

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 # S371C200021

Grants.gov Tracking#: GRANT13124329

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

Closing Date: Jun 02, 2020

PR/Award # S371C200021

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

There were problems converting one or more of the attachments. These are: 1240-sf424b (002).doc

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"/>
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* 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): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>
--	--

d. Address:

* Street1:	<input type="text" value="P.O. Box 30008"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Lansing"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="MI: Michigan"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="48909-7606"/>

e. Organizational Unit:

Department Name: <input type="text" value="Education"/>	Division Name: <input type="text" value="Ed. Improvement & Innovation"/>
--	---

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Paula"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Daniels"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Director"/>	

Organizational Affiliation:

* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text"/>
---	----------------------------------

* 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.):

Add Attachment

Delete Attachment

View Attachment

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

Michigan Comprehensive Literacy State Development Project

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:

*** 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:

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

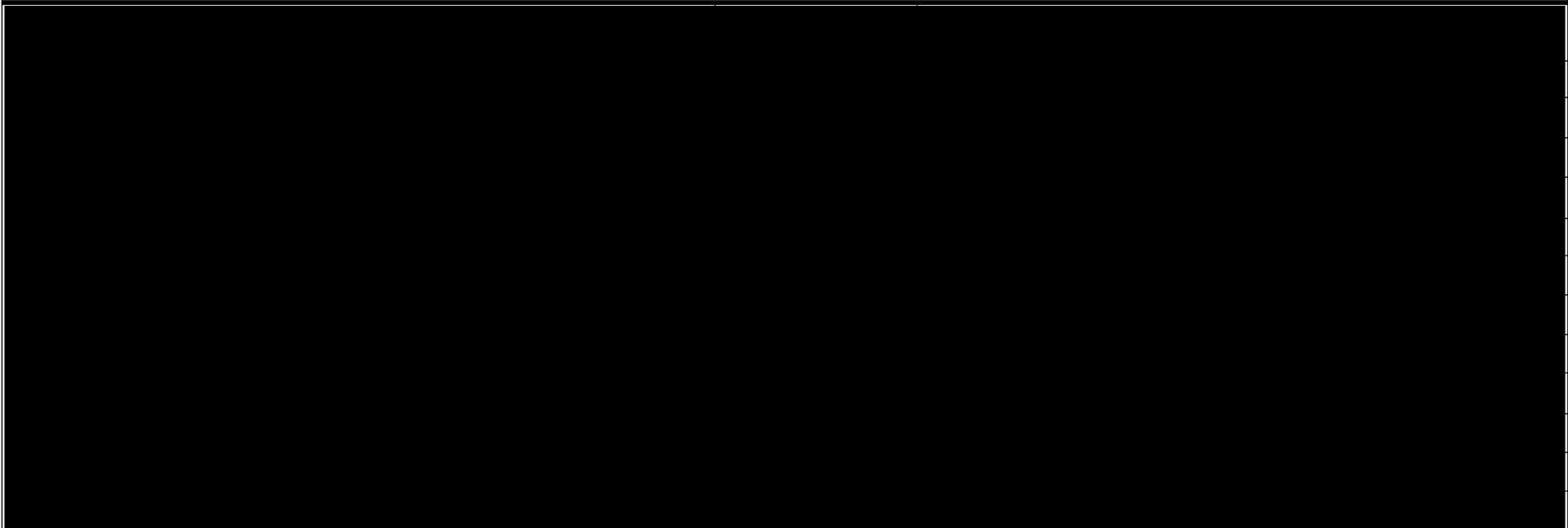
OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Michigan Department of 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**



***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: To: (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 # S371C200021

Name of Institution/Organization

Michigan Department of 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**

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: Michigan Department of Education

* Street 1: P.O. Box 30008 Street 2: _____

* City: Lansing State: MI: Michigan Zip: 48909

Congressional District, if known: MI-008

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

6. * Federal Department/Agency: Education	7. * Federal Program Name/Description: Comprehensive Literacy Development
	CFDA Number, if applicable: 84.371

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name n/a Middle Name _____

* Last Name n/a Suffix _____

* Street 1: P.O. Box 30008 Street 2: _____

* City: Lansing State: MI: Michigan Zip: 48909

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

Prefix _____ * First Name n/a Middle Name _____

* Last Name n/a Suffix _____

* Street 1: P.O. Box 30008 Street 2: _____

* City: Lansing State: MI: Michigan Zip: 48909

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 Dr. * First Name Michael Middle Name F.
* Last Name Rice Suffix PhD

Title: State Superintendent Telephone No.: _____ Date: 06/02/2020

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 [redacted] and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1234-CLSD GEPA Statement.pdf	Add Attachment	Delete Attachment	View Attachment
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Response to Section 427 of GEPA

Guidance Procedures to Ensure Equitable Access to and Participation in, Federally-Assisted Programs

The Comprehensive Literacy Project (CLP) is designed to improve literacy outcomes for all children, especially children who are living in poverty, are English Language Learners, and/or are students with disabilities, particularly those located in Qualified Opportunity Zones.

The Michigan Department of Education's Comprehensive Literacy Project (CLP) seeks to ensure equal access by removing barriers to students from diverse social and cultural backgrounds, especially minority, low income, including those who have been traditionally under-represented based on race, color, national origin, gender, or disability. The CLP will target schools that serve a substantial number of these students, ensuring that services will be provided to students who are African American, Hispanic, English Language Learners (ELL), or students with disabilities.

Students with disabilities within the State of Michigan are identified and served in accordance with the Individuals with Disabilities Act (IDEA). Because the MDE's philosophy is to provide students an education in the Least Restrictive Environment (LRE), CLP will include students with special education needs in grant activities.

The success of school districts that receive CLP funding will be contingent on the support and meaningful participation for all students, especially minority, ELL, low-income, and students with special needs. All teachers at participating schools will receive professional development to effectively provide literacy strategies, differentiated instruction, and to provide appropriate technology to students. Classroom teachers, special education teachers, ELL teachers, and other educators will network to strategize on how to successfully teach traditionally under-represented students ages birth through grade-12. Professional development will include strategies for supporting family literacy engagement and developing relationships with community groups.

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		
Michigan Department of Education		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Dr.	* First Name: Michael	Middle Name: F.
* Last Name: Rice	Suffix: Ph.D.	
* Title: Interim State Superintendent		
* SIGNATURE: [REDACTED]	* DATE: 06/02/2020	

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

1. Project Director:

Prefix: Dr.	First Name: Brandy	Middle Name:	Last Name: Bugni	Suffix:
----------------	-----------------------	--------------	---------------------	---------

Address:

Street1:	608 W. Allegan
Street2:	
City:	Lansing
County:	Ingham
State:	MI: Michigan
Zip Code:	48909-7606
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:

Michigan Department of Education (MDE) CLSD Grant Abstract

The Michigan CLSD project will enable MDE to build an educational and professional development pipeline between the state, local educational agencies (LEAs) and intermediate school districts (ISDs), with a specific focus on high-need, geographically diverse LEAs located in Qualified Opportunity Zones. Through creating and implementing a comprehensive literacy plan, the five LEA subgrantees selected for this project will improve literacy outcomes for all students and reduce disparities for underrepresented groups including those who are economically disadvantaged, English Language Learners, and students with disabilities. The CLSD Project leverages numerous existing organizations, groups, and resources to streamline delivery of literacy instruction and increase implementation of evidence-based practices. The result will be an effective and sustainable statewide system of evidence-based support.

Throughout the five-year Michigan CLSD Project, the goal of improving student literacy outcomes will be scaffolded and measured annually. The aggressive project objectives include an annual increase in student literacy proficiency of at least 5%, or maintenance of a high level of performance (80% of students at or above benchmark), for all Pre-K – Grade 12 students in 80% of participating LEAs. The expectation for an annual increase in literacy proficiency is elevated to 7% for PK – Grade 12 disadvantaged students (economically disadvantaged, English Language Learners, and students with disabilities). Third, each participating LEA will achieve an annual increase of at least 5% in the number of families participating in Great Start Collaborative and/or Great Start Parent Coalition programs for our youngest Birth – Age 3 learners. Outcome-based objectives are aligned with GPRA performance indicators.

The core project outcome is improvement of the infrastructure and capacity of high-need LEAs to, in turn, improve the literacy outcomes of Birth – Grade 12 children.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)



Michigan Department of Education

Comprehensive Literacy State Development Program

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Introduction

Literacy is an essential priority in the Michigan Department of Education’s (MDE) Strategic Plan to be a Top 10 education state in 10 years. Embedded within Michigan’s Consolidated Plan for the Every Student Succeeds Act (ESSA), the “Top 10 in 10 plan” includes goals for improved literacy outcomes for all students, which are further supported by the Michigan Action Plan for Literacy Excellence 2017–20 (Action Plan). The objective of the Action Plan is to ensure that every child in Michigan develops strong literacy knowledge, skills, and dispositions. The document is in the review phase of a continuous improvement cycle and will serve as a four-year vision for educational leaders and stakeholders to support a high-quality, aligned P–20 system from early childhood to postsecondary attainment.

Background in Statewide Literacy Planning: Michigan has a legacy of literacy-driven initiatives and outcomes, and since the development of the previous (2011) comprehensive statewide literacy plan—the MiLit Plan—literacy development and support has been a top priority for Michigan’s education system. Outcomes of the 2011 plan included an updated definition of literacy; an updated goal; strategies aligned with former Governor Snyder’s Third Grade Reading Workgroup Report, the subsequent Michigan Read by Grade 3 Law (RBG3), and research-validated practices; and alignment to current state-developed professional learning-for-literacy instruction.

Two major literacy efforts in Michigan are in play now. First, Michigan passed a comprehensive K–3 reading policy and law. The intent of Michigan’s law is to ensure that more students achieve a score of at least proficient on the English language arts portion of the third-grade assessment. Second, in 2016 and 2019, the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN) Early Literacy Task

Force (ELTF) developed and released Essential Instructional Practices in Literacy for children from birth through grade 12. These documents were created to improve children’s literacy by identifying effective, systemic practices that can be implemented throughout the state. They serve as an important guide for growing Michigan teachers’ skills and knowledge.

Michigan’s RBG3 law and the improvement of quality instruction as presented in the Essential Instructional Practices in Literacy documents provide blueprints for the current CLSD project. Together they provide a framework for literacy education delivery, literacy instruction practices, and both preservice and job-embedded professional learning. These programs are based on Michigan’s Literacy Theory of Action, which is guidance and resources, and promote high-quality assessment practices and literacy development support systems.

Michigan’s Districts and Students: A Unique Opportunity

Michigan is home to 831 school districts, including districts like Flint and Benton Harbor—communities with extraordinary socioeconomic needs and academic challenges. With this grant, Michigan will focus efforts on districts for which an award of this size will have a profound impact. Students in these districts face substantial challenges every day and a concerted investment of this magnitude in support of literacy will be game-changing. Among others, districts like Flint, still reeling from the adverse effects of the water crisis, and Benton Harbor, with profound poverty and very low student achievement, are examples of school communities whose children will benefit significantly from this grant. Michigan has many small districts in both rural and urban areas that are fighting to raise literacy rates. This targeted grant will allow Michigan to invest heavily in the lives of students in some of our most disadvantaged communities.

An Overview of Literacy in Michigan:

PreK: During the last fiscal year, 2,084 families/2,483 children received home visits funded through state early childhood grants. Full state data on home visits, including DHHS-funded visits, places the number at 29,329 families/24,614 children and 10,641 pregnant mothers. Over 37,500 four-year-old children were served in Michigan’s Great Start Readiness Program (GSRP) for the 2019–20 school year. Through its Early On program, Michigan currently serves 11,614 infants and toddlers, the majority of whom have substantial adaptive, cognitive, communication, physical, or social-emotional developmental delays. For the proposed CLSD project to be successful, MDE will leverage these existing state structures and partner with organizations associated with these structures including Great Start Collaboratives (GSC) situated within each Intermediate School District, the Michigan Education Corps (MEC), Too Small to Fail, the MDE MTSS Technical Assistance Center (MDE TA Center), the University of Michigan, and the MAISA GELN. (See attached Letters of Commitment).

Kindergarten through Grade 12: There are 1,444,314 total K–12 students in Michigan, and 181,201 (12.5%) of these students are receiving special education services in 2019–20 (<https://www.mischooldata.org>). Michigan has 841 local educational agencies (LEAs) consisting of 541 LEAs and 300 charter schools that are considered LEAs, representing 3,469 schools. LEAs are also served by 56 Intermediate School Districts (ISDs), intermediate mechanisms for reaching all schools and families within the state through regionally provided technical assistance and personnel development. Among the state’s LEAs, more than 50% are considered “high-need” and serve high percentages of low-income students.

