

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Application for New Grants Under the Comprehensive Literacy State Development Program

CFDA # 84.371C

PR/Award # S371C200015

Grants.gov Tracking#: GRANT13123161

OMB No. 1894-0006, Expiration Date: 01/31/2021

Closing Date: Jun 02, 2020

PR/Award # S371C200015

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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.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="06/02/2020"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

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

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text" value="MA Dept of Elem & Sec Educ"/>	Division Name: <input type="text" value="Instructional Support"/>
---	--

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

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

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:

84.371

CFDA Title:

Comprehensive Literacy Development

*** 12. Funding Opportunity Number:**

ED-GRANTS-040320-001

* Title:

Office of Elementary and Secondary Education (OESE): Comprehensive Literacy State Development (CLSD) Program CFDA Number 84.371C

13. Competition Identification Number:

84-371C2020-1

Title:

Application for New Grants Under the Comprehensive Literacy State Development Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

1236-SF424 No,14 AREAS AFFECTED BY PROJECT.

Add Attachment

Delete Attachment

View Attachment

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

MA Comprehensive Literacy State Development Proposal

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

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

- * a. Federal
- * b. Applicant
- * c. State
- * d. Local
- * e. Other
- * f. Program Income
- * 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 .
- 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)**

** I AGREE

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

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

SF424 #14. AREAS AFFECTED BY PROJECT

All school districts in Massachusetts, including public charter schools, are eligible to participate in the competitive process to receive funds under the CLSD program. Priority for participating in the CLSD program will be provided to school districts with schools identified by the state's accountability system as in need of assistance or schools with an overall accountability percentile of 20 or below.

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

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

Name of Institution/Organization

MA Department of Elementary and Secondary Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
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)						

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2019 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S371C200015

Name of Institution/Organization MA Department of Elementary and Secondary Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
---	---	--

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
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: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Comprehensive Literacy Development"/> CFDA Number, if applicable: <input type="text" value="84.371"/>
---	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

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.

1234-CLSD Grant_GEP427_Massachusetts_06012

Add Attachment

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View Attachment

Massachusetts CLSD Project – General Education Provisions Act 427

Massachusetts' Comprehensive Literacy State Development (CLSD) program 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.

Equitable Access

Section 427 of the General Education Provisions Act (GEPA) requires the potential CLSD 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 CLSD program explicitly focused on mitigating the inequitable access to high-quality literacy instruction currently afforded the Commonwealth's Black and Hispanic students, economically disadvantaged students, English learners, and students with disabilities.

Priority for participation in the CLSD program will be granted to all districts with schools identified by the state's accountability system as in need of assistance (except for those cited only for low MCAS participation rates) or schools with an overall accountability percentile of 20 or below. These 328 schools are located in 87 school districts. Over 205,000 students attend these schools and are taught by over 16,600 educators. On average, 18% of students attending these schools are Black (9% statewide), 44% are Hispanic (22% statewide), 60% are economically disadvantaged (33% statewide), 22% 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 literacy instruction. For example, subgrants issued to school districts will, in part, be allocated to upgrading curricular materials. The tools used to assess quality of materials emphasize built-in supports for English learners and students with disabilities, as well as stress the importance of ensuring the materials are culturally sustaining for a wide array of student groups.

A second example relates to the subgrants targeting the birth through kindergarten entry span. Subgrantees will be held accountable for ensuring that new, high-quality preschool seats established using CLSD funds are prioritized for the historically disadvantaged student groups identified above. Too often in the education system these students are denied equal, let alone equitable access to the highest quality educators and programming.

The overall Massachusetts CLSD program is designed to support educators to develop their skills, have access to great materials, and utilize high-quality screening and progress monitoring tools to ensure that all students receive the supports they need to succeed. That the priority for subgrants is focused on several of the barriers articulated in GEPA 427, ensures that the program will have a positive impact on improving equitable access to excellent literacy instruction.

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	
<input style="width: 100%;" type="text" value="MA Department of Elementary and Secondary Education"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Jeffrey"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Riley"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Commissioner"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Julia Jou"/>	* DATE: <input style="width: 150px;" type="text" value="06/02/2020"/>

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

1. Project Director:

Prefix: Ms.	First Name: Katherine	Middle Name:	Last Name: Tarca	Suffix:
----------------	--------------------------	--------------	---------------------	---------

Address:

Street1:	75 Pleasant Street
Street2:	
City:	Malden
County:	
State:	MA: Massachusetts
Zip Code:	02148-4906
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:



2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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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:

Massachusetts CLSD Project Abstract

Massachusetts' Comprehensive Literacy State Development (CLSD) program 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.

Program Design

The Department's CLSD program is designed to advance and build upon the state's efforts to increase access to high-quality preschool, improve the quality of core instruction, and promote the use of evidence-based literacy practices. The Department will run two subgrant competitions. The first will focus on the birth through kindergarten entry age span and support school districts to expand the number of high-quality preschool seats available to historically disadvantaged students, while at the same time building early learning teachers' capacity to implement evidenced-based early literacy practices. The second will focus on the kindergarten through grade 12 span, though subgrantees may identify a smaller span on which to focus their efforts. Subgrantees will utilize grant funds to establish a comprehensive tiered system of supports for literacy, that includes upgrading core curricular materials, embedding curriculum-aligned, ongoing professional development and coaching into teachers' schedules, identifying appropriate evidence-based interventions and scheduling the time for teachers to implement them, and implementing universal screening and progress monitoring of students.

Program Goals

1. **Build district- and school-level capacity** to improve literacy instruction and, in turn, students' achievement in literacy in grades pre-kindergarten through 12.
2. **Improve teachers' practice** to develop students' literacy skills.

3. **Support all students' successful reading development**, especially historically disadvantaged students.

Program Objectives

- **Objective 1:** Subgrantees increase the number of high-quality preschool seats for 3- and 4-year-olds and strengthen quality of early literacy support in preschool (17-20 subgrantees).
- **Objective 2:** Subgrantees develop and implement comprehensive, evidence-based, multi-tiered ELA/literacy programs for kindergarten through grade 5, grades 6 through 12, or the full span (55-60 subgrants, equitably distributed across the K-5 and 6-12 grade spans).
- **Objective 3:** Provide statewide, regional, and local professional development for ELA/literacy educators, including teachers in early education settings.

Program Services

Priority for participating in the CLSD program will be provided to school districts with schools identified by the state's accountability system as in need of assistance or schools with an overall accountability percentile of 20 or below. These schools serve approximately double the percentages of Black and Hispanic students, economically disadvantaged students, English learners, and students with disabilities compared to the average Massachusetts school. The Department will provide ongoing support to subgrantees in the form of a designated contact for technical support, three statewide literacy institutes each year, and regional network meetings to support subgrantees to deliver high-quality local professional development.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.



Comprehensive State Literacy Development Grant Massachusetts' Program Narrative

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Introduction

Woodly Pierre-Louis joined the Massachusetts Department of Elementary and Secondary Education (the Department) as a Literacy Content Specialist in June 2019. She is quiet but has a famously warm laugh, and she is quick with a disarmingly witty remark. Woodly taught high school and middle school English language arts for fourteen years in two Massachusetts districts just prior to joining the Department. One district is a small suburban city and the other is one of Massachusetts' largest urban districts. Both districts are racially and economically diverse.

Woodly learned countless lessons from her time working with students, but three stand out: (1) school systems, often unintentionally, make it easy to lower expectations for students, especially students of color, economically disadvantaged students, English learners, and students with disabilities; (2) without robust screening, schools “miss” kids, many of whom quickly become expert at obscuring their reading and writing difficulties; and (3) students will do amazing things when presented with rigorous and engaging instructional materials by a skilled teacher.

Woodly's goal is that of the Department: for all school districts to embrace evidenced-based literacy practices, high-quality screening assessments, and a rigorous and engaging English language arts curriculum. She is driven by the heartache of having taught seniors who struggled to complete the five-page research paper required by the district for graduation. She is driven by the former students she meets who are taking remedial courses at community colleges instead of progressing toward their college degrees. She is driven by Andre, the seventh grader she taught last year who was functionally illiterate after eight years of public schooling.

Andre learned early on that staying quiet, following directions, and diligently copying from the text into his notebook with perfect penmanship is enough to mask that he cannot read or write. With Woodly's support, Andre made progress last year, but remained years behind grade level at the end of the year. Andre is in the eighth grade now, his year altered by the Covid-19 pandemic. He will go to high school next year and Woodly knows, even with intense support, the road to graduation is a challenging one.

Like many of her colleagues at the Department, Woodly chose to continue her career at the Department after seeing the same pervasive challenges impeding her students' literacy across multiple districts and schools. There are too many stories like Andre's. The Department is home to many educators who believe they can have an impact on these challenges by promoting strong practices across the Commonwealth.

The Massachusetts state literacy plan, "[An Excellent Education in English Language Arts and Literacy for All](#)," is the roadmap for ensuring that all students in Massachusetts, regardless of zip code, race, language, or disability, have access to literacy instruction that cultivates their academic curiosity and confidence. The plan's two themes, high-quality core instruction and evidence-based early literacy, are central to the Comprehensive Literacy State Development (CLSD) program described herein. Massachusetts' CLSD program goals, objectives, and outcomes reflect the importance of these themes as essential pathways to excellence and equity in literacy instruction. The grant is an exciting opportunity to accelerate the Department's efforts.

Competitive Preference Priorities

The grant program narrative that follows describes a proposed program that has the potential to transform literacy instruction for children in the Commonwealth of

Massachusetts (Priority 1), through its focus on maximizing opportunities for historically disadvantaged students living in distressed communities (Priority 2). The program is designed to weave together and expand existing infrastructure, assets, and services to maximize efficiency, while valuing innovation (Priority 3).

Competitive Preference Priority 1: New Potential Grantee

The Department has not had an active grant in the past five years under the CLSD or Striving Readers Comprehensive Literacy Programs. An award in this grant cycle would be in line with the goal of accepting applicants with varying levels of experience. As described in this grant program narrative, the Department now has the infrastructure and resources in place to successfully implement a grant of this size and scale and a state literacy plan to guide the work.

Competitive Preference Priority 2: Focus on Projects Located in QOZs

Priority for participation in the CLSD program will be granted to districts¹ with schools identified by the state's accountability system as in need of assistance or schools with an overall accountability percentile of 20 or below (see the section on Quality of Project Services for details). The Qualified Opportunity Zones (QOZs) in Massachusetts overlap significantly with these districts. In fact, 116 of the 137 QOZs in the Commonwealth that contain a public school overlap with districts eligible for CLSD priority. 67 of the 87 districts eligible for CLSD program subgrant priority serve communities with QOZs. Districts that receive subgrants under the CLSD program will be hiring staff, purchasing materials and services, and hosting meetings, all of which will generate local economic activity. Further, the Department will target QOZs, including

¹ The term "district" refers to traditional public school districts and public charter schools.

the one in which its offices are located, for CLSD state activities (e.g., locations for statewide institutes and regional meetings). Appendix A includes a list of all QOZs likely to be impacted by the CLSD program in Massachusetts.

Competitive Preference Priority 3: Increased Value to Students and Taxpayers through Reduced Redundancy and Increased Efficiency

The Department's proposed CLSD program honors "supplement not supplant" in principle and in spirit. Grant activities are designed to weave together existing assets and programs to bring greater coherence and comprehensiveness to local literacy programs, while promoting sustainability.

The section on Quality of Program Design explains that the Department designed the CLSD program in the context of a new state law designed to close achievement gaps that requires districts to establish three-year plans to receive state funding. Subgrantees will align and reflect grant activities in their plans, which will support a coherent approach to comprehensive literacy instruction across all grade spans and ensure that CLSD funds are used to reinforce and extend state funds.

The section on Quality of Program Services details how the CLSD program builds on established infrastructure with a goal of streamlining literacy instruction from birth through grade 12. The strong comprehensive literacy programs subgrantees will establish through the CLSD program will create efficiency within the school districts. For example, intense efforts to support young learners to read are not only vital for student success, but also reduce the need to for costly interventions in later years. Each facet of the Department's CLSD program was designed with coherence and efficiency in mind.

Need for the Project

Massachusetts' history of success in public education is well documented.ⁱ While Massachusetts has been able to persist in its “top-performing” status for more than two decades, student growth has plateaued over the last few years on multiple measures.² Further, success in the aggregate masks a sobering reality: the Commonwealth's public schools are only number one for some.

Number One for Some

In 2018, the Massachusetts Education Equity Partnership published an eye-opening report to coincide with the 25th anniversary of the passage of the Education Reform Act.ⁱⁱ The report, *#1 for Some*, called attention to the significant disparities in access and achievement between the Commonwealth's Black, Hispanic, and economically disadvantaged students and their White and higher-income peers. In a 2019 report laying out his vision for public education, Commissioner Jeffrey Riley noted, “While we are rightfully proud of our ‘first in the nation’ status on many educational measures, our NAEP scores have stagnated for years and, in some cases, even declined... More troubling is the fact that across virtually all metrics, large achievement gaps persist for our students of color, English learners, and students with disabilities.”ⁱⁱⁱ Massachusetts Governor, Charlie Baker, echoed these sentiments in November 2019 when he signed into law the Student Opportunity Act, legislation designed to close achievement gaps. He said, “If there's one thing I've learned in 63 years, it's that talent

² The National Assessment of Educational Progress showed no significant difference in Massachusetts 4th grade reading achievement in 2017 compared to 2007.

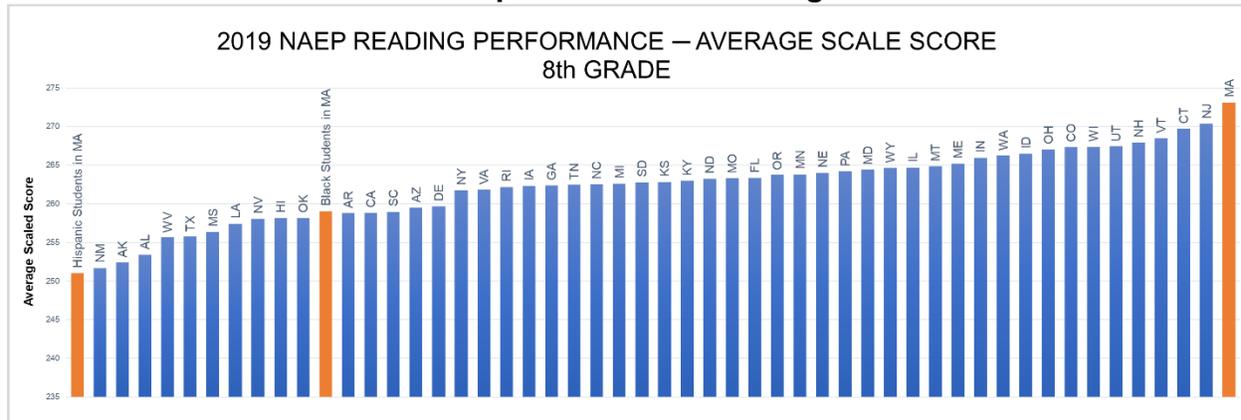
is evenly distributed. What's not evenly distributed is opportunity. There's a reason why this is the Student Opportunity Act, because this legislation is about making sure that every kid in the Commonwealth of Massachusetts, regardless of where they live, where they go to school, where they're from, has the opportunity to get the education they need to be great."^{iv}

NAEP and MCAS

Massachusetts students have scored at the top of the National Assessment of Educational Progress tests ("the nation's report card") in grades 4 and 8 English language arts (ELA) for over a decade. Yet, disaggregating the data by race, family income, language, and disability reveals pernicious and persistent opportunity gaps facing historically disadvantaged students. A few facts highlight the broader story:

- On the 2019 NAEP Reading Assessment for Grade 4, 54% of White students in Massachusetts scored at or above the *Proficient* level, compared to just 29% of Black students, and 24% of Hispanic students (see Appendix B).
- On the 2019 NAEP Reading Assessment for Grade 8. White students were twice as likely as Black and Hispanic students to score at or above the *Proficient* level.
- A comparison of average scaled scores on the 2019 NAEP Reading Assessment shows that Hispanic students in Massachusetts score lower than the average student in all fifty states (Figure 1). In fact, Hispanic students in 28 other states outperform Hispanic students in Massachusetts. While Black students in Massachusetts perform slightly better on NAEP than their Hispanic peers, their performance is also far below the Massachusetts average.

