reaching 10% of Massachusetts school districts, including 25% of the Commonwealth's urban districts. The targets for Year 2 are 15% of Massachusetts districts, including 37.5% of the Commonwealth's urban districts and the targets for Year 3 are 20% of Massachusetts districts, including 50% of the Commonwealth's urban districts.

Scope 1: Provide Access to a High-Quality Curriculum Delivery Platform

DESE seeks a vendor with an existing curriculum delivery platform with a demonstrated track record of supporting educators to deliver rigorous, engaging, standards-aligned instruction that meets the needs of diverse learners. The platform should include the following components:

- 1. High-quality, coherent curricula that are aligned to the learning standards in the Massachusetts curriculum frameworks and customizable to meet local needs.
 - a. DESE is particularly interested in platforms that house curricula for English language arts (ELA) and mathematics for pre-kindergarten through grade 8. Vendors equipped with high-quality curricula for science, history/social science and/or high school grades in ELA and mathematics are encouraged to describe these offerings as well.
 - b. For the purposes of this BID, "high-quality" means the product has been reviewed by DESE's CURATE panels and found to meet or partially meet overall expectations. If a product has not been reviewed by CURATE, evidence of "high-quality" will be assessed using EdReports, in which case the curricula must meet expectations for EdReports' first gateway, and partially meet or meet expectations for its second gateway at the majority of grade levels for which the curriculum exists. For curricula not yet reviewed by CURATE or EdReports, the vendor must submit evidence from a robust, transparent, independent, and educator-driven review that the curricula meet expectations for alignment to college- and career-ready standards.
 - i. Vendors must describe the accommodations and modifications available for teaching students with disabilities and English learners.
 - ii. Vendors must describe the resources available for parents to support learning at home.
- 2. Assessments aligned to the curricula and analytic capabilities to support data use to target and refine instruction.
 - a. The platform must facilitate digital administration of curriculum-embedded assessments. Vendors are encouraged to describe other forms of assessment supported by the platform (e.g., screeners, benchmarking assessments).
 - b. The platform must support teachers to analyze assessment data (e.g., both predetermined and customizable data displays) and use data to provide individualized instruction and refine overall practice.
- 3. Supplemental learning materials: Vendor provides specific guidance for each grade level on how to support learning to maintain the pace for on-grade level learning. This guidance should align the core work of the prior grade with grade level standards and maintain pace with grade-level instruction so students get necessary in-time supports while engaging in grade level work.
- 4. Functionality for supporting in-person and remote learning.
 - a. The platform must facilitate seamless transitions from remote learning to inperson instruction and vice versa.
 - b. The platform must support both synchronous and asynchronous learning experiences that are both independent and collaborative. For example, the platform should include video exemplars of teachers teaching the HQIM.
 - c. The remote learning features of the platform must be consistent with DESE's remote learning guidance.

- 5. Ability for DESE to "push" content out to all Massachusetts users. 1
 - a. As new resources and timely updates are available, DESE will leverage the platform for disemmination. These resources and updates may include video messages from the Commissioner or Department staff, emerging strategies to support remote learning, and recommendations for enhancing lessons/units embedded in the platform to promote deeper learning experiences.
- 6. Integration capability with popular learning management systems used by Massachusetts districts (e.g., Canvas, Google Classroom, Schoology), student information systems (e.g., Aspen, Infinite Campus, PowerSchool SIS), and rostering/single-sign-on applications (e.g., Clever).
 - a. Massachusetts districts use a wide variety of products and applications to manage learning materials and data about students and teachers. To encourage district use of the platform, it must work seamlessly with an array of popular products.
 - b. Conversely, the platform cannot depend on districts having robust learning management and student information systems already in place. It must be usable as a standalone resource as well, with all appropriate protections in place for student and teacher data.

The vendor's response should describe a proposed plan for providing Massachusetts districts with access to the platform. DESE is interested in proposals that make access and use as simple as possible for school districts, which may involve the following three steps: (1) DESE and the selected vendor jointly communicate about the availability of access/licenses to the platform and direct district leaders to the vendor's website to review available resources and register, (2) upon registration, the district leader is notified that access will be provided at no-cost for the duration of DESE's contract with the vendor under this BID, (3) the vendor invoices DESE directly for the cost of the district's license(s). Vendors are welcome to propose alternative steps, so long as they reflect the end goal of simple access and use for Massachusetts districts.

Scope 2: Provide Training and Support for Effectively Utilizing the Curriculum Delivery Platform in Both In-Person and Remote Learning Scenarios

Under normal circumstances, rollout of a new curriculum delivery platform and new underlying curricula requires intentional planning and extensive professional development for teachers and the administrators who support them. With uncertainty facing school districts about the instructional delivery model public health concerns will require for the opening of the 2020-21 school year and beyond, there is even greater need for initial and ongoing high-quality professional development for teachers and administrators on the platform, the curricula, and how to leverage both within in-person and remote learning scenarios. DESE seeks a vendor with deep expertise in adult learning, remote learning principles, as well as the specific platform and underlying curricula described in Scope 1.

Vendor proposals should describe a robust training plan for supporting Massachusetts districts to effectively use the curriculum delivery platform and the underlying curricula in both in-person and remote learning scenarios. Trainings must involve some live, virtual training sessions and may also include recorded training modules, individual district virtual consultations, and virtual office hours. The training plan should address:

1. The initial orientation training following a district's registration, which must introduce the platform, the curricula, and specific remote learning features.

¹ "Massachusetts users" for the purposes of this BID are users affiliated with a school district that obtains access to the platform through the contract/licensing agreement central to this BID.

- 2. The ongoing, curriculum-specific professional development teachers will have access to through the duration of the contract. Note: this may be an example of an appropriate application of asynchronous modules.
 - a. Professional development for teachers must focus on the specific curricula delivered by the platform for the teachers' grade/subject.
 - b. Professional development for teachers must provide specific supports for leveraging the platform and curricula to accelerate learning for students behind grade level, including English learners and students with disabilities.
 - c. Professional development for teachers must explicitly address strategies for engaging students with the curricula in remote learning scenarios.
 - d. Professional development for teachers must support educational equity by supporting teachers to capitalize on the curricula's efforts to facilitate culturally sustaining instruction and addressing varying technological infrastructure present in students' homes.
- 3. The consultative support available to districts regarding the platform, the curricula, or remote learning features.
- 4. The workshops available to *families* to support remote learning using the platform and the curricula. At a minimum, family workshops should include 10 workshops for families in districts participating in the HQIM partnership described in Scope 1 in each of the following content/grade spans: K-2 ELA, K-2 math, 3-5 ELA, 3-5 math, 6-8 ELA, 6-8 math.
- 5. Other training and professional development opportunities proposed by the vendor.

Scope 3: Construct a series of Algebra I acceleration modules

Students making the transition from middle to high school during the pandemic are at particular risk as they navigate an already fraught transition period. The social and developmental adjustments, as well as the significant ramp up in academic rigor can be roadblocks. The Department is launching a program called the Acceleration Fellows to support rising 9th graders succeed in Algebra I.

A key component of the Acceleration Fellows program is the development of three "Acceleration Modules," each a week of online learning focused on identified standards from 8th grade that will prime students for success in Algebra I. The vendor will create these three weeklong "modules" of content, including all printed materials, lesson videos, and teacher preparation materials. Modules must be based on existing high-quality 8th grade math instructional materials and, once developed, must be available within the curriculum delivery platform described in Scope 1. The vendor must train Department personnel to implement these modules. Vendors should propose 8th grade standards from the Massachusetts curriculum framework for mathematics to cover in each of the three modules with a rationale connected to preparing students for success in Alegbra I.

Bidders are welcome to apply their expertise in developing their proposals, which may include suggesting alternative approaches to those described above with accompanying rationale.

Budget:

For the initial program year under this contract (September 1, 2020 through August 31, 2021, the total program costs should not exceed \$3,200,000. The total budget must be inclusive of all services, materials, travel, etc. for the initial funding period and all deliverables outlined in the scope of services must be completed by August 31, 2021. Two one-year renewals will be available. Due to expected increases in the number of districts reached by the scopes of service in the two renewal years, the maximum obligation for the first renewal year is \$4,200,000 and the maximum obligation for the second renewal year is \$5,350,000.

For fiscal purposes, provide the costs for each fiscal year separately: fiscal year 2021 (from award of contract through June 30, 2021), fiscal year 2022 (July 1, 2021- June 30, 2022), and fiscal year 2023 (July 1, 2022 – June 30, 2023).

The proposed budget should include, at a minimum, the budget workbook and a separate budget narrative explaining the justifications for these costs for the initial program year and each of the two subsequent renewal years broken out by scope of service described above.

Award under this BID and execution of contract renewals are pending available funding.

Required Specifications:

- Demonstrated expertise and experience managing a dynamic curriculum delivery platform for implementation of high-quality curricula;
- Demonstrated expertise in supporting ongoing professional development specifically focused on the curricula supported by the curriculum delivery platform described in Scope 1.
- Significant experience providing high-quality training to diverse audiences, including executive-level leaders, instructional staff, particularly in virtual settings.
- Expertise in providing impactful coaching/consultation to districts serving high numbers of students of color, economically disadvantaged students, English learners and students with disabilities;
- Ability and capacity to manage and support a potentially large, diverse portfolio of districts.

Preferred Qualifications:

The Department encourages applicants to respond who demonstrate the following preferred qualifications:

• Familiarity with Massachusetts education landscape, policy, and context

No phone ca	lls regarding this BID will be accepted. If you	have any questions, please send an email		
to	specify alternate ID#	_ in the subject line. Questions must be		
submitted b	by by:00 AM/PM E	ST and will be posted on or around		
	by:00 AM/PM EST. Questions will	be posted to the COMMBUYS website:		
www.COMMBUYS.com, in same location as this BID.				

Submission Requirements:

Section 1: Proposed approach.

• In not more than 10 pages, the vendor should demonstrate a clear understanding of the scopes of service and describe their proposed approach for executing each. Include a proposed plan for delivering the maximum amount of platform and training access to the maximum number of Massachusetts districts given the constraints of the available budget.

Section 2: Expertise and Experience

• In not more than 3 pages, vendor describes how they meet the required qualifications described above. Provide examples that highlight the vendor's ability to execute a statewide scope of service customized to local district needs.

Section 3: Organizational Capacity

• In not more than 5 pages, the vendor describes the organization's capacity to manage the scope of service. Describe the key personnel who will be involved in the project. Resumes/CVs for all key personnel should be included as an appendix (these do not count against the page limit).² Provide a detailed proposed timeline for implementing the scope of service.

Section 4: Budget

• Vendor provides a budget with all itemized costs broken out by deliverable (e.g., materials, vendor staff travel, and costs associated with the project) and fiscal years. Funds may not be used for purchasing food.

Section 5: Samples of Relevant Work

- Weblinks are preferable.
- A minimum of one sample per scope of service is required.

Responses MUST be uploaded (as on	e single document) to COMMBUYS no later than the bid
opening date and time:	Responses not posted to COMMBUYS will not be
considered for evaluation. Do not Ema	il and/or mail responses to the department.

In order to respond to this bid, please register on the COMMBUYS website. If you need assistance with registering please contact the COMMBUYS helpdesk at:

² Please note that any change in staffing for this initiative will require pre-approval from the Department. The Department reserves the right to terminate the contract if the change in personnel does not meet the standard of the original proposal.

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions:
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLIC	CANT	PR/AWARD NUMBER AND / OR PROJECT NAME			
MA Dept of E Education	Elementary & Secondary	Rethink K-12 Education Models			
PRINTED NAME A	PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE				
Dr. Heather Peske					
SIGNATURE	DATE				
		6/25/2020			

ED 80-0013 06/04

Appendix 6: List of Proprietary Information Found in the Application

N/A

Massachusetts' Department of Elementary and Secondary Education did not include proprietary information in this grant proposal.

Appendix 7: Assurance that Applicant will Participate in an Evaluation

The Department of Elementary and Secondary Education in Massachusetts is providing this assurance that we will provide information to the U.S. Secretary of Education, as requested, for evaluations that the Secretary may carry out. We understand that this may include, but is not limited to, working with USED at the outset of the grant to establish common performance measures, data elements, or data definitions; and providing information in response.