In 2019, Michigan’s average National Assessment of Educational Progress (NAEP) reading scale scores for 4th and 8th grade students yielded no significant changes since the 2015

assessment (<http://nces.ed.gov>), when Michigan was one of only five states to demonstrate a decline in early reading since 2003. Statistics like these, while sobering, have been a strong impetus for Michigan’s ambitious yet achievable strategic plan to be in the top 10 education states in 10 years. CLSD funding will greatly strengthen Michigan’s ability to achieve this goal.

Competitive Preference Priority #1: The MDE is a new potential grantee and has not had an active grant in the past five years under the CLSD program or the Striving Readers Comprehensive Literacy Program.

Competitive Preference Priority #2: Through the subgrant RFP process, MDE will give priority points to LEAs located in Qualified Opportunity Zones (QOZs) or those with similar socioeconomic challenge. Census tract numbers for counties that already have a relationship with the MEC, a project partner and literacy service provider, are identified.

Alpena	26007000400	Low-Income Community	2011–2015
Genesee	26049001500	Low-Income Community	2011–2015
Isabella	26073940400	Low-Income Community	2011–2015
Kent	26081003700	Low-Income Community	2011–2015
Muskegon	26121004200	Low-Income Community	2011–2015
Washtenaw	26161411700	Low-Income Community	2011–2015
Wayne	26163508000	Low-Income Community	2011–2015

Competitive Preference Priority #3: The CLSD opportunity will enable the MDE to align services in support of literacy along the entire birth–grade 12 continuum, creating an efficient and effective systemic approach to replace the current decentralized approach. In particular, in the selected high-needs LEAs, this substantial investment will help to fully revamp the structures that support literacy in those districts. The project leverages existing resources and personnel at the state level and through partnerships. ISDs will use their existing, centralized hubs for training

and professional development to deliver coaching services. MEC will build on the relationships it already has with numerous high-need LEAs in the state. The MDE TA Center will be leveraged to provide training and professional development to educators—from teachers to principals to specialized support staff. Current grant funding augments the efforts of this project. The existing Preschool Development Grant (PDG) will be leveraged to provide Talking is Teaching to children from birth–age 3 through a partnership with Too Small to Fail.

Section A: Need for Project

Part 1: Michigan’s Literacy Needs Assessment

(a) Michigan—A Demographic Snapshot: From birth, many of Michigan’s students face challenges in achieving their full educational potential. Michigan is the 10th largest state in the U.S. in population and the 11th largest state in geographic size, serving a diverse cross-section of communities from large urban hubs such as Detroit to rural towns located on the “thumb” of Michigan and in northern lower Michigan. Of Michigan’s 9,986,857 residents, 5.7% (569,251 residents) are under the age of five and nearly a quarter (21.7%; 2,167,148 residents) are under the age of 18 (US Census, 2019). Over 14% of Michigan residents live in poverty compared to 11.8% nationally. The cities of Flint and Detroit are among the top five poorest cities in the nation (Michigan Live, 2019). The annual Kids Count in Michigan Data Book released by the Michigan League for Public Policy reports that about 416,000 of Michigan’s children lived in poverty in 2017. Michigan also has one of the largest populations of homeless students in the United States. During the 2015–16 school year, Michigan ranked sixth among states for the most homeless students. By comparison, Michigan ranked 10th for overall student enrollment. More than 36,000 children in Michigan’s elementary, middle, and high schools face homelessness,

adding to student challenges in meeting grade-level standards and staying on track for high school graduation (University of Michigan, 2018).

(b) Statewide Characteristics and Needs: Table 2 illustrates the opportunities for literacy growth in our state for all students, especially those who are economically disadvantaged, English Language Learners and students with disabilities. (<https://www.mischooldata.org>). This breakdown of proficiency is sobering.

Table 2. Students at a Disadvantage to Learning Compared to Students not at a Disadvantage: 2018–19					
Grade and Assessment	Subgroup	Percent of Proficiency			Average* Percent Below Proficient
		Partial Prof.	Not Prof.	Total Below Prof.	
4 th M-STEP	Economically Disadvantaged	22.6	45.8	68.4	73.9
	English Language Learners	25.2	45.7	70.9	
	Students with Disabilities	18.9	63.6	82.5	
4 th M-STEP	NOT Economically Disadvantaged	18.5	18.0	36.5	46.4
	NOT English Language Learners	20.3	32.2	52.5	
	NOT Students with Disabilities	21.0	29.3	50.3	
8 th PSAT	Economically Disadvantaged	19.7	33.6	53.3	67.7
	English Language Learners	24.9	47.5	72.4	
	Students with Disabilities	20.4	57.1	77.5	
8 th PSAT	NOT Economically Disadvantaged	11.7	11.5	23.2	30.8
	NOT English Language Learners	15.1	20.9	36	
	NOT Students with Disabilities	15.1	18.2	33.3	

* Unweighted averages

(c) High-Need LEA Characteristics and Needs: Michigan employs a partnership model whereby the lowest-performing schools and districts, i.e., those falling in the bottom 5% or with graduation rates below 67%, partner with the MDE to improve student growth and achievement.

Table 3. High-Need LEA Characteristics		
Funding		
Students		
Economically Disadvantaged		
African-American		
Hispanic		
English Language Learners		
With Disabilities		
Proficient in ELA		
Teachers		
Salaries		
Rated Ineffective or Minimally Effective		
Student/Teacher Ratio		

Part 2: Gaps and Weaknesses in Services, Infrastructure, and Opportunities: Michigan has identified specific gaps and weaknesses in services, infrastructure, and opportunities.

(a) Gaps in Infrastructure: The Michigan Department of Education has supported multiple general education, special education, and early childhood programs. During a root-cause analysis for the State Systemic Improvement Plan (SSIP), the lack of adequate infrastructure to deliver technical assistance at all levels—state, regional, district, and building—was identified to be the deepest contributing factor for low performance in reading in Michigan. The root-cause analysis demonstrated that the MDE must do intensive work within the state agency to increase its capacity for supporting local improvement. Given the work completed over the past four years, MDE is now in a position to use the CLSD grant to build the lacking infrastructure and provide much-needed technical assistance to the educators and students in our state who need it the most.

(b) Gaps in Services: There are two levels of gaps in service: students, and educators.

(i) Gaps in Student Services: Gaps in service will be determined by each LEA subgrantee and will vary. Each subgrantee will create and implement a Comprehensive Literacy Plan (CLP) based on a needs assessment that identifies the lack of services/interventions for students.

(ii) Gaps in Personnel Development: Data for the 2018–2019 school year shows there are 106,286 teachers and 12,785 administrators in Michigan. Michigan’s early childhood teaching workforce is less structured (mixed delivery) than its K–12 system. There are 26,370 members of the early childhood teaching workforce serving 690,184 children ages 0–5. In addition, educators of children also include individuals such as parents, families, and pediatricians.

Based on data for the 2018–2019 school year, Michigan has 41% of teachers rated highly effective and 1% rated minimally effective. However, within the 20 Michigan school districts with the lowest median incomes, an average of only 22% are rated as highly effective and 6% are rated as minimally effective (<https://www.mischooldata.org/>). Based on the 2015 Surveys of Enacted Curriculum, K–3 teachers in low-performing schools report wide variability in preparedness to teach students with limited English proficiency or with learning disabilities, impacting language arts learning.

According to the 2018–2019 Educator Workforce Annual Report, approximately 15% of Michigan teachers were within their first three years of teaching. These teachers comprised 23% of teachers in high-poverty schools and 22% of teachers in high-minority schools. There is a significant need for initial as well as ongoing personnel development given the inexperience of a significant number of teachers in these schools. Staff turnover is particularly high for our urban LEAs. Many educators have difficulty accessing professional development due to difficulty in securing substitute teachers. Schools rely on coaches and reading interventionists to support teachers and the literacy learning of their students. However, expertise in reading and early childhood instruction is lacking in Michigan. In 2019–2020, 1.09% of employed PK–12 teachers held a Reading Teacher endorsement and 3.52% of PK–12 teachers held a Reading Specialist endorsement. In addition, only 22.57% of PK–3 teachers hold an Early Childhood endorsement

(Early Childhood PK – General and Special Education). Michigan teachers can benefit from professional learning in literacy.

(c) Opportunities (How Weaknesses will be Addressed through Proposed Project): The CLSD grant is designed to target Michigan’s continuing need to improve language and literacy outcomes, from birth through high school. This grant will allow the MDE to leverage existing resources and partnerships to support LEAs in building sustainable structure and practice in their literacy instruction for children and students from birth through grade 12. The project also enables the MDE to build an educational and professional development pipeline between the state, the ISDs, and the LEAs, with a specific focus on high-need LEAs situated within Qualified Opportunity Zones. This collaboration will improve literacy outcomes and reduce disparities for underrepresented groups including English language learners (ELLs), low-income students, and students with disabilities.

In addition to leveraging already existing resources and partnerships, the CLSD grant will support Michigan’s Top 10 in 10 plan and align with its ESSA Consolidated Plan. Further, the work identified within the proposed CLSD application supports the RBG3 legislation and Michigan’s overarching goals to improve literacy outcomes for all children and students. The key components of the legislation, which will be the focal points for participating LEAs through development a CLP, include:

- Use of assessment and parent notification to detect and monitor student literacy needs;
- Instruction and intervention supported by additional instructional time before, during, and after school or in the summer months;
- Coaching and professional learning in literacy instruction for teachers; and
- Intervention and retention for students who continue to struggle in literacy.

Section B: Quality of Project Design

Theoretical Framework: To capture the scope of work involved to ensure children have the experiences described in the Essential Instructional Practices in Literacy documents, the ELTF created a Literacy Theory of Action (Figure 1). Michigan’s Action Plan has adopted the requirements of this theory of action, which requires a structure of supports from the system to the student level. Currently, there are many successfully functioning components of the literacy “system” in Michigan, including partnerships and existing state initiatives, but the challenge has been to successfully coordinate, align, and leverage these resources to reach the end goal of efficiently ensuring that every child develops strong literacy knowledge, skills, and dispositions. The CLSD project will be the catalyst to build this aligned and integrated system from the state level to the student and family level.

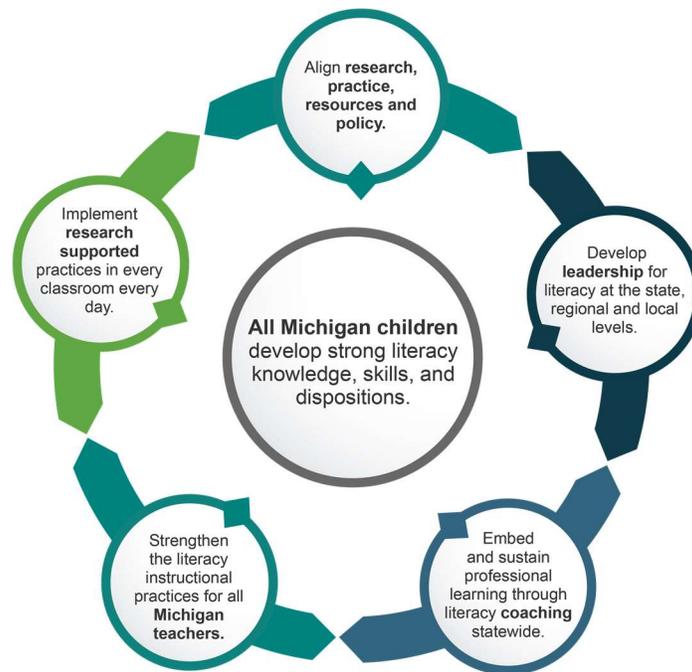


Figure 1

In alignment with the goals and strategies of the current Action Plan, the Michigan CLSD project has developed one overarching goal with three corresponding objectives.

Part 1: Clearly measurable and specified goals

Goal 1. Improve literacy outcomes for all children, especially children who are living in poverty, are English language learners, and/or are students with disabilities, particularly those located in Qualified Opportunity Zones.

Objective 1.1 By the end of June 2025, 80% of participating LEAs will demonstrate an annual increase in student literacy proficiency by at least 5% or maintain performance above a rigorous standard (80% of students at or above benchmark) on curriculum-based measures (PK–grade 2) or state-approved assessments (grades 3–12).

Objective 1.2 By the end of June 2025, 80% of participating LEAs will demonstrate an annual increase in student literacy proficiency by at least 7% for disadvantaged students (those living in poverty, English language learners, and students with disabilities) on curriculum-based measures (PK–grade 2) or state-approved assessments (grades 3–12).

Objective 1.3 By the end of June 2025, each participating LEA will demonstrate an annual increase of at least 5% in the number of families participating in GSC and/or Great Start Parent Coalition programs.

Part 2: High-quality review of the relevant literature, high-quality plan for project implementation, and the use of appropriate measurement tools meet objectives.