Figure 1: Massachusetts 2019 NAEP Reading Performance of Black and Hispanic Students in Massachusetts Compared to State Average Performance



- Massachusetts Comprehensive Assessment System (MCAS), the Commonwealth’s standards-based student assessment program was redesigned in 2017. This Next-Generation MCAS has been administered for the past three years in grades 3-8 and the past one year in grade 10 for ELA. The same variations in average performance by racial subgroup seen on NAEP appear in every grade each year on MCAS (see Appendix B).
- NAEP and MCAS results both reveal similar differences in performance when comparing students who are economically disadvantaged, English learners, and students with disabilities to state average performance (see Appendix B).
- There is little evidence that achievement gaps are narrowing. For example, looking across the three years of data the Department has for the Next-Generation MCAS, gaps are flat or widening slightly for Black and Hispanic students, English learners, and students with disabilities.

Graduation and Dropout Rates

Massachusetts’ four-year high school graduation rates have improved steadily to 88% for the graduation cohort of 2019, and fewer than 5,200 students dropped out in the

2018–19 school year, down from nearly 10,000 in 2007–08. Yet, the four-year graduation rate for English learners is only 64.6%. It is 78.5% for economically disadvantaged students, 73.9% for students with disabilities, 74% for Hispanic students, 79.9% for Black students.

Dropout rates tell a similar story. For example, despite an overall dropout rate of 1.8% for the 2018-2019 school year, 7.1% of English learners dropped out in the same year. In 2018-2019, 28% of high school dropouts in the state were Hispanic males.

Quality of Instruction

There are many factors that contribute to the quality of instruction students receive on their way through the public school system. For the purpose of this needs assessment, the Department focused on three: access to high-quality early education, teacher quality, and access to high-quality instructional materials. These three areas are directly addressed in the CLSD program design.

- **Early Education:** Across the Commonwealth, the early education system has the capacity to serve less than half of children under five. Only six percent of all early education programs meet the benchmarks of high quality as set by the state's Quality Rating and Improvement System. Additionally, Black, Hispanic, and economically disadvantaged children are more likely to live in towns with the largest gaps between available early education opportunities and the number of children who could benefit. As a result, historically disadvantaged children in Massachusetts face significant challenges in accessing high-quality early education, many arriving at school for the first time in kindergarten.

- **Teacher Quality:** The [Massachusetts Plan for Equitable Access to Excellent Educators](#) confirms the existence of significant equity gaps related to teacher quality, such as:
 - Hispanic students are more than two times as likely as White students to be assigned to a teacher rated Needs Improvement or Unsatisfactory.
 - Similarly, economically disadvantaged students are 75% more likely than students who are not economically disadvantaged, and English learners (ELs) are 73% more likely than native English speakers, to be assigned to a teacher with these lower ratings.
 - Black and Hispanic students, English learners, and economically disadvantaged students are 30% to 40% more likely than their peers to be assigned to a class with a teacher with fewer than three years of experience.
- **Instructional Materials:** In 2018, the Department began collecting and sharing information from districts about the instructional materials provided to educators and students. “[Curriculum heat maps](#)” for elementary and middle school ELA include submissions from over 200 school 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 [CURATE](#), Massachusetts’ teacher-led process for evaluating evidence of curricula’s alignment to standards and usefulness to teachers, or EdReports, a national non-profit whose reviews inform the CURATE process. This means the vast majority of Massachusetts teachers are using low-quality or unreviewed materials to teach students to read and write.

Conclusion

These data make plain that the Massachusetts education system does not provide an equitable, quality education to all students. The CLSD program will allow the Department to intensify its efforts to ensure that Black and Hispanic students, economically disadvantaged students, English learners, and students with disabilities receive excellent literacy instruction from the very beginning of their schooling experience through graduation day.

Quality of Program Design

The Department designed the CLSD program in the context of the recent passage of the Student Opportunity Act, a new state law designed to close achievement gaps. The Act requires districts to submit three-year, evidence-based plans to qualify for state funding. Commissioner Riley has identified [17 examples of high-quality, evidence-based strategies](#) for districts to consider including in their plans, several of which relate directly to the goals of the CLSD program, such as expanded access to full-day, high-quality pre-kindergarten, research-based early literacy programs, and supporting educators to implement high-quality, aligned curriculum. The Department will support subgrantees to align and reflect grant activities in their Student Opportunity Act plans to promote a coherent approach to comprehensive literacy instruction across all grades.

For the birth through kindergarten entry age span, the Department's CLSD program focuses on developing partnerships between public school districts and local systems of early education available to families. For the kindergarten through grade 12 grade span, the CLSD program focuses on the two themes in the state's literacy plan:

high-quality core instruction and evidenced-based early literacy. Below is a brief rationale for these three foci.

Early Education Partnerships

The Department has partnered with Commissioner Samantha Aigner-Treworgy and the staff of the Massachusetts Department of Early Education and Care (EEC) to develop the aspects of the CLSD program related to the birth through kindergarten entry span.³ EEC has a long history of catalyzing productive collaboration between districts and private early education programs, including recent local preschool expansion efforts in nine high needs communities funded by a federal Preschool Expansion Grant (PEG) and more recently a state-funded Commonwealth Preschool Partnership Initiative (CPPI). These collaborations provide a proof of concept that preschool expansion can improve children’s readiness for school; impacts were large and significant on literacy outcomes (.92 effect size) and smaller but meaningful for language outcomes (.21) for children in PEG classrooms, most of whom had no prior early education experiences.

Strong evidence exists that early education can be a cost-effective investment to build children’s foundational skills and improve school readiness, particularly for children at greater risk of adverse academic outcomes.^v Quality early education programs can provide opportunities for young children to develop the language and literacy skills that are foundational for later school and life success. Yet to do so effectively, children need

³ As a result of this partnership, the Department intends to work with EEC to revise the state’s literacy plan to strengthen the critical connections between early childhood education programs, kindergarten entry, and literacy instruction in grades K-3.

access to early education opportunities and early education programs need the same infrastructure and resources as effective kindergarten through grade 12 systems; that is, high-quality instructional materials implemented skillfully by well-trained educators in well organized and engaging classrooms.^{vi}

The Department's CLSD program acknowledges that many communities in Massachusetts must look to private early education providers to provide all children with meaningful early education experiences, because universal access is not available from the school district. Partnerships between school districts and community-based early education providers provide opportunities for systemic improvement efforts to ensure students enter school prepared for success in kindergarten and beyond.

High-Quality Core Instruction

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.^{vii} Recently, scholars have also argued that a comprehensive literacy curriculum—one that was developed to be coherent and connected throughout its various components—is superior to a “piecemeal” approach, because various components developed in isolation miss opportunities to offer authentic tasks that tie together all components. This is true for early reading^{viii} as well as for the reading/writing connection in later grades.^{ix}

High-quality curricular materials are an essential tool for achieving equity. Historically disadvantaged student groups are less likely to be given high-quality materials. 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.^x A high-quality curriculum also purposefully connects to and builds upon the cultural knowledge and experiences of students in order to maximize motivation and deeper learning^{xi}—and when the curriculum fails to do this, it can contribute 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 CLSD program will support subgrantees to implement high-quality, comprehensive ELA/literacy instructional materials.

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^{xii} — 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.^{xiii} However, a national study found that teachers are provided, on average, approximately 1 day of training on new curricular materials, and about 25% of ELA/literacy teachers report they have received no professional development at all on their main curricular materials.^{xiv} 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.^{xv}

The Department's CLSD program will support districts to establish the infrastructure and expertise necessary to provide ELA/literacy teachers with regular coaching and job-embedded professional development, aligned to teachers' instructional materials.

Evidence-Based Early Literacy

Evidence-based early literacy practices are an essential tool for equity. Massachusetts students from historically disadvantaged groups are substantially less likely to read proficiently by the end of grade 3 as compared to their peers, which is correlated with a range of negative outcomes, including leaving high school before graduation and decreased lifetime earnings.^{xvi}

A rich evidence base developed over decades exists to guide the design of an effective early literacy program^{xvii} and researchers generally agree that virtually all children can learn to read when provided with adequate instruction.^{xviii} Research supports implementation of a multi-tiered system of support (MTSS) for pre-kindergarten through grade 12 literacy instruction, as means to improve outcomes for all students, including historically disadvantaged students. The components of MTSS as applied to early literacy include:

- **Word-reading skills, language comprehension, and other essential skills are taught to all students in core instruction.** An explicit, systematic core curriculum that includes phonological awareness and phonics in the early

elementary grades can minimize reading difficulties for many children, including those with neurological characteristics associated with dyslexia.^{xix}

- **Teachers differentiate, scaffold, and provide accommodations to ensure equitable access to the core curriculum for all students.** Formative assessments, including student work, help teachers identify texts and tasks that will be inaccessible for specific students and create scaffolds.
- **Schools provide evidence-based interventions.** Targeted interventions reduce or even eliminate reading difficulties in young children.^{xx} Students need instruction using intervention materials or approaches that have been shown to be effective in similar contexts and that are coherent with the daily curriculum in order to yield strong results.^{xxi}
- **Valid assessments are used to identify instructional needs and risk for reading difficulties, and to monitor progress.** First, screening assessment is needed so that educators may identify students with present or potential reading difficulties. Progress monitoring assessments are also essential to measure whether and how much students are learning and progressing towards goals.
- **School and district systems support progress for all students.** The MTSS must be coordinated at the school and district level. Administrators must ensure high-quality core and intervention materials are available to every teacher. Likewise, professional development is necessary to support educators to provide rigorous core instruction and targeted interventions. Routines and structures for data-based decision making are also essential.

The Department's CLSD program will support districts to enact an effective MTSS for literacy inclusive of the components described above. While these components are described in the state's literacy plan as ideal for early literacy instruction, they are relevant for the full pre-kindergarten through grade 12 span, especially given that many students enter the secondary grades having not yet developed foundational literacy skills.

Program Goals

The Department's CLSD program is designed to advance and build upon the state's efforts to increase access to high-quality preschool, improve the quality of core instruction, and promote the use of evidence-based literacy practices. The Department has identified three overarching goals for the CLSD program:

1. **Build district- and school-level capacity** to improve literacy instruction and, in turn, students' achievement in literacy in grades pre-kindergarten through 12.

The focus of this goal is to promote expansion of high-quality preschool and establish a multi-tiered system of support for grades pre-kindergarten through grade 12 to meet the needs of all students and prevent reading failure.

2. **Improve teachers' practice** to develop students' literacy skills. The focus of this goal is to support teachers from early childhood through high school to learn, extend, and implement evidence-based instructional routines and practices that accelerate student learning. Teachers will participate in professional learning activities through job-embedded coaching and ongoing professional development at the local, regional, and statewide levels, including professional development explicitly connected to their high-quality instructional materials.

3. **Support all students' successful reading development**, especially historically disadvantaged students such as Black and Hispanic students, economically disadvantaged students, English learners, and students with disabilities.
- Attending a public school in Massachusetts is, at present, hardly a guarantee that you will be a reader by grade 3 or graduate high school having mastered the literacy standards. The Commonwealth's youngest learners need a strong foundation for literacy that can systematically be built upon as they transition into and progress through the public schools. Increased literacy outcomes for all students in participating schools is the ultimate goal.

Program Objectives, Outcomes, and Measures

The Department's CLSD program is designed to provide subgrantees with clear objectives and expected outcomes for each of the three age/grade spans identified in the grant notice: (1) birth through kindergarten entry, (2) kindergarten through grade 5, and (3) grades 6 through 12. Subgrantees may apply for funding to work on one, two, or all three of these spans, based on local capacity and need. The following three objectives and 11 outcomes are aligned to program goals and the state's literacy plan.

- **Objective 1:** Subgrantees increase the number of high-quality preschool seats for 3- and 4-year-olds and strengthen quality of early literacy support in preschool (17-20 subgrantees).
 - **Outcome 1.1:** Subgrantees, independently or in partnership with local early childhood education programs, expand the number of high-quality preschool seats. *Measures: Percent increase of high-quality preschool seats (annual*

subgrantee reporting, analysis using the [Massachusetts Quality Rating and Improvement System](#)).

- **Outcome 1.2:** Equitable access to high-quality preschool seats for Black and Hispanic students, economically disadvantaged students, English learners, and students with disabilities. Measure: *Proportion of high-quality preschool seats filled by students from the identified subgroups (annual subgrantee reporting) compared to the district subgroup demographics (district profiles).*
- **Outcome 1.3:** Subgrantees adopt high-quality preschool literacy instructional materials (or undergo an evaluation process to verify the high quality of existing materials). Measure: *Percentage of subgrantees using high-quality instructional materials (analysis using EEC's Pre-School Curriculum Rubric).*
- **Outcome 1.4:** Subgrantees provide all teachers access to regular coaching by a literacy expert and job-embedded professional development on early literacy content and practices, aligned to teachers' instructional materials. Measures: *Percentage of teachers reporting access to the expected coaching and professional development (annual teacher survey), percentage of participating teachers demonstrating improvement in the domain of Instructional Support (observation data from the [CLASS](#) tool).*
- **Outcome 1.5:** Students enter kindergarten equipped with the language and literacy skills needed for success. Measures: *Percentage of pre-kindergarten students who achieve significant gains in oral language (Department-approved early literacy and language screening assessment).*

- **Objective 2:** Subgrantees develop and implement comprehensive, evidence-based, multi-tiered ELA/literacy programs for kindergarten through grade 5, grades 6 through 12, or the full span (55-60 subgrants, equitably distributed across the K-5 and 6-12 grade spans).
- **Outcome 2.1:** Subgrantees adopt and implement high-quality ELA/literacy instructional materials (or undergo an evaluation process to verify the high quality of existing materials). *Measure: Percentage of subgrantees using high-quality instructional materials (analysis using the Department's CURATE project and/or EdReports).*
 - **Outcome 2.2:** Subgrantees provide all literacy teachers access to regular coaching by a literacy expert and job-embedded professional development on ELA/literacy content and practices, aligned to teachers' instructional materials. *Measures: Amount of coaching time and time spent in materials-specific professional development per teacher (annual teacher survey/subgrantee reporting), percentage of participating teachers demonstrating improvement in the Instruction Indicator (observation data from the Evaluation Framework).*
 - **Outcome 2.3:** Subgrantees establish a multi-tiered system of support for ELA/literacy by implementing a high-quality universal screener three times per year (kindergarten through grade 3), establishing a system for progress monitoring for all students, scheduling and staffing intervention periods, increasing reading specialist capacity, utilizing data-based decision making, and implementing evidence-based interventions to meet the needs of students reading below grade level. *Measures: Number of intervention periods per week*

(schedule analysis), ratio of reading specialists to students (state personnel data collection) Kindergarten through Grade 5 Measures: Percentage of students at-risk for reading failure in each assessment period (Department-approved universal screener), percentage of grade 3, 4, and 5 students meeting or exceeding expectations for ELA/literacy achievement (MCAS). Grades 6 through 12 Measures: decrease in percentage of students requiring literacy interventions (subgrantee reporting), percentage of grade 8 and grade 10 students meeting or exceeding expectations for ELA/literacy achievement (MCAS), high school graduation and dropout rates (state student data collection), percentage of students from identified subgroups who attain the ELA competency determination for high school graduation (state student data collection).