Appendix 8: Individual Resumes for Project Director and Key Personnel

Resumes:

- 1. Aguiar, Paul
- 2. Bhasin, Komal
- 3. Coleman, Katherine
- 4. Deninger, Matthew
- 5. Garcia, Samantha
- 6. Goldberg, Nechama
- 7. Hashimoto-Martell, Erin
- 8. Peske, Heather (Project Director)
- 9. Raha, Meto
- 10. Waterman, Craig
- 11. Woo, Lauren

EXPERIENCE

February 2014 – Present

Massachusetts Department of Elementary and Secondary Education, Malden, Massachusetts
OFFICE OF LANGUAGE ACQUISITION (OLA), Director. Duties include the coordination of the day-to-day operations of OLA including the oversight of all OLA staff and management of budget/spending planning and resource allocation, overall coordination of efforts of OLA staff in implementing the RETELL initiative, coordination of the hiring of OLA staff and contracted employees through an effective hiring process, collaboration with other ESE offices to ensure that OLA's efforts are coordinated with other Department initiatives, coordination of support and engagement by Department staff in the field to provide outreach and collaboration with various external stakeholders, coordination of compliance reviews including Title III and Coordinated Program Reviews to assist in the implementation of federal and state laws and regulations pertaining to the education of ELs, coordination of the WIDA standards throughout the state. In addition, since 2018, our office has also coordinated world language initiatives such as the changes to the world language standards framework including hiring a world language specialist.

October 2012 – January 2014

Massachusetts Department of Elementary and Secondary Education, Malden, Massachusetts
OFFICE OF LANGUAGE ACQUISITION AND ACADEMIC ACHIEVEMENT (OLA), Acting Director.
Duties include the coordination of the day-to-day operations of OELAAA including the oversight of all OELAAA staff and management of budget/spending planning and resource allocation, collaboration with other members of the RETELL Leadership Team in coordinating the RETELL initiative, overall coordination of efforts of OELAAA staff in implementing the RETELL initiative, coordination of the hiring of OELAAA staff and contracted employees through an effective hiring process, collaboration with other ESE offices to ensure that OELAAA's efforts are coordinated with other Department initiatives, coordination of support and engagement by Department staff in the field to provide outreach and collaboration with various external stakeholders, coordination of compliance reviews including Title III and Coordinated Program Reviews to assist in the implementation of federal and state laws and regulations pertaining to the education of ELLs, coordination of the WIDA standards throughout the state.

July 2012 – September 2012

Massachusetts Department of Elementary and Secondary Education, Malden, Massachusetts
PROGRAM QUALITY ASSURANCE SERVICES, Education Specialist Supervisor Metro-North. Duties include the oversight of all Metro-North staff conducting coordinated program reviews in Special Education, English Language Learners and Civil Rights of public school districts, charter schools, vocational high schools and special education collaboratives.

May 2007 – June 2012

Massachusetts Department of Elementary and Secondary Education, Malden, Massachusetts
PROGRAM QUALITY ASSURANCE SERVICES, Education Specialist. Duties include planning, conducting
and coordinating Special Education, English Language Learner and Civil Rights coordinated program review
audits of public school districts, charter schools, vocational high schools and special education collaboratives
throughout the Commonwealth of Massachusetts (2007-2012); planning and conducting the problem resolution
system for school or district based complaints regarding issues of non-compliance with either federal or state
education laws/regulations (2007-2009)

August 2005 – June 2007

Danvers Public Schools, Danvers, Massachusetts

ASSISTANT DIRECTOR OF STUDENT SERVICES Pre-School to Grade 12. Duties include monitoring and coordinating District ELL Services, Section 504 Accommodation Plans, Nurses and School Health Services,

Standardized Testing (MCAS, MEPA, MELA-O, SAT, PSAT, AP), Guidance Departments (Middle and High School), Scholarships, Pre-Referral Student Study Teams, Kindergarten and Pre-School registration, grants management, attendance/truancy, training teachers in ELL, Section 504, etc., presenting Guidance, 504 and Health Services updates to the School Committee and Case Manager for Out-of-District Special Education Students.

July 2002 – June 2005

Global Indo-Asia School, Batam, Indonesia. (A Private International, WASC Member School)
HEADMASTER Pre-School to Grade 12. Duties included monitoring the operations of the seven divisions of the school (Early Childhood Center, Elementary School, Secondary School, Human Resources, Finance, General Services, and Public Relations/Marketing); maintaining proper government reports and assure government guidelines are followed; guiding the development and implementation of curriculum, the implementation of the Primary Years Program (PYP) of the International Baccalaureate Organization (IBO), WASC accreditation, teacher training and facilities expansion initiatives; coordinating school-wide assessments and planning conferences; conducting Management Meetings and evaluating staff; hiring administrative and teaching personnel; writing and revising Work Agreements, personnel policies and procedures, student and teacher handbooks, school budgets and admissions guidelines; and teaching pull-out ESL classes grades 6,7.

July 1996 - June 2002

Pelita Harapan School, Lippo Karawaci, Indonesia. (A Private, International Baccalaureate, NEASC and CIS Accredited School)

PRINCIPAL Junior School Pre-School to Grade 6. Responsible for managing the budget and daily operations of the Junior School Division; maintaining proper government reports and assure government guidelines are followed; supervising the implementation of the Primary Years Program (PYP) of the International Baccalaureate Organization (IBO), NEASC and CIS accreditation, teacher training, and curriculum development; scheduling classes, evaluating staff, conducting faculty meetings, maintaining student discipline, and overseeing admissions and testing; and teaching pull-out ESL classes grades 5,6.

September 1987 - June 1996

Casimir Pulaski Elementary School, New Bedford Public Schools, New Bedford, Massachusetts.

SPANISH BILINGUAL TEACHER. Responsible for teaching Grades 2, 3, and 4 in self-contained bilingual Spanish classrooms; assisting in the development of the bilingual curriculum for language arts and ESL; disseminating bilingual clearinghouse information and visiting various bilingual programs throughout the state; for working cooperatively to adjust the integration policies in the New Bedford Public School System as part of Title VII initiative (1991-1993); conducting Before-School and After-School Reading Recovery Programs and Title VII Summer School programs for "at risk" students (1993-1995); and evaluating new Language Arts, Spanish, Reading, Social Studies, and ESL textbooks and kits.

September 1993 - June 1994

New Bedford Public Schools, New Bedford, Massachusetts.

INTERNSHIP DIRECTOR OF TRANSITIONAL BILINGUAL EDUCATION PROGRAM. In charge of advising and training Spanish elementary bilingual teachers in methods and materials for the Transitional Bilingual Education Program; ordering new textbooks, kits, and resource materials for the ESL, Spanish, Social Studies, and Math classes; monitoring the writing of the Title VII Summer School Project; and supervising testing for the Bilingual Program.

EDUCATION

B. A. Degree - International Studies/Economics Stonehill College, North Easton, Massachusetts

M. A. Degree - Elementary Education Bridgewater State College, Bridgewater, Massachusetts Advanced Graduate Studies – Educational Leadership (Director Bilingual Education) Bridgewater State College, Bridgewater, Massachusetts

CERTIFICATIONS

Massachusetts State Certification # 278539:

- Director/Supervisor Administration (All Levels)
- Spanish Bilingual Elementary Education (Grades 1-6)
- Elementary Education (Grades 1-6)
- English Language Learners (Grades 1-6)
- Elementary Principal/Vice Principal (Pre-K-6)
- Middle School Principal/Vice Principal (5-8)
- Moderate Special Education (PreK-8) Pending

LANGUAGES - Fluent in Spanish, Portuguese and Moderately fluent in Indonesian.

WORK EXPERIENCE

Massachusetts Department of Elementary and Secondary Education, Malden, MA

Senior Associate Commissioner, Kaleidoscope Collective

November

2019 to present

- Design and launch the Kaleidoscope Collective, a statewide initiative focused on the implementation of Deeper Learning as a vehicle to close achievement gaps across the Commonwealth and prepare students for post-secondary success.
- Develop tools, frameworks and trainings to support schools in implementing Deeper Learning and enlisting community voice and buy-in to school redesign efforts
- Provide professional development and onsite coaching to a diverse coalition of schools to pilot the work and measure the effectiveness.
- Develop and execute a strategy for statewide scaling of lessons learned from the pilot
- Serve as a member of the Commissioner's Executive Senior Staff

Lawrence Public Schools, Lawrence, MA

Principal, UP Academy Leonard Middle School November 2019

August 2013 to

- Lead a full school turnaround of one of the lowest performing schools in the state, in a fully unionized, district, public school (96% free lunch, 95% Hispanic/Latinx, grades 6-8)
- Lead students to achieve the highest math SGP of any standalone middle school in the state (spring 2019).
- Lead school to Level One status, based on improvements to behavioral climate and academic gains, including scoring #4 in the state for growth in ELA and #2 in the state for growth in Math, based on MCAS SGP in spring 2015
- Develop an engaged, positive school climate; reducing suspension rate by 92% through implementation of restorative justice protocols within the school
- Retain over 85% of staff annually for 5 consecutive years

Principal in Residence, UP Education Network

August 2012 to July

2013

- Build community & family relationships, author school-design plan for full school turnaround, hire staff of
 50
- Plan and execute the network's first Educators of Color Leadership Conference (200 attendees from all over MA)
- Design and lead trainings for network staff on recruiting and hiring a diverse staff, support the launch of network-wide goals regarding Diversity, Inclusivity and Equity.

Excel Academy Charter Schools, Boston, MA

Principal, Excel: East Boston August 2008-July 2012

- Lead the highest performing middle school in Massachusetts (78% free lunch, 75% Hispanic/Latinx, Grades 5-8)
- In 2011, lead the school to 100% passing rate (ELA & Sci), 99.5% passing rate (Math), and overall 90.3% Advanced/Proficient rate on MCAS Exam
- Manage, coach and lead professional development for all instructional staff, creating and implementing systems for effective support and evaluation, retaining 100% of core academic teachers in 09-10 school year

Dean of Curriculum and Instruction, Excel: East Boston

August 2007-July 2008

- Develop systems for instructional support of teachers, including school-wide professional development, data analysis, and observation/feedback systems.
- Create school-wide academic support and remediation programs
- Develop school-wide systems for managing Special Education and ELL compliance

KIPP: New Orleans, New Orleans, LA

Founding Middle School Leader, KIPP: McDonogh15 June 2007

February 2006-

- Co-wrote and defended charter for tunaround preK-8th grade school (98% free-reduced lunch, 97% African American)
 - Led school to be the highest-performing open-admission public school in New Orleans, based on state LEAP test results. Students grew from 21st to 80th national percentile ranking in math.
 - Recruited and trained 35 teachers, created and implemented school-based system of rules and consequences, and created curriculum for students in grades 5-8. Served as disciplinary, operational and instructional leader for staff in grades 5-8.

Founding Middle School Leader, New Orleans West College Prep

August 2005- June 2006

- Co-Founded a K-8 School for homeless students (100% free lunch, 100% African American,) in the aftermath of Hurricane Katrina
- Led a team of first and second year teachers to achieve significant academic gains in ELA & Math; 6th grade students grew from 3rd grade level to 9th grade level in math, based on the Stanford 10 test of achievement.
- Served as disciplinary, operational and instructional leader for staff in grades 5-8.

Founding Science Teacher, KIPP: Phillips Academy

June 2005- August 2005

• Worked on a team to execute a full school turnaround for low performing public middle school, until school (and surrounding neighborhood) was destroyed by Hurricane Katrina

John Ory Middle School, LaPlace, LA

6th, 7th and 8th grade Science Teacher

June 2003-June 2005

- Lead 100% of students (gened, students with disabilities and ELLs) to pass the high-stakes Science LEAP test
- Participated in Teach for America, a national service corps of recent college graduates who commit 2 years to teach in public schools.

PRESENTATIONS AND PUBLICATIONS

Full-day Training, "Liderando Cultura de Estudiantes," [Leading Student Culture] One World/Relay Graduate School of Education/ISFODOSU, Dominican Republic, Summer 2019

Full-day Training, "Leading Student Culture," Relay Graduate School of Education, multiple sessions in Washington, DC and Atlanta during 2019.

Workshop, "Schools to Learn from: Staff Culture, Training Novice Teachers, and Retaining Staff," Teach for America/The Management Center Principal Training Program, Winter 2019

Co-Author, Chapter 11: School Systems and Trauma, published in Beyond PTSD: Helping And Healing Teens Exposed To Trauma. Gerson and Heppell, editors. Washington, DC: American Psychiatric Association Publishing, [2019]. 1st ed.. 1 v. (3305532)

Ed Talk, "Staff Satisfaction: Getting at the Root of Problems" The Collective School Leader of Color Conference, Winter 2017

Workshop, "How to Lead Effective School Climate" UP Education Network, Dean Preparatory Academy, Fall 2015.

Workshop, "Leading with Influence" UP Education Network, Summit, Summer 2015.