(a) Literature Review: The Simple View of Reading (SVR) (Gough & Tunmer, 1986; Hoover & Gough, 1990) and the Simple View of Writing (SVW) (Berninger et al., 2002) are frameworks that will be used to define the progression of reading and writing skills and as the foundation for accelerating outcomes for all students, including students at risk. Both the SVR and the SVW

frameworks also allow findings from the National Early Literacy Panel (NELP) to be represented, thus allowing a common framework to be used across early childhood, elementary, and secondary levels while still allowing for developmental variations.

The SVR is a well-researched framework that has been used to understand the reading process, understand variations in reading comprehension across students at different points in time, help to identify the source of reading difficulties, and assist educators in designing instruction and interventions to accelerate student outcomes. The SVR states that reading comprehension is the product of printed word recognition (decoding) and language comprehension. Each of these domains encompass specific component skills that need to be logically sequenced and explicitly taught to students to reduce the number of students that may struggle to develop the skills.

The second construct encompassed in the term “literacy” that will be defined in this CLSD program is writing. Every facet of writing is challenging. For this reason, writing takes longer to learn and fewer people are proficient (Moats & Tolman, 2019). Also, unlike reading, writing requires graphomotor skills to be able to manually form the letters that are represented in written language. The skills required to be an effective writer can be classified into two categories represented in the SVW: foundational writing skills and composition (Berninger et al., 2002; Berninger & Chanquoy, 2012; Moats & Tolman, 2019).

In addition, an emphasis will be placed on accelerating literacy outcomes for children with risk factors (e.g., children living in poverty, English language learners, students with disabilities) by building local capacity in the following:

- Progression of literacy skills needed to prevent failure and advance literacy outcomes that are anchored to the SVR (Gough & Tunmer, 1986; Hoover & Gough, 1990) and SVW

(Moats & Tolman, 2019) and also encompass the 10 variables predictive of literacy acquisition for children from birth through five years of age (Shanahan & Lonigan, 2013)

- Methods to design and deliver explicit teaching practices for all students, including students in need of intervention supports (Archer & Hughes, 2016; Vaughn, Wanzek, & Murray, 2012)
- Strategies to analyze and use assessment data to identify students at risk, monitor progress, and diagnose literacy difficulties (Fuchs, Fuchs, & Malone, 2017; Gersten, et al., 2009)
- Methods to achieve a high-quality intervention platform to advance literacy skills (Fuchs, Fuchs, & Malone, 2017)
- Intensification of the instruction and interventions (instructional design, instructional delivery, behavior support, structural) that also include strategies for assisting students to generalize intervention strategies (Burt & Whitney, 2018; Fuchs, Fuchs, & Malone, 2017; Vaughn, Wanzek, & Murray, 2012)

(b) Plan for Implementation: The project goal will be achieved through the awarding of subgrants to support five LEAs to engage in activities to fully develop and implement a CLP that is embedded within an evidence-based multi-tiered system of support (MTSS) framework for children from birth through grade 12. The comprehensive MTSS framework, which is comprised of a collection of research-based strategies, will meet the individual needs of the whole child. Project activities and supports will address the three instructional tiers established through the MTSS approach: Tier 1 – core classroom instruction; Tier 2 – targeted small group instruction; Tier 3 – intensive individual intervention.

MDE recognizes that each LEA will be at a different stage of readiness to create and implement a local CLP and will need a menu of literacy services and supports tailored to their unique needs, as identified by local data. The project team will meet each subgrantee at their individual starting point. To accomplish this, each subgrantee will receive technical assistance and professional development support through the entire process of completing the CLP. Subgrantees will complete an MDE-developed CLP template to help them identify strengths, weaknesses, and needs for support in their Tier 1 and Tier 2 literacy program selection and implementation. Each subgrantee will appoint a Comprehensive Literacy Site Facilitator (CLSFS) who will serve as a liaison between the LEA and the CLSD Lead Facilitator at MDE. Each subgrantee will also designate a local literacy team. Meetings with MDE will be held on a monthly basis during the first year, as the need for support will likely be higher initially, moving to quarterly meetings in subsequent years to ensure development of the plan. Subgrantees will report student literacy scores annually. By the end of the award period, each LEA will have a complete CLP inclusive of the following components:

Table 4. Model Comprehensive Literacy Plan			
	Birth–K	K–5	6–12
Standards	Clear expectations for what children will know and be able to do. Literacy materials and assessments are aligned to the standards. Suggested tools to check alignment of curriculum: <ul style="list-style-type: none"> • IES rubric • Achieve.org EQuIP rubrics • Gold Standard 		
Assessment System	Comprehensive identification of literacy needs through screening, progress monitoring, diagnostic assessment, and outcome assessment. Using Michigan’s Early Literacy Assessment Systems (ELAS) , organize and design principles in three phases: <ul style="list-style-type: none"> • Phase 1 – Plan and design • Phase 2 – Implement • Phase 3 – Support and monitor 		
Instruction (Tier 1)	Essential Instructional Practices Suite	Essential Instructional Practices Suite	Essential Practices for Disciplinary Literacy Instruction

	Birth–Age 3 and Prekindergarten	Grades K–3 and Grades 4–5	in the Secondary Classroom Grades 6–12
Intervention (Tier 2)	Talking is Teaching Birth–Age 3 Michigan Education Corps (MEC) PreK Reading Corps Prekindergarten	K–3 Reading Corps (MEC) Grades K–3 MDE TA Center Adolescent Literacy Practices Grades 4–5	MDE TA Center Adolescent Literacy Practices Grades 6–12
Leadership	Appoint a Comprehensive Literacy Site Facilitator to collaborate and build a shared ownership and direction toward literacy success. <ul style="list-style-type: none"> • Essential School-Wide and Center-Wide Practices in Literacy • Micro-credentials 		
Systems	Tools to enhance and design systems for tiered delivery: <ul style="list-style-type: none"> • Reading -Tiered Fidelity Inventory • Screening Tool Essential School-Wide and Center-Wide Practices in Literacy 		
Coaching/ Professional Learning	Access to professional learning and coaching for instruction, curriculum, and intervention through existing trainers, ISD’s, Michigan Virtual, and MDE TA Center.		
Family Engagement	Participation in GSC and/or GSPC. Increased engagement across all grades through the MiFamily Engagement Framework comprised of five guiding principles to help parents and guardians as they engage and support their children’s learning.		

MDE will also develop a professional learning and support community throughout the term of the CLSD grant, connecting subgrantees to each other and leveraging collective expertise and learning.

Subgrant funds may be used to support development and implementation of the CLP, including support for a literacy coach and the purchase of assessment systems or needed system components, student technology including items related to connectivity, books, teacher resources, and other supplies connected to literacy learning. Funding priority will be given to LEAs with the following attributes: (1) located in federally designated Qualified Opportunity Zones (QOZs); (2) serving a large proportion of students in poverty, students who are English

language learners, and/or students with disabilities; and/or (3) having an established relationship with Hope Network’s Michigan Education Corps (MEC).

	<p>Tier 1</p> <ul style="list-style-type: none"> • • Essential School-Wide and Center-Wide Practices in Literacy • Essential Coaching Practices in Elementary Literacy
	<p>Tier 2</p> <ul style="list-style-type: none"> • Talking is Teaching: Birth to Age 3
	<p>Tier 2</p> <ul style="list-style-type: none"> • Whole- and small-group instruction supporting the PreK Essential Instructional Practices • Interventions using evidence-based programming to supplement the K–3 Essential Instructional Practices
MDE Technical Assistance Center	<p>Tier 2 Instruction and interventions to supplement:</p> <ul style="list-style-type: none"> • Grade 4–5 Essential Instructional Practices • Grade 6–12 Essential Instructional Practices for Disciplinary Literacy (e.g., REWARDS, Read to Achieve, content area preview and review, pre-teaching and re-teaching, small group instruction)
	<ul style="list-style-type: none"> • A complete early literacy assessment system (ELAS)
	<ul style="list-style-type: none"> •

Part 3: Grant funds for evidence-based activities

(a) Tiered Instruction and Interventions:

Tier 1: The ELTF, a sub-committee of the MAISA GELN, represents Michigan’s 56 ISDs. Grounded in Michigan’s Literacy Theory of Action and research-based practices, in 2016 the ELTF developed and released a number of guides for *Essential Instructional Practices in Literacy*. This is the basis of Tier 1 instruction for all participating LEAs at all age and grade levels from birth through Grade 12.

Over the past two years, over 1,900 participants were directly trained in these practices, and many more teachers were trained by coaches (data collection has been delayed due to COVID-19). This includes at least 31 training events for the Pre-K, K–3, and coaching practices. In addition, 48 teams were trained in the school-wide and center-wide practices. Training modules for birth to age 3 are scheduled to be developed this summer. The suite of *Essential Practices* are integral to the CLSD project for both training and implementation purposes. Each guide is based on and includes evidence-based best practices.

Tier 2: These interventions will be focused on age (birth–age 3) and then grade (PK–grade 12) levels.

(i) In partnership with Too Small to Fail and our GSCs, and in conjunction with MDE’s 2019 statewide Talking is Teaching campaign, this grant will facilitate bringing “Talking is Teaching: Talk, Read, Sing” to all participating LEAs. Over the past three years, the GSC of Detroit and Wayne County has engaged in this public awareness and action campaign to raise parents’ awareness about their children’s early brain and language development. Research supports that early family engagement is critical to student success.

(ii) **PK–Grade 3:** MEC Reading Corps replicates the national, evidence-based^{1,2} Minnesota PreK and K–3 Reading Corps, which are among the top tier of scale-worthy, nonprofit

¹ HB 4822 Sec. 1280f (17a): “Evidence-based” means based in research – peer reviewed, experimental research with RCT being the gold standard – and with proven efficacy; US DOE (2010). Evaluating programs for efficacy and cost-efficiency. Memorandum M-10-32; and Gandhi, Holdheide, & Edmonds (2016). *What Counts as Evidence? Making Decisions for Instruction and Intervention within a Multi-Tiered System of Support*. American Institutes for Research (AIR).

² Markovitz, C., Hernandez, M., Hedberg, E., Silbergliitt, B. (2014). *Outcome Evaluation of the Minnesota Reading Corps K3 Program*. NORC at the University of Chicago: Chicago, IL.; Markovitz, C., Hernandez, M., Hedberg, E., Silbergliitt, B. (2015). *Outcome Evaluation of the Minnesota Reading Corps PreK Program*. NORC at the University of Chicago: Chicago, IL.; Markovitz, C.E., Hernandez, M.W., Hedberg, E.C., Whitmore, H.H., Satorius, J.L. (2018).

organizations.³ Part of a multi-state initiative,⁴ MEC places AmeriCorps members as highly trained and coached literacy interventionists who deliver research-based supplemental literacy interventions directly to students. MEC exceeds the requirements for evidence-based intervention articulated in the RBG3 law and has received funding in the State of Michigan school aid budget in prior fiscal years.

MEC will provide two levels of literacy support to Michigan students. At the PreK level, **PreK Reading Corps** places one AmeriCorps interventionist in a preschool classroom full-time. Interventionists provide supplemental language- and literacy-rich interventions for every child and may also work with small groups or individual children for brief early literacy interventions. **K–3 Reading Corps** places AmeriCorps interventionists in elementary schools to serve 15–18 kindergarten–grade 3 students using 1:1 evidence-based literacy interventions for 20 minutes each day. MEC Reading Corps programs and practices fully support the Essential Instructional Practices in Early Literacy: Grades K–3 and the Essential School-Wide and Center-Wide Practices in Literacy. For the 2020–2021 school year, MEC has applications from 49 districts and 96 schools requesting 210 interventionists across the state including urban, rural, and suburban locations. Through this grant we seek to bring these services to the districts most in need who have already shown an interest in working with MEC.

(iii) Grades 4–12: Tier 2 intervention at the upper elementary and secondary levels will focus on professional development and training provided by the MDE TA Center. All professional

Impact Evaluation of the Minnesota Reading Corps K-3 Program. NORC at the University of Chicago: Chicago, IL.

³ Massarsky, Cynthia W. & Gillespie, John F. (2013) *The State of Scaling Social Impact: Results of a National Study of Nonprofits*, The Social Impact Exchange and Veris Consulting.

⁴ MN Reading and Math Corps replication states: California, Colorado, Georgia, Florida, Iowa, Maryland, Massachusetts, Michigan, Missouri, North Dakota, Washington D.C., Wisconsin.

development will be aligned with best practices (Guskey, 2000; Lewis, Barrett, Sugai, Horner, Mitchell, & Starkey, 2016; Rumler & Odiorne, 1988). To do this, MDE will enhance participant readiness by communicating expectations and building local capacity for implementation. For example, individuals from the LEAs will serve in functions of training, coaching, technical assistance, and evaluation. Each of these individuals will in turn need to be appropriately selected, trained, coached, and evaluated. During professional development, participants will receive training in the skills that they need to be effective at their implementation sites. Training (and coaching) provides opportunities to learn the skills and also practice the skills along with feedback on the accuracy of the skills. All training will be supported through extended coaching to maximize the generalization of learning and fidelity of implementation (Joyce & Showers, 2002).