- **Objective 3:** Provide statewide, regional, and local professional development⁴ for ELA/literacy educators, including teachers in early education settings.
- **Outcome 3.1:** Subgrantees establish vertically coherent learning experiences for students for the grade span on which they are focused. Measures: *Percentage of subgrantees with a comprehensive literacy plan designed for coherence (subgrantee reporting, administrator interviews), previously cited achievement measures.*
 - **Outcome 3.2:** Teachers implement instructional practices promoted by the professional development. Measure: *Previously cited observation measures.*

⁴ Services delivered under Objective 3 will be open to subgrantees of Objectives 1 and 2, as well as districts participating in other state programs related to literacy instruction.

- **Outcome 3.3:** Subgrantees increase outreach to and collaboration with early childhood programs whose students matriculate to the districts' schools.

Measure: Amount of time district teachers and early childhood program educators spend in joint professional development (annual subgrantee reporting).

Quality of Management Plan

The Department recognizes that a strong management plan, one with adequate staffing allocations, a clear and reasonable timeline for activities, and a robust evaluation plan is essential to realizing the outcomes described above. Grant oversight will be led by the Center for Instructional Support⁵ (CIS) within the Department, in close collaboration with EEC.

Staffing Plan

The Department will utilize 7 staff members in the administration of the CLSD program. Additional capacity will come from EEC. Resumes are included in Appendix C.

- Heather Peske is the Senior Associate Commissioner for Instructional Support and a member of Commissioner Riley's executive senior staff. She will provide strategic leadership of the full CLSD program, ensuring grant activities are aligned to the Commissioner's priorities.

⁵ CIS has successfully utilized "[The MOCHA Model](#)," a project management framework from [The Management Center](#), to manage statewide initiatives and large-scale grant programs. The management plan described below identifies the managers, owners, consultants, helpers, and approvers for the Department's CLSD program objectives.

- Katherine Tarca is the Department's Director of Literacy and Humanities. She will serve as CLSD program director. Katherine has 14 years of experience working in public schools, including traditional public schools and charter schools. In that time, she was a teacher, literacy coach, and curriculum director.
- Jocelyn Bowne is the Director of Research at EEC. Jocelyn will support subgrantees focused on the birth through kindergarten entry age span. She has 10 years of experience as an early childhood educator and has worked at EEC for five years. Jocelyn currently leads the agency's Commonwealth Preschool Partnership Grant which supports preschool expansion in high needs districts.
- Tracey Martineau is an ELA/Literacy Content Support Lead at the Department. Tracey will support subgrantees focused on kindergarten through grade 5. She has led literacy work at the Department for the last 15 years, including playing a central role in the statewide implementation of Reading First.
- Woodly Pierre-Louis is an ELA/Literacy Content Support Specialist at the Department. Woodly will support subgrantees focused on grades 6-12. Woodly has 14 years of experience as a middle- and high-school ELA/literacy teacher in Massachusetts with expertise working with English learners. She brings knowledge about a range of quality instructional materials to the CLSD program.
- An ELA/Literacy Content Support Specialist (*to be hired using CLSD program funds*) will plan statewide and regional Department-led grant activities and coordinate across offices administering the grant program. The specialist will be responsible for internal coordination of program implementation, including the development of subgrant applications and coordinating review of proposals.

- Craig Waterman is the Assistant Director of Instructional Policy. Craig is an expert in assessment and evaluation and has over 10 years of classroom and school leadership experience in a variety of settings. Craig has led the design and monitoring of several large-scale program evaluations for the Department.
- Nechama Goldberg is CIS’s Senior Analyst for Fiscal Policy and Planning. Nechama will oversee subgrant administration to ensure subgrantees are identified and funded efficiently. She has over 11 years of experience managing state and federal grants, both entitlement and competitive opportunities.

Timeline of Activities

The major activities associated with **Objectives 1 and 2** are designing and implementing subgrant competitions and then supporting and monitoring subgrantee performance. Support will be ongoing with the staff above working with subgrantees focused on the indicated age/grade spans.

1. Prepare and post subgrant application (grant award – December 2020⁶).

Manager (M): Tarca, *Owner (O):* Lit Specialist, *Consultants (C):* Bowne, Martineau, Pierre-Louis, *Helper (H):* Goldberg, *Approver (A):* Peske

2. Conduct outreach to potential subgrantees and support them to develop high-quality subgrant applications (grant award – December 2020).

⁶ The Department anticipates an initial grant period of 16 months (March 2020 – June 2021) for subgrantees, with 12-month renewals aligned to the Department’s fiscal year (July 1 – June 30), pending progress. The Department anticipates adding new subgrantees in Year 3 and will follow a similarly spaced timeframe.

M: Martineau, O: Lit Specialist, C: Waterman, H: Bowne, Pierre-Louis, A: Tarca

3. Issue mini planning grants to interested subgrantees (December 2020).

M: Tarca, O: Lit Specialist, C: Waterman, H: Goldberg, A: Peske

4. Select subgrantees (February 2021).

M: Tarca, O: Lit Specialist, C: Goldberg, H: Bowne, Martineau, Pierre-Louis, A: Peske

5. Allocate subgrant funds (March 2021 – June 2022, July – June thereafter).

M: Lit Specialist, O: Goldberg, C: Waterman, H: grant admin, A: Tarca

6. Evaluate subgrantee performance and execute renewals (June 2021 and June thereafter).

M: Tarca, O: Lit Specialist, C: Waterman, H: Bowne, Martineau, Pierre-Louis, A: Peske

The major activities associated with **Objective 3** are coordinating statewide, regional and local professional development.

1. Coordinate statewide literacy institutes for subgrantees (March 2021, May 2021; October, January, April thereafter).

M: Tarca, O: Lit Specialist, C: Waterman, H: Bowne, Martineau, Pierre-Louis, A: Peske

2. Coordinate regional meetings for subgrantees (April 2021; November, February, May thereafter).

M: Tarca, O: Lit Specialist, C: Waterman, H: Bowne, Martineau, Pierre-Louis, A: Peske

3. Host monthly virtual meetings for subgrantee coaches/leads to prepare for local professional development (monthly)

M: Tarca, O: Lit Specialist, C: Waterman, H: Bowne, Martineau, Pierre-Louis, A: Peske.

Evaluation Plan

The Department will conduct an evaluation of grant activities for each year of funding using the measures identified in the Program Outcomes section above. In Year 1 the evaluation will focus on Department inputs for setting subgrantees up for success. The evaluation of Years 2 and 3 will examine subgrantee inputs for following through on subgrant commitments. Evidence of improvement of student outcomes will be the focus of Years 4 and 5 (see Appendix D for detailed evaluation plan).

Quality of Project Services:

Successful implementation of the CLSD program will require the Department to capitalize on existing infrastructure, as well as build additional tools, guidance, and professional development opportunities to achieve program goals. This section describes current and planned assets that will advance the CLSD program, as well as additional details about the structure of subgrants.

All services provided by the Department will acknowledge and mitigate the inequitable access to high-quality literacy instruction currently afforded the Commonwealth's Black and Hispanic students, economically disadvantaged students, English learners, and students with disabilities. To that end, priority for participation in the CLSD program will be granted to all districts with schools identified by the state's accountability system as in need of assistance (except for those cited only for low MCAS participation rates) or schools with an overall accountability percentile of 20 or below. These 328 schools are located in 87 school districts. Over 205,000 students attend these schools and are taught by over 16,600 educators. On average, 18% of students attending these schools are Black (9% statewide), 44% are Hispanic (22%

statewide), 60% are economically disadvantaged (33% statewide), 22% are English learners (11% statewide), and 20% are students with disabilities (18% statewide). Included in this geographically and otherwise diverse collection of schools are three [chronically underperforming school districts](#) and [four chronically underperforming schools](#) currently undergoing strategic transformation as part of state receivership.

Supports for Subgrantees

The Department will provide a range of supports to subgrantees beginning with a clear and efficient application and selection process. Webinars, regionally based face-to-face technical assistance sessions, and ready access to staff from CIS's Office of Literacy and Humanities and EEC will aid subgrantees in developing high-quality applications with clear comprehensive literacy plans (or plans to make such plans). The Department will also offer mini planning grants to support school districts to establish committees to lead subgrant application development.

All subgrantees will have a point of contact within CIS to provide ongoing guidance. CIS's literacy experts are already embedded within the Statewide System of Support to provide content-specific targeted assistance, meaning they have working relationships with many of the likely subgrantees, which will facilitate subgrant oversight. The Department will establish a parallel structure for all subgrantees not served by the Statewide System of Support to ensure equitable access to the expertise they need to be successful.

The Department will also provide services tailored to each program objective:

[Objective 1](#): The CLSD program will build upon EEC's successful model of preschool expansion through collaboration with local early education programs and

bring a more intentional focus on the implementation of evidence-based early literacy practices. Subgrantees in the early stages of preschool expansion will engage in a planning period with EEC-licensed programs to develop a shared vision for improving literacy outcomes through high-quality preschool opportunities. Subgrantees and partners will assess community needs and develop expansion plans that support local families in terms of locations, schedules, and costs. Implementation funding will follow the planning process and focus primarily on professional supports for aligned and high-quality literacy instruction districtwide.

To ensure new and existing preschool seats are maximized to improve literacy outcomes for participating students, the Department and EEC will support subgrantees to identify and implement high-quality instructional materials for literacy using EEC's new Pre-School Curriculum Rubric. Inspired by the Department's CURATE initiative, the rubric helps preschools evaluate their existing instructional materials or materials under consideration for alignment to rigor and standards and usability for educators. In addition, the Department will collaborate with EEC to transfer existing recommendations and resources related to early literacy screening to participating preschool sites.

An additional asset for the CLSD program is the EEC-funded network of Coordinated Family and Community Engagement (CFCE) grantees that serve families throughout the Commonwealth. These grantees encourage parent-child interactions supportive of language and literacy development, connecting families to resources including early education programs and conducting developmental screenings to ensure children showing delays receive appropriate supports early. CFCE coordinators will be a

valuable conduit for subgrantees to collect feedback and generate buy-in from families on their grant plans, as well as ultimately communicate new preschool opportunities.

Objective 2: The Department has built a number of resources and initiatives that will be leveraged to meet CLSD Objective 2. First, the Department spent the last year assembling evidence-based early literacy guidance for educators. This guidance will be published on a new website in July 2020, and will serve the following purposes:

1. Provide and endorse information about reading acquisition and instruction that is based in current scientific evidence
2. Clearly describe evidence-based literacy practices that the state expects to see used in schools, and taught in educator preparation programs

The Department's guidance will provide a roadmap for subgrantees as they design and implement multi-tiered systems of support for literacy, providing recommendations of products and practices for each component of the system (described in the section on Quality of Program Design), as well as advice on how best to implement them.

To develop this guidance, the Department has engaged hundreds of stakeholders. In addition to teachers, administrators, and educator preparation faculty from across the Commonwealth, a panel of research advisers contributed to the guidance, including Nadine Gaab, Tim Shanahan, Louisa Moats, Barbara Foorman, David Kilpatrick, Sonia Cabell, Tiffany Hogan, and Nicole Patton Terry.

Additionally, the Massachusetts legislature recently passed new [requirements](#) to screen for reading difficulties; this legislation presents an opportunity to accelerate implementation of screening assessments, a core component of the MTSS model for literacy CLSD subgrantees will pursue. The Department's Office of Special Education

Policy and Planning is developing guidelines to assist districts in developing screening procedures that would help identify children at risk for dyslexia and other neurologically based reading difficulties. These guidelines will be issued as part of a package of resources for implementing universal early literacy screening, including the Department's first-ever list of [approved screening assessments](#).

At the secondary level, the Department will leverage an upcoming training series TNTP will lead for CIS and SSoS staff to build capacity to conduct curriculum audits, including knowledge mapping – a process for assessing text quality, coherence, and coverage of knowledge domains. Staff will use the resulting expertise to support subgrantees to evaluate their texts and other materials for secondary ELA classrooms.

Across the full grade span, subgrantees will leverage the Department's extensive recent work on high-quality instructional materials and professional development, including reports from the CURATE initiative, a teacher-led process for evaluating evidence of curricula's alignment to standards and usefulness to teachers. Subgrantees will also be invited to participate in the Department's Evaluating and Selecting High-Quality Instructional Materials Network, an opportunity for districts to learn about high-quality curricula and receive ongoing coaching through an adoption process.

Finally, to implement this grant program, the Department will draw upon the extensive resources developed by its Systems for Student Success office, which has supported schools to develop Multi-Tiered Systems of Support for several years. This office has generated [numerous useful tools](#) and implemented them across the state, including the [Massachusetts MTSS Blueprint](#) and also facilitates a Tiered Literacy Academy, which is a three-year capacity building opportunity for educator teams.

As a result, the concept and general blueprint of MTSS is familiar in Massachusetts and educators are aware of and interested in the power of this approach. The ground is fertile for additional training and support to enhance implementation in school districts, especially content-specific implementation focused on literacy.

Objective 3: Subgrantees working toward Objectives 1 and 2 will participate in regular, ongoing professional development throughout the grant period. Two to three statewide literacy institutes per year will serve as the pillars of the professional development series. In between institutes, regional follow-up meetings and local, job-embedded professional development will reinforce the learning and help it reach the classroom level. The Department has prior successful experience with this model. For each of the last three school years, the Department has run a competitive early grades literacy grant program, the core of which was a similar tiered professional development.

Statewide institutes will feature local and national literacy experts and, as the CLSD progresses, promising practices cultivated by subgrantees. Subgrantees will send teams consisting of teachers and administrators. Regional meetings will serve as occasions for subgrantee leaders to collaborate and share. They will also be opportunities for subgrantees to receive technical assistance from Department literacy experts, as they build their MTSS for literacy and prepare to deliver the local professional development to teachers. Local professional development will be job-embedded and led by administrators or coaches and be coupled with a regular schedule for classroom observations and feedback.