Workshop, "Leading an Effective School Climate Turnaround," Leading Educators, Spring 2015

Workshop, "Making your Voice Heard as an Educator of Color in a Predominately White Setting," various settings, including The Collective School Leader of Color Conference, 2015 and 2017

Workshop, "Cultural Competence in Recruitment" UP Education Network, Dean Preparatory Academy, Fall 2015.

Workshop, "Building a Strong School Culture" KIPP School Leadership Program, Summer 2010, 2011, 2012

Workshop, "Key Components of a Strong Instructional Program" Building Excellent Schools Weekend Warrior, Winter 2011

MASSACHUSETTS LICENSURE

Principal/Assistant Principal (5-8), Professional Status

English as a Second Language (5-12), Initial Status

SEI Endorsement

AWARDS & RECOGNITION

Cohort V: Leverage Leadership Fellowship / Relay Graduate School of Education. Awarded "Platinum Distinction" (2018-19 SY)

Selected for Massachusetts Principal Advisory Cabinet (2018, 2019)

National Finalist – Sue Lehmann Award for Excellence in Teaching (2005)

Japan Fulbright Memorial Fund Scholar (2005)

John L Ory Teacher of the Year (2004)

The New Orleans Saints Teacher of the Year (2004)

Derek Bok Prize for Distinction in Chemistry Teaching at Harvard (2003)

LANGUAGES

Spanish Proficiency: Conduct disciplinary and academic meetings in Spanish, lead trainings and family meetings in Spanish, translate written documents into Spanish.

EDUCATION

Harvard University, Cambridge, MA

AB, Magna Cum Laude, in Neurobiology, with certificate in Mind, Brain and Behavior, conferred in June 2003

Honors Thesis: A Biochemical Characterization of the Protein Torsin A



Oakland Technical High School, Oakland, CA

Co-Director; Race, Policy, and Law Academy 2020

August 2018 – May

- Collaborated to create a three-year sequence of learning for high school students rooted in liberatory pedagogies and an anti-oppressive framework
- Attended trainings and conferences for the academy model and for project-based learning design
- Instructed academy cohort 11th graders in English and in Policy courses with an emphasis on community engagement, project-based learning, and work-based learning

Teacher, English Department 2018

August 2017 – July

- Instructed students in grades 11 and 12 in both College Prep (CP) and Honors (HP)
- Designed all curricula and materials with an emphasis on research skills and writing

Head Royce School, Oakland, CA

Teacher, Heads Up Program 2017

May 2017 – August

- Coached trainee assistant teacher in pedagogical practice and classroom management
- Participated in weekly professional development trainings, with a focus on serving culturally and linguistically diverse learners

Stripe, San Francisco, CA

Trainer, Learning & Development Team

February 2016 – March 2017

- Evaluated new and evolving content and skills to both design and update existing curricula and training materials addressing a wide range of professional learning objectives
- Facilitated trainings for a diverse pool of professional learners, including recent graduates and international executives
- Onboarded all new hires for a wide scope of teams and offices in a rapidly growing international company

Boston University, Boston, MA

- Demonstrated critical professional skills, including organization, filing, copyediting, etc.
- Completed structural analysis of the organization through research and interviews

Framingham High School, Framingham, MA

Teacher, English Department 2015

August 2012 – August

- Instructed students in grades 9, 11, and 12 in levels spanning across College Prep Two (Inclusion Model), College Prep One, Honors, and Electives
- Overhauled the curriculum for a two-year elective course, co-taught through the History Department, with a focus on leadership and anti-oppressive action-based curriculum
- Coached student teachers completing their pre-practicum and practicum experiences
- Awarded a summative evaluation rating of Exemplary
- Additionally served in the following capacities:
 - o Standards Alignment Cohort: ELA Curriculum Development Team
 - o Co-Founder: International Service Trips
 - o Director of Curriculum: BEST Program

EDUCATION

Boston College, MEd in Curriculum and Instruction, 2014

Boston College, BA in Secondary Education, BA in English, 2012

SKILLS & CERTIFICATIONS

- Single Subject Clear Credential (California): Active
- Professional License (Massachusetts): Pending SEI Endorsement
- Curriculum Design and Instruction: Project-Based Learning, Work-Based Learning, Anti-Oppressive Frameworks, Standards Alignment
- Highly versed in Culturally Responsive Theories of Education and Psychology
- Writing: Fiction and nonfiction, variety of formats and subjects areas
- Technology: Google Suite, Microsoft Office, iWork, SQL, Social Media
- Policy analysis and design
- Event planning and coordination

PROFESSIONAL REFERENCES

Staci Morrison

Role: Principal

Company / Organization: Oakland Technical High School

Contact:

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Role: Literacy Specialist

Company / Organization: African American Male Achievement of OUSD

Contact:

AMELIA LOMBARD

Role: Trainer

Company / Organization: Stripe

Contact:

CHARLES W. COOK

Role: Department Head of English

Company / Organization: Framingham High School

Contact:

MATTHEW J. DENINGER

EDUCATION

HARVARD UNIVERSITY GRADUATE SCHOOL OF EDUCATION CAMBRIDGE, MA 2004 - 2005 Ed.M. – Educational Policy and Management Coursework focused on education policy, leadership, statistics, research methods, law, instructional improvement, financial management, and organizational change. 1997 - 2001 **DARTMOUTH COLLEGE** HANOVER, NH A.B./English; Dartmouth Teacher Preparation Program, Secondary Licensure PROFESSIONAL EXPERIENCE MASS. DEPT. OF ELEMENTARY AND SECONDARY EDUCATION MALDEN, MA **2005 - PRESENT** Serving as Acting Chief Strategy and Research Officer **2019 - PRESENT** Oversees research, evaluation, resource allocation, and planning functions in the agency. 2017 - 2019 Promoted to Director, Resource Allocation Strategy and Planning Led the successful consolidation of several groups within DESE to streamline our federal grant-making processes and to ultimately provide districts with the tools and evidence they need to make research-informed resource allocation decisions. Promoted to Manager, Strategic Planning & Perf. Mgmt. | Office of Planning and 2011 - 2017 Research Initiated results-oriented strategic planning and performance management process to focus agency efforts and ensure Commissioner's priorities were implemented with fidelity. Served as lead manager for the agency's Delivery Unit, which supports, facilitates, and evaluates the work of the agency's highest priority initiatives (including accountability systems, communications, curriculum standards reform and implementation, educator evaluation systems, educator preparation and licensure systems, district funding formulas, strategic resource use, information technology systems, data governance, social-emotional learning, school and district turnaround, college/career readiness and 2009 - 2011 pathways, etc.). Promoted to Policy Coordinator | Office of Planning and Research Managed the District Analysis and Review Tool (DART) project. Supported the rollout of the statewide student growth model; developed identification 2007 - 2009 methodology for schools and district accountability system. Promoted to Policy Analyst | Office of Planning and Research

Led development of annual special education disproportionality analysis formula and process, co-authored a study on the achievement gap, a research brief on out-of-district

2005 - 2007

special education students; authored a research brief on disproportionality.

Education Specialist & District Liaison | Program Quality Assurance Services

Led special education program evaluations (document reviews, interviews, focus groups, 2015 - PRESENT and wrote final reports). Provided technical assistance and problem resolution to parents and administrators concerning special education laws and regulations.

MASSACHUSETTS SCHOOL BUILDING AUTHORITY

BOSTON, MA

Board member | Commissioner's designee on MSBA Board of Directors

Oversees \$800 million in building projects, annually. Coordinates efforts among agencies.

2016 - PRESENT

NORTHEASTERN UNIVERSITY

BOSTON, MA

Summer 2005

Adjunct Lecturer | Graduate School for Public Policy and Urban Affairs

Teaches graduate seminar: "Education Policy in the United States."

BOSTON PUBLIC SCHOOLS

BOSTON, MA

2001 - 2004

Research Consultant

Authored a study: Professional Development Spending in the Boston Public Schools: FY 2005.

ASHLAND HIGH SCHOOL

ASHLAND, MA

English Teacher, Athletic Coach, Class Advisor; School Site Council Member

Taught composition and literature courses in grades 9-12.

Coached girls' basketball, boys' tennis, and girls' soccer.

LEADERSHIP, RESEARCH, AND ORGANIZATIONAL EXPERIENCE

COMMONWEALTH MANAGEMENT CERTIFICATE PROGRAM

BOSTON, MA

2011 - 2012

2011-2012 Fellow

Selected for leadership development program designed for managers in state government.

EDUCATION POLICY FELLOWSHIP PROGRAM

BOSTON, MA

2008 - 2009

2008-2009 Fellow

Participated in national program for leaders in education policy.

2004 - 2005

HARVARD UNIVERSITY GRADUATE SCHOOL OF EDUCATION CAMBRIDGE, MA

Lead researcher for "Legal Literacy of Educators"

With Professor David Schimmel, developed and conducted a quantitative evaluation of hundreds of educators to determine their knowledge of legal issues in the school setting.

Researcher for "The Effect of the EQA on School Districts"

Coordinated a qualitative study to determine the efficacy of the Massachusetts Department of Educational Quality and Accountability.

2006 - PRESENT

8 Webster Avenue Foundation

HANOVER, NH

Treasurer. Executive Board Member

Manages finances and oversees operation of a 501(c)(3) charitable foundation, which promotes academic excellence at Dartmouth College.

CERTIFICATIONS AND LICENSURE	
Teacher Certification – Secondary English – Massachusetts and New Hampshire	
ADDITIONAL SKILLS AND INFORMATION	
Proficiency in SPSS, Word, PowerPoint, Excel, Outlook, SharePoint, Acrobat	
AWARDS	
Department of Elementary and Secondary Education – Pride in Performance Award	2011
Manuel Carballo Governor's Award for Excellence in Public Service	2015

Samantha Garcia

Demonstrated educational program delivery and management experience encompassing organizational development, strategic planning, project management and operations support including:

- Proven ability to define the programs vision, mission and values to develop long-term plans and operational procedures
- Developing and implementing a fast-paced ESL program involving logistics planning, data collection and assessment, as well as mentoring a competent staff dedicated to providing outstanding service to a large, multi-cultural constituency
- Experience providing the strong leadership necessary to develop a collaborative work force capable of understanding and working toward common strategic goals
- Expertise building and managing in-house training and development programs for educators
- Extensive classroom teaching experience with a keen focus on developing creative lesson plans designed to improve all ESL and ELD students mastery of the English language and reading abilities
- Excellent organizational skills with the capacity to handle numerous projects simultaneously and meet critical deadlines
- Outstanding communication, interpersonal and problem solving skills

Solving

SUMMARY OF QUALIFICATIONS

Comprehensive Cross-Functional Educational Program Management Experience Including:

 Defining An Organization's Vision, Mission & Values Collaborative Workplace Model 	ng A
 Impacting Organizational Culture To Better Achieve Goals Interdepartmental Communication 	eing
· Direct Staff Supervision, Training & Development · In-Hou	se Training
Program Development · Scheduling/Meeting Critical Deadlines · Resource · Resource	ces & Manpower
Allocation • Developing & Implementing Operational Policies & Procedures • B	oudgeting /
Minimizing Costs · Strategic & Tactical Planning / Goal Setting · Utilizin	ng Community
Resources	re Problem

CLASSROOM TEACHING EXPERIENCE INCLUDING:

· Lesson Plan Development · Planning & Coordinating Activities ·

Tutoring

· Curriculum Development/Assessment · Behavior Management Techniques · Goal

Setting

· Classroom Management · Parent/Teacher Conferences ·

Thematic Units

· School Administration/Leadership · Problem Solving Strategies · Role

Modeling

· Children With Special Needs · Multi-Cultural Sensitivity · Team

Teaching

· Integrating Computers Into Curricula · Inclusion Classroom Management

Writing Process

· Whole Language · ESL Instruction ·

Strategy Instruction

Licenses/Certifications: ESL 5-12 · SEI Endorsement **Awards:** Sontag Prize for Urban Education / 2019 & 2020

PROFESSIONAL EXPERIENCE

Teaching Policy Fellow 2019-Present

Teach Plus, Boston, MA

ESL Chairperson 2018-Present

ESL Teacher 2016-Present

UP Oliver Academy, Lawrence, MA

Retell Instructor Summer-2019/2020

Learning Team Leader 2018- Present

Operations CoordinatorSummer-2018Corps MemberSummer-

2016

Teach for America, Boston, MA

EDUCATION

Master of Education - Concentration-Curriculum & Teaching / English as a Second Language (ESL)

Boston University, Boston, MA

Bachelor of Arts

Georgetown University/Washington University, Washington, D.C.