The MDE TA Center provides many activities each year to improve educators' competency to implement and support the evidence-based MTSS approaches and interventions. The TA Center held 464 sponsored training events during the 2019–2020 school year. It has created nine online learning modules to help educators develop their knowledge and skills in scientifically based reading instruction, and 11 more are in development. These modules are used alone or in combination with face-to-face training sessions. Additionally, all training and accompanying resources are available on the MDE TA Center website in a searchable format. The TA Center has been successful in providing professional learning that meets standards for evidence-based professional development as measured by the State Personnel Development Grant Evidence-Based Professional Development Rubric.

(b) Appropriate Measurement Tools: Effectiveness of the activities and programs

implemented through the CLSD grant will be measured in the following manner to support achievement of the project objectives:

Objectives	Birth–K	K–5	6–12
By the end of June 2025, 80% of participating LEAs will demonstrate an annual increase in student literacy proficiency by at least 5% or maintain performance above a rigorous standard (80% of students at or above benchmark) on curriculum-based measures (PK–grade 2) or state-approved assessments (grades 3–12).	Preschool Early Literacy Indicators (PELI) Kindergarten Readiness Assessment (KRA) TS GOLD Program Quality Assessment-Revised (PQA-R) <u>GPR Measure 1:</u> Michigan’s Great Start Readiness Program (GSRP)’s approved list*	Kindergarten Readiness Assessment (KRA) Michigan Student Test of Educational Progress (M-STEP) Grades 3–5 <u>GPR Measure 2:</u> M-STEP Grade 5	PSAT Grades 8–10 Michigan Merit Exam (MME)/SAT <u>GPR Measure 3:</u> PSAT/M-STEP Grade 8 <u>GPR Measure 4:</u> PSAT and SAT, high school
By the end of June 2025, 80% of participating LEAs will demonstrate an increase in student literacy proficiency by at least 7% for disadvantaged students (those living in poverty, English language learners, and students with disabilities) on curriculum-based measures (PK–grade 2) or state-approved assessments (grades 3–12).	All of the above named measures plus: Screening and benchmark growth data collected from progress monitoring tools WIDA	All of the above named measures plus: Screening and benchmark growth data collected from progress monitoring tools MI-Access WIDA	All of the above named measures plus: Screening and benchmark growth data collected from progress monitoring tools MI-Access WIDA
By the end of June 2025, each participating LEA will	Data collected from attendance	N/A	N/A

demonstrate an annual increase of at least 5% in the number of families participating in GSC and/or GSPC programs such as attending monthly meetings and community events.	at GSC and/or GSPC programs WIDA		
GPRA Measure 5: Professional development will incorporate implementation of evidence-based practices that meet the requirements of strong or moderate evidence on ESSA standards.			

* This list of multiple comprehensive measures of child development including oral development can be found at https://www.michigan.gov/documents/mde/FY17_GSRP_Child_Assessment_SectionADA_535150_7.pdf.

Section C: Quality of the Management Plan

Part 1: Defined responsibilities, timelines, and milestones for accomplishing project tasks

MDE has a plan to ensure the successful management of the CLSD project, including appropriate staffing, collaboration with other entities within the MDE and other state offices and departments, appropriate budget and fiscal controls, and a detailed implementation plan.

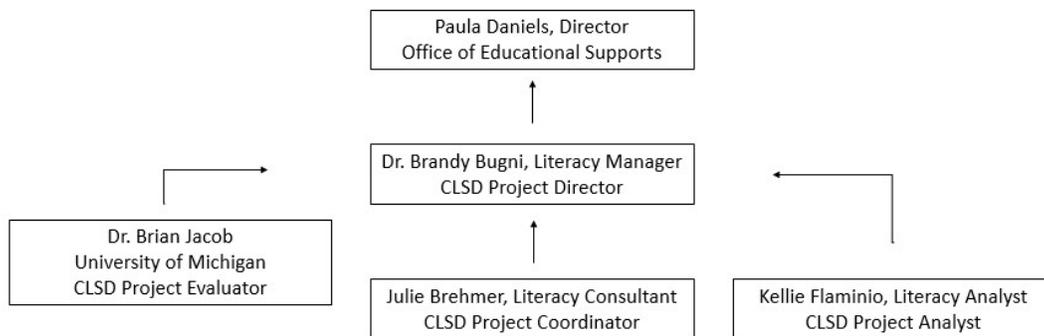
(a) MDE Literacy Leadership Team: The literacy team includes the MDE Literacy Manager and literacy consultants across two divisions, the Office of Great Start and the Office of Educational Supports. Additionally, the team includes a literacy analyst who provides fiscal guidance in uses of literacy funds allocated by the RBG3 legislation. The team has added five new literacy consultants over the past six months, broadening its membership and ability to align and integrate state literacy efforts. The MDE TA Center is an integral part of the literacy team.

The Literacy Leadership Team will meet monthly to review the activities of the grant, leveraging the experiences of the subgrantees to inform wider state literacy efforts. The core team will create an annual program plan to document progress of the literacy project activities and budget expenditures. To ensure that the project activities and outcomes are achieved in a timely and efficient manner, critical measurements will be collected and refinements will be

made to subgrantee implementation plans as needed. Project updates discussed at the Literacy Leadership Team meetings will be summarized and communicated to key stakeholders. Those who are managing and coordinating grant activities, their roles, and expertise are provided below with résumés and CVs attached.

(b) Key Project Personnel: MDE requests 5% of the program budget to be allocated for administrative functions of implementing the CLSD project, as well as incorporating program activities into the broader efforts supporting universal literacy for students in Michigan. Three MDE individuals will provide oversight and administration of the project.

MDE CLSD Grant Organizational Chart



CLSD Project Director, Brandy Bugni, Ed.D., MDE Literacy Manager (.25 FTE): Dr. Bugni has worked at the MDE supporting literacy since 2010. She led the writing efforts of the 2010 Statewide Comprehensive Literacy Plan, and managed Michigan’s 2010 Striving Readers Literacy Grant. Dr. Bugni is currently the MDE Literacy Manager, leading efforts for the MDE’s literacy priority and supporting implementation of Michigan’s RBG3 legislation. She serves on the leadership team of the MAISA GELN ELTF, the organization that owns the *Essential Instructional Practices* suite. In her role as CLSD Project Director, Dr. Bugni will navigate the grant oversight at MDE, serving as the liaison between the CLSD project and MDE leadership. She will connect key grant partners to ensure the achievement of all project objectives and, as a

member of the MDE MTSS leadership team, she will orchestrate the intervention and professional development supports for the LEAs with the MDE TA Center. She will supervise the subaward RFP process, serve as the fiscal manager of the project, and complete reporting requirements for the U.S. Department of Education and internal and external stakeholders.

CLSD Project Coordinator, Julie Brehmer, Literacy Consultant (.25 FTE): Ms. Brehmer recently joined MDE after over 14 years as a special education teacher and teacher consultant in which she provided professional development to colleagues across the district. She is completing a doctorate degree in special education, language, and literacy at Michigan State University, where she served in two roles: as a research assistant on an Institute of Education Sciences literacy grant, and as a teaching assistant for multiple graduate and undergraduate courses on literacy instruction, assessment, and intervention. In her role as Project Coordinator, Ms. Brehmer will coordinate the subaward RFP process, act as Lead CLSD Facilitator convening the designated facilitators from participating LEAs for training in systems work, provide technical assistance for their CLP development needs, coordinate professional learning, and perform day-to-day project activities. Ms. Brehmer will also maintain and monitor subgrantee project plans, project schedules, work hours, budgets and expenditures; organize, attend, and participate in stakeholder meetings; document and follow up on important actions and decisions; ensure project deadlines are met; collect and maintain project data in an electronic database; and work with the Project Director to determine strategies for any needed project course corrections.

CLSD Project Analyst, Kellie Flaminio, Literacy Program Analyst (.25 FTE): Ms. Flaminio has worked at the MDE as an Early Literacy Grant Coordinator and Department Analyst since 2011. She is the key point of contact for eight early literacy grants. She provides technical assistance to 800+ grantees and ensures that over \$40 million in state funds are used properly and

in accordance with legislative requirements each year. She serves as a key member of the MDE Literacy Team and is an authority on the Michigan RBG3 law. Ms. Flaminio serves as a state representative on the national ExcelinEd Early Literacy Network and as an MDE liaison to the governor's PreK–12 Literacy Commission. In her role as CLSD Project Analyst, Ms. Flaminio will provide assistance to subgrantees on grant application submissions and annual reporting activities, will assume technical responsibilities for processing the grants and allocating funds, and will collect and review grant reports.

CLSD Project Evaluator, Dr. Brian Jacob: Dr. Jacob is the Walter H. Annenberg Professor of Education Policy, Professor of Economics, and Professor of Education in the Gerald R. Ford School of Public Policy at the University of Michigan. He serves as Co-Director of both the Education Policy Initiative and the Youth Policy Lab. Prior to joining the University of Michigan, Dr. Jacob was an Assistant Professor at Harvard University's John F. Kennedy School of Government. He is a research associate at the National Bureau of Economic Research, and a member of the editorial boards of the *American Economic Journal: Applied Economics*, *Education Finance and Policy*, and the *Review of Economics and Statistics*. Dr. Jacob holds a B.A. from Harvard College and a Ph.D. from the University of Chicago. Dr. Jacob will provide research, analysis, and evaluation services to ensure this is a successful endeavor.

(c) Budget and Fiscal Controls: Over the past five years, the MDE Literacy Team has successfully managed nearly \$200 million in state aid grant funds. The project will be delivered on budget and in full compliance with state and federal fiscal accounting laws and regulations. Ms. Flaminio will be liaison between the grant project and the MDE Grants Office to place the subgrantee applications into the Michigan Electronic Grant System (MEGS) platform. She will support subgrantees who have questions about the application process and will review materials

as applications are uploaded. Materials will be prepared for a peer review. Once subgrant awardees are selected, Ms. Flaminio will prepare the grant award packets, route them through the department process for approval, and use the MEGS platform to announce the awards. Funds will be provided through the platform and disbursed via regular monthly state aid payments to LEAs. As year-end grant reports are uploaded, Ms. Flaminio will assist districts with questions, make an initial review of the reports and prepare them for the grant team to review.

(d) Tasks, Responsibilities, Timelines, and Milestones:

Table 7. Objectives, Activities, Responsibilities, Populations Served, Milestones, Outcomes and Outputs				
Objectives	Activities	Responsibility	Ages/ Grades	Outcomes and Outputs Based on the National Implementation Research Network Hexagon Evaluation Tool
Project Year 1: Subaward Pre-Selection Tasks				
Associated Milestones: Project processes and procedures finalized; subaward RFP drafted, approved, and implemented; five LEAs selected as sub-awardees.				
1, 2	Subgrant 95% of funds to LEAs selected after meeting MDE’s established criteria	MDE CLSD Team	B–12	Financial and structural capacity <ul style="list-style-type: none"> • Grant-writing workshops • Technical support • FAQ
1, 2	Give competitive priority to LEAs situated in Qualified Opportunity Zones	MDE CLSD Team	B–12	Need <ul style="list-style-type: none"> • Disaggregated data • Subgrantee application
1, 2	Give competitive priority to LEAs already working with Michigan Education Corps	MDE CLSD Team	B–12	Fit <ul style="list-style-type: none"> • Subgrantee application
Project Years 1–5				
Associated Milestones: LEAs develop and implement Comprehensive Literacy Plans; educators receive evidence-based professional development; the <i>Essential Practices</i> are implemented (educators receive training, students receive instruction); families are engaged; collaborations are leveraged to provide training and deliver and supplemental instruction; literacy gains are measured annually.				
1, 2	Require subgrantees to complete an MDE-developed template of an “LEA Comprehensive Literacy Plan” to identify areas of strength, weakness, and need for support in Tier 1 and Tier 2 program selection and implementation	Comprehensive Literacy Facilitator (CLF); Building Literacy Leadership Team (BLLT)	B–12	Evidence <ul style="list-style-type: none"> • Measurable goals and objectives for students in Tier 1 and Tier 2
1, 2	Require subgrantees to appoint a Comprehensive Literacy Facilitator (CLF) who will act as a liaison between the LEA and the MDE Lead CLSD Facilitator (Lead CLSDF)	Subgrantee	B–12	Capacity Supports