Appendix A: Qualified Opportunity Zones

Below is a list of the census tract numbers for the Qualified Opportunity Zones that overlap with Massachusetts school districts eligible for CLSD priority.

25015820300	25027703100	25017321300	25025080601	25021420301
25013810800	25011040502	25009260200	25025081200	25021420202
25015822402	25011040501	25009260800	25025980300	25023545400
25013811700	25011040400	25009250100	25025090901	25005641200
25013811400	25011040701	25009250300	25025981100	25005641101
25015821602	25027710600	25009250800	25025061101	25005642000
25015821903	25027710700	25009252300	25025061000	25005651800
25013810300	25027707200	25009252400	25025060700	25005651900
25015820102	25027707300	25009251600	25025040801	25005651300
25015821100	25027709400	25017311800	25025040200	25005651200
25013812702	25027709600	25017311700	25025040300	25005644200
25013801902	25027716200	25017310100	25017351500	25005613800
25013800900	25027716300	25017311900	25017350103	
25013801101	25027757300	25009206100	25017339700	
25013801200	25027757100	25009207200	25017341300	
25013801800	25027726200	25009206800	25017341200	
25013800600	25027754200	25009207000	25017342400	
25013801700	25027731400	25009208102	25025160200	
25003900200	25027731300	25009217400	25025160400	
25003900100	25027732500	25009221500	25025170702	
25003935300	25027732801	25009221400	25025170501	
25011040100	25027731700	25009210700	25021422502	
25003921400	25027730500	25009210800	25023510900	
25011041400	25017383102	25009204701	25023510700	
25011041300	25017383101	25009204200	25023510503	
25027703200	25017321200	25025080500	25023511000	

Appendix B: NAEP and MCAS Data by Student Group

Figure 1: Massachusetts 2019 NAEP Reading Performance by Race

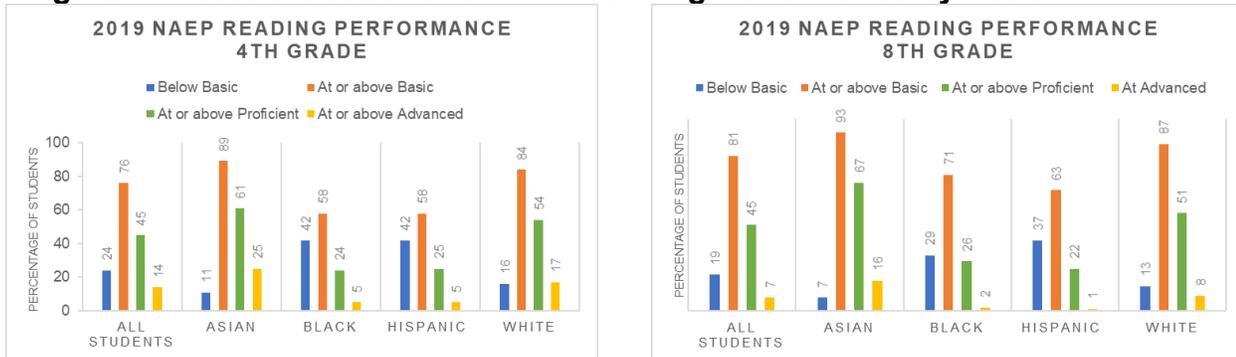


Figure 2: Average MCAS ELA Scaled Score by Race in 2017, 2018 and 2019

Grade	Student Group	ELA Average Scaled Score		
		2017	2018	2019
Grades 3-8	Asian	508.5	511.6	512.8
	Black	489.4	490.3	491.2
	Hispanic	488.8	489.7	490.6
	White	502.4	504.2	504.9
Grade 10	Asian	***	***	516.8
	African American	***	***	493.8
	Hispanic	***	***	492.0
	White	***	***	510.7

Figure 3: Average MCAS ELA Scaled Score by Special Population in 2017, 2018, and 2019

Grade	Student Group	ELA Average Scaled Score		
		2017	2018	2019
Grades 3-8	Econ. Disadvantaged	489.2	490.2	490.6
	English Learner (EL)	478.4	478.7	479.0
	Students with Disabilities	480.0	480.8	481.1
	All Students	499.0	500.5	501.2
Grade 10	Econ. Disadvantaged	***	***	493.4
	English Learner (EL)	***	***	468.2
	Students with Disabilities	***	***	486.2
	All Students	***	***	506.2

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 of 45 people to reach outcome goals and increase student learning in Massachusetts;
- Manage work in the areas of 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;
- Examples of impact:
 - Managed the consolidation of three teams into one coherent and effective Center for Instructional Support;
 - Led a major revision of the History-Social Science Curriculum Framework; 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 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 Transforming Educator Preparation.”

TEACH PLUS, Boston, MA www.teachplus.org

Vice President for Programs (2009-present)

- 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.
- Served as a member of the Executive team.

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.
- Results of report on teacher distribution featured in *The New York Times*.
- Served on the management team to develop and oversee the organization's strategic goals, align inter-organizational teams, troubleshoot management problems and chart the policy and political course.
- Managed the teacher quality team (2 staff).

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).
- Initiated, with Professor Susan Moore Johnson, the [Project on the Next Generation of Teachers](#).
- Presented 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)

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.

Class Marshall, 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.

Spencer Research Apprenticeship Grant, Harvard University Graduate School of Education, 2000, 2001.

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

Phi Beta Kappa, 1992.

Simpson Prize 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.

Battelle for Kids Annual Conference, Keynote Panelist, “Teacher Quality and Value Added Analysis,” 2007.

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.

KATHERINE TARCA

PROFESSIONAL PROFILE

- Educator with 15+ years experience in public schools as a teacher, coach, and system leader
- Extensive experience collaborating with school leaders and managing complex projects across multiple schools, including adoption of new curricula and approaches to instruction
- Expertise in Literacy and English Language Arts curriculum and pedagogy, with a focus on struggling learners
- Record of increasing the achievement of diverse learners in disadvantaged urban schools through coaching and collaborating with teachers and leaders

LEADERSHIP EXPERIENCE

DIRECTOR, LITERACY AND HUMANITIES

July 2018-present

Massachusetts Department of Elementary and Secondary Education, Malden, MA

- Manage state policy and resource development related to early Literacy, English Language Arts, and History and Social Science
- Coordinate, award, and monitor over \$1.5M annually in grants

DIRECTOR, HUMANITIES (preK-8)

Aug 2014-June 2018

UP Education Network, Boston, Lawrence, and Springfield, MA

- Support high-quality English, Literacy, and Social Studies instruction in seven urban “turnaround” schools by training, coaching, and advising school leaders
- Lead the adoption of the school network’s first standardized English curriculum, including selecting and designing curriculum materials and managing the training of 100+ leaders and teachers
- Design and manage the standards-based interim assessment system for English/Literacy across the network, supporting teachers to understand and respond to student needs

DIRECTOR, PROFESSIONAL DEVELOPMENT (K-8)

June 2012-July 2014

Mastery Charter Schools, Philadelphia, PA

- Managed all aspects of central professional development for network of 18 high-performing urban schools
- Collaborated with school leaders to design professional learning strategy for schools based on observations and student data
- Designed and executed New Teacher Orientation and Induction programs to prepare 250+ new teachers annually

LITERACY COACH (K-5)

July 2010-June 2012

Somerville Public Schools, Somerville, MA

July 2008-June 2010

Randolph Public Schools, Randolph, MA

- Drove teacher learning and improvement using model lessons, co-planning and professional development sessions
- Led development of Common Core-aligned Reading and Writing Workshop curriculum materials
- Managed school-wide literacy assessment, data analysis, and data-based action planning

KATHERINE TARCA

EDUCATION

HARVARD GRADUATE SCHOOL OF EDUCATION, *Cambridge, MA* 2007-2008

- Master of Education, Education Policy and Management

BUCKNELL UNIVERSITY, *Lewisburg, PA* 2000-2004

- Bachelor of Arts in Education, *summa cum laude*, minor in American Politics
- Honors in Education; President's Award for Distinguished Academic Achievement
- Undergraduate research fellowship resulting in published paper:
Tarca, Katherine. 2005. "Colorblind in Control: The Risks of Resisting Difference Amid Demographic Change." *Educational Studies*. 38 (2): 99-120.

TEACHING EXPERIENCE

ADJUNCT FACULTY / INSTRUCTOR

UMASS Boston, Lesley University, Relay Graduate School of Education, and Wheelock College 2009-2012

- Courses taught: *Literacy: Integration of the Language Arts; Understanding & Managing Behavior; Classroom Culture; Nonfiction Writing; Literacy I; Literacy II; and Practicum*
- Designed graduate courses utilizing modern methods such as role-playing, case studies, and formative assessment
- Consistently received outstanding end-of-course feedback from pre-service and in-service teachers

SEMINAR LEADER

Rhode Island Teaching Fellows, Providence, RI Aug 2010-June 2011

- Led graduate-level certification course for new teachers addressing curriculum, pedagogy, and assessment
- Ensured participants master teaching skills through use of video, real-time student data, repeated practice, and other active learning techniques

FOUNDING 5th GRADE LITERACY TEACHER

KIPP DC: WILL Academy, Washington, DC July 2006-June 2007

- Increased 90 students' reading achievement by an average of 2.3 grade levels using original curriculum materials

3rd GRADE TEACHER (Teach for America)

William Finch Elementary School, Atlanta, GA July 2004-June 2006

- Provided differentiated instruction to drive learning gains exceeding 1.5 grade levels per year in literacy and math

ADDITIONAL ACTIVITIES AND LICENSES

- Blog about the content and application of the Common Core Standards for English Language Arts at commoncorewhisperer.com
- Volunteer experience as a teacher or adviser with a variety of educational nonprofits, including College Summit and SCALE (Somerville Center for Adult Learning Experience)
- Licensed in Massachusetts as Academic Teacher 1-6 and Administrative Supervisor/Director

JOCELYN BONNES BOWNE

EDUCATION

Harvard University, Graduate School of Education, Cambridge, MA

Ed.D., Human Development and Education

March 2014

Dissertation: The vocabulary instruction of Chilean kindergarten teachers: Impacts of Un Buen Comienzo and relationships with children's vocabulary development. Committee: Hirokazu Yoshikawa (Advisor), Catherine Snow and Pamela Mason

Qualifying Paper: Universal teacher home visits as a catalyst to effective parent-teacher relationships in prekindergarten and kindergarten classrooms: A dyadic qualitative analysis.

Ed.M., Human Development and Psychology

June 2008

Bank Street College, New York, NY

M.S., Education

August 1996

Dartmouth College, Hanover, NH

B.A., Magna Cum Laude

June 1993

PUBLICATIONS

Bowne, J. B., Magnuson, K., Schindler, H., Yoshikawa, H., & Duncan, G. (2016). A meta-analysis of class sizes and ratios in early childhood education programs: Are thresholds of quality associated with greater impacts on cognitive, achievement, and socioemotional outcomes? *Educational Evaluation and Policy Analysis, 39*(3), 407-428.

Bowne, J. B., Yoshikawa, H. & Snow, C. E. (2016). Relationships of Teachers' Language and Explicit Vocabulary Instruction to Students' Vocabulary Growth in Kindergarten. *Reading Research Quarterly, 52*, (1), 7-29.

Bowne, J. B., Yoshikawa, H. & Snow, C. E. (2016). Experimental impacts of a teacher professional development program in early childhood on explicit vocabulary instruction across the curriculum. *Early Childhood Research Quarterly, 34*, 27-39.

Grindal, T. A., Bowne, J. B., Yoshikawa, H., Schindler, H., Duncan, G., Magnuson, K. & Shonkoff, J.P. (2016). The added impact of parenting education in early childhood education programs: A meta-analysis. *Children and Youth Services Review, 70*, 238-249.

Center on the Developing Child at Harvard University. (2014). Enhancing and practicing executive function skills with children from infancy to adolescence. Retrieve from www.developingchild.harvard.edu

Bowne, J. B. (2014). Engaging conversation. Entry in D. L. Couchenour & K. Christman (Eds.). *SAGE Encyclopedia of contemporary early childhood education*. Thousand Oaks, CA: Sage Publications.

Bowne, J. B. & Yoshikawa, H. (2012). Undocumented immigrants, children of. Entry in J. A. Banks (Ed.). *Encyclopedia of diversity in education*. Thousand Oaks, CA: Sage Publications.

CONFERENCE PRESENTATIONS

- Bowne, J. B., Yoshikawa, H. & Snow, C. E. (2015). *Chilean teacher language and explicit vocabulary instruction: What predicts children's vocabulary growth during Kindergarten?* Presentation at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
- Grindal, T. & Bowne, J. (2013). *The added impact of parenting education in early childhood education programs: A meta-analysis*. Briefing for ACF.
- Bowne, J. B., Magnuson, K., Schindler, H., Duncan, G. J. & Yoshikawa, H. (2013). *A meta-analysis of the association between structural characteristics of early childhood education programs and child outcomes*. Presentation at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.
- Bowne, J. B., Yoshikawa, H. & Snow, C. E. (2013). *The impact of a teacher professional development program on vocabulary instruction in Chilean kindergartens*. Poster presentation at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.
- Bowne, J. B. & Yoshikawa, H. (2011). *Universal teacher home visits as a catalyst to effective parent-teacher relationships in kindergarten classrooms: A dyadic qualitative analysis*. Poster presentation at the Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.

RESEARCH EXPERIENCE

MA Department of Early Education and Care, Director of Research and Preschool Expansion Grant Administration April 2015 - present

- Obtaining funding for on-going research needs of EEC
- Management of the evaluation of federal and state funded preschool expansion grants
- Monitoring use of grant funds and programmatic compliance

MA Department of Early Education and Care, Senior Research Specialist April 2015 - 2016

- Designed the specifications for the evaluation of the programs funded through the Preschool Expansion Grant in Massachusetts, hired a research firm to conduct the evaluation and managed the on-going evaluation.

Center on the Developing Child, Postdoctoral Fellow September 2014 - April 2015
Harvard University, Cambridge, MA

- Supported Frontiers of Innovation (FOI) partners in planning and evaluating new strategies.
- Part of a team building a database designed to gather findings from all FOI affiliated evaluations and facilitate cross-project analysis.

Center on the Developing Child, Research Assistant July 2007 – August 2014
Harvard University, Cambridge, MA

Meta-analytic database – Family support and early childhood education (ECE)

- Funded by the Institute of Education Sciences – Principal Investigators: Greg Duncan, Katherine Magnuson, Holly Schindler, Jack Shonkoff and Hirokazu Yoshikawa.
- Training new coders to screen and code evaluation studies for inclusion in the database.
- Using multi-level modeling to understand the added impact of parenting education programs to center-based ECE and the relationship of program structural quality to children's outcomes.

Three to Third, Research Assistant September 2008 – September 2010
Harvard Graduate School of Education, Cambridge, MA

- Developed prekindergarten interactive homework focused on language development.
- Wrote supporting documentation and helped facilitate universal home visiting teacher training.