NECHAMA D. GOLDBERG

FINANCE & ADMINISTRATION SPECIALIST

Financial Controls • Budgeting & Cost Controls • Program Administration

Versatile **Financial Management Professional** with a proven track record of success in the application of business accounting principles, academic administration, financial analysis, internal controls, and business operations. Proven track record of consistently combining financial leadership with sound business practices to position companies and educational institutions for long-term growth and profitability. Excellent developer of personnel, skilled at recruiting, training and managing team members to maximize return on investment and meet corporate objectives. *Core competencies include:*

- Academic Administration
- Strategic Planning and
- Capital and Operating Budgets

Analysis

- Personnel Development
- Financial Forecasting and Projections
- Grant Proposals

- Financial Analysis and Controls
- Profit and Loss Analysis
- Software Implementation

PROFESSIONAL EXPERIENCE

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION, Malden, MA 2009-present

Senior Analyst, Fiscal Policy and Planning

Manage the fiscal resources for the Center for Instructional Support including Curriculum and Instruction, English Language Acquisition, Educator Effectiveness, Digital Literacy and Computer Science, and Student Assessment by ensuring effective budgeting, accounting, financial reporting, auditing and financial analysis in compliance with all state and federal laws, rules, regulations, policies, procedures, and standards. Provide strategic thinking and planning to the Center for Instructional Support to further the mission and goals of the Department by gathering, organizing, filtering and analyzing data for effective decision- making. Through careful analysis I provide support to identify and assess strategic issues, suggest ways as to how business risks can be mitigated and formulate feasible recommendations to management on optimizing resource utilization. With outside the box thinking I am proactive and resourceful in developing alternative approaches that target each step of the strategic plan.

- Manage multi-million-dollar, multi-year assessment contracts
- Develop complex spreadsheets to provide managers with the flexibility to adjust for changing conditions and what-if scenarios; provide real-time data analysis in easy to understand form
- Strategic planning for CIS, including working with the Center's directors to align available funds with Center priorities and advising on aspects of project organization, including where vendor support is appropriate
- Implement, administer and monitor the fiscal resources for the Center of Instructional Support, by planning with managers from development of budget through the most effective use of procurement process to achieve programmatic and fiscal goals. Provide feedback on use of funds to ensure full and strategic utilization of all available resources.
- Follow Federal Register for grant opportunities relevant to CIS; assist in annual reporting requirements to grantors
- Provide effective supervision and support to staff in a way that produces outcomes, promotes professional growth, and supports retention of high-performing staff.
- Major accomplishments: Provided fiscal analysis for the IT Consolidation project; developed budgets for successful federal Race to the Top grant proposal for \$250 million; analyzed data for creation of cohorts of districts for the delivery of the SEI Endorsement courses and managed hundreds of contracts; provided flexible financial analysis tools to assist decision-making for all variations of assessment test options from PARCC through the Next Generation MCAS test; assisted in development of the Heat Map for the Instructional Materials project.

JEWISH COMMUNITY CENTERS OF GREATER BOSTON, Newton, MA 2009

2004-

Director of Operations and Finance

Develop, implement and oversee new systems for managing the administrative and business operations (\$7M budget) of a multi-site early childhood education program serving over 700

children and families. Responsible for systems to manage intake and enrollment; personnel records, contracts and scheduling for teachers; family and child data; and financial reporting. Train personnel on use of newly acquired business and administrative systems. Develop and monitor site budgets and provide monthly, quarterly and annual financial and participation reports. Work with school directors and facilities personnel to plan for equipment replacement and capital improvements. Review safety and security policies and procedures and arrange for upgrades and improvements. Administer tuition assistance program.

- Prepared in-depth, multi-year analysis of operations (financial, enrollment, demographic) to uncover trends and determine future strategic direction for presentation to Finance Committee of the Board of Directors
- Researched and acquired an integrated relational database system to manage enrollments, teacher-child ratios, attendance, billing and other family and child data.

HEBREW COLLEGE, Newton Centre, MA 2003

1997 -

Director of Administration & Finance

Oversee and manage various departments including Human Resources, IT, Facilities Management, Food Services, and Retail Operations. Serve as a liaison to City of Newton, Andover-Newton Theological School and neighbors involving areas of transportation management, parking management and community relations. Responsible for tracking all financial data related to the bond financing and construction including construction costs, investment of funds, cash flow from contributions and interest rate on bonds. Prepare financial presentations for upper management, suggest and implement ideas to reduce expenditures, increase assets, and direct investments for profitable gains while focusing on displaying the organization's strong market position to investors and potential investors. Oversee all accounting functions and complete monthly closings and manage annual audit. Managed the production of all internal reporting, perform the income statement variance analyses, manage and balance all budgeting aspects and developed financial templates to illustrate monthly expenditures, sales, and profits.

- Orchestrated the successful implementation of comprehensive management information system (Jenzabar EX).
- Coordinated space utilization, office assignments and storage needs for a new campus that opened Dec. 2001; developed facility rental policy and negotiated contract with major tenant.
- Implemented facilities / campus safety regulations, developing student and faculty security protocols.
- Developed and administered financial aid, discount and collection policies.
- Developed financial information and coordinated the efforts of a diversified team to achieve a \$32.1MM bond financing for the construction of our new campus.
- Successfully refined the process for developing the annual budget and monthly financial analysis.

1993 -

1986 -

Rabbi

Oversaw all operational and functional aspects including community relations, personnel management and facilities maintenance / appearance. Facilitated long-range planning process and development of congregational census. Conceived, designed and conducted workshops in managing life crises in conjunction with Jewish Family Services as an outreach to the Jewish community.

- Increased participation in adult education through creative offerings, responding to the varied needs of a diverse population.
- Assisted in the development of family focused programs to reach a broader community.

HI-TEK POLYMERS, Clifton, NJ (spin-off of Celanese Corp.)
1987

Business Manager

Oversaw all business aspects including marketing, production, and accounting functions. Played a key role in the design and implementation of the organizations annual budgeting process; created financial models, conducted presentations to executives involving expenditures, sales and profit forecasting, counseled department heads on various methodologies and solutions to manage their individual budgets, and generated monthly capital reports summarizing expenditures in comparison to budget levels/restraints on a project / departmental basis.

- Improved workflow process utilizing new technology advancements, leading to an increase in productivity and efficiency.
- Acknowledged for maximizing new business opportunities and exceeding corporate financial performance goals.

CELANESE CORPORATION, New York, NY/Clifton, NJ/Louisville, KY 1977 - 1986

Manager of Planning and Innovation

Promoted on four occasions (Accountant \rightarrow Sr. Accountant \rightarrow Plant Controller \rightarrow Sr. Financial Analyst). Oversaw financial, analytical and reporting services related to budgets, marketing strategies and operating results for a division with annual sales of \$94 million, assets of \$95 million and an operating budget of \$34 million. Assessed profitability through analysis of financial statements and ratios, monitored performance and projections for assets/investments to forecast undesirable fluctuations in asset valuation, conducted in-depth financial and product analysis.

Education & Credentials

Recipient of Manuel Carballo Award 2014 -Rethinking Equity and Teaching for English Language Learners team

Commonwealth Management Certificate Program 2010-2011
Strategic Sourcing Certificate Program 2013
Chaplaincy program at Brigham & Women's Hospital 2003 - 2004
Rabbinic Ordination, Jewish Theological Seminary - New York, NY
MBA in Accounting, Adelphi University - Garden City, NY
BA in Education & English, Hofstra University - Hempstead, NY
Graduated Cum Laude

ERIN A. HASHIMOTO-MARTELL

EDUCATION

Ph.D., Curriculum and Instruction, Boston College, 2014

Dissertation title: Using Rasch Models to Develop and Validate An Environmental Thinking Learning Progression

Committee Members: Katherine McNeill (chair), Larry Ludlow, Lauri Johnson

M.Ed., Curriculum and Instruction, Boston College, 2004

B.S. Ecology, Behavior and Evolution; University of California, San Diego, 1999

WORK EXPERIENCE

Massachusetts Department of Elementary and Secondary Education, Malden, MA

Director of Science, Technology/Engineering, and Mathematics

2017-present

- Manage the STEM Team within the Center for Instructional Support (CIS)
- Coordinate initiatives and projects to support implementation of the MA Curriculum Frameworks for Mathematics, Science and Technology/Engineering, and Digital Literacy and Computer Science in schools and districts
- Coordinate efforts with other Department offices to support implementation and alignment of the MA STEM Curriculum Frameworks across the Agency
- Serve as a senior leader on the CIS team to advance Department and CIS priorities, provide management and input into cross-team projects to ensure their success, contribute ideas to and ownership of CIS strategic planning to ensure cross-team coherence and accelerate the impact of CIS on students and educators

Boston Public Schools, Boston, MA

Director of Science & Engineering; Dearborn STEM Academy

2015-2017

- Lead Science, Engineering, and Health Department
- Provide coaching, feedback, and evaluation of science, engineering, & health teachers
- Plan department and school-wide professional development
- Facilitate STEM working group & new school vision/transition for STEM program
- Identify, vet, and develop strategic STEM partnerships for the school
- School Testing Coordinator (2015-2016)
- BPS District support: Support and develop plan for curricular transition related to new MA STE Curriculum Framework

K-8 Science Content Specialist, Science Department

2013-2014

- Provided instructional coaching support to teachers and principals across the district
- Planned and developed district-based professional development for teachers, principals
- Supported district initiatives and work (create instructional support documents, science fair organization, budget narratives, ATI assessment review)

Science Teacher & BPS Science Department Teacher Leader

2005-2015

- BPS Science Department: Lead elementary and middle school curriculum trainings for district, participated in curriculum pilots and development
- John D. O'Bryant School of Mathematics and Science (2013-2014): Taught 7th-8th grade
- Nathan Hale Elementary (2008 2013): Taught PreK 5th grade science classes; lead science-related professional development; organized school-wide science fair and events; founding advisor for environmental club
- Rafael Hernandez Two-Way Bilingual School (2005 2008): Taught PreK 8th grade science classes; facilitated teacher inquiry group; manage middle school science fair

Boston Museum of Science, Boston, MA

Overnight Program Instructor

2003-2014

- Instructed 2nd 7th grade participants in scientific inquiry based on museum exhibits Current Science & Technology Program Presenter 2003
 - Developed and delivered presentations on current science topics to museum visitors

Boston Teacher Residency, Boston, MA

2010-2013

Elementary Science Methods Instructor

• Taught elementary science methods course for BTR resident student teachers/University of Massachusetts, Boston, graduate students

University of Massachusetts at Boston, Boston, MA

Instructor

2008-2012

• Co-taught EEOS 510: Earth Science I, Weather and Water, graduate level course for inservice science teachers

Boston University, Boston, MA

2011

Secondary Science Methods Instructor

• Taught SC571: Science Materials: Principles, Design, & Construction

Boston College, Chestnut Hill, MA

Graduate Research Assistant, International Study Center

2010-2011

• Trends in International Mathematics and Science Study (TIMSS)

Teaching Fellow

2009-2011

- Taught ED 546: Teaching About the Natural World, for Masters level students
- Taught ED 109: Teaching About the Natural World, for undergraduate students

Supervisor of Student Teachers

2009-2010

• ED 152 & ED 153: Supervise pre-practicum student teachers

Graduate Research Assistant, Urban Ecology Institute

2008-2009

• Curriculum developer and instructional support for middle school urban ecology program

Wellesley College, Wellesley, MA

Instructor 2007-2008

• Taught EDUC 304: Curriculum and Instruction in Elementary Education, science section

Excel Academy Charter School, Boston, MA

Science Teacher 2004-2005

• Taught and developed curriculum for 6th grade; student research with Mass Audubon

San Mateo Outdoor Education Program, La Honda, CA

Assistant Principal

2001-2003

- Supervised and trained naturalist teachers, directed high school volunteer program

 Naturalist Teacher 1999-2001
 - Provided instruction and developed curriculum for 5th/6th grade students at residential outdoor school

Castro Valley High School, Castro Valley, CA

General Science Summer School Teacher

2003

• Taught 9th – 12th grade general science course; including biology, chemistry, physics and earth science

REFEREED JOURNAL ARTICLES

- Hashimoto-Martell, E. A. (under review). Inside the science classroom: Exploring science identities of elementary students of color.
- Hashimoto-Martell, E. A., Clinchot, M., Daniels, H. & Bennie, F. (2012). Across the city and across grades: Investigating energy flow in the Boston Harbor Ecosystem. *Science Scope*, 36(3), 39-42.
- Hashimoto-Martell, E. A., McNeill, K. L., & Hoffman, E. M. (2012). Connecting urban youth with their environment: The impact of an urban ecology course on student content knowledge, environmental awareness and responsible behaviors. *Research in Science Education*, 42(5), 1007-1026.