1, 2	Create a school building leadership team comprised of instructional leaders committed to continuous improvements in literacy and ongoing attention to data	Subgrantee	B-12	Capacity
1, 2	Require subgrantees to identify one or more literacy coaches either at the school, district, or ISD level who will provide support	Subgrantee	B-12	Capacity
1, 2	Convene CLSFs (monthly in year one, quarterly in subsequent years) to share data allowing MDE Lead CLSDF to provide feedback	CLF MDE Lead CLSDF	B-12	Capacity to implement <ul style="list-style-type: none"> Quarterly meetings
1, 2	Report students' literacy scores annually	CLF BLLT	B-12	Evidence <ul style="list-style-type: none"> Student outcomes
1, 2, 3	Implement MiFamily Engagement Framework	Subgrantee	B-12	Fit <ul style="list-style-type: none"> Alignment with state priorities
1, 2	Utilize MDE's Practice Profile for MTSS	CLF BLLT	B-12	Fit <ul style="list-style-type: none"> Alignment with state priorities
1, 2	Seek professional development on selecting literacy programs using IES Rubric and state-identified selection process	CLF Literacy Coach BLLT	B-12	Usability <ul style="list-style-type: none"> Well-defined program
1, 2	Seek guidance as needed for connecting the literacy plan with the broader district comprehensive improvement plan	CLF MDE	B-12	Supports <ul style="list-style-type: none"> Training
1, 2, 3	Collaborate with MAISA/GELN/ELTF to coordinate training and implementation of Birth to Age 3 Essential Instructional Literacy Practices for Tier 1 when identified as a need in a subgrantee LEA	CLF BLLT	Birth-age 3	Supports <ul style="list-style-type: none"> Training Fit <ul style="list-style-type: none"> Alignment
1, 2, 3	Collaborate with Great Start Collaboratives to coordinate training and implementation of Talking is Teaching to supplement instruction for the	U of M Researchers (U of M) Existing training	Birth-age 3	Evaluation tool embedded in Talking is Teaching through PDG grant

	birth–age 3 population when identified as a need in a subgrantee LEA	CLF BLLT		
1, 2, 3	Collaborate with MAISA/GELN/ELTF to coordinate training and implementation of Birth to Age 3, PK, K–3, and 4–5 Essential Instructional Literacy Practices when identified as a need in a subgrantee LEA	U of M Existing training CLF BLLT	PreK–5	Evidence Student outcome data Tools <ul style="list-style-type: none"> • PK: PELI • K: KRA • K–2: RBG3 assessments • 3: M-STEP
1, 2	Collaborate with MEC to coordinate services for whole- and small-group evidence-based intervention and instruction to supplement the Pre-K Essential Instructional Literacy Practices when identified as a need in a subgrantee LEA	U of M Existing training CLF BLLT	PreK	Evidence and Need <ul style="list-style-type: none"> • PK: PELI
1, 2	Collaborate with MEC to coordinate services for tutoring using evidence-based intervention and instruction to supplement the K–3 Essential Instructional Practices when identified as a need in a subgrantee LEA	U of M Existing training CLF BLLT	K–3	Evidence and Need <ul style="list-style-type: none"> • All: The Reading Tiered Fidelity Inventory (R-TFI) • K: KRA • K–2: RBG3 assessments • 3: M-STEP
1, 2	Collaborate with MDE TA Center to coordinate training and implementation of evidence-based Tier 2 intervention and instruction to supplement the 4–5 Essential Instructional Literacy Practices	U of M Existing training CLF BLLT	4–5	Evidence and Need <ul style="list-style-type: none"> • R-TFI • M-STEP
1, 2	Collaborate with MAISA/GELN/ELTF to coordinate training and implementation of 6–12 Essential Instructional Practices for Disciplinary Literacy when identified as a need in a subgrantee LEA	U of M Existing training CLF BLLT	6–12	Evidence and Need <ul style="list-style-type: none"> • R-TFI • PSAT, SAT
1, 2	Collaborate with MDE TA Center to coordinate training and implementation of evidence-based Tier 2 intervention and instruction to supplement	U of M Existing training CLF	6–12	Evidence and Need <ul style="list-style-type: none"> • R-TFI • PSAT, SAT

	the 6–12 Essential Instructional Practices for Disciplinary Literacy (e.g., REWARDS, Read to Achieve, content area preview and review, pre-teaching and re-teaching, small group instruction)	BLLT		
1, 2	Collaborate with MAISA/GELN/ELTF to coordinate training and implementation of Essential School-Wide and Center-Wide Practices in Literacy when identified as a need in a subgrantee LEA	Existing training CLF BLLT	PreK–3	Evidence <ul style="list-style-type: none"> School-Wide and Center-Wide Literacy Essentials Screening Tool
1, 2	Collaborate with MAISA/GELN/ELTF to coordinate training and implementation of Essential Coaching Practices for Elementary Literacy when identified as a need in a subgrantee LEA	Literacy Coach	B–12	Capacity and Supports <ul style="list-style-type: none"> Coaching logs
1, 2	Collaborate with Michigan Assessment Consortium to coordinate training and guidance for identifying current or selecting future evidence-based components to develop a complete Early Literacy Assessment System	Subgrantee	B–12	Need <ul style="list-style-type: none"> Target identified population Disaggregate data
1, 2, 3	Increase family engagement with GSC	Subgrantee	B–12	Need and Fit
1, 2	Collaborate with Michigan Libraries to reach families through local libraries regarding out-of-school reading opportunities	Subgrantee	B–12	Fit
3	Build a community network through Talking is Teaching	Talking is Teaching Trainer Literacy Coach Subgrantee	Birth–age 5	Fit
1, 2, 3	Build a professional community network among LEAs; provide feedback through quarterly meetings with CLFs and MDE Lead CLSDF	Lead CLSDF CLF	B–12	Capacity and Supports <ul style="list-style-type: none"> Scheduled meetings for networking
1, 2, 3	Provide technology to families of children and to students in LEAs in need of digital devices or Wi-Fi connectivity	Subgrantee	B–12	Supports

Part 2: Procedures for ensuring feedback and continuous improvement:

CLSD Director and MDE Literacy Leadership Team	Monthly	<ul style="list-style-type: none"> Review implementation plan to ensure that project activities are taking place on time and within budget. Review and act on opportunities for alignment with MDE priority initiatives. Review project data for continuous improvement adjustments. Identify and address barriers to implementation or bring them to MDE leadership to address.
CLSD Director, literacy professional development providers, and technical assistance providers	Monthly	<ul style="list-style-type: none"> Review and implement literacy plan for capacity development. Review project data and identify opportunities for continuous improvement. Identify implementation barriers and bring to CLSD Project Director.
Project Evaluation Team: CLSD Director, CLSD Coordinator, CLSD Analyst, CLSD Evaluator	Monthly	<ul style="list-style-type: none"> Review project data (outcomes, fidelity, district capacity, and activities) to ensure that project is on track to meeting goals. Communicate with project staff regarding progress. Review project data and identify opportunities for continuous improvement. Identify implementation barriers and bring to CLSD Project Director.
Implementers at ISDs, LEAs, and schools	Multiple times per year	<ul style="list-style-type: none"> Review implementation activities and impact. Provide data and feedback to project staff. Identify implementation barriers and bring to project staff.

Section D: Quality of Project Services

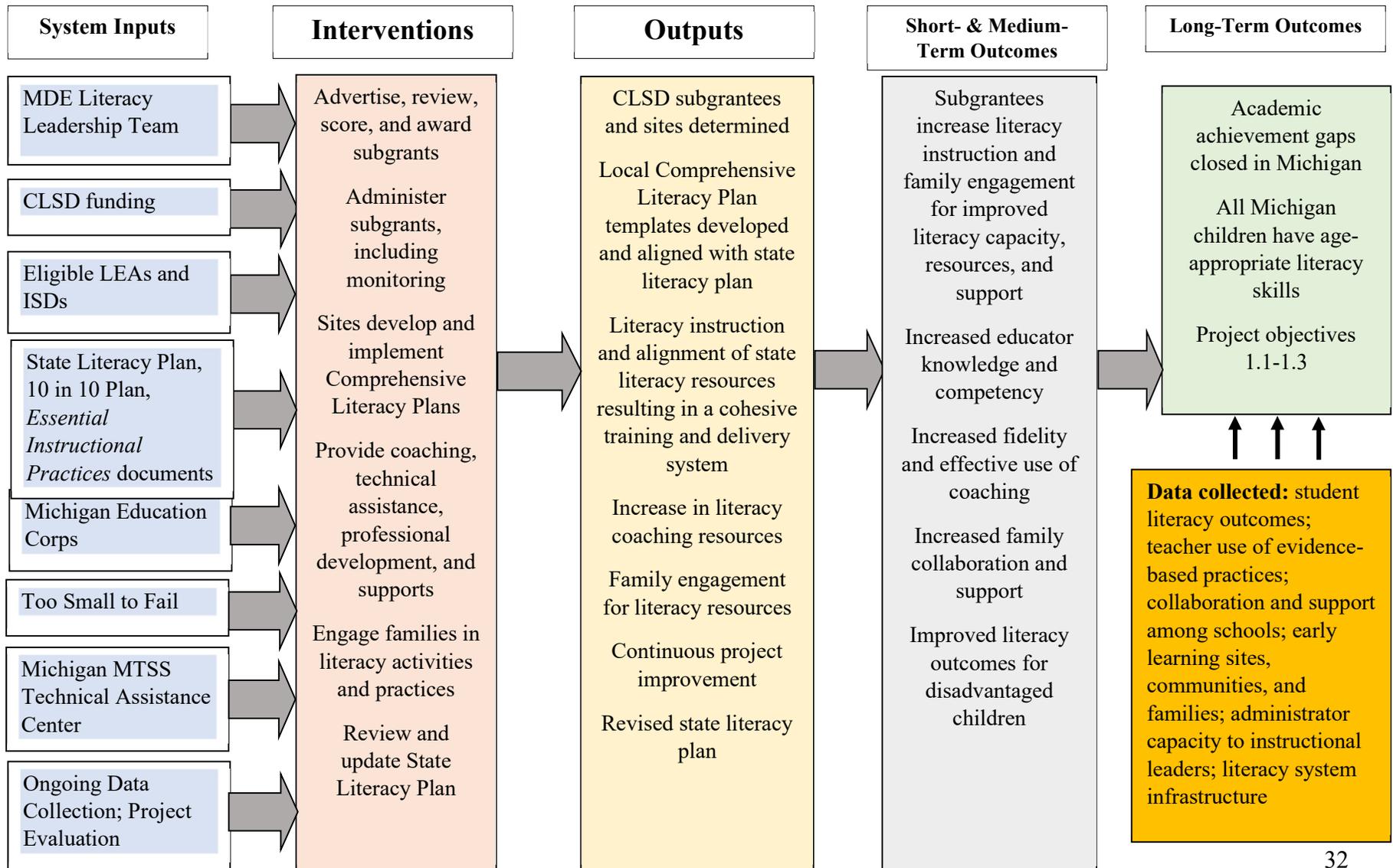
Strategies for Ensuring Equal Access and Treatment: MDE has strategized to ensure equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. MDE has crafted a high-quality plan for the CLSD subgrant competition that complies with all of the Michigan Grant Office policies, including diversity and inclusion in state grant-

making and management. This plan was developed in close consultation with the MDE Grant Office. MDE will ensure that all eligible entities are aware of the opportunity by collaborating with the Office of Great Start, the state agency responsible for early childhood development and family education, and working with MDE's Educational Equity Specialist to identify ways to specifically target eligible entities who serve traditionally underrepresented students.

A transparent peer review process will be used to award subgrants to entities that propose high-quality comprehensive literacy instruction programs and are eligible as defined by the Department of Education (DoE). The CLSD Project Director and Project Coordinator will oversee the reviewer recruitment and training process. Reviewers will be assigned to applications aligning with their grade- or age-level expertise, and trained on conflicts of interest, unconscious bias, grant components, and the scoring rubric. The rubric will contain all of the DoE subgrantee requirements for the application, priorities and use of funds, and required features specific to the essential elements of the MDE CLSD project. Examples include coaching model requirements, evidence-based practices and tools for core instruction (Tier 1) and intervention (Tier 2), comprehensive data systems including reliable and valid universal screening and progress-monitoring assessments, research-based practices, and family engagement practices for literacy.

In awarding CLSD subgrants, MDE will also give priority to eligible entities who serve the greatest percentage of children identified as being disadvantaged for achieving grade-level learning outcomes. Specifically, priority points will be assigned to eligible entities in the following areas using the student and site data submitted in the applications: percentage of children from low-income families, percentage of English language learners, and percentage of students with disabilities. Geographically, MDE will distribute grants as equitably as possible among urban, rural, and suburban areas of the state with priority given to sites in QOZs.