PROGRAM AND POLICY CONSULTATION

Insight Education Group

March 2013

Validated the theory of change of the Insight Core Framework teacher evaluation tool with a review of meta-analyses examining aspects of the Core Practices.

Maryland State Department of Education

October 2012

Advised the Division of Early Childhood Development on including executive function skills in the revised statewide Early Learning Standards for Social Foundations Domain (working with FOI).

Washington State Department of Early Learning

December 2011

Integrated executive function skills into the statewide Early Learning and Development Guidelines (working with FOI).

ADMINISTRATIVE AND LEADERSHIP EXPERIENCE

ProLEER, Cambridge, MA

Annual Conference Co-Organizer

2014-2015

Newtowne School, Cambridge, MA

Vice-president of the Board of Directors

2011-2013

Enrollment Manager and member of the Board of Directors

2010-2011

Prevention Science and Practice Program, Harvard Graduate School of Education

Member of admissions committee for the Masters program

2011-2014

The Town School, New York, NY

Teacher representative on the Board of Directors

2004-2005

Member of the Corporation

2003-2005

The Blue Hill Troupe, New York, NY

Member of the Board of Directors

1999-2000

Production Manager

1998-1999

HONORS AND AWARDS

Dean's Summer Fellowship, Harvard Graduate School of Education

2012

Presidential Scholarship, Harvard University

2006-2011

High Honors, Dartmouth College

1993

PROFESSIONAL MEMBERSHIPS AND CERTIFICATIONS

American Educational Research Association

National Association for the Education of Young Children

Society for Research in Child Development

Society for Research on Educational Effectiveness

New York State Permanent Teaching Certificate

TEACHING EXPERIENCE

Harvard Graduate School of Education

Teaching Fellow

- H 380 A&B: Childhood Pre-practicum and Practicum 2009 - 2013
- T 543: Applying Cognitive Science to Teaching and Learning Spring 2007 – 2012, 2014
- H 250: Developmental Psychology: Psychology of Early Childhood Fall 2009

Teacher U, New York, NY July-August 2010, 2011

Small Group Instructor, Unit Planning

The Town School, New York, NY September 2000 - June 2005

Head Teacher of Four Year Old Class

Poly Prep Lower School, Brooklyn, NY September 1997 - June 2000

Head Teacher of Young Three Year Old Class

The Town School, New York, NY

Assistant Teacher in Three Year Old Class and Kindergarten September 1995 - June 1997

CURRICULUM DEVELOPMENT

Center on the Developing Child, *Harvard University, Cambridge, MA* August, 2013

Developing lists of activities that challenge children's executive function to be used as part of a state-sponsored teacher professional development program in Washington.

Three-to-Third, *Harvard Graduate School of Education, Cambridge, MA* 2009 - 2010

Designed interactive homework activities for parents and prekindergarten children to use to build children's language skills.

Harvard Graduate School of Education, *Cambridge, MA* Spring, 2007-2012

Coached graduate students in creating a curriculum unit using the Teaching for Understanding framework and principles from cognitive science.

Teacher U, *New York, NY* Summer, 2010, 2011

Coached early career teachers in the Understanding by Design curriculum development framework.

TRACEY MARTINEAU

Collaborate with team members, schools and districts to implement and integrate standards-and evidence-based literacy practices throughout the state.

EXPERIENCE

2005 – PRESENT

LITERACY CONTENT LEAD, DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION, MALDEN, MA

Lead or co-lead the Early Grades Literacy grant program to provide support to schools and districts in the implementation of integrated literacy standards- and evidence-based practices in speaking and listening, language and writing and provided networking opportunities for schools and districts to collaborate across districts. Provide support to schools who required targeted assistance in literacy curriculum, assessment and instruction. Collaborate with Educator Effectiveness creating and reviewing MTEL objectives and test items for the Foundations of Reading, Reading Specialist, Early Childhood Education, General Curriculum and English tests.

2011 – 2015

ADJUNCT PROFESSOR, AMERICAN INTERNATIONAL COLLEGE, SPRINGFIELD, MA

Provided instruction and support in reading courses to Reading Specialist, Early Childhood Education and Moderate Disabilities K-12 candidates. Provided instruction in the five components of reading, assessment, oral language and writing and supported candidates in developing student case studies.

EDUCATION

JUNE 1982

BS, EARLY CHILDHOOD EDUCATION/ELEMENTARY EDUCATION, BRIDGEWATER STATE COLLEGE

MAY 2002

M.ED., CURRICULUM AND INSTRUCTION: READING AND WRITING, LESLEY COLLEGE

ACCOMPLISHMENTS

Developed a three-day, oral language and vocabulary development modules
LETRS training

Early Grades Literacy grant lead
MRA presenter

WOODLY PIERRE-LOUIS

EDUCATOR EXPERIENCE

Department of Elementary and Secondary Education

Malden, MA

ELA/Literacy Content Support Specialist

06/2019 – Present

- Provide high-quality professional development and support to K-12 educators, including teachers and administrators, related to ELA/Literacy curriculum, instruction, assessment, and intervention
- Develop and disseminate high-quality academic instructional guidance, resources, and tools
- Provide targeted assistance to underperforming schools and districts through observation feedback, training, resources, and participation in strategic planning
- Contribute to the development of state policy related to curriculum and instruction, educator preparation, and educator evaluation

Randolph Community Middle School

Randolph, MA

Teacher: English Language Arts, Grade 7

08/2015 – 06/2019

- Redesigned and implemented grade 7 ELA curriculum for four sections of daily inclusion ELA classes to engage diverse learners with grade-level texts and tasks while also building content knowledge, resulting in four consecutive years in which grade 7 outperformed all other tested secondary ELA grades as evidenced by district MCAS SGP data
- Collaborated with other members of Instructional Leader Team to establish school-wide academic priorities and target instructional strategies to improve student achievement, as well as lead the adoption and implementation of Positive Behavior Intervention and Supports (PBIS) to create a positive school culture and improve student experiences
- Coordinated team communication with families by creating and maintaining the team website and by organizing the team's parent-teacher conferences

Curriculum Coach

10/2017 – 06/2019

- Planned and facilitated weekly common planning department meetings involving collaborative examination of student work and assessment data, along with targeted professional development to meet the needs and improve achievement among diverse learners in grades 6-8.
- Provided on-going feedback to improve instructional practices, supporting colleagues with implementing standards-aligned, differentiated lessons to meet the needs of diverse learners
- Created and facilitated school-wide professional development on engagement and differentiation strategies to support and improve student achievement

Putnam Avenue Upper School

Cambridge, MA

Founding Teacher: English Language Arts, Grade 8

09/2012 – 08/2015

- Created and implemented workshop-based curricula for four sections of 8th grade ELA
- Provided ongoing MCAS intervention to a targeted group of 8th graders
- Integrated technology to enhance instruction and support students' development of 21st century skills
- Established and advised the following extracurricular activities: Student Government, Yearbook
- Chaperoned school field trips in and out of state

Randolph High School

Randolph, MA

Teacher: English Language Arts and Composition

08/2005 – 06/2012

- Developed and implemented standards and performance-based ELA lessons for grades 9, 10, and 12 (College prep, Honors, and AP Literature), and for elective courses in Composition, The Immigrant Experience, and Public Speaking
- Mentored and supervised student teacher
- Advised the following extracurricular activities: National Honor Society, Yearbook
- Provided targeted instruction to academically at-risk students during summer enrichment sessions
- Coordinated the school-wide Poetry Out Loud national poetry recitation competition and coached school champions to five "Top Six" standings in the MA state finals, including a 2012 state championship
- Coached a first-round winning academic team during WGBH's inaugural season of *High School Quiz Show*

- Generated through a College and Career Readiness grant and in collaboration with faculty and staff from Brockton Public Schools, Randolph Public Schools, and Massasoit Community College in the spring of 2012, a shared definition of the skills and habits of mind of college and/or career ready learners, in alignment with Common Core and PARCC standards

Randolph Community Middle School

Randolph, MA

Long Term 8th Grade ELA Substitute Teacher

03/2005 – 06/2005

- Managed classroom responsibilities and continuity of learning process by developing lessons and assessments for five daily grade 8 English classes

International Institute of Boston

Boston, MA

Volunteer Tutor

03/2004 – 03/2005

- Tutored adult ESL learner by planning one-on-one lessons and activities focused on developing learner’s personal literacy goals

New Mission High School

Boston, MA

Student Teacher, English Language Arts

02/2003 – 05/2003

- Designed and implemented lessons to meet the needs of diverse students by applying the backward design approach
- Aided cooperating teacher in the planning and teaching of lessons, and in performing daily classroom tasks

Cambridge Rindge and Latin High School

Cambridge, MA

Teaching Assistant to UMASS-Boston Philosophy Professor Lawrence Blum

09/2002 – 02/2003

- Assisted in teaching a one semester elective history course entitled “Race and Racism” by co-facilitating students’ discussions
- Provided feedback for improving lessons to meet high school students’ needs
- Aided with planning and assessing students’ work

AmeriCorps’ Jumpstart

Boston, MA

Corps Member

09/2000 – 07/2001

- Implemented early childhood curriculum, supported family involvement, and promoted social and literacy skill-building through one-on one relationships with at-risk preschool students to prepare them for school success
- Collaborated with a team of seven Corps members to plan bi-weekly in-classroom activities for a selected group of seven preschool children
- Received training and professional development in early childhood theory and practice, language and literacy development, leadership skills, and communication with families
- Assisted and performed other classroom tasks during the summer months at Smile Preschool in Roxbury, MA to support students in developing social and literacy skills

OTHER EXPERIENCE

Boston Public Library

Boston, MA

Library Assistant

06/1998 – 03/2005

- Sorted, organized, and shelved library materials using the Library of Congress cataloging system
- Assisted patrons by creating and updating accounts, along with providing support with accessing and circulating materials using BPL’s Horizon network

EDUCATION

Lesley University

Cambridge, MA

M.Ed. in Curriculum & Instruction: Specialization in Literacy

August 2013

University of Massachusetts, Boston

Boston, MA

Bachelor of Arts, Cum Laude

June 2004

English and Africana Studies

Concentration: Education

MA License: English, 8-12 (Professional); English 5-8 (Initial)

Languages: Proficient in Haitian Creole; Limited understanding of French

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).

2009 – 2013

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>

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
- Personnel Development
- Financial Analysis and Controls
- Strategic Planning and Analysis
- Financial Forecasting and Projections
- Profit and Loss Analysis
- Capital and Operating Budgets
- Grant Proposals
- 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

2004-2009

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

1997 - 2003

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.

TEMPLE AM DAVID, Warwick, RI

1993 - 1997

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.)

1986 - 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.

Manager of Planning and Innovation

Promoted on four occasions (Accountant → Sr. Accountant → Plant Controller → 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

Appendix D: Evaluation Plan

In order to evaluate the overall quality of the Commonwealth's CLSD program, the Department will assess three phases of grant implementation: (1) Year 1: Department inputs, (2) Years 2-3: subgrantee inputs, and (3) Years 4-5: outcomes.

Year 1: Department Inputs

By the conclusion of Year 1, the Department will have issued subgrants following a rigorous, competitive selection process involving a review of subgrantees' commitment to the goals of the CLSD program and readiness to implement the required components of the CLSD program.

Objective 1: Subgrantees increase the number of high-quality preschool seats for 3- and 4-year-olds and strengthen quality of early literacy support in preschool (17-20 subgrantees).

- Evaluation criteria:
 - The Department issued subgrants to 8-10 eligible districts (remaining subgrants to be issued in Year 3).

Objective 2: Subgrantees develop and implement comprehensive, evidence-based, multi-tiered ELA/literacy programs for kindergarten through grade 5, grades 6 through 12, or the full span (55-60 subgrants, equitably distributed across the K-5 and 6-12 grade spans).

- Evaluation criteria:
 - The Department issued subgrants to 27-30 eligible districts (remaining subgrants to be issued in Year 3). Subgrants were equitably distributed across the K-5 and 6-12 grade spans.

Objective 3: Provide statewide, regional, and local professional development for ELA/literacy educators, including teachers in early education settings.

- Evaluation criteria:
 - The Department hosted two statewide literacy institutes. 90% of attendees agreed or strongly agreed the institutes were well organized and a good use of their time (on a six-point agreement scale). Survey results also demonstrated evidence of improvement in knowledge and understanding of evidence-based practices.
 - The Department hosted one round of regional meetings for subgrantees. 90% of attendees agreed or strongly agreed the institutes were well organized and a good use of their time (on a six-point agreement scale). Survey results also demonstrated evidence of improvement in knowledge and understanding of evidence-based practices.

Years 2 and 3: Subgrantee Inputs

By the conclusion of Year 3, subgrantees in the initial CLSD cohort will demonstrate evidence of having implemented programmatic shifts in accordance with the goals and expectations of the CLSD program.

Objective 1: Subgrantees increase the number of high-quality preschool seats for 3- and 4-year-olds and strengthen quality of early literacy support in preschool.

- Evaluation criteria:
 - Subgrantees increased the number of high-quality preschool seats by at least 25%. The Department will assess quality using the [Massachusetts Quality Rating and Improvement System](#).
 - The percentage of high-quality seats afforded Black and Hispanic students, economically disadvantaged students, English learners, and students with

disabilities compares favorably with each subgrantee's overall student demographics.

- 100% of subgrantees are implementing high-quality preschool literacy instructional materials by the end of Year 3. The Department will complete an on-site audit of a sample of subgrantees to verify subgrantee reporting and assess the degree to which teachers are skillfully implementing the high-quality materials.
- At least 75% of teachers receive at least bi-weekly coaching and at least monthly job-embedded professional development on early literacy content and practices, aligned to their instructional materials. The department will collect qualitative evidence from a sample of these providers to provide feedback on the quality and consistency of these coaching experiences, in addition to fielding a teacher survey.

Objective 2: Subgrantees develop and implement comprehensive, evidence-based, multi-tiered ELA/literacy programs for kindergarten through grade 5, grades 6 through 12, or the full span.

- Evaluation criteria:
 - 100% of subgrantees are implementing high-quality preschool literacy instructional materials by the end of Year 3. The Department will complete an on-site audit of a sample of subgrantees to verify subgrantee reporting and assess the degree to which teachers are skillfully implementing the high-quality materials.
 - At least 75% of teachers receive at least bi-weekly coaching and at least monthly job-embedded professional development on literacy content and practices, aligned to their instructional materials. The department will collect

qualitative evidence from a sample of these providers to provide feedback on the quality and consistency of these coaching experiences, in addition to fielding a teacher survey.

- 100% of subgrantees have established a multi-tiered system of support for ELA/literacy that includes all of the following components:
 - Universal literacy screening for students in kindergarten through grade 3,
 - System for progress monitoring all students in the full span of grades for which the subgrantee sought CLSD funding,
 - Establishment of regularly scheduled and adequately staffed intervention periods in all grades for which the subgrantee sought CLSD funding,
 - Increased capacity to provide students access to reading specialists,
 - Structures to support data-based decision making, and
 - Clear expectations for implementing specific evidence-based interventions to meet the needs of students reading below grade level (and appropriate mechanisms for monitoring implementation of interventions).