SELECTED CONFERENCE PAPERS & PRESENTATIONS

Hashimoto-Martell, E.A., Daniels, H., Bennie, F. & Clinchot, M. (2013, April). *Reconfiguring the urban science experience: The power of diversity, social context, and the local environment.* Paper presented at the annual meeting of the National Association for Research in Science Teaching, Rio Grande, Puerto Rico.

Hashimoto-Martell, E. A., Daniels, H., Bennie, F. & Clinchot, M. (2012, April). Vertical

- collaborative inquiry: Assessing elementary and middle school students' models of energy transfer in ecosystems. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, British Columbia.
- Hashimoto-Martell, E. A. (2012, March). *Building bridges across the borders: Elementary student conceptions of science*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Indianapolis, IN.
- Hashimoto-Martell, E. A. (2011, April). Exploring science identities of elementary students of color. Presented as part of the Invited Presidential Session, Practitioner research:

 Counternarratives on practice at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Hashimoto-Martell, E. A., McNeill, K. L., & Hoffman, E. M. (2010, May). *The Impact of an urban ecology course on students' scientific learning, environmental awareness and stewardship*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Bennie, F., Clinchot, M., Hashimoto-Martell, E. A., Ripley, H. (2010, April). *Investigating how students use models to visually represent knowledge of energy transfer in an ecosystem.*Poster presented at the Boston Science Partnership Showcase, University of Massachusetts, Boston, MA.
- Douglas, E., Hashimoto-Martell, E. A., Balicki, S., Oglavie, D. & Fairbank, C. (2009, December). *Teaching science to science teachers: Lessons taught and lessons learned*. Presentation at the fall meeting of the American Geophysical Union, San Francisco, CA.

SELECTED WORKSHOPS/PROFESSIONAL DEVELOPMENT

- Hashimoto-Martell, E. A., Clinchot, M., & Mendillo, J. (2016, April). *Making the science curriculum culturally relevant*. Workshop accepted to be presented at the national conference of the National Science Teachers Association, Nashville, TN.
- Hashimoto-Martell, E.A., Clinchot, M., Daniels, H., & Bennie, F. (2014, April). *Reconfiguring the urban science experience: The power of diversity, social context, and the local Environment*. NARST Sponsored workshop presented the national conference of the National Science Teachers Association, Boston, MA.
- Hashimoto-Martell, E. A. (2013). *The young scientist in the elementary classroom*. Professional development series designed and presented for ACCEPT Education Collaborative in Needham, MA.
- Hashimoto-Martell, E. A. (2013, August) *Elementary science teaching in an urban context*.

- Guest speaker at the National Institute of Education, Singapore.
- Hashimoto-Martell, E. A. (2013). *Elementary science teaching: Engaging and connecting*. Guest speaker at the Academy of Singapore Teachers, Singapore.
- Hashimoto-Martell, E. A. & Ziminski, K. L. (2012, March). *Notebooking for meaning*. Workshop presented at the national conference of the National Science Teachers Association, Indianapolis, IN.
- Hashimoto-Martell, E. A. (2012, February) *Teacher research studies*. Guest speaker in Advanced Classroom Research class, Boston College, Chestnut Hill, MA.
- Ripley Daniels, H., Hashimoto-Martell, E. A., Clinchot, M., Bennie, F. (2011, March). *Vertical collaboration through using elementary and middle school student models to assess understanding of energy systems*. Workshop presented at the national conference of the National Science Teachers Association, San Francisco, CA.
- Hashimoto-Martell, E. A., Wells, D., & Ziminski, K. (2009, April). *Collaborative coaching and learning models in Boston Public Schools science*. Workshop presented at the national conference of the National Science Teachers Association, New Orleans, LA.

PROFESSIONAL SERVICES

Organizations and Conferences

- Core member of the Science of Nature-based Learning Collaborative Research Network, NSF funded project housed at University of Minnesota (2015 to 2018)
- Appointed Member, Committee on Research on Science Teaching, National Science Teachers Association (2016-2018)
- Executive Board for Teacher as Researcher Special Interest Group of the American Educational Research Association (Chair, 2016 to present; Treasurer/Secretary 2014 to 2016)
- Member of committee to draft Massachusetts State Environmental Literacy Plan, 2013 to 2014
- Proposal Reviewer for the Annual Meeting for the American Educational Research Association: Science Teaching and Learning Special Interest Group, 2012 to present Teacher as Researcher Special Interest Group, 2011 to present

Proposal Reviewer for the Annual Meeting for National Association for Research in Science Teaching, 2012 to present

CONSULTING

BPE, Boston, MA

• Created performance-based tasks and curriculum maps for middle and high school science courses

Pearson Education, Boston, MA

2012

• Created and consulted on teacher designed video project connected to science textbooks for elementary, middle, and high school grades

Rose Fitzgerald Kennedy Greenway Conservancy, Boston, MA

2011

• Created and piloted field lessons for the Greenway to connect to Boston Public Schools science curriculum

Education Development Center, Newton, MA

2010

• Conducted literature search and ran Rasch analysis on count data from science teacher lesson observations. Worked with Dr. Larry Ludlow, Ph.D. to review analytic output and assist with writing of technical report.

TERC, Cambridge, MA

2009

• Acted as the advising teacher during design-stage of the research project, Accessing Science Ideas, to test the extent to which science specific enhancements support the scientific thinking and understandings of students with verbal learning disabilities associated with executive function disorders.

Boston Schoolyard Initiative

2007-2008

• Pilot teacher and provided feedback on the development of *Science in the Schoolyard*, outdoor curriculum guides supported by the Lawrence Hall of Science, University of California, Berkeley, FOSS developers.

HEATHER G. PESKE, Ed.D

EXPERIENCE

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION, Malden, MA www.doe.mass.edu

Senior Associate Commissioner for Instructional Support (April 2016 - present)

• Manage a team to reach outcome goals and increase student learning; Massachusetts students continue to lead the

nation, as measured by NAEP;

• Portfolio includes: educator effectiveness, preparation and development, licensure policy, curriculum and

instruction, and supporting English Learners;

- Serve as a member of the Department's Executive Senior Leadership team to set the vision and course;
- Managed the consolidation of three teams into one coherent and effective Center for Instructional Support;
 - Implemented bilingual education program application process and supported districts to expand programs;
 - Built an initiative to review and rate commercially-available curricula to signal quality to districts;
 - Led a major revision of the ELA-Literacy; Math; History-Social Science; Arts Curriculum Frameworks; Board of Elementary and Secondary Education ("Board") unanimously approved the revisions;
 - Managed ~\$35 million in federal grants and foundation grants distributed to districts to improve teacher effectiveness and promote better curriculum decisions;
 - Managed licensure functions to reduce application-to-license timeline from 34 weeks to three weeks and eliminated the backlog of licensure applications.

Associate Commissioner for Educator Effectiveness (February 2013 – March 2016)

- Led the implementation of the Commonwealth's Educator Evaluation Framework, including completion of the Model System. Supported 400 districts to use the Evaluation Framework to drive improvement in instructional practice.
- Managed the redesign of educator preparation program review for 80 educator preparation programs in the state to drive towards outcomes and evidence-based decisions. Secured \$3.8 million in foundation funding to support.
- Managed the development and implementation of the state's Equity Plan to ensure equitable access to effective teachers.

• Collaborated with other states to drive national policy change on educator effectiveness policies, such as the Chief State School Officers network for instructional materials and professional development and network for transforming educator preparation.

TEACH PLUS, BOSTON, MA WWW.TEACHPLUS.ORG

Vice President for Programs (2009-present)

- As a member of the Executive Team, managed, designed and executed programs for over 200 teacher leaders to impact policy in six sites across the country.
- Managed mobilization of a network of nearly 7,500 teachers across six cities to inform and influence state and district policy to better retain effective teachers in urban schools.
- Led expansion of the teaching policy program from two to six sites in two years, from serving 30 teachers in the first year to 155 teachers in 2012.

Independent Consultant (2008-2009)

Conducted projects such as: research study on program evaluation; measuring teacher impact in a teacher preparation program; strategic planning. Authored report on educator evaluation in charter schools featured in *The New York Times*.

THE EDUCATION TRUST, Washington, DC www.edtrust.org

Director of Teacher Quality (2004-2008)

- Led project teams in three states and three districts over two years to analyze data on student access to teacher quality, completed public reports, and proposed policy solutions for national, state, and local governments.
- Served on the management team to develop and oversee the organization's strategic goals, align interorganizational teams, troubleshoot management problems and chart the policy and political course.

HARVARD GRADUATE SCHOOL OF EDUCATION, Cambridge, MA

Research Associate, Project on the Next Generation of Teachers (1999-2004), www.gse.harvard.edu/~ngt

- Co-author of the award-winning book, *Finders and Keepers: Helping New Teachers Survive and Thrive in Their Schools*, Jossey-Bass (2004).
- Presented research findings at the American Educational Research Association Annual Meetings, 2002, 2004, 2005.
- *Instructor*, "Practicum on Teacher Leadership" in partnership with the Boston Public Schools (2003-2004)
- School Reform Coach, Leadership Development Initiative (1998-2000)
- *Teaching Fellow* (1999-2004): Graduate-level courses in school reform, instructional change, and teachers unions.

TEACH FOR AMERICA, Houston, TX

School Director, Teach For America Summer Institute (1998, 1999)

• Managed staff of 15 faculty members in a summer school program to prepare 200 new teachers.

MINNESOTA CHILDREN'S MUSEUM, St. Paul, MN

School Services & Federal Grant Coordinator (1995-1997)

EAST BATON ROUGE PARISH SCHOOLS, LA

- 3, 4, 5th grade teacher, Audubon Elementary (1994-1995)
 - Taught in one of the first full-time inclusion classrooms in the district (nine students with disabilities were included in the classroom full-time). Ensured that all students attained proficiency on the state assessment.
 - 4th grade teacher and Teach For America Corps Member, Dufrocq Elementary (1992-1994).
 - Voted Teacher of the Year by colleagues in the first year of teaching (1992-1993).

EDUCATION

Harvard University Graduate School of Education, Cambridge, MA

Ed.D. in Administration, Planning, and Social Policy, 2005.

M.Ed. in Administration, Planning, and Social Policy, 1998.

Kenyon College, Gambier, OH

B.A. with distinction, magna cum laude, Religion, 1992.

HONORS & AWARDS

Governor Paul Cellucci Award for Leadership & Mentoring in State Government, presented by Governor Charlie Baker for outstanding mentoring in the workplace, 2017.

<u>Class Marshall</u>, Harvard Graduate School of Education, 2005. Selected by peers.

Outstanding Writing Award, American Association of Colleges for Teacher

Education, awarded for the book, Finders and Keepers: Helping New Teachers Survive and Thrive in Our Schools, 2005.

Ed Meade Fellowship, Institute for Educational Leadership, 2004.

Herold Hunt Fellowship, Harvard University Graduate School of Education, 2004.

Model Dissertation Proposal, Harvard University Graduate School of Education, 2003.

<u>Spencer Research Apprenticeship Grant</u>, Harvard University Graduate School of Education, 2000, 2001.

Teacher of the Year, Dufrocq Elementary, Baton Rouge, LA, 1993.

Phi Beta Kappa, 1992.

<u>Simpson Prize</u> for distinguished work in Religion, selected by Kenyon College faculty, 1992.

Distinction, Senior Comprehensive Exercise, Kenyon College, 1992.

SELECTED PUBLICATIONS

Celine Coggins, Heather G. Peske, Kate McGovern, Eds. *Learning from the Experts: Teacher Leaders on Solving America's Education Challenges*. 2013. Harvard Education Press.

Celine Coggins and Heather Peske, "New Teachers are the New Majority." 2010. *Education Week.*

Available: http://www.edweek.org/ew/articles/2011/01/19/17coggins.h30.html

Morgan Donaldson with Heather G. Peske, "Supporting Effective Teaching through Teacher Evaluation: A Study of Teacher Evaluation in Five Charter Schools." 2010. The Center for American Progress.

Available: http://www.americanprogress.org/issues/2010/03/pdf/teacher-evaluation.pdf

Heather G. Peske and Kati Haycock, "Teaching Inequality: How Poor and Minority Students are Short-changed on Teacher Quality." 2006. The Education Trust.

Available: http://www2.edtrust.org/NR/rdonlyres/010DBD9F-CED8-4D2B-9E0D-91B446746ED3/0/TQReportJune2006.pdf.

Lead Author, with analysis by Richard Ingersoll, University of Pennsylvania. "Core Problems: Out of Field Teaching Persists in Key Academic Courses and High-Poverty Schools." 2008. The Education Trust.

Available: http://www2.edtrust.org/NR/rdonlyres/0D6EB5F1-2A49-4A4D-A01B-881CD2134357/0/SASSreportCoreProblems.pdf.