Part 1: Impact of the services on the intended recipients of those services



Part 2: Sufficient quality, intensity, and duration of training or professional development

MDE's CLSD delivery model targets improved core instruction and delivery of evidence-based literacy practices. Robust professional development will build teacher capacity through professional training and coaching on the MAISA GELN ELTF Literacy Essential Practices. Based on the resources available at each age and grade band, the MDE CLSD team will support subgrantees in accessing this existing professional learning. Training to support an MTSS system for literacy will be offered by the MDE TA Center, as well as for the defined interventions from Too Small to Fail, MEC, and the MDE TA Center. This CLSD project will use a multi-faceted approach to produce meaningful results, ensuring that educators have access to effective, evidence-based practices through training and coaching. This training-to-coaching continuum and feedback loop will ensure a successful learning hierarchy from acquisition to fluency to maintenance to generalization of practices. (Knight, 2009; Daly, Witt, Martens, & Dool, 1997; Witt, VanDerHeyden, & Gilbertson, 2004; Burns, Coddling, Boice, & Lukito, 2010). Finally, effective systems need to be in place at the school and district levels to provide guidance, resources, and supports for sustaining application of the effective literacy practices.

There is ample evidence to support an MTSS framework in education.^{5,6,7} MDE has integrated the following essential components into the training model used by the MDE TA Center.

⁵ Burns, M.K., Jimerson, S.R., VanDerHeyden, A. M., & Deno, S.L. (2016). Toward a unified Response-to-Intervention model: Multi-tiered systems of support. In S.R. Jimerson, M.K. Burns, & A. VanDerHeyden (Eds.), *Handbook of Response to Intervention, 2nd Ed.* (pp. 719–732). New York: Springer.

⁶ Burns MK, Appleton JJ, Stehouwer JD. Meta-Analytic Review of Responsiveness-To-Intervention Research: Examining Field-Based and Research-Implemented Models. *J Psychoeduc Assess* 2005; 23:381–94.

⁷ Hughes CA, Dexter DD. Response to Intervention: A Research-Based Summary. *Theory Pract* 2011; 50:4–11.

Process for Accessing Professional Development:

An LEA will apply for participation in the CLSD program. If selected for participation, staff from the LEA will select a Comprehensive Literacy Facilitator. This person will work with the building literacy leadership teams. Based on needs identified from the subgrant comprehensive literacy plan, which is completed as part of the application, grantees will determine their professional learning needs. Building literacy leadership teams may identify a need for one or more of the following areas of support: (1) implementing an MTSS system; (2) increasing knowledge and ability to implement the *Essential Instructional Practices in Literacy*; and (3) implementation of evidence-based interventions.

The CLSD Project Director and Project Coordinator will work with the identified partners to ensure existing professional resources are accessible to the subgrantees.

The CLSD Project Director and Project Coordinator will convene all CLSD LEA facilitators on a monthly schedule in the first year, and a quarterly schedule in subsequent years. These meetings will serve to support subgrantees in identifying professional learning needs and fostering access to available offerings or engaging in problem-solving to address professional learning needs.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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Brandy L. Bugni



Education Lamar University, Beaumont, TX
Doctor of Education in Educational Leadership – *December 2016*

Michigan State University, East Lansing, MI
Masters of Arts in Curriculum and Teaching – *May 2002*

Michigan State University, East Lansing, MI
Bachelor of Science – *May 1998*

Owendale-Gagetown High School, Owendale, MI – *May 1994*

Certification Michigan Professional Education Certificate
K-5 All Subject Areas (K-8 Self-contained)
6-8 Science (DX)

**Professional
Experience**

Literacy Manager, Michigan Department of Education

January 2018 - Present

- Managed internal P-20 literacy activities and guidance in coordination with external partnership efforts and researcher support
- Provided oversight of all literacy funding in the state budget including vendor, district, and Intermediate School District funding
- Served as liaison to the Governor’s Pre K-12 Literacy Commission
- Created and implemented project management and communications plans
- Closely supported and monitored staff performance of 7 employees

State Transformation Specialist, Michigan Department of Education

September 2016 – January 2018

- Utilized implementation science principles to support systems change and meaningful adoption of educational practices by the state, region, districts, and schools
- Served as liaison and collaborator with state department and intermediate school districts on evaluating and improving the education system
- Responsible for long-term project planning, organization, and facilitation of multiple stakeholder groups
- Developed the state practice profile for P-20 Multi-Tiered System of Supports

Education Consultant, Michigan Department of Ed.

July 2010 – September 2016

- Led the organization of literature reviews, teaching examples, and communication to support Michigan’s Early Literacy Initiative, including creation of the Essential Instructional Practices for Early Literacy
- Managed the Additional Instructional Time grants to provide money to districts for literacy efforts
- Managed the Striving Readers Comprehensive Literacy Grant to develop Michigan’s Literacy Plan for ages birth to adult
- Managed the Striving Readers federal grant program to implement literacy interventions for middle and high school students
- Co-led of the Michigan Department of a statewide program to improve cultural proficiency of administrators and educators
- Served as Cultural Proficiency professional learning leader

Literacy Consultant, Michigan Association of Intermediate School Administrators

August 2009 – November 2010

- Facilitated ELA content coaching trainings
- Served on the Evidence Based Investigation team to aid schools in choosing interventions as part of the school improvement process

Great Start Livingston Coalition, Livingston County

August 2005 – August 2010

- Served on the Great Start Collaborative for the benefit of county services related to children birth to five
- Served on hiring and training committee of the Parent Coalition
- Directed Great Start Parent Coalition

**Teaching
Experience**

Elementary Teacher, Jayno Adams Elementary, Waterford, MI

August 1999 – June 2003

- Taught at the third and fourth grade level
- Served on the School Improvement committee in the areas of Language Arts and Science
- Teacher intern in Third Grade, August 1998 – May 1999

Professional Development

- ELA State Collaboratives on Assessment and Student Standards meeting, 2011 – Present
- State of Michigan Management Development Program, September 2019
- International Cultural Proficiency Conference, 2018, San Marcos, CA
- Michigan Reading Association Board of Directors, 2014 - 2018
- Global Implementation Conference, Washington, D.C., August 2011
- Coaching 101, NSDC Training, Lansing, MI, November 2009

References

Lamar University



Linda Forward, Senior Policy Advisor
Michigan Department of Education



Venessa Keesler, Deputy Superintendent
Michigan Department of Education



Kim St. Martin, Assistant Director
Michigan's MTSS Technical Assistance Center



Betsy VanDeusen, Associate Professor
Central Michigan University



Sue Pimentel, Founding Partner
Student Achievement Partners



Education and Certifications

Michigan State University , East Lansing, MI <i>Ph.D. in Special Education with a Specialization in Language and Literacy</i>	Expected 2021
Eastern Michigan University , Ypsilanti, MI <i>M.A. in Special Education</i> Professional Michigan teaching certificate valid until 6/30/2024 K-5 all subjects, K-8 self-contained classroom and Cognitive Impairments (K-12) (SA)	December 2007
<i>Completed Major requirements toward B.A. Children's Literature</i> Minor: Spanish (2 classes shy of degree requirements)	2002 - 2004
Oakland University , Rochester, MI <i>Paralegal Diploma - American Bar Association approved program</i>	July 1990
Michigan State University , East Lansing, MI <i>B.A. in Communications with emphases in Market Research and Spanish</i>	June 1988

Professional Experience

Michigan Department of Education , Lansing, MI <i>Literacy Consultant</i>	March 2020 – present
<ul style="list-style-type: none">• Provide consultation and guidance to the MDE and educators on effective practices and strategies to address state and federal priorities• Act as liaison between MDE, local education agencies, committees and the public to advance MDE literacy initiatives and goals in support of improved literacy achievement	
Michigan State University , East Lansing, MI <i>Graduate Assistant</i>	August 2016 – May 2020
<ul style="list-style-type: none">• Taught undergraduate and graduate special education courses focusing on literacy development, assessment and evaluation, progress monitoring and tiered instruction• Member of research team on Institute of Education Sciences grant project entitled <i>Fourth and fifth graders' growth in writing knowledge, motivation, and performance: The influence of teacher instruction and assessment practices</i>	
Novi Community School District , Novi, MI <i>Special Education Teacher Grades K-8</i>	March 2006 – March 2020
<ul style="list-style-type: none">• Co-taught in inclusive middle school ELA, math, science and history classrooms (exceptions below) including planning and teaching lessons (2010 – 2013, 2016 – present)• Performed responsibilities of special education teacher; monitored and tracked goal progress, delivered evidence-based specially designed instruction and provided supplemental aids and services for students with IEPs	
<i>Teacher Consultant for Specially Designed Instruction</i> Grades K-4 (2013); Grades 5-8 (2013-2016)	January 2013 – October 2016
<ul style="list-style-type: none">• Planned and provided professional development for special education teachers to deliver specially designed instruction to students with IEPs in the areas of reading, writing and math• Attended various workshops and conferences to broaden and deepen knowledge of evidence-based practices and delivery of specially designed instruction to students with IEPs• Collaborated with district MTSS coordinator and teachers to support students with academic and behavior challenges in the general education curriculum• Chaired special education meetings and Student Support Team (SST) meetings• Supported colleagues to ensure timely compliance and effective IEPs and other special education documents through consultation, review, observation, and review of records	

- Administered and interpreted evaluation assessments
- Managed caseload students in grades K-8 as well as alternative high school program

Other teaching positions

- Second Grade Teacher (2009 –2010)
- Special Education K–6 Summer School Instructor (Summers 2007 – 2011)
- Homebound Instructor (2007 –2008)

Previous Non-Education Related Experience

JDM Systems Consultants , Farmington Hills, MI Assistant to Controller - assisted with payroll and human resource responsibilities	2002 – 2005
Resnick & Moss, P.C. , West Bloomfield, MI Legal Administrator (January 2002 – August 2002)/Paralegal (August 1996 – August 2002)	1996 – 2002
Paralegal at Various Law Firms , St. Louis, MO and Southfield, MI Drafted court documents; summarized records; assisted in court, maintained client contact	1990 –1996

Leadership, Training and Professional Development

- Literacy-related training: Structured Word Inquiry – Dyslexia Training Institute (2020); “Writing Growth & Progress: Basic & Beyond Workshop Series” (2015; 2016); Orton-Gillingham approach to reading and writing instruction through the Dyslexia Training Institute (2015); Adolescent Accelerated Reading Initiative (AARI) reading comprehension instruction and intervention program through Oakland Schools (2015); Michigan Literacy Progress Profile (MLPP 3-5 in 2010; MLPP K-2 2006)
- Universal Design for Learning: Novi Middle School teacher cohort (2018 – 2020); Oakland Schools’ Universal Design for Learning Workshop (2014)
- Novi Middle School leadership: Teacher mentor (2011-2013, 2015, 2017 – 2020); Continuous School Improvement Steering Committee (2011 – 2018); Developed and implemented Understanding by Design elements (2016 –2018); Principal Advisory Team (2013-2014); School-wide book study on *Mindset* by Dr. Carol Dweck (2015)
- Special Education-related: “Foundations of Math” 5-day workshop at Oakland Schools (2014 – 2015); ELL and WIDA workshops at Oakland Schools (2014; 2015); Specific Learning Disability Team in drafting district guidelines for SLD eligibility (2014 – 2015); Specific Learning Disabilities conference at Oakland Schools (2014; 2015); Trained in Non-Violent Crisis Intervention (2019, 2018, 2014, 2011, 2008); Continuous Improvement Monitoring System (CIMS) Leadership Team member (2006 – 2007)
- Member of Galileo Leadership Academy Cohort (2011 – 2013)

Presentations

- “UDL Implementation in the Classroom: Teacher Use of the UDL Reporting Criteria” –scheduled for the postponed 7th annual conference of the Universal Design for Learning-Implementation and Research Network (2020)
- “Moving Beyond What We Think We Know. A Review of UDL Research” – 6th annual conference of the Universal Design for Learning – Implementation and Research Network (2019)
- “Poetry: Perceptions and Possibilities for Students with Learning Disabilities” – 78th Annual Michigan Council for Exceptional Children Conference (2018)
- “Hold Up! Reading Comprehension Strategies” – 78th Annual Michigan Council for Exceptional Children Conference (2018)
- “Celebrating the Colors of Diversity Through Author/Illustrator Faith Ringgold” – EMU Undergraduate Symposium XXIV (2004)
- “Exposing Children to Hearing Impaired Individuals Through Literature” – 30th Annual Conference of the Children’s Literature Association (2003), EMU Undergraduate Symposium XXIII (2003) and EMU English Department Diversity Symposium (2002)

Kellie J. Flaminio

Experience

Michigan Department of Education, Lansing, MI – Department Analyst –
(January 2011 - Present)

Acts as the Early Literacy Grant Coordinator and Department Analyst for the Office of Educational Supports, Curriculum and Instruction Unit. Key point of contact for the 8 Early Literacy grants. This includes the creation and maintenance of all grant criteria, grant applications, review of submitted grant applications, and dissemination of grant funds to awardees. Provides technical assistance to 800+ grantees and ensures that over \$40 million in state funds are used properly and in accordance with legislative requirements. Serves as a key member of the MDE Literacy Team and is an authority on the Michigan Read by Grade Three Law. Serves as a state representative on the national ExcellnEd Early Literacy Network and as an MDE liaison to the Governor's PK-12 Literacy Commission. Responsible for maintaining the MDE Early Literacy website. Creates and disseminates MDE Literacy Team agendas and notes, monthly MDE literacy communications both internally and externally (via GovDelivey) and gathering and compiling legislative reports from grantees as designated in legislation. Other duties include leading the effort to migrate documents from the shared drive to SharePoint for the entire Office of Educational Supports. This includes creation and maintenance of the SharePoint site and training of 80+ staff members.