In addition to annual subgrantee reporting and fielding a teacher survey, the department will conduct interviews with subgrantee personnel to collect qualitative evidence establishing the implementation of the components described above and determine the extent to which the system supports using assessment data to inform instruction and interventions.

Objective 3: Provide statewide, regional, and local professional development for ELA/literacy educators, including teachers in early education settings.

- Evaluation criteria:

- 100% of subgrantees participate in the statewide and regional professional development opportunities; 85% of subgrantees ensure a local decision-maker (i.e., a district or school administrator with responsibility over literacy instruction) is part of the delegation that attends the professional development.
- 85% of subgrantees have established comprehensive literacy plans designed to ensure vertically coherent learning experiences for students.
- 75% of teachers are implementing instructional practices promoted by the professional development. The Department will use the Commonwealth's Educator Evaluation Framework to conduct classroom observations in a random sample of CLSD-participating teachers' classrooms.

Years 4 and 5: Outcomes

By the conclusion of Year 5, subgrantees in the initial CLSD cohort will demonstrate initial evidence of improved student outcomes as a result of the CLSD program.

Objective 1: Subgrantees increase the number of high-quality preschool seats for 3- and 4-year-olds and strengthen quality of early literacy support in preschool.

- Evaluation criteria:
 - 85% of CLSD-participating teachers showed significant improvement in practice, as measured by increases in the domain of Instructional Support from the CLASS observation tool. The Department conducted a power-analysis, and will define a significant improvement as a mean difference at least 0.5 points higher for any scale on the CLASS instrument, or an effect size of .3.
 - Using propensity scoring comparing students attending preschool programs in CLSD-participating sites and students who are not, observed a significant increase in the percentage of pre-kindergarten students who achieved

significant gains in oral language on a Department-approved early literacy and language screening assessment. The Department has conducted a power-analysis and expects an effect size of about .15.

Objective 2: Subgrantees develop and implement comprehensive, evidence-based, multi-tiered ELA/literacy programs for kindergarten through grade 5, grades 6 through 12, or the full span.

- Evaluation criteria:
 - Using propensity scoring comparing students attending school in CLSD-participating schools/districts and students who are not, observed a significant increase in the percentage of grade 3, 4, 5, 8, and 10 students (depending on the grade span for which the subgrantee sought CLSD funding) meeting or exceeding expectations for ELA/literacy achievement on the MCAS ELA test. The Department has conducted a power-analysis and expects at least 5% more students will meet or exceed expectations.
 - Subgrantees' average student growth percentiles were significantly above 50 on the MCAS ELA test for the grade span for which the subgrantee sought CLSD funding). The Department has conducted a power-analysis and expects an effect size of about .1.

Objective 3: Provide statewide, regional, and local professional development for ELA/literacy educators, including teachers in early education settings.

- Evaluation criteria:
 - The percent proficient for students in CLSD-participating schools increased significantly over the course of the CLSD program, using number of evidence-based practices identified as a covariate.

Works Cited

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- ⁱⁱ The Massachusetts Education Equity Partnership (2018). *#1 for Some: Opportunity and Achievement in Massachusetts*. Retrieved from <https://number1forsome.org/>.
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^{xxi} Lesaux, N. (2010). *Turning the Page: Refocusing Massachusetts for Reading Success*. Boston: Strategies for Children. Retrieved from http://www.strategiesforchildren.org/docs_research/10_TurningThePageReport.pdf.

Appendix A: Qualified Opportunity Zones

Below is a list of the census tract numbers for the Qualified Opportunity Zones that overlap with Massachusetts school districts eligible for CLSD priority.

25015820300	25027703100	25017321300	25025080601	25021420301
25013810800	25011040502	25009260200	25025081200	25021420202
25015822402	25011040501	25009260800	25025980300	25023545400
25013811700	25011040400	25009250100	25025090901	25005641200
25013811400	25011040701	25009250300	25025981100	25005641101
25015821602	25027710600	25009250800	25025061101	25005642000
25015821903	25027710700	25009252300	25025061000	25005651800
25013810300	25027707200	25009252400	25025060700	25005651900
25015820102	25027707300	25009251600	25025040801	25005651300
25015821100	25027709400	25017311800	25025040200	25005651200
25013812702	25027709600	25017311700	25025040300	25005644200
25013801902	25027716200	25017310100	25017351500	25005613800
25013800900	25027716300	25017311900	25017350103	
25013801101	25027757300	25009206100	25017339700	
25013801200	25027757100	25009207200	25017341300	
25013801800	25027726200	25009206800	25017341200	
25013800600	25027754200	25009207000	25017342400	
25013801700	25027731400	25009208102	25025160200	
25003900200	25027731300	25009217400	25025160400	
25003900100	25027732500	25009221500	25025170702	
25003935300	25027732801	25009221400	25025170501	
25011040100	25027731700	25009210700	25021422502	
25003921400	25027730500	25009210800	25023510900	
25011041400	25017383102	25009204701	25023510700	
25011041300	25017383101	25009204200	25023510503	
25027703200	25017321200	25025080500	25023511000	

Appendix B: NAEP and MCAS Data by Student Group

Figure 1: Massachusetts 2019 NAEP Reading Performance by Race

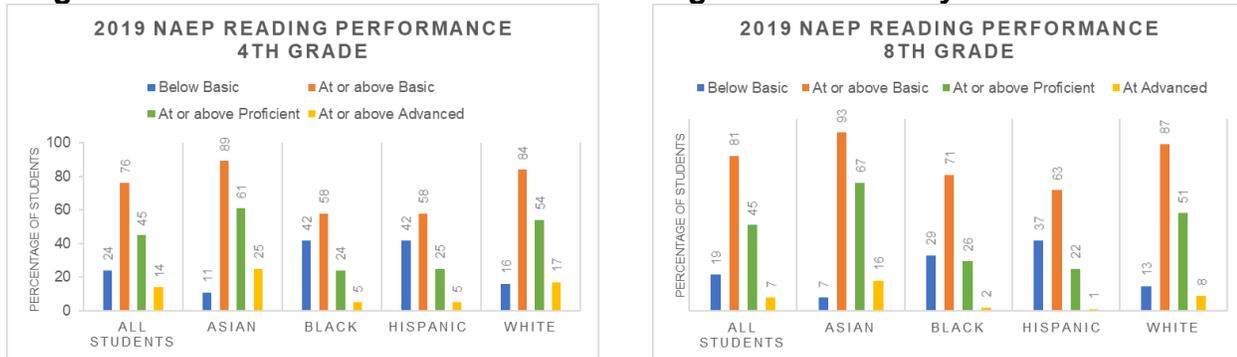


Figure 2: Average MCAS ELA Scaled Score by Race in 2017, 2018 and 2019

Grade	Student Group	ELA Average Scaled Score		
		2017	2018	2019
Grades 3-8	Asian	508.5	511.6	512.8
	Black	489.4	490.3	491.2
	Hispanic	488.8	489.7	490.6
	White	502.4	504.2	504.9
Grade 10	Asian	***	***	516.8
	African American	***	***	493.8
	Hispanic	***	***	492.0
	White	***	***	510.7

Figure 3: Average MCAS ELA Scaled Score by Special Population in 2017, 2018, and 2019

Grade	Student Group	ELA Average Scaled Score		
		2017	2018	2019
Grades 3-8	Econ. Disadvantaged	489.2	490.2	490.6
	English Learner (EL)	478.4	478.7	479.0
	Students with Disabilities	480.0	480.8	481.1
	All Students	499.0	500.5	501.2
Grade 10	Econ. Disadvantaged	***	***	493.4
	English Learner (EL)	***	***	468.2
	Students with Disabilities	***	***	486.2
	All Students	***	***	506.2

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 of 45 people to reach outcome goals and increase student learning in Massachusetts;
- Manage work in the areas of 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;
- Examples of impact:
 - Managed the consolidation of three teams into one coherent and effective Center for Instructional Support;
 - Led a major revision of the History-Social Science Curriculum Framework; 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 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 Transforming Educator Preparation.”

TEACH PLUS, Boston, MA www.teachplus.org

Vice President for Programs (2009-present)

- 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.
- Served as a member of the Executive team.

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.
- Results of report on teacher distribution featured in *The New York Times*.
- Served on the management team to develop and oversee the organization's strategic goals, align inter-organizational teams, troubleshoot management problems and chart the policy and political course.
- Managed the teacher quality team (2 staff).

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).
- Initiated, with Professor Susan Moore Johnson, the [Project on the Next Generation of Teachers](#).
- Presented 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)

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.

Class Marshall, 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.

Spencer Research Apprenticeship Grant, Harvard University Graduate School of Education, 2000, 2001.

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

Phi Beta Kappa, 1992.

Simpson Prize 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 MASSACHUSETTS CLSD GRANT PROGRAM NARRATIVE – Appendix C

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.

Battelle for Kids Annual Conference, Keynote Panelist, “Teacher Quality and Value Added Analysis,” 2007.

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.

KATHERINE TARCA



PROFESSIONAL PROFILE

- Educator with 15+ years experience in public schools as a teacher, coach, and system leader
- Extensive experience collaborating with school leaders and managing complex projects across multiple schools, including adoption of new curricula and approaches to instruction
- Expertise in Literacy and English Language Arts curriculum and pedagogy, with a focus on struggling learners
- Record of increasing the achievement of diverse learners in disadvantaged urban schools through coaching and collaborating with teachers and leaders

LEADERSHIP EXPERIENCE

DIRECTOR, LITERACY AND HUMANITIES

July 2018-present

Massachusetts Department of Elementary and Secondary Education, Malden, MA

- Manage state policy and resource development related to early Literacy, English Language Arts, and History and Social Science
- Coordinate, award, and monitor over \$1.5M annually in grants

DIRECTOR, HUMANITIES (preK-8)

Aug 2014-June 2018

UP Education Network, Boston, Lawrence, and Springfield, MA

- Support high-quality English, Literacy, and Social Studies instruction in seven urban “turnaround” schools by training, coaching, and advising school leaders
- Lead the adoption of the school network’s first standardized English curriculum, including selecting and designing curriculum materials and managing the training of 100+ leaders and teachers
- Design and manage the standards-based interim assessment system for English/Literacy across the network, supporting teachers to understand and respond to student needs

DIRECTOR, PROFESSIONAL DEVELOPMENT (K-8)

June 2012-July 2014

Mastery Charter Schools, Philadelphia, PA

- Managed all aspects of central professional development for network of 18 high-performing urban schools
- Collaborated with school leaders to design professional learning strategy for schools based on observations and student data
- Designed and executed New Teacher Orientation and Induction programs to prepare 250+ new teachers annually

LITERACY COACH (K-5)

July 2010-June 2012

Somerville Public Schools, Somerville, MA

July 2008-June 2010

Randolph Public Schools, Randolph, MA

- Drove teacher learning and improvement using model lessons, co-planning and professional development sessions
- Led development of Common Core-aligned Reading and Writing Workshop curriculum materials
- Managed school-wide literacy assessment, data analysis, and data-based action planning

KATHERINE TARCA



EDUCATION

HARVARD GRADUATE SCHOOL OF EDUCATION, *Cambridge, MA* 2007-2008

- Master of Education, Education Policy and Management

BUCKNELL UNIVERSITY, *Lewisburg, PA* 2000-2004

- Bachelor of Arts in Education, *summa cum laude*, minor in American Politics
- Honors in Education; President's Award for Distinguished Academic Achievement
- Undergraduate research fellowship resulting in published paper:
Tarca, Katherine. 2005. "Colorblind in Control: The Risks of Resisting Difference Amid Demographic Change." *Educational Studies*. 38 (2): 99-120.

TEACHING EXPERIENCE

ADJUNCT FACULTY / INSTRUCTOR

UMASS Boston, Lesley University, Relay Graduate School of Education, and Wheelock College 2009-2012

- Courses taught: *Literacy: Integration of the Language Arts; Understanding & Managing Behavior; Classroom Culture; Nonfiction Writing; Literacy I; Literacy II; and Practicum*
- Designed graduate courses utilizing modern methods such as role-playing, case studies, and formative assessment
- Consistently received outstanding end-of-course feedback from pre-service and in-service teachers

SEMINAR LEADER

Rhode Island Teaching Fellows, Providence, RI Aug 2010-June 2011

- Led graduate-level certification course for new teachers addressing curriculum, pedagogy, and assessment
- Ensured participants master teaching skills through use of video, real-time student data, repeated practice, and other active learning techniques

FOUNDING 5th GRADE LITERACY TEACHER

KIPP DC: WILL Academy, Washington, DC July 2006-June 2007

- Increased 90 students' reading achievement by an average of 2.3 grade levels using original curriculum materials

3rd GRADE TEACHER (Teach for America)

William Finch Elementary School, Atlanta, GA July 2004-June 2006

- Provided differentiated instruction to drive learning gains exceeding 1.5 grade levels per year in literacy and math

ADDITIONAL ACTIVITIES AND LICENSES

- Blog about the content and application of the Common Core Standards for English Language Arts at commoncorewhisperer.com
- Volunteer experience as a teacher or adviser with a variety of educational nonprofits, including College Summit and SCALE (Somerville Center for Adult Learning Experience)
- Licensed in Massachusetts as Academic Teacher 1-6 and Administrative Supervisor/Director

JOCELYN BONNES BOWNE

EDUCATION

Harvard University, Graduate School of Education, Cambridge, MA

Ed.D., Human Development and Education

March 2014

Dissertation: The vocabulary instruction of Chilean kindergarten teachers: Impacts of Un Buen Comienzo and relationships with children's vocabulary development. Committee: Hirokazu Yoshikawa (Advisor), Catherine Snow and Pamela Mason

Qualifying Paper: Universal teacher home visits as a catalyst to effective parent-teacher relationships in prekindergarten and kindergarten classrooms: A dyadic qualitative analysis.

Ed.M., Human Development and Psychology

June 2008

Bank Street College, New York, NY

M.S., Education

August 1996

Dartmouth College, Hanover, NH

B.A., Magna Cum Laude

June 1993

PUBLICATIONS

Bowne, J. B., Magnuson, K., Schindler, H., Yoshikawa, H., & Duncan, G. (2016). A meta-analysis of class sizes and ratios in early childhood education programs: Are thresholds of quality associated with greater impacts on cognitive, achievement, and socioemotional outcomes? *Educational Evaluation and Policy Analysis*, 39(3), 407-428.

Bowne, J. B., Yoshikawa, H. & Snow, C. E. (2016). Relationships of Teachers' Language and Explicit Vocabulary Instruction to Students' Vocabulary Growth in Kindergarten. *Reading Research Quarterly*, 52, (1), 7-29.

Bowne, J. B., Yoshikawa, H. & Snow, C. E. (2016). Experimental impacts of a teacher professional development program in early childhood on explicit vocabulary instruction across the curriculum. *Early Childhood Research Quarterly*, 34, 27-39.