Co-Author. "Their Fair Share: How Teacher Salary Gaps Shortchange Poor Children in Texas," 2007. The Education Trust. Available: www.hiddengap.org.

Lead Author. "Missing the Mark: An Education Trust Analysis of Teacher Equity Plans," 2006. Available: http://www2.edtrust.org/NR/rdonlyres/5E2815C9-F765-4821-828F-66F4D156713A/0/TeacherEquityPlans.pdf.

Susan Moore Johnson, Sarah E. Birkeland, Heather G. Peske, 2005. "Life in the Fast Track: How States Seek to Balance Incentives and Quality in Alternative Teacher Preparation Programs," *Educational Policy*, 19(1),

pp.63-89.

Co-author, Finders and Keepers: Helping New Teachers Survive and Thrive in Their Schools, Jossey-Bass, 2004.

Ed Liu, Susan Moore Johnson, Heather G. Peske, 2004. "New Teachers and the Massachusetts Signing Bonus:

The Limits of Inducements," *Educational Evaluation and Policy Analysis*, 26(3), pp. 217-236.

Heather G. Peske, et al., 2001. "The Next Generation of Teachers: Changing Conceptions of a Career in Teaching," *Phi Delta Kappan*, 83(4), pp.304-311.

SELECTED PRESENTATIONS

U.S. House of Representatives Committee on Education and the Workforce, testimony, hearing on "Exploring Efforts to Strengthen the Teaching Profession," February 27, 2014.

U.S. Department of Education, Teaching Ambassador Program, Keynote Panelist, 2008.

Appalachia Regional Comprehensive Center Webcast Panelist, "Highly Effective Teachers: More than Highly Qualified," June 26, 2008.

The Education Trust National Conference, "Teaching Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality," 2007.

National Center for Education Statistics Summer Data Conference, "Teaching Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality," 2006.

National Council on Teaching and America's Future Annual Meeting. "Emerging Issues Exchange," 2006.

The American Educational Research Association Annual Meeting, "'Faculty are

the Backbone': Quality Control in Connecticut's Alternative Route to Certification," 2003.

SELECTED PAST AND CURRENT PROFESSIONAL AFFILIATIONS

The Alliance for Excellence Education, Teacher Quality Advisory Board, 2006-2008.

The Hechinger Institute on Education and the Media, Teachers College, Columbia University, Consultant to the Joyce Fellows Program, 2007-2008.

Teach For America, "One Day" Alumni Magazine, Advisory Board, 2007-2008.

Ed Action Steering Committee, volunteer organization running campaigns for excellent candidates for Washington, DC School Board, 2005-2007.

Center for Research, Evaluation, and Advancement of Teacher Education Advisory Board for the Texas A&M University System, the Texas State University System and the University of Texas System, 2005-2008.

U.S. Department of Education, Teacher Quality Advisory Board, 2007.

Harvard Educational Review, Editorial Board, Solicitations Manager, 2000-2002.

METO RAHA

M.B.A., M.A. (English), B.S. (Communication), B.Sc. (Physics), Secondary Teaching Certification (Math and Science)

Math and science certified educator with 16⁺ years of classroom mathematics teaching, district- and state-level leadership experience in PreK-12 education. Business experience in strategic planning & implementation in food safety, healthcare, and education. Proactive doer with strong analytical skills and ability to manage the whole picture down to details. Proven expertise of individual and group achievements in:

Education

- Mathematics Standards Development (including CCSS) & Implementation Curriculum Mapping Alignment
- Assessment Development Professional Development Data Analysis School & District Supposer
 Federal and State Grant Writing and Program Management

Business

- Account Management Process Design and Management Strategic Planning & Implementation
- New Products & Services Development Market and Competitive Intelligence Research & Analysis
 Customer Relationship Management

EDUCATION

University of Dallas, Irving, TX 1998

Master of Business Administration, *Dean's Honor Roll, National Dean's List* University of Idaho, Moscow, ID 1989

Bachelor of Science in Communication, *Dean's Honor Roll, National Dean's List* University of Bombay, India

Master of Arts (English)

University of Bombay, India

1983

Bachelor of Science (Major: Physics, Minor: Mathematics/Statistics)

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LICENSURE & CERTIFICATION

- Secondary School Certification (4-8) Math and Science
- Dallas ISD Talented & Gifted (TAG)
- Six Sigma Green Belt
- Texas Instruments' Teachers Teaching with Technology Cadre
- Texas Instruments' Teacher Advisory Panelist

RELEVANT EXPERIENCE

Massachusetts Department of Elementary and Secondary Education

2009 – present

Math Specialist

EL STEM Specialist

- Manage state AP and IB programs. Responsibilities include determining program goals and
 articulating them in the RFR, reviewing proposals & selecting vendor, contracting, monitoring
 program, course auditing, and evaluation; projecting and determining AP fee subsidy for lowincome students
- Other projects: Developing /writing/revising state math standards with stakeholder input, working with statewide teacher leaders and teachers to develop Proportional Reasoning PD Modules currently being developed into an RLO, Integrating STE and M in Elementary grades
- Lead/co-lead several state networks (Urban Math Liaisons, SLIFE Expansion, Math Leaders Network, STEM Integration Network)
- Assist in Next Generation MCAS development
- Development of Numeracy Assessment as part of SLIFE Expansion project with EL educators
- Developing WIDA PD for math and science aligned to the MA frameworks for SEI content educators

Dallas Independent School District

2003 - 2009

12th largest school district in the nation, student population of about 160,000

Math Teacher / Master Teacher / Department Chair, Campus Improvement Leadership Team

- Taught middle school math, pre-Algebra and Algebra I
- Improved student achievement in state test from 19% to 86% in 6 years
- Lead the development of middle school math curriculum maps, research-based curriculum units and district
 - assessments for grades 6-8 and Algebra I, math learning communities
- Lead district-level book adoption
- Wrote Teacher Incentive Fund (TIF) grant that was funded
- Served as Texas Instruments Teacher Panelist InSpire®

FreshLoc Technologies

1999 - 2002

A supply chain information service technology provider for retail and healthcare industries and business partner with Ecolab -- the 3 billion dollar global sanitation giant

Marketing Consultant / Marketing Support Manager

- Launched start up. Designed, directed and evaluated testing of FreshLoc wireless system across the food supply chain for 7-Eleven the world's largest chain of convenience stores' operator. Analyzed data to identify potential savings of \$10 million that the system afforded
- Expanded market through competitive intelligence and development of new products/services
- Designed sales lead management system that integrated new products / user interface development, wrote/edited

copy, presentation materials, sales tools, press releases, sales proposals, white papers, web content, managed web site development, directed ad agency on creative

• Co-authored invited-paper with Ecolab chief scientist, presented with Ecolab

The Grayson Group

1997 - 1999

A full service ad agency and public relations firm

Account Management / Market Research Manager

- Served as primary liaison between agency and clients. Managed and coordinated marketing/communications, production, media planning, market research projects and trade show participation for key international accounts.
 - Researched healthcare regulations and designed CME credit courses for client

RECENT CONFERENCE PRESENTATIONS

- Meto Raha, Sara Nino. *The Shrinking STEM Workforce: Capitalizing on the Expanding K-12 EL Population as a Solution,* MA STEM Summit, November 14, 2018
- Meto Raha, Sara Nino, David Valade. Massachusetts Framework Aligned Numeracy Assessments for SLIFE Placement and Support, MATSOL Conference, May 30, 2018
 - David Valade, Sara Nino, Meto Raha. Building Successful SLIFE Math Assessments Using the Apollo 13 Approach, MATSOL Conference, June 1, 2017

Craig Waterman

Combining my practical experience from being a teacher for 10 years and my technical expertise from my training as a psychometrician, I support the practical use of data and assessment to improve educational outcomes for students.

EXPERIENCE

2017 - 2020

Assistant Director of Instructional Policy, MASSACHUSETTS DEPARTMENT OF EDUCATION

Supported strategic planning for the office of Instructional Policy. Led the development and implementation of the 2019 Arts Framework. Led the evaluation of department initiatives, including the Early Literacy Grant, Civics Grant, and supporting access to Advanced Placement courses and tests.

2013 - 2017

Education Specialist, MASSACHUSETTS DEPARTMENT OF EDUCATION

Led the implementation of the use of assessment data in Educator Evaluation. Provided technical support for state level teacher assessments, including the Massachusetts Test for Licensure (MTEL) and Candidate Assessment of Performance (CAP).

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DOCTORAL STUDENT, UNIVERSITY OF CONNECTICUT

Completed coursework in the Measurement, Evaluation, and Assessment Program.

Research focused on the use of goal setting in teacher evaluation.

2006 - 2009

DEAN OF STUDENTS, THE MEETING SCHOOL

1999 - 2009

CLASSROOM TEACHER, JAFFREY PUBLIC SCHOOLS. THE SAGE SCHOOL. THE MEETING SCHOOL

EDUCATION

2013

COMPLETION OF DOCTORAL COURSE WORK, UNIVERSITY OF CONNECTICUT

1999

M.A. Elementary Education, TEACHERS COLLEGE, COLUMBIA UNIVERSITY

1997

B.A. MUSIC, St. Mary's COLLEGE OF MARYLAND

PUBLICATIONS

Mathew T. McBee, Scott J. Peters, Craig Waterman, 2013, Combining Scores in Multiple-Criteria Assessment System: The Impact of Combination Rule. *Gifted Child Quarterly*, (58), 69-89. https://journals.sagepub.com/doi/abs/10.1177/0016986213513794

Lauren K. Woo

EDUCATION

HARVARD UNIVERSITY GRADUATE SCHOOL OF EDUCATION, Cambridge, MA

Master of Education, Education Policy and Management, May 2011

PACE UNIVERSITY, New York, NY

Master of Science, Teaching, May 2009

BATES COLLEGE, Lewiston, ME

Bachelor of Arts, Psychology; Secondary Concentration in Educational Studies, May 2007

Awards & Recognitions: Harvard Center for Community Partnerships Fellow

PROFESSIONAL EXPERIENCE

MA DEPARTMENT OF ELEMENATARY AND SECONDARY EDUCATION

Director of the Office of Strategic Transformation (M-VIII) February 2018-Present

- Provide overall leadership and oversight over the Department's strategy, resource deployment, monitoring, and implementation of policies and practices for schools and districts in chronically underperforming status and the Springfield Empowerment Zone Partnership (~26,000 students). This includes leading the work to establish priorities and develop project plans, identifying, ensuring, and deploying sufficient resources, facilitating communication and coordination across the Office of Strategic Transformation (OST), within the agency at-large and with the public, as well as advancing the knowledge of the OST team, other DESE staff, and partner organizations to promote rapid turnaround.
- Supervise and manage three (3) full-time equivalent employees.

Director of Level 5 Project Implementation (M-VI) November 2015-February 2018

• Lead the procedural and technical aspects of designating a school or district as chronically underperforming, including organizing and convening local stakeholder groups, supporting the development of school/district turnaround plans, assisting with the recruitment, vetting, and development of receivers, preparing documents for public information and dissemination and utilizing data to establish priorities and measurable benchmarks of progress and explicit expected outcomes.

- Provide in-district/school technical assistance and support to receivers and their district and/or school teams.
- Provide consultation and feedback on policies and systems for chronically underperforming schools and districts.

Level 4 & 5 District Assistance Coordinator; Educational Specialist (D) May 2014 – November 2015

- Develop and cultivate state-approved vendors (including, but not limited to, Priority Partners, targeted assistance partners, turanround operators) to guide their provision of focused and coherent support and assistance to district and schools.
- Coordinate DESE's provision of targeted and coherent support to underperforming and chronically underperforming districts and schools that contribute to district capacity and infrastructure to support continuous school improvement.