Educational Tours Inc., Holt, MI – Trip Coordinator - (July 2006 – January 2011)

Managed and arranged group travel for 60+ school groups each year. This included reserving all sites, activities, restaurants, hotels, transportation, and performances for each group of 55+. Reviewed, signed, and processed all vendor contracts. Provided technical assistance to clients and used expertise to ensure that all aspects of the trip ran smoothly and efficiently.

Westside Community YMCA, Lansing, MI – Child Care Program Director –
(July 2003 – June 2006)

Organized and implemented all daily art and physical activities for the before and after care site at Post Oak Elementary School. At the YMCA, oversaw all the billing for 400+ before and care participants which included mailings, distributing and promoting summer camp materials, processing registrations and payments, and maintaining all child care files.

Education

Washington State University, Pullman, WA (June 2003)

Bachelor of Arts in Political Science, minor in Pre-Law and Criminal Justice

Michigan Education Policy Fellowship Program (June 2016)

Certificate - Final Project: "Social Systems of Support: The Whole Child, Whole School, Whole Community".

Key Skills

- Project management
- Systems management
- Ability to understand and interpret legislation
- Customer focused
- Detail-oriented
- Works collaboratively
- Proficient in Microsoft 365, Microsoft CRM, QuickBooks and Google Drive
- Proficient in State software including SIGMA, MEGS+, GEMS, CMA, and SharePoint.

BRIAN A. JACOB



ACADEMIC POSITIONS

Walter H. Annenberg Professor of Education Policy, Professor of Economics and Professor of Education,
Gerald R. Ford School of Public Policy, University of Michigan, 2007 – Present

Co-Director, Education Policy Initiative, University of Michigan, 2012 – Present

Co-Director, Youth Policy Lab, University of Michigan, 2016 - Present

Director, Center for Local, State and Urban Policy, University of Michigan, 2007 - 2012

Visiting Associate Professor, Gerald R. Ford School of Public Policy, University of Michigan, 2006-07

Assistant Professor, John F. Kennedy School of Government, Harvard University, 2001-2007

EDITORIAL POSITIONS

Editor	<i>Review of Economics and Statistics</i>	2019 – present
Associate Editor,	<i>Review of Economics and Statistics</i>	2008-2018
Board of Editors	<i>American Economic Journal: Applied Economics</i>	2007-present
Editorial Board	<i>Education Finance and Policy</i>	2009-present

OTHER POSITIONS

Non-Resident Fellow, Economic Studies, Brookings Institution

Fellow, CESifo Research Network, 2014 - present

Research Associate, National Bureau of Economic Research, 2007-present

Faculty Research Fellow, National Bureau of Economic Research, 2001-2007

Executive Committee Member, National Poverty Center (2008-2012)

Member: American Economic Association, Assoc of Policy and Management, & Amer. Educ. Research Assoc. (various years since 2001)

EDUCATION

University of Chicago, Ph.D. in Public Policy, 2001

Harvard University, A.B. *magna cum laude* in Social Studies, 1992

FELLOWSHIPS AND AWARDS

UM Distinguished Graduate Mentor Award, 2019
UM Faculty Recognition Award, 2011
David N. Kershaw Award, 2008
Young Faculty Leaders in Education Forum, 2002
HUD Urban Scholars Postdoctoral Fellow, 2002
APPAM Dissertation Award (honorable mention), 2002
Spencer Foundation Dissertation Fellowship, 2000
Irving B. Harris Fellowship, University of Chicago, 1996-1997
National Urban Fellowship, 1992-1993
John Harvard and Harvard College Scholarships, 1989-1991

PUBLICATIONS

Peer Reviewed Journal Articles

Dee, Thomas S., Dobbie, Will, Jacob, Brian, and Rockoff, Jonah (forthcoming). “The Causes and Consequences of Test Score Manipulation: Evidence from the New York State Regents Exam.” *American Economic Journal: Applied Economics*.

Jacob, B., Rockoff, J, Taylor, E., Lindy, B. and Rosen, R. (2018). “Teacher Applicant Hiring and Teacher Performance: Evidence from DC Public Schools.” *Journal of Public Economics*. 166 (October): 81-97.

Rachel Baker, Eric Bettinger, Brian Jacob and Ioana Marinescu (2018). “The Effect of Labor Market Information on Community College Students’ Major Choice,” *Economics of Education Review*. 65(August): 18-30.

Hemelt, Steven and Jacob, Brian (2018). “Differentiated Accountability and Education Production: Evidence from NCLB Waivers.” *Education Finance and Policy*. 3(3): 316-338.

Kim, Soobin, Jacob, Brian, Dynarski, Susan, Frank, Kenneth, Barbara Schneider (2019). “The Impact of the Michigan Merit Curriculum on High School Course-Taking.” *Educational Evaluation and Policy Analysis*.41(2).

Dynarski, Susan, Jacob, Brian and Kreisman, Daniel (2018). “How Important Are Fixed Effects and Time Trends in Estimating Returns to Schooling? Evidence from a Replication of Jacobson, Lalonde and Sullivan, 2005.” *Journal of Applied Econometrics*. 33(7).

Jacob, Brian, Dynarski, Susan, Frank, Kenneth, Barbara Schneider (2017). “Are Expectations Alone Enough? Estimating the Effect of a Mandatory College-Prep Curriculum in Michigan.” *Educational Evaluation and Policy Analysis*. 39(2).

Cassandra Hart, Dan Berger, Brian Jacob, Susanna Loeb and Michael Hill (2019). “Online Learning, Offline Outcomes; Online Course Taking and High School Performance.” *AERA Open*.

Joseph P. Ryan, Brian A. Jacob, Max Gross, Brian E. Perron, Andrew Moore, Sharlyn Ferguson (2018). “Early Exposure to Child Maltreatment and Educational Outcomes.” *Child Maltreatment*.

- Jacob, Brian A., McCall, Brian and Kevin Stange (2018). "College as Country Club: Do Colleges Cater to Students' Preferences for Consumption?" *Journal of Labor Economics*. 36(2): 309-348.
- Jacob, Brian (2017). "When Evidence is Not Enough: Findings from a Randomized Evaluation of Evidence-Based Literacy Instruction (EBLI)." *Labour Economics*. 45: 5-16.
- Jacob, Brian and Jesse Rothstein (2016). "The Measurement of Student Ability in Modern Assessment Systems." *Journal of Economic Perspectives*. 30(3): 85-108.
- Jacob, Brian A., Kaputsin, Max and Jens Ludwig (2015). "The impact of housing assistance on child outcomes: Evidence from a randomized housing lottery." *Quarterly Journal of Economics*. 130 (1): 465-506.
- Ronfeldt, Matthew, Schwartz, Nathaniel, and Brian Jacob (2014). "Does Pre-Service Preparation Matter? Examining an Old Question in New Ways." *Teachers College Record*. 116(10): 1-46.
- Engel, Mimi, Brian A. Jacob and Chris Curran (2014). "New Evidence on Teacher Labor Supply." *American Educational Research Journal*. 51(1): 36-72.
- Jacob, Brian A. (2013). "The Effect of Employment Protection on Worker Effort: Evidence from Public Schooling." *Journal of Labor Economics*. 31(4): 727-761.
- Jacob, Brian A., Ludwig, Jens and Douglas Miller (2013). "The Effects of Housing and Neighborhood Conditions on Child Mortality." *Journal of Health Economics*. 32(1): 195-206.
- Dee, T.S., Jacob, B.A., and Nathaniel L. Schwartz (2013). "The Effects of No Child Left Behind on Education Finance and Practice." *Educational Evaluation and Policy Analysis*. 35(2): 252-279.
- Jacob, Robin T. and Brian A. Jacob (2012). "Pre-notification, Incentives and Survey Modality: An Experimental Test of Methods to Increase Survey Response Rates of School Principals." *Journal of Research on Educational Effectiveness*. 5(4): 401-420.
- Dee, T.S. and Jacob, B.A. (2012). "Rational Ignorance in Education: A Field Experiment in Student Plagiarism." *Journal of Human Resources*. 47(2): 397-434.
- Jacob, Brian A. and Jens Ludwig (2012). "The Effects of Housing Assistance on Labor Supply: Evidence from a Voucher Lottery." *American Economic Review*. 102(1): 272-304.
- Duggan, Mark, Hamjalmarrson, Randi and Jacob, Brian (2011). "The Short-Term and Localized Effect of Gun Shows: Evidence from California and Texas." *Review of Economics and Statistics*. 93(3): 786-799.
- Dee, Thomas S. and Jacob, Brian A. (2011). "The Impact of No Child Left Behind on Student Achievement." *Journal of Policy Analysis and Management*. 30(3): 418-446.
- Jacob, Brian A. (2011). "Do Principals Fire the Worst Teachers?" *Educational Evaluation and Policy Analysis*. 33(4): 403-434.

- Jacob, B. and Lefgren, L. (2011). "The Impact of NIH Postdoctoral Training Grants on Scientific Productivity." *Research Policy*. 40(6): 864-874.
- Jacob, B. and Lefgren, L. (2011). "The Impact of Research Grant Funding on Scientific Productivity." *Journal of Public Economics* 95(9-10): 1168-1177.
- Jacob, Brian and Elias Walsh (2011). "What's in a Rating?" *Economics of Education Review*. 30(3): 434-448.
- Rockoff, Jonah, Jacob, Brian, Kane, Thomas and Staiger, Douglas (2011). "Can You Recognize an Effective Teacher When You Recruit One?" *Education Finance and Policy*. 6(1):43-74.
- Dee, T.S. and Jacob, Brian A. (2010). "The Impact of No Child Left Behind on Students, Teachers and Schools." *Brookings Papers on Economic Activity*. (Fall 2010): 149-207.
- Jacob, Brian, Lefgren, Lars and David Sims (2010). "The Persistence of Teacher-Induced Learning Gains." *Journal of Human Resources*. 45(4): 915-943.
- Jacob, B. and Lefgren, L. (2009). "The Effect of Grade Retention on High School Completion." *American Economic Journal: Applied Economics*. 1(3): 33-58.
- Guryan, Jonathan, Jacob, Brian, Klopfer, Eric and Jennifer Groff (2008). "Using Technology to Explore Social Networks and Mechanisms Underlying Peer Effects in Classrooms." *Developmental Psychology* 44(2): 355-364.
- Jacob, B. and Lefgren, L. (2008). "Principals as Agents: Subjective Performance Assessment in Education." *Journal of Labor Economics*. 26(1): 101-136.
- Jacob, B. and Lefgren, L. (2007). "What Do Parents Value in Education? An Empirical Investigation of Parents' Revealed Preferences for Teachers." *Quarterly Journal of Economics*. 122(4): 1603-1637.
- Jacob, B., Lefgren, L. and Moretti, E. (2007). "The Dynamics of Criminal Behavior: Evidence from Weather Shocks." *Journal of Human Resources*. 42(3): 489-527.
- Cullen, J., Jacob, B. and Levitt, S. (2006). "The Effect of School Choice on Student Outcomes: Evidence from Randomized Lotteries." *Econometrica*. 74(5): 1191-1230.
- Jacob, B. (2005). "Accountability, Incentives and Behavior: Evidence from School Reform in Chicago." *Journal of Public Economics*. 89(5-6): 761-796.
- Cullen, J., Jacob, B. and Levitt, S. (2005). "The Impact of School Choice on Student Outcomes: An Analysis of the Chicago Public Schools." *Journal of Public Economics*. 89(5-6): 729-760.
- Jacob, B. (2004). "Public Housing, Housing Vouchers and Student Achievement: Evidence from Public Housing Demolitions in Chicago." *American Economic Review*. 94(1): 233-258.
- Jacob, B. and Lefgren, L. (2004). "Remedial Education and Student Achievement: A Regression-Discontinuity Analysis." *Review of Economics and Statistics*. LXXXVI (1): 226-244.