Grindal, T. A., Bowne, J. B., Yoshikawa, H., Schindler, H., Duncan, G., Magnuson, K. & Shonkoff, J.P. (2016). The added impact of parenting education in early childhood education programs: A meta-analysis. *Children and Youth Services Review*, 70, 238-249.

Center on the Developing Child at Harvard University. (2014). Enhancing and practicing executive function skills with children from infancy to adolescence. Retrieve from www.developingchild.harvard.edu

Bowne, J. B. (2014). Engaging conversation. Entry in D. L. Couchenour & K. Christman (Eds.). *SAGE Encyclopedia of contemporary early childhood education*. Thousand Oaks, CA: Sage Publications.

Bowne, J. B. & Yoshikawa, H. (2012). Undocumented immigrants, children of. Entry in J. A. Banks (Ed.). *Encyclopedia of diversity in education*. Thousand Oaks, CA: Sage Publications.

CONFERENCE PRESENTATIONS

- Bowne, J. B., Yoshikawa, H. & Snow, C. E. (2015). *Chilean teacher language and explicit vocabulary instruction: What predicts children's vocabulary growth during Kindergarten?* Presentation at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
- Grindal, T. & Bowne, J. (2013). *The added impact of parenting education in early childhood education programs: A meta-analysis*. Briefing for ACF.
- Bowne, J. B., Magnuson, K., Schindler, H., Duncan, G. J. & Yoshikawa, H. (2013). *A meta-analysis of the association between structural characteristics of early childhood education programs and child outcomes*. Presentation at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.
- Bowne, J. B., Yoshikawa, H. & Snow, C. E. (2013). *The impact of a teacher professional development program on vocabulary instruction in Chilean kindergartens*. Poster presentation at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.
- Bowne, J. B. & Yoshikawa, H. (2011). *Universal teacher home visits as a catalyst to effective parent-teacher relationships in kindergarten classrooms: A dyadic qualitative analysis*. Poster presentation at the Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.

RESEARCH EXPERIENCE

MA Department of Early Education and Care, Director of Research and Preschool Expansion Grant Administration April 2015 - present

- Obtaining funding for on-going research needs of EEC
- Management of the evaluation of federal and state funded preschool expansion grants
- Monitoring use of grant funds and programmatic compliance

MA Department of Early Education and Care, Senior Research Specialist April 2015 - 2016

- Designed the specifications for the evaluation of the programs funded through the Preschool Expansion Grant in Massachusetts, hired a research firm to conduct the evaluation and managed the on-going evaluation.

Center on the Developing Child, Postdoctoral Fellow September 2014 - April 2015
Harvard University, Cambridge, MA

- Supported Frontiers of Innovation (FOI) partners in planning and evaluating new strategies.
- Part of a team building a database designed to gather findings from all FOI affiliated evaluations and facilitate cross-project analysis.

Center on the Developing Child, Research Assistant July 2007 – August 2014
Harvard University, Cambridge, MA

Meta-analytic database – Family support and early childhood education (ECE)

- Funded by the Institute of Education Sciences – Principal Investigators: Greg Duncan, Katherine Magnuson, Holly Schindler, Jack Shonkoff and Hirokazu Yoshikawa.
- Training new coders to screen and code evaluation studies for inclusion in the database.
- Using multi-level modeling to understand the added impact of parenting education programs to center-based ECE and the relationship of program structural quality to children's outcomes.

Three to Third, Research Assistant September 2008 – September 2010
Harvard Graduate School of Education, Cambridge, MA

- Developed prekindergarten interactive homework focused on language development.
- Wrote supporting documentation and helped facilitate universal home visiting teacher training.

PROGRAM AND POLICY CONSULTATION

Insight Education Group

March 2013

Validated the theory of change of the Insight Core Framework teacher evaluation tool with a review of meta-analyses examining aspects of the Core Practices.

Maryland State Department of Education

October 2012

Advised the Division of Early Childhood Development on including executive function skills in the revised statewide Early Learning Standards for Social Foundations Domain (working with FOI).

Washington State Department of Early Learning

December 2011

Integrated executive function skills into the statewide Early Learning and Development Guidelines (working with FOI).

ADMINISTRATIVE AND LEADERSHIP EXPERIENCE

ProLEER, Cambridge, MA

Annual Conference Co-Organizer

2014-2015

Newtowne School, Cambridge, MA

Vice-president of the Board of Directors

2011-2013

Enrollment Manager and member of the Board of Directors

2010-2011

Prevention Science and Practice Program, Harvard Graduate School of Education

Member of admissions committee for the Masters program

2011-2014

The Town School, New York, NY

Teacher representative on the Board of Directors

2004-2005

Member of the Corporation

2003-2005

The Blue Hill Troupe, New York, NY

Member of the Board of Directors

1999-2000

Production Manager

1998-1999

HONORS AND AWARDS

Dean's Summer Fellowship, Harvard Graduate School of Education

2012

Presidential Scholarship, Harvard University

2006-2011

High Honors, Dartmouth College

1993

PROFESSIONAL MEMBERSHIPS AND CERTIFICATIONS

American Educational Research Association

National Association for the Education of Young Children

Society for Research in Child Development

Society for Research on Educational Effectiveness

New York State Permanent Teaching Certificate

TEACHING EXPERIENCE

Harvard Graduate School of Education

Teaching Fellow

- H 380 A&B: Childhood Pre-practicum and Practicum 2009 - 2013
- T 543: Applying Cognitive Science to Teaching and Learning Spring 2007 – 2012, 2014
- H 250: Developmental Psychology: Psychology of Early Childhood Fall 2009

Teacher U, New York, NY July-August 2010, 2011

Small Group Instructor, Unit Planning

The Town School, New York, NY September 2000 - June 2005

Head Teacher of Four Year Old Class

Poly Prep Lower School, Brooklyn, NY September 1997 - June 2000

Head Teacher of Young Three Year Old Class

The Town School, New York, NY

Assistant Teacher in Three Year Old Class and Kindergarten September 1995 - June 1997

CURRICULUM DEVELOPMENT

Center on the Developing Child, Harvard University, Cambridge, MA August, 2013

Developing lists of activities that challenge children's executive function to be used as part of a state-sponsored teacher professional development program in Washington.

Three-to-Third, Harvard Graduate School of Education, Cambridge, MA 2009 - 2010

Designed interactive homework activities for parents and prekindergarten children to use to build children's language skills.

Harvard Graduate School of Education, Cambridge, MA Spring, 2007-2012

Coached graduate students in creating a curriculum unit using the Teaching for Understanding framework and principles from cognitive science.

Teacher U, New York, NY

Summer, 2010, 2011

Coached early career teachers in the Understanding by Design curriculum development framework.

TRACEY MARTINEAU

Collaborate with team members, schools and districts to implement and integrate standards-and evidence-based literacy practices throughout the state.

EXPERIENCE

2005 – PRESENT

LITERACY CONTENT LEAD, DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION, MALDEN, MA

Lead or co-lead the Early Grades Literacy grant program to provide support to schools and districts in the implementation of integrated literacy standards- and evidence-based practices in speaking and listening, language and writing and provided networking opportunities for schools and districts to collaborate across districts. Provide support to schools who required targeted assistance in literacy curriculum, assessment and instruction. Collaborate with Educator Effectiveness creating and reviewing MTEL objectives and test items for the Foundations of Reading, Reading Specialist, Early Childhood Education, General Curriculum and English tests.

2011 – 2015

ADJUNCT PROFESSOR, AMERICAN INTERNATIONAL COLLEGE, SPRINGFIELD, MA

Provided instruction and support in reading courses to Reading Specialist, Early Childhood Education and Moderate Disabilities K-12 candidates. Provided instruction in the five components of reading, assessment, oral language and writing and supported candidates in developing student case studies.

EDUCATION

JUNE 1982

BS, EARLY CHILDHOOD EDUCATION/ELEMENTARY EDUCATION, BRIDGEWATER STATE COLLEGE

MAY 2002

M.ED., CURRICULUM AND INSTRUCTION: READING AND WRITING, LESLEY COLLEGE

ACCOMPLISHMENTS

Developed a three-day, oral language and vocabulary development modules
LETRS training

Early Grades Literacy grant lead
MRA presenter

WOODLY PIERRE-LOUIS

EDUCATOR EXPERIENCE

Department of Elementary and Secondary Education

Malden, MA

ELA/Literacy Content Support Specialist

06/2019 – Present

- Provide high-quality professional development and support to K-12 educators, including teachers and administrators, related to ELA/Literacy curriculum, instruction, assessment, and intervention
- Develop and disseminate high-quality academic instructional guidance, resources, and tools
- Provide targeted assistance to underperforming schools and districts through observation feedback, training, resources, and participation in strategic planning
- Contribute to the development of state policy related to curriculum and instruction, educator preparation, and educator evaluation

Randolph Community Middle School

Randolph, MA

Teacher: English Language Arts, Grade 7

08/2015 – 06/2019

- Redesigned and implemented grade 7 ELA curriculum for four sections of daily inclusion ELA classes to engage diverse learners with grade-level texts and tasks while also building content knowledge, resulting in four consecutive years in which grade 7 outperformed all other tested secondary ELA grades as evidenced by district MCAS SGP data
- Collaborated with other members of Instructional Leader Team to establish school-wide academic priorities and target instructional strategies to improve student achievement, as well as lead the adoption and implementation of Positive Behavior Intervention and Supports (PBIS) to create a positive school culture and improve student experiences
- Coordinated team communication with families by creating and maintaining the team website and by organizing the team's parent-teacher conferences

Curriculum Coach

10/2017 – 06/2019

- Planned and facilitated weekly common planning department meetings involving collaborative examination of student work and assessment data, along with targeted professional development to meet the needs and improve achievement among diverse learners in grades 6-8.
- Provided on-going feedback to improve instructional practices, supporting colleagues with implementing standards-aligned, differentiated lessons to meet the needs of diverse learners
- Created and facilitated school-wide professional development on engagement and differentiation strategies to support and improve student achievement

Putnam Avenue Upper School

Cambridge, MA

Founding Teacher: English Language Arts, Grade 8

09/2012 – 08/2015

- Created and implemented workshop-based curricula for four sections of 8th grade ELA
- Provided ongoing MCAS intervention to a targeted group of 8th graders
- Integrated technology to enhance instruction and support students' development of 21st century skills
- Established and advised the following extracurricular activities: Student Government, Yearbook
- Chaperoned school field trips in and out of state

Randolph High School

Randolph, MA

Teacher: English Language Arts and Composition

08/2005 – 06/2012

- Developed and implemented standards and performance-based ELA lessons for grades 9, 10, and 12 (College prep, Honors, and AP Literature), and for elective courses in Composition, The Immigrant Experience, and Public Speaking
- Mentored and supervised student teacher
- Advised the following extracurricular activities: National Honor Society, Yearbook
- Provided targeted instruction to academically at-risk students during summer enrichment sessions
- Coordinated the school-wide Poetry Out Loud national poetry recitation competition and coached school champions to five "Top Six" standings in the MA state finals, including a 2012 state championship
- Coached a first-round winning academic team during WGBH's inaugural season of *High School Quiz Show*

- Generated through a College and Career Readiness grant and in collaboration with faculty and staff from Brockton Public Schools, Randolph Public Schools, and Massasoit Community College in the spring of 2012, a shared definition of the skills and habits of mind of college and/or career ready learners, in alignment with Common Core and PARCC standards

Randolph Community Middle School

Long Term 8th Grade ELA Substitute Teacher

Randolph, MA

03/2005 – 06/2005

- Managed classroom responsibilities and continuity of learning process by developing lessons and assessments for five daily grade 8 English classes

International Institute of Boston

Volunteer Tutor

Boston, MA

03/2004 – 03/2005

- Tutored adult ESL learner by planning one-on-one lessons and activities focused on developing learner’s personal literacy goals

New Mission High School

Student Teacher, English Language Arts

Boston, MA

02/2003 – 05/2003

- Designed and implemented lessons to meet the needs of diverse students by applying the backward design approach
- Aided cooperating teacher in the planning and teaching of lessons, and in performing daily classroom tasks

Cambridge Rindge and Latin High School

Teaching Assistant to UMASS-Boston Philosophy Professor Lawrence Blum

Cambridge, MA

09/2002 – 02/2003

- Assisted in teaching a one semester elective history course entitled “Race and Racism” by co-facilitating students’ discussions
- Provided feedback for improving lessons to meet high school students’ needs
- Aided with planning and assessing students’ work

AmeriCorps’ Jumpstart

Corps Member

Boston, MA

09/2000 – 07/2001

- Implemented early childhood curriculum, supported family involvement, and promoted social and literacy skill-building through one-on one relationships with at-risk preschool students to prepare them for school success
- Collaborated with a team of seven Corps members to plan bi-weekly in-classroom activities for a selected group of seven preschool children
- Received training and professional development in early childhood theory and practice, language and literacy development, leadership skills, and communication with families
- Assisted and performed other classroom tasks during the summer months at Smile Preschool in Roxbury, MA to support students in developing social and literacy skills

OTHER EXPERIENCE

Boston Public Library

Library Assistant

Boston, MA

06/1998 – 03/2005

- Sorted, organized, and shelved library materials using the Library of Congress cataloging system
- Assisted patrons by creating and updating accounts, along with providing support with accessing and circulating materials using BPL’s Horizon network

EDUCATION

Lesley University

M.Ed. in Curriculum & Instruction: Specialization in Literacy

Cambridge, MA

August 2013

University of Massachusetts, Boston

Bachelor of Arts, Cum Laude

English and Africana Studies

Concentration: Education

Boston, MA

June 2004

MA License: English, 8-12 (Professional); English 5-8 (Initial)

Languages: Proficient in Haitian Creole; Limited understanding of French

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).

2009 – 2013

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>

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
- Personnel Development
- Financial Analysis and Controls
- Strategic Planning and Analysis
- Financial Forecasting and Projections
- Profit and Loss Analysis
- Capital and Operating Budgets
- Grant Proposals
- 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 2004-2009

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

1997 - 2003

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.

TEMPLE AM DAVID, Warwick, RI

1993 - 1997

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.)

1986 - 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.

Manager of Planning and Innovation

Promoted on four occasions (Accountant → Sr. Accountant → Plant Controller → 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

Appendix D: Evaluation Plan

In order to evaluate the overall quality of the Commonwealth's CLSD program, the Department will assess three phases of grant implementation: (1) Year 1: Department inputs, (2) Years 2-3: subgrantee inputs, and (3) Years 4-5: outcomes.

Year 1: Department Inputs

By the conclusion of Year 1, the Department will have issued subgrants following a rigorous, competitive selection process involving a review of subgrantees' commitment to the goals of the CLSD program and readiness to implement the required components of the CLSD program.

Objective 1: Subgrantees increase the number of high-quality preschool seats for 3- and 4-year-olds and strengthen quality of early literacy support in preschool (17-20 subgrantees).

- Evaluation criteria:
 - The Department issued subgrants to 8-10 eligible districts (remaining subgrants to be issued in Year 3).

Objective 2: Subgrantees develop and implement comprehensive, evidence-based, multi-tiered ELA/literacy programs for kindergarten through grade 5, grades 6 through 12, or the full span (55-60 subgrants, equitably distributed across the K-5 and 6-12 grade spans).