BROOKE CHARTER SCHOOLS NETWORK, Boston, MA

Director of External Affairs and Talent 2011 – May 2014

Aug

RELAY SCHOOL OF EDUCATION, New York, NY

Adjunct Lecturer 2009 – July 2010

June

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL, Brooklyn, NY

Learning Specialist July 2010

July 2009 -

TEACH FOR AMERICA, New York, NY

Corps Member, Special Education Teacher 2007 – June 2009

June

AFFILIATIONS & ACTIVITIES

- Institute for Educational Leadership: Education Policy Fellow, September 2018 June 2019
- Education Pioneers: Greater Boston Alumni Board Member, Jan 2012 June 2015; Board Chair, Jan 2013 Jan 2015
- Teach for America: Greater Boston Alumni Board Member, April 2011 Aug 2012

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

- 1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
- Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- Will establish safeguards to prohibit employees from using their
 positions for a purpose that constitutes or presents the
 appearance of personal or organizational conflict of interest, or
 personal gain.
- 4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. ∋∋4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
- 6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. ∋∋1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. ∋794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. ∋∋

- 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) $\ni 523$ and 527of the Public Health Service Act of 1912 (42 U.S.C. ∋∋ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ∋ 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
- 7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
- 8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. ∋∋1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

- 9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. ∋∋276a to 276a-7), the Copeland Act (40 U.S.C. ∋276c and 18 U.S.C. ∋∋874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. ∋∋ 327-333), regarding labor standards for federally assisted construction subagreements.
- 10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- 11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 331451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. $\ni 97401$ et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523): and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

- 12 Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. ⇒91721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
- 13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 3470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 33469a-1 et seq.).
- 14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- 15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. ⇒⇒2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
- 16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. ∋∋4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
- 17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≅
- 18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE	
	Senior Asso	ociate Commissioner
APPLICANT ORGANIZATION		DATE SUBMITTED
MA Department of Elementary and Secondary Education		6/26/2020

INDIRECT COST RATE AGREEMENT STATE AGENCY

Organization:

Massachusetts Department of Elementary & Secondary Education
75 Pleasant Street

Malden, MA 02148-4906

Date: June 24, 2019

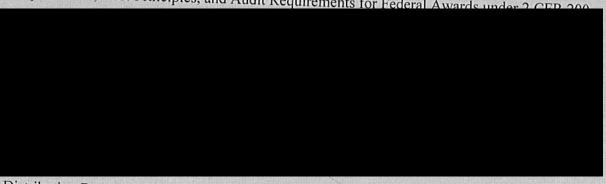
Agreement N

Filing Reference: This replaces previous

Agreement No

Dated: 7/12/2018

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200



Distribution Base:

MTDC

Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

Unrestricted

Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted

Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

<u>Capitalization Policy:</u> Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$1,000.

Section II - Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

<u>Provisional/Final/Predetermined Rates:</u> A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

<u>Fixed Rate:</u> The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

<u>Audit:</u> All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/ regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

ORGANIZATION: Massachusetts Department of Elementary & Secondary Education

Section III - Special Remarks

<u>Alternative Reimbursement Methods:</u> If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

<u>Submission of Proposals:</u> New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.

Section IV - Approvals

For the Organization:

Massachusetts Department of Elementary & Secondary Education 75 Pleasant Street Malden, MA 02148-4906

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For the Federal Government:

U.S. Department of Education OFO / OGA / ICD 550 12th Street, SW Washington, DC 20202-4450

Signature	
Frances Outland Name	
Director, Indirect Cost Division Title	
June 24, 2019 Date	

Negotiator: Anthony Johnson Telephone Number:

Appendix 5: Outcomes and Performance Measures

We believe these targets are ambitious yet achievable compared to our current baselines data.

Objectives Performance Measures Data Sources & Rationale

Level of Support: Effective and Engaging Learning Resources for Students Strategies:

- 1. High Quality Instructional Materials
- 2. Deeper Learning Tasks
- 3. Advanced Placement Supports and Course Access Expansion
- 4. Acceleration Fellows Program for Rising 9th Graders

INTERVIEW AND FOCUS GROUPS

Objective	VOCAI	L SURVE	^{2}Y					Since 2017, students l
1.1: Increase	2019 Ba	aseline: A	verage	instruct	tional e	nvironn	nent	districts with the stud
in rigor and	scores							instructional environr
relevance of		Grade	4th	5th	8th	10th		department to compar
learning experiences		Score	62	56	44	45		quality instructional numbers includes questions such
скрепенеез								difficult," aligned to t
	particip	OCAL: G ating dist OCAL: G	ricts					school-work. The VO meaningful difference
	particip 2023 V	ating dist	ricts oal: 6- ₁	-				District curriculum ac skillfully by educators University, found that 60% of instruction in
		IER SUR e: Johns I		s and Ho	oward U	Universi	ty	The Department will districts to assess if w
	2021: E primary instruct 2022: ra	ducators resource ion.	to guid	le instru 0%.				Interviews and focus relevance of learning deeper learning. Deep growing need to unde student outcomes.

Since 2017, students have participated in the <u>VOCAL survey</u> to provide districts with the student perspective of school culture, including the instructional environment. These historical data will allow the department to compare student perspectives after the switch to high-quality instructional materials. The instructional environment sub-score includes questions such as, "My school work is challenging but not too difficult," aligned to the goal of increasing consistency and rigor of school-work. The VOCAL <u>interpretive guide</u> identifies 3-4 points as a meaningful difference at the district level.

District curriculum adoption does not have an impact if not implemented skillfully by educators. A past study, led by Johns Hopkins and Howard University, found that educators reported that they used a curriculum for 60% of instruction in year one, and that shifted to 80% by year threeⁱ. The Department will complete a survey of teachers in participating districts to assess if we have a similar or higher rate of implementation.

Interviews and focus groups of students, focused on the rigor and relevance of learning experiences, are consistent with past research on deeper learning. Deeper learning is an emerging field, and there is a growing need to understand the components that lead to improved student outcomes.

	Evidence of increased relevance and meaningfulness of learning tasks.	
Objective 1.2: Reduction of gap in AP course access and completion, test taking and passing	COURSE TAKING & PASSING RATE 2019 Baseline from state collection Black: 52% completing Hispanic: 50% completing All students: 64% completing Hispanic: 57% completing AP TEST TAKING AND PASSING 2019 Baseline from College Board: Black students, 5,700 taken, 34% passing. Hispanic, 9,200 taken, 46% passing All students, 104,000 taken, 67% passing. Black: 6,200 taking, 34% pass rate. Hispanic: 9,800 taking, 46% pass rate All students, 105,000 taken, 67% passing. Black: 6,300 taking, 34% pass rate. Hispanic: 10,000 taking, 46% pass rate. Hispanic: 10,000 taking, 46% pass rate. All students, 106,000 taken, 67% passing.	Currently, using data reported by districts on student course taking, Black and Hispanic students are considerably less likely to take and complete advanced coursework, such as AP courses. Course preparation is a prerequisite for students to have the necessary skills to take and pass AP exams. If of the 1500 students who participate in remote AP courses in Years 2 and 3 of the REM program, 500 are Black students and 500 are Hispanic students they would represent a 7% increase over current rates of course taking. These performance measures are consistent with past efforts to improve access to advanced coursework for historically underserved students. In addition, using data from the College Board, we plan to see a matched increase in the number of students taking and passing AP tests. The current trend in Massachusetts is a 1% increase in AP test taking each year. Recent interventions have proven successful at increasing test taking for all demographics, but found that with an expansion of test taking, the overall pass rate tends to decrease. As a result, we have set our performance measures to reflect an increase in test taking without a reduction in pass rate.
Objective 1.3: Reduction of	% Advanced or Proficient, 10 TH GRADE MCAS 2018 Baseline: ELA, Math, Science • Black: 85, 60, 55%	The Massachusetts Comprehensive Assessment System (MCAS) provides the most robust assessment of student learning across the state.

learning gap due to school	
disruptions	2
	2

- Hispanic: 78, 56, 51%
- All: 91, 78, 74%

2022

- Black: 86, 61, 57%
- Hispanic: 79, 57, 53%
- All: 91, 78, 74%

2023

- Black: 87, 62, 59%
- Hispanic: 80, 58, 55%
- All: 92, 79, 75%

Nearly all students complete MCAS in 3-8th grade and 10th in math and ELA, with additional assessments in science.

In previous years, a 1% increase represented a significant improvement over the previous year. By comparing the improvement of MCAS scores, across all grades and subjects between participating and non-participating districts, we would expect to see at least a 1% increase in the percent of students who score advanced or proficient compared to the school or district's previous year.

Anticipating that schools and districts may make different decisions moving forward, we plan on analyzing MCAS scores using the variable of school disruption as a covariate to evaluate the impact of HQIM. We anticipate that HQIM will have a greater impact on reducing learning loss in schools with higher levels of disruption.

We are also particularly interested in improvement for Black and Hispanic students. The Opportunity Myth, documents how Black and Hispanic students are presented with HQIM materials less frequently, as a result we anticipate these efforts will have a disproportionately positive impact on these populations.

Level of Support: Guidance for Families to Support Learning at Home Strategies:

- 1. Translation and Interpretation Services
- 2. Family Workshops
- 3. Family Access to Print Materials
- 4. Coaches for Families of English Learners

Objective 2.1: All families understand how to support their children access the grade

FAMILY SURVEY

2019 Baseline (Learning Heroes)

- 54% have a complete understanding
- 1st year of implementation
 - 80% have a complete understanding
 - 20% need additional support
- 2nd year of implementation
 - 90% have a complete understanding
 - 10% need additional support

In response to the pandemic, over 20 districts administered surveys of parent's experiences with remote learning. Building off these surveys, participating districts would survey families to learn about their understanding of student learning expectations and how to support their children, and identify any additional supports families need.

Using a consistent survey across schools and districts, we will evaluate the percent of families in participating districts that report that they agree or strongly agree on a six point scale that they have a complete

level standards and high- quality curriculum.	 95% have a complete understanding 5% need additional support 	understanding of grade level standards and high-quality curriculum, as well as the need for additional resources to fully understand the learning expectations for their students. A recent survey by Learning Heroes found that only 54% of parents felt they were very or completely prepared to support students, and we would anticipate higher levels of agreement based on family supports, and would continue to improve after multiple years of implementation.
2.2: Improvement in remote learning experiences for students.	 2019 Baseline Teach Plus & District Surveys 53% of teachers disagreed with the statement "I am able to meaningfully engage my students in learning activities while school buildings are closed;" Parents reported 65% of elementary, 39% of middle school, and 34% of high school students spend less than 2 hours on schoolwork a day. 22% of parents reported needing more resources to support learning. 2021-23 	

Level of Support: Professional Development for Educators to Navigate a Hybrid School Year Strategies:

1. High Quality, Curriculum and Platform Specific Professional Development

C	Objective	TEACHER SURVEY	To ensure that educators are receiving high quality professional
3	.1: Increase	2021	development, we will gather information through the same teacher
iı	1	 75% received curriculum-specific 	survey used to gather evidence for Objective 1.1.

curriculum- specific professional development	curriculum 2022 • 80% received curriculum-specific	Similarly, using a six point scale, we would look for a high percentage of educators who report receiving curriculum-specific professional development, believe the value of curriculum-specific professional development to be high, and agree that utilizing provided curriculum materials improved their instruction.
3.2: Increase in number of teachers	rich examples of how educators are using curriculum specific professional development and curricular material to provide rigorous and adapted learning for students.	Current anecdotal evidence suggests that many educators struggle to adjust instruction for their diverse learners. In our VISTA survey of district and school leaders, we consistently hear the greatest need is in additional guidance to support English Learners, students with disabilities, and other diverse learners. Through a range of qualitative feedback gathered from interviews and focus groups, we are interested to see the different ways educators are using HQIM to adjust their instruction to meet the diverse needs and interests of the students in their classrooms. Collecting the information through qualitative methods allows educators to share their best practices and observations with other educators, as we continue to support the use of HQIM across the commonwealth.

¹ Johns Hopkins University, Center for Research on the Education of Students Placed At Risk, 3003 North Charles Street, Suite 200, Baltimore, MD 21218. Tel: 410-516-8800; Fax: 410-516-8890. For full text: http://www.csos.jhu.edu.

Mandatory Budget Narrative Filename:	1246-ESF-REM	Budget	Narrative_final.pd	lf
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BUDGET NARRATIVE

The Rethink K-12 Education Model (REM) is being implemented by the Massachusetts Department of Elementary and Secondary Education (DESE) to provide widespread virtual access to high-quality materials by teachers, students and families designed to maintain academic continuity for students, especially historically underserved students. The proposal is designed to support three levels of the education system by providing: (1) engaging learning resources for students, (2) guidance for families to support learning at home, and (3) professional development for educators to navigate a school year likely to include unpredictable periods of remote and in-person learning.

The total budget request for the REM Project over the three grant years is in support from the U.S. Education Department (ED) through the ESF-REM grant. A grant from ED would provide the essential funding necessary to specifically support the following elements of our plan: Effective and Engaging Learning Resources for Students, Guidance for Families to Support Learning at Home, and Professional Development for Educators to Navigate a Hybrid Model School Year, as described in the enclosed proposal.

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0	0	_	15,000
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10.000			
10,000	10,000	10,000	30,000
4,503,750	6,404,000	8,138,750	19,046,500
0	0	0	0
110,000	110,000	110,000	330,000
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	4,503,750 0 110,000	4,503,750 6,404,000 0 0 110,000 110,000	4,503,750 6,404,000 8,138,750 0 0 0 110,000 110,000 110,000

The narrative that follows is organized by budget category and explains the use of requested funds for three years.

Personnel



TravelDESE's total request to ED for travel amounts to \$15,000. The requested funds cover mileage for grant staff to attend meetings and conferences. Mileage is calculated at \$.45/mile.

Description	Year 1	Year 2	Year 3	Total
Mileage	5,000	5,000	5,000	15,000
Total Travel	5,000	5,000	5,000	15,000

Equipment

N/A

Supplies

DESE requests a total of \$30,000 funding for supplies. Supplies are needed for basic office supplies, conference and training supplies.

Description	Year 1	Year 2	Year 3	Total
Office, conference, training				
supplies	10,000	10,000	10,000	30,000
Total Supplies	10,000	10,000	10,000	30,000

Contractual

DESE requests a total of \$19,046,500 for contractual expenses during the grant period. All employees, officers and agents participating in the selection, award, or administration of a contract related to ESF-REM are free of real or apparent conflicts of interest, and DESE has taken steps to avoid organizational and other conflicts of interest.

Description	Year 1	Year 2	Year 3	Total
High-Quality Instructional Materials	1,740,000	2,610,000	3,480,000	7,830,000
High-Quality Professional Development	976,750	1,387,000	1,852,250	4,216,000
Advanced Placement courses & support	450,000	1,200,000	1,200,000	2,850,000
Family Workshops	147,000	117,000	189,000	453,000
Deeper Learning Tasks	52,500	105,000	160,000	317,500
Acceleration Fellows	347,500	150,000	202,500	700,000
Coaches for EL Families	690,000	615,000	615,000	1,920,000
Translation & Interpretation	100,000	220,000	440,000	760,000
Total Contractual	4,503,750	6,404,000	8,138,750	19,046,500

A description of each line item appears below:

Provide Statewide Access to a High-Quality Curriculum Delivery Platform

Year 1	Year 2	Year 3
Identify participating districts (target: 10% of	Scale up district use of	Scale up district use of curriculum delivery
MA districts, including 25% of urban districts),	curriculum delivery platform	platform (target: 20% of MA districts,
approximately 116,000 students.	(target: 15% of MA districts,	including 50% of urban districts),
	including 37.5% of urban	approximately 232,000 students.
	districts), approximately	
	174,000 students	

DESE will hire a vendor with an existing curriculum delivery platform with a demonstrated track record of supporting educators to deliver rigorous, engaging, standards-aligned instruction that meets the needs of diverse learners. The platform will include the following components:

- High-quality, coherent curricula that are aligned to the learning standards in the Massachusetts curriculum frameworks and customizable to meet local needs. Curricula must be available for English language arts (ELA) and mathematics for pre-kindergarten through grade 8. Curricula must also include accommodations and modifications available for teaching diverse students, including students with disabilities and English learners. Curricula must also include resources available for parents to support learning at home.
- Assessments aligned to the curricula and analytic capabilities to support data use to target and refine instruction.
- Supplemental learning materials: Vendor provides specific guidance for each grade level on how to support learning to maintain the pace for on-grade level learning. This guidance should align the core work of the prior grade with grade level standards and maintain pace with grade-level instruction so students get necessary in-time supports while engaging in grade level work.
- Functionality for supporting in-person and both synchronous and asynchronous remote learning.
- Ability for DESE to "push" content out to all Massachusetts users.
- Integration capability with popular learning management systems used by Massachusetts districts (e.g., Canvas, Google Classroom, Schoology), student information systems (e.g., Aspen, Infinite Campus, PowerSchool SIS), and rostering/single-sign-on applications (e.g., Clever).

Provide Training for Effectively Utilizing the Curriculum Delivery Platform in Both In-Person and Remote Learning Scenarios

Year 1

- Develop and implement PD for districts participating in the HQIM strategy.
- Facilitate 5 statewide recruitment and orientation sessions
- Facilitate monthly PD sessions for five regions of the state for approximately 930 teachers.
- Facilitate individual district consultations and office hours.

Year 2

 Continue recruitment and orientation sessions, monthly regional PD, and office hours. PD sessions will serve approximately 1,400 teachers

Year 3

• Continue recruitment and orientation sessions, monthly regional PD, and office hours. PD sessions will serve approximately 1,870 teachers.

DESE will hire a vendor with deep expertise in adult learning, remote learning principles, as well as in the specific platform and underlying curricula described in the High-Quality Curriculum Delivery Platform above. The vendor will provide initial and ongoing high-quality professional development for teachers and administrators on the platform, the curricula, and how to leverage both within in-person and remote learning scenarios. The teachers will have access to ongoing, curriculum-specific professional development through the duration of the contract. The professional development will focus on the specific curricula delivered by the platform for the teachers' grade/subject; will provide specific supports for leveraging the platform and curricula to accelerate learning for students behind grade level, including English learners and students with disabilities; will explicitly address strategies for engaging students with the curricula in remote learning scenarios; will support educational equity by supporting teachers to capitalize on the curricula's efforts to facilitate culturally sustaining instruction and addressing varying technological infrastructure present in students' homes. The vendor will provide consultative support to districts regarding the platform, the curricula, or remote learning features.

Advanced Placement Supports & Course Access Expansion

Year 1

- Pilot virtual and hybrid supports and resources for current AP students
- Provide PD for 150 AP teachers

Year 2

- 1500 students enrolled in expanded access to virtual AP courses
- Provide professional development to 150 educators

Year 3

- 1500 students enrolled in expanded access to virtual AP courses
- Provide professional development to 150 educators

•	Contract with vendor to pilot virtual and	•	Provide virtual and hybrid student	•	Scale up virtual and hybrid
	hybrid supports and resources for current AP		supports		student supports
	students				

The Department will leverage online and digital resources to increase course access, participation, and performance, especially for historically underserved students, as well as build the capacity of teachers and set a foundation for the development of additional AP courses by:

- Supporting expansion of AP course offerings by providing access to virtual instruction of AP courses beginning in fall 2021, which may go outside district lines;
- Building an online hub to expand resources to support students participating in AP courses and exams beyond their individual classes, such as through online mock exams, virtual study sessions and tutoring, and recommended digital resources,
- Building teacher capacity to teach AP courses in remote and in-person settings through professional learning opportunities and access to AP resources.

Family Workshops

Year 1	Year 2	Year 3
• Provide 5 family workshops for math and ELA in the following grade spans: K-2, 3-5, and 6-8 math to align with HQIM and to attract new students into AP courses and prepare children for success in AP coursework.	Repeat family workshops for all topics and grade spans.	 Repeat family workshops for all topics and grade spans Add workshops in all grade spans for STE and HSS

DESE will hire a vendor to develop and provide to families workshops to support remote learning using the platform and the curricula detailed above. At a minimum, family workshops will include 10 workshops for families in districts participating in the HQIM partnership described above in each of the following content/grade spans:

- Year 1: development and provision of K-2 ELA, K-2 math, 3-5 ELA, 3-5 math, 6-8 ELA, 6-8 math.
- Year 2: provision same as year 1
- Year 3: development of STE & HSS workshops in grade spans as above and provision of all content/grade spans.

Deeper Learning Tasks

Year 1	Year 2	Year 3
• Recruit and select 10 high school teachers to develop five deeper learning tasks.	• Second cohort of 10 middle school teachers.	• Third cohort of 10 elementary teachers .

DESE will hire a vendor to recruit educators and provide professional learning for the development of Deeper Learning tasks. Ten educators a year will engage in this professional learning which will equip them each to create five exemplar Deeper Learning tasks that can be shared on an open-source platform for other teachers to utilize or adapt in both virtual and face-to-face settings with all students. Fellows participate in a professional learning cycle consisting of task creation, preparation for implementation, implementation, reflection on student work, and task revision.

Acceleration Fellows Program for Rising 9th Graders

DESE will partner with a vendor to create an Acceleration Fellows Program targeted at incoming 9th graders from vulnerable populations, who will receive three weeks of additional math content support along with continued academic advising. In its initial year, DESE will partner with two districts serving a high percentage of students classified as high-needs, with high per-capita rates of COVID-19 infection and high-rates of disengaged students. The program aims to recruit 100 rising 9th graders, designated as "Acceleration Fellows" from each district. The vendor, who will coordinate the mentoring program, will work with the Department to recruit and train 25 Acceleration Mentors who will be paired with groups of 10 students or less. The vendor will support mentors through project implementation, collect and analyze data and feedback, and suggest action-planning based on data collected. DESE will hire a vendor to create three weeklong "Acceleration Modules" of content, each a week of online learning focused on identified standards from 8th grade that will prime students for success in Algebra I, including all printed materials, lesson videos, and teacher preparation materials. Modules will be based on existing high-quality 8th grade math instructional materials and 8th grade standards from the Massachusetts curriculum framework and, once developed, will be available within the curriculum delivery platform described above. The vendor will train Department personnel to implement these modules.

The Acceleration Mentors will:

- Attend training on implementing high quality curriculum and best practices in mentoring and support;
- Utilize the Acceleration Modules to provide 10 hours (over the course of a week) of summer tutoring prior to the start of the 2020-21 academic year, focused on priority 8th grade math standards. The focus of their tutoring would be around managing student pace through the modules, providing feedback on student work, and supporting student engagement;

- Provide twenty additional hours of remote instruction and academic advising during February and April vacations (2 hours per day, 5 days a week for two weeks), utilizing the Acceleration Modules curriculum, focused on high-leverage content in Algebra 1;
- Host 5 follow-up monthly virtual sessions with their Acceleration Fellows over the course of the 9th grade fall, to provide mentorship and encouragement to engage in school, utilizing an academic advising curriculum provided by the Department.

Coaches for Families of English Learners

• Survey stakeholders and match 3 coaches to each district

• Provide PD to 1,000 parents

• Identify and monitor online platform.

 Provide PD to 1,000 new parents and continue support to parents who received PD the previous year.

The Department will identify a partner to provide coaching services directly to families of English learners in English or their native languages. The coaching will help families achieve their educational goals. Coaches will work with families of ELs to create a clear plan, provide ongoing guidance, and offer hands-on support so parents can understand classroom assignments and actively engage in their children's education. The vendor will recruit coaches, develop training materials, train coaches and provide support.

Translation and Interpretation Services

- Expand services to five additional districts (10 total) with high incidences of ELs and ELs with disabilities
- Procure vendor to develop interpreter training and certification program
- Work with vendor to develop training and certification program
- Identify districts to participate in training and certification program
- Expand interpretation and translation services to 10 additional districts (20 total) with high incidences of ELs and ELs with disabilities
- Enroll first cohort of participants to training and certification program
- Expand interpretation and translation services to 20 additional districts (40 total)
- Enroll second cohort of participants to training and certification program

DESE will work with a vendor to provide students and families with communications and materials in their home languages. To increase access to and participation in remote learning, we are currently piloting a partnership in five of our highest-need districts. We propose to expand the existing program.

We will use the grant funds to scale up these translation and interpretation supports for remote learning by increasing access to translation and interpretation services for more districts, specifically the districts with the highest concentrations of ELs. Supports will include: translation of instructional materials to help families access content; interpretation services to support student-teacher and family-teacher meetings;; interpreters for synchronous remote learning classes, and multilingual captioning services for asynchronous remote learning classes.

In addition to the supports listed above, the Department will target resources to the families of an even more vulnerable student population: English Learners with disabilities. These resources will include interpretation services to assist families in supporting the provision of special education services, including meetings with school staff related to students' individualized education plans, and interpretation services for the provision of related services.

Funding from this grant will also be used to support the development of a language interpreter training and certification program.

Construction

N/A

Other

The Department's overall request in the Other category over the grant period is \$330,000.

Description	Year 1	Year 2	Year 3	Total
Conference space	10,000	10,000	10,000	30,000
Print Materials	100,000	100,000	100,000	300,000
Total Other	110,000	110,000	110,000	330,000

A description of each line item appears below:

Conference Space

All training sessions for the various projects not held remotely will require the acquisition of conference space.

Family Access to Print Materials

To mitigate the inequities in access to devices or connectivity—inequities that are aligned with disparities rooted in racial, socioeconomic and linguistic differences—and to provide families that prefer written materials to digital, computer-based materials

for their ease of use and because of concerns about too much screen time for students DESE will work with a vendor to develop instructions and tools specific to families to support the use of the curricular materials and to print and prepare packets for distribution to students and caregivers.

Indirect Costs

Indirect costs are calculated at a rate of the indirect rate is charged on only the first \$ of contracts. As year 3 continues beyond the state's fiscal year, additional indirect is calculated for the contracts that will continue into the following fiscal year. See Appendix 3 for DESE's Indirect Cost Rate Agreement.

Training Stipends

N/A