- Evaluation criteria:
 - The Department issued subgrants to 27-30 eligible districts (remaining subgrants to be issued in Year 3). Subgrants were equitably distributed across the K-5 and 6-12 grade spans.

Objective 3: Provide statewide, regional, and local professional development for ELA/literacy educators, including teachers in early education settings.

- Evaluation criteria:
 - The Department hosted two statewide literacy institutes. 90% of attendees agreed or strongly agreed the institutes were well organized and a good use of their time (on a six-point agreement scale). Survey results also demonstrated evidence of improvement in knowledge and understanding of evidence-based practices.
 - The Department hosted one round of regional meetings for subgrantees. 90% of attendees agreed or strongly agreed the institutes were well organized and a good use of their time (on a six-point agreement scale). Survey results also demonstrated evidence of improvement in knowledge and understanding of evidence-based practices.

Years 2 and 3: Subgrantee Inputs

By the conclusion of Year 3, subgrantees in the initial CLSD cohort will demonstrate evidence of having implemented programmatic shifts in accordance with the goals and expectations of the CLSD program.

Objective 1: Subgrantees increase the number of high-quality preschool seats for 3- and 4-year-olds and strengthen quality of early literacy support in preschool.

- Evaluation criteria:
 - Subgrantees increased the number of high-quality preschool seats by at least 25%. The Department will assess quality using the [Massachusetts Quality Rating and Improvement System](#).
 - The percentage of high-quality seats afforded Black and Hispanic students, economically disadvantaged students, English learners, and students with

disabilities compares favorably with each subgrantee's overall student demographics.

- 100% of subgrantees are implementing high-quality preschool literacy instructional materials by the end of Year 3. The Department will complete an on-site audit of a sample of subgrantees to verify subgrantee reporting and assess the degree to which teachers are skillfully implementing the high-quality materials.
- At least 75% of teachers receive at least bi-weekly coaching and at least monthly job-embedded professional development on early literacy content and practices, aligned to their instructional materials. The department will collect qualitative evidence from a sample of these providers to provide feedback on the quality and consistency of these coaching experiences, in addition to fielding a teacher survey.

Objective 2: Subgrantees develop and implement comprehensive, evidence-based, multi-tiered ELA/literacy programs for kindergarten through grade 5, grades 6 through 12, or the full span.

- Evaluation criteria:
 - 100% of subgrantees are implementing high-quality preschool literacy instructional materials by the end of Year 3. The Department will complete an on-site audit of a sample of subgrantees to verify subgrantee reporting and assess the degree to which teachers are skillfully implementing the high-quality materials.
 - At least 75% of teachers receive at least bi-weekly coaching and at least monthly job-embedded professional development on literacy content and practices, aligned to their instructional materials. The department will collect

qualitative evidence from a sample of these providers to provide feedback on the quality and consistency of these coaching experiences, in addition to fielding a teacher survey.

- 100% of subgrantees have established a multi-tiered system of support for ELA/literacy that includes all of the following components:
 - Universal literacy screening for students in kindergarten through grade 3,
 - System for progress monitoring all students in the full span of grades for which the subgrantee sought CLSD funding,
 - Establishment of regularly scheduled and adequately staffed intervention periods in all grades for which the subgrantee sought CLSD funding,
 - Increased capacity to provide students access to reading specialists,
 - Structures to support data-based decision making, and
 - Clear expectations for implementing specific evidence-based interventions to meet the needs of students reading below grade level (and appropriate mechanisms for monitoring implementation of interventions).

In addition to annual subgrantee reporting and fielding a teacher survey, the department will conduct interviews with subgrantee personnel to collect qualitative evidence establishing the implementation of the components described above and determine the extent to which the system supports using assessment data to inform instruction and interventions.

Objective 3: Provide statewide, regional, and local professional development for ELA/literacy educators, including teachers in early education settings.

- Evaluation criteria:

- 100% of subgrantees participate in the statewide and regional professional development opportunities; 85% of subgrantees ensure a local decision-maker (i.e., a district or school administrator with responsibility over literacy instruction) is part of the delegation that attends the professional development.
- 85% of subgrantees have established comprehensive literacy plans designed to ensure vertically coherent learning experiences for students.
- 75% of teachers are implementing instructional practices promoted by the professional development. The Department will use the Commonwealth's Educator Evaluation Framework to conduct classroom observations in a random sample of CLSD-participating teachers' classrooms.

Years 4 and 5: Outcomes

By the conclusion of Year 5, subgrantees in the initial CLSD cohort will demonstrate initial evidence of improved student outcomes as a result of the CLSD program.

Objective 1: Subgrantees increase the number of high-quality preschool seats for 3- and 4-year-olds and strengthen quality of early literacy support in preschool.

- Evaluation criteria:
 - 85% of CLSD-participating teachers showed significant improvement in practice, as measured by increases in the domain of Instructional Support from the CLASS observation tool. The Department conducted a power-analysis, and will define a significant improvement as a mean difference at least 0.5 points higher for any scale on the CLASS instrument, or an effect size of .3.
 - Using propensity scoring comparing students attending preschool programs in CLSD-participating sites and students who are not, observed a significant increase in the percentage of pre-kindergarten students who achieved

significant gains in oral language on a Department-approved early literacy and language screening assessment. The Department has conducted a power-analysis and expects an effect size of about .15.

Objective 2: *Subgrantees develop and implement comprehensive, evidence-based, multi-tiered ELA/literacy programs for kindergarten through grade 5, grades 6 through 12, or the full span.*

- Evaluation criteria:
 - Using propensity scoring comparing students attending school in CLSD-participating schools/districts and students who are not, observed a significant increase in the percentage of grade 3, 4, 5, 8, and 10 students (depending on the grade span for which the subgrantee sought CLSD funding) meeting or exceeding expectations for ELA/literacy achievement on the MCAS ELA test. The Department has conducted a power-analysis and expects at least 5% more students will meet or exceed expectations.
 - Subgrantees' average student growth percentiles were significantly above 50 on the MCAS ELA test for the grade span for which the subgrantee sought CLSD funding). The Department has conducted a power-analysis and expects an effect size of about .1.

Objective 3: *Provide statewide, regional, and local professional development for ELA/literacy educators, including teachers in early education settings.*

- Evaluation criteria:
 - The percent proficient for students in CLSD-participating schools increased significantly over the course of the CLSD program, using number of evidence-based practices identified as a covariate.

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Completed on submission to Grants.gov</p>	<p>TITLE</p> <p>Commissioner</p>
<p>APPLICANT ORGANIZATION</p> <p>MA Department of Elementary and Secondary Education</p>	<p>DATE SUBMITTED</p> <p>Completed on submission to Grants.gov</p>

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

MA DEPARTMENT OF ELEMENTARY EDUCATION - COMPREHENSIVE LITERACY GRANT

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
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 *Enter Rate Applied <u>10.6%</u>						
11. Training Stipends						
12. Total Costs (lines 9-11)						

MA DEPARTMENT OF ELEMENTARY EDUCATION - COMPREHENSIVE LITERACY GRANT

1) Personnel

Literacy Specialist:

Key Job Responsibilities

1. Manage the preparation, awarding, and monitoring of grants to LEAs to support various aspects of high-quality ELA/Literacy programming
2. Coordinate and/or provide high-quality professional development and support to preK-12 educators, including teachers and administrators, related to ELA/Literacy curriculum, instruction, assessment, and intervention
3. Develop and disseminate high-quality academic instructional guidance, resources, and tools
4. Manage consultants and vendors to ensure high-quality services are provided to schools

Position	% FTE	Base Salary	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Literacy Specialist								

2) Fringe Benefits

Position	Fringe Benefit %	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Total							

3) Travel

Staff will be traveling to districts to assist with development of district grant proposals; to statewide, regional and local convenings; to districts to assist with program implementation.

Travel	# of trips	Cost per Trip	Year 1	Year 2	Year 3	Year 4	Year 5	Total
In-state travel	6-8 staff 10x/yr.							

4) Equipment

None

4) Supplies

MA DEPARTMENT OF ELEMENTARY EDUCATION - COMPREHENSIVE LITERACY GRANT

Supplies	Detail	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Office supplies	Basic office supplies						

6) Contractual

Vendor with content knowledge in early literacy and with logistical and event support experience will support the Comprehensive Literacy grant by providing support to the DESE literacy specialist, grant participants and early literacy consultants. The vendor will work closely with the DESE literacy specialist with content support and in coordinating with facilities to prepare and set up for all statewide and regional convenings and meetings and onsite management, including registration, technology and meeting materials, as well as participate in the selection of early literacy partners, collaborating with the literacy partners in meeting preparation, supporting and collaborating with grant teams through dissemination of grant information and logistical support.

Product/Service	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Statewide & regional meeting support						

7) Construction

None

8) Other

Conference space

Acquire conference space for statewide, regional, and local professional development for ELA/literacy educators, including teachers in early education settings. Professional development opportunities will be open to subgrantees as well as districts participating in other major statewide initiatives connected to literacy instruction, such as the Kaleidoscope Collective for Learning and Tiered Literacy Academy described in the Quality of Project Services section

Grants to Districts

Conference space	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Statewide & regional meetings						
Grants						
Birth – preK - 15%	\$					

MA DEPARTMENT OF ELEMENTARY EDUCATION - COMPREHENSIVE LITERACY GRANT

K through 5 – 40%						
6 through 12 – 40%						

The Department’s CLSD program is designed to provide subgrantees with clear objectives and expected outcomes for each of the three age/grade spans identified in the grant notice: (1) birth through kindergarten entry, (2) kindergarten through grade 5, and (3) grades 6 through 12. Subgrantees may apply for funding to work on one, two, or all three of these spans, based on local capacity and need. The Department will offer mini planning grants to support school districts to establish committees to lead subgrant application development.

The following three objectives and 11 outcomes are aligned to program goals and the state’s literacy plan.

- **Objective 1:** School districts increase the number of high-quality preschool seats for 3- and 4-year-olds and strengthen quality of early literacy support in preschool (17-20 subgrantees).
 - **Outcome 1.1:** Subgrantees, independently or in partnership with local early childhood education programs, expand the number of high-quality preschool seats. *Measures:* Percent increase of high-quality preschool seats (annual subgrantee reporting, analysis using the [Massachusetts Quality Rating and Improvement System](#)).
 - **Outcome 1.2:** Equitable access to high-quality preschool seats for Black and Hispanic students, economically disadvantaged students, English learners, and students with disabilities. *Measure:* Proportion of high-quality preschool seats filled by students from the identified subgroups (annual subgrantee reporting) compared to the district subgroup demographics (district profiles).
 - **Outcome 1.3:** Subgrantees adopt high-quality preschool literacy instructional materials (or undergo an evaluation process to verify the high quality of existing materials). *Measure:* Percentage of subgrantees using high-quality instructional materials (analysis using EEC’s Pre-School Curriculum Rubric).
 - **Outcome 1.4:** Subgrantees provide all teachers access to regular coaching by a literacy expert and job-embedded professional development on early literacy content and practices, aligned to teachers’ instructional materials. *Measures:* Percentage of teachers reporting access to the expected coaching and professional development (annual teacher survey), percentage of participating teachers demonstrating improvement in the domain of Instructional Support (observation data from the [CLASS](#) tool).
 - **Outcome 1.5:** Students enter kindergarten equipped with the language and literacy skills needed for success. *Measures:* Percentage of pre-kindergarten students who achieve significant gains in oral language (Department-approved early literacy and language screening assessment).
- **Objective 2:** Subgrantees develop and implement comprehensive, evidence-based, multi-tiered ELA/literacy programs for kindergarten through grade 5, grades 6 through 12, or the full span (55-60 subgrants in total for K-5 and 6-12).

MA DEPARTMENT OF ELEMENTARY EDUCATION - COMPREHENSIVE LITERACY GRANT

- **Outcome 2.1:** Subgrantees adopt and implement high-quality ELA/literacy instructional materials (or undergo an evaluation process to verify the high quality of existing materials). *Measure:* *Percentage of subgrantees using high-quality instructional materials (analysis using the Department’s CURATE project and/or EdReports).*
 - **Outcome 2.2:** Subgrantees provide all literacy teachers access to regular coaching by a literacy expert and job-embedded professional development on ELA/literacy content and practices, aligned to teachers’ instructional materials. *Measures:* *Amount of coaching time and time spent in materials-specific professional development per teacher (annual teacher survey/subgrantee reporting), percentage of participating teachers demonstrating improvement in the Instruction Indicator (observation data from the Evaluation Framework).*
 - **Outcome 2.3:** Subgrantees establish a multi-tiered system of support for ELA/literacy by implementing a high-quality universal screener three times per year (grades kindergarten through grade 3), establishing a system for progress monitoring for all students, scheduling and staffing intervention periods, increasing reading specialist capacity, utilizing data-based decision making, and implementing evidence-based interventions to meet the needs of students reading below grade level. *Measures:* *Number of intervention periods per week (schedule analysis), ratio of reading specialists to students (state personnel data collection)*
Kindergarten through Grade 5 Measures: *Percentage of students at-risk for reading failure in each assessment period (Department-approved early literacy and language screening assessment), percentage of grade 3, 4, and 5 students meeting or exceeding expectations for ELA/literacy achievement (MCAS).*
Grades 6 through 12 Measures: *percentage of grade 8 and grade 10 students meeting or exceeding expectations for ELA/literacy achievement (MCAS), high school graduation and dropout rates (state student data collection), percentage of students from identified subgroups who attain the ELA competency determination for high school graduation (state student data collection).*
- **Objective 3:** Provide statewide, regional, and local professional development¹ for ELA/literacy educators, including teachers in early education settings.
- **Outcome 3.1:** Subgrantees establish vertically coherent learning experiences for students for the grade span on which they are focused. *Measures:* *Percentage of subgrantees with a comprehensive literacy plan designed for coherence (annual subgrantee reporting, administrator interviews), previously cited ELA/literacy achievement measures.*
 - **Outcome 3.2:** Teachers implement instructional practices promoted by the professional development. *Measure:* *Previously cited classroom observation measures.*
 - **Outcome 3.3:** Subgrantees increase outreach to and collaboration with early childhood programs whose students matriculate to the districts’ schools. *Measure:* *Amount of time district teachers and early childhood program educators spend in joint professional development (annual subgrantee reporting).*

¹ Professional development opportunities delivered under Objective 3 will be open to subgrantees of Objectives 1 and 2, as well as districts participating in other major statewide initiatives connected to literacy instruction, such as the Kaleidoscope Collective for Learning and Tiered Literacy Academy described in the Quality of Project Services section.

MA DEPARTMENT OF ELEMENTARY EDUCATION - COMPREHENSIVE LITERACY GRANT

9) Total Direct Costs

See High-Level Budget Table.

10) Indirect Costs

Indirect Cost Rate	Relevant Application	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<p>██████████ (proposed FY21 rate pending USED approval)</p>	<p>Proposed ██████████ restricted rate applied to total direct costs except for contractual costs applied to first \$██████████ annually and not on equipment</p>						

11) Total Costs

See High-Level Budget Table.