- Jacob, B. and Lefgren, L. (2004). “The Impact of Teacher Training on Student Achievement: Quasi-Experimental Evidence from School Reform Efforts in Chicago.” *Journal of Human Resources*. 39(1) : 50-79.
- Jacob, B. and Lefgren, L. (2003). “Are Idle Hands the Devil’s Workshop? Incapacitation, Concentration and Juvenile Crime.” *American Economic Review*. 93(5): 1560-1577.
- Jacob, B. and Levitt, S. (2003). “Rotten Apples: An Investigation of the Prevalence and Predictors of Teacher Cheating.” *Quarterly Journal of Economics*. 118(3): 843-877.
- Roderick, M., Jacob, B. and Bryk, A. (2002). “The Impact of High-Stakes Testing in Chicago on Student Achievement in the Promotional Gate Grades.” *Educational Evaluation and Policy Analysis*. 24(4): 333-357.
- Jacob, B. (2002). “Where the Boys Aren’t: Non-Cognitive Skills, Returns to School and the Gender Gap in Higher Education” *Economics of Education Review*. 21: 589-598.
- Jacob, B. (2001). “Getting Tough? The Impact of Mandatory High School Graduation Exams on Student Achievement and Dropout Rates.” *Educational Evaluation and Policy Analysis*. 23(2): 99-122.
- Jacob, B. (1995). "Defining 'Culture' in Multicultural Education: Community, Competition and Cultural Hierarchy at Heritage High." *American Journal of Education* 103 (August), 339-76.

Book Chapters & Other Publications

- Jacob, Brian (2017). “The Changing Federal Role in School Accountability” *Journal of Policy Analysis and Management*, 36(2): 469-477.
- Jacob, Brian (2017). The Potential and Limits of Federal Policy: A Response to Ladd.” *Journal of Policy Analysis and Management*, 36(2): 480-483.
- Jacob, Brian, De Vlieger, Pieter, and Kevin Stange (2017). “Measuring Instructor Effectiveness in Higher Education.” In *Productivity in Higher Education*, Eds. Hoxby and Stange.
- Jacob, Brian, Berger, D., Hart, Cassandra and Loeb, S. (2016). “Can Technology Help Promote Equality of Educational Opportunities?” *Russell Sage Foundation Journal*, 2(5), pp. 242–271.
- Jacob, Brian A. and Jonah Rockoff (2011). “Organizing Schools to Improve Student Achievement: Start Times, Grade Configurations and Teacher Assignments.” The Hamilton Project, Brookings Institution.
- Jacob, B.A. and Tamara Wilder (2011). “Educational Expectations and Attainment.” In *Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children*, edited by Greg J. Duncan and Richard J. Murnane. New York, NY: Russell Sage Press.
- Heller, Sara, Jacob, B.A., Ludwig, Jens. (2011). “Family Income, Neighborhood Poverty and Crime.” In *Making Crime Control Pay: Cost-Effective Alternatives of Incarceration*, edited by Philip J.

Cook, Jens Ludwig and Justin McCrary. Cambridge, MA: National Bureau of Economic Research.

Jacob, Brian A. and Jens Ludwig (2011). "Educational Interventions: Their Effects on the Achievement of Poor Children." In *Neighborhood and Life Chances: How Place Matters in Modern America*. Harriet B. Newburger, Eugenie L. Birch, and Susan M. Wachter, Eds. Philadelphia, PA: University of Pennsylvania Press.

Jacob, Brian A. and Jens Ludwig (2009). "Improving Educational Outcomes for Poor Children." In *Changing Poverty*. Maria Cancian and Sheldon Danziger, Eds. New York, NY: Russell Sage Publications.

Cullen, J. and Jacob, B. (2008). "Is Gaining Access to a Selective Elementary School Gaining Ground? Evidence from Randomized Lotteries." In Jonathan Gruber, ed. *An Economics Perspective on the Problems of Disadvantaged Youth*. Chicago, IL: University of Chicago Press.

Jacob, B. (2007). "The Challenges of Staffing Urban Schools with Effective Teachers." *The Future of Children* 17(1): 129-154.

Dee, T.S. and Jacob, B.A. (2007). "Do High School Exit Exams Influence Educational Attainment or Labor Market Performance?" In Adam Gamoran, ed., *Standards-Based Reform and the Poverty Gap: Lessons for No Child Left Behind* Washington, D.C.: Brookings University Press.

Dee, T.S., Jacob, B.A. and Ha, W. (2006). "The Effects of School Size on Parental Involvement and Social Capital: Evidence from the ELS:2002." In Tom Loveless and Fredrick M. Hess, eds. *Brookings Papers on Education Policy 2006*. Washington, D.C.: Brookings Institution Press.

Jacob, B. and Ludwig, J. and (2005). "Can the Federal Government Improve Education Research?" In Diane Ravitch, ed. *Brookings Papers on Education Policy 2005*. Washington, D.C.: Brookings Institution Press.

Roderick, M. and Jacob, B. and Bryk, A. (2004). "Summer in the City: Achievement Gains in Chicago's Summer Bridge Program." In G.D. Borman and M. Boulay, eds. *Summer Learning: Research, Policies and Programs*. Mahwah, NJ: Erlbaum.

Jacob, B. and Levitt S. (2003). "Catching Cheating Teachers: The Results of an Unusual Experiment in Implementing Theory." In William G. Gale and Janet Rothenberg Pack, eds., *Brookings-Wharton Papers on Urban Affairs 2003*. Washington, D.C.: Brookings Institution Press.

Jacob, B. (2003). "Getting Inside Accountability: Lessons from Chicago." In William G. Gale and Janet Rothenberg Pack, eds., *Brookings-Wharton Papers on Urban Affairs 2003*. Washington, D.C.: Brookings Institution Press.

Jacob, B. (2003). "A Closer Look at Achievement Gains under High-Stakes Testing in Chicago." In Paul E. Peterson and Martin R. West, eds., *No Child Left Behind? The Politics and Practice of School Accountability*. Washington, D.C.: The Brookings Institution.

Roderick, M., Jacob, B. and Bryk, A. (2001). "Evaluating Chicago's Efforts to End Social Promotion." In Laurence E. Lynn and Carolyn J. Heinrich, eds., *Governance and Performance: New Perspectives*. Washington, D.C.: Georgetown University Press.

Other Publications

- Jacob, Brian A. (2011). "Principled Principals." *Education Next*. Fall 2011: 11(4).
- Dee, Thomas and Brian A. Jacob (2010). Evaluating NCLB." *Education Next*. Summer 2010: 10(3).
- Jacob, B. and Lefgren, L. (2007). "In Low-Income Schools, Parents Want Teachers who Teach." *Education Next*. Summer.
- Jacob, B. and Lefgren, L. (2006). "When Principals Rate Teachers." *Education Next*. Spring.
- Jacob, B. and Levitt, S. (2004). "To Catch a Cheat." *Education Next*. Winter.
- Jacob, B. (2003). "High Stakes in Chicago: Are Chicago's Rising Test Scores Genuine?" *Education Next*. Winter.

Working Papers

- Denning, Jeffrey T., Jacob, Brian A., Lefgren, Lars, and Christian von Lehn (2019). "The Return to Hours Worked Within and Across Occupations: Implications for Measuring the Gender Wage Gap." NBER working paper 25739.
- "Estimating the Effects of a Large For-Profit Charter School Operator," National Bureau of Economic Research #24428. (with Susan Dynarski, Daniel Hubbard and Silvia Robles)
- Bahr, Peter et al. (2015). "Labor Market Returns to Community College Awards: Evidence from Michigan." Working paper.
- Jacob, B. and Springer, M.G. (2007). "Teacher Attitudes on Pay for Performance: A Pilot Study." National Center on Performance Incentives Working Paper #2007-06. Nashville, TN: Vanderbilt University.
- Jacob, B. (2006). "Test-Based Accountability and Student Achievement: An Investigation of Differential Performance on NAEP and State Assessments." NBER Working Paper #12817.

RESEARCH FUNDING

- Michigan College Access Network, 10/01/2018-09/30/2021, \$101,062, Principal Investigator, "AdviseMI Evaluation".
- Ralph C. Wilson Foundation, 11/02/2018-10/31/2019, \$100,000, Principal Investigator, "Education and Training Labor Market Outcomes Data Pilot Project".
- The Skillman Foundation, 12/20/2018-12/01/2020, \$300,000, Principal Investigator, "Youth Workforce Development Efforts and Outcomes in Detroit".

Arnold Foundation, 2020, \$425,000, “Extension funding for Youth Policy Lab and Michigan Education Data Center.”

U.S. Department of Education, 2017-2022, \$712,000, Principal Investigator, “University of Michigan Postdoctoral Training Program in Experimental and Quasi-Experimental Methods for Education Research.”

J-PAL North America, 2017-2019, \$250,000, Principal Investigator, "An Evaluation of Community Ventures in Michigan.”

Arnold Foundation, 2016-2019, \$2.6m, Principal Investigator, “Expanding Evidence-Driven Policy in Michigan: Michigan Policy Innovation Lab.”

Alfred P. Sloan Foundation, 2015-2016. \$486,501. Principal Investigator, “The Relationship Between Behavior Nudges and Intrinsic Motivation by Conducting Field Experiments.”

U.S. Department of Education, 2015-2018, \$1,596,937, Principal Investigator, “Virtual courses: The introduction and expansion of virtual schooling in Florida and its effects on student academic outcomes.”

U.S. Department of Education, 2015-2020, \$4,000,000, Co-Investigator, “Predoctoral Training Program in Causal Inference in Education Policy Research at the University of Michigan”

Community Service Commission, Michigan Department of Human Service, 2014-2015, \$50,000, Principal Investigator, “Investigating the effect of promising literacy instruction programs and the Literacy Corps delivery model.”

Excellent Schools Detroit, 2014-2015, \$53,161, Principal Investigator, “An analysis of school effectiveness in Detroit.”

WT Grant Foundation, 2014-2016, \$298,253, Co-Investigator, “School Reforms and Educational Inequality: Regression Discontinuity Evidence from NCLB Waivers”

Spencer Foundation, 2014-2016, \$389,439, Co-Investigator, “School Reforms and Educational Inequality: Regression Discontinuity Evidence from NCLB Waivers”

Walton Family Foundation, 2013-2015, \$200,000, Principal Investigator, “An Investigation of the Potential for Online Learning to Expand Educational Choice and Improve Student Achievement”

Walton Family Foundation, 2013-2014, \$100,000, Co-Principal Investigator, “Do School Turnaround Efforts Improve Chronically Underperforming Schools? Evidence from NCLB Waivers”

UM Global Challenges Grant, 2013-2014, \$262,522, Principal Investigator, “Community College to Career: A Project to Improve the Outcomes of Low-Income Students in Career-Technical Programs”

Smith Richardson Foundation, 2011-2012, \$80,500, Principal Investigator, “Identifying Effective Teachers During the Hiring Process”

U.S. Department of Education, 2012-2015, \$1,518,000, Co-Principal Investigator, "Why are Some Charter Schools More Effective than Others? Econometric Methods and Empirical Evidence from Massachusetts, Michigan, and Texas."

U.S. Department of Education, 2011-2016, \$1,518,000, Co-Principal Investigator, "National Research and Development Center on Postsecondary Education and Employment."

Smith Richardson Foundation, 2011-2013, \$250,000, Co-Principal Investigator, "Measuring and Understanding the Effectiveness of Michigan Charter Schools."

U.S. Department of Education, Institute of Education Sciences, 2011-2015, \$687,000, Co-Principal Investigator, "University of Michigan Post-doctoral Training Program in Experimental and Quasi-Experimental Methods for Education Research."

U.S. Department of Education, Institute of Education Sciences, 2010-2015, \$6,000,000, Principal Investigator, "The Impact of the Michigan Merit Curriculum and Michigan Promise Scholarship on Student Outcomes."

Spencer Foundation, 2010-2011, \$40,000, Principal Investigator, "Response to Market Threats: How Michigan Public Schools React to a Growing Charter School Movement."

Centers for Disease Control, 2009-2011, \$323,000, Co-Principal Investigator, "Youth Violence and Housing Programs to Deconcentrate Poverty."

U.S. Department of Education (via National Center for Performance Incentives), 2009-2010, \$162,000, Principal Investigator, "The Relationship between Teacher Characteristics, Teacher Attitudes Towards Merit Pay, and Student Achievement."

Kellogg Foundation, 2009-10. \$163,000. Co-Principal Investigator. "Challenges and Opportunities in Economic and Workforce Development: A Survey of Local Officials in Michigan."

Education Resource Strategies, 2008-10. \$103,000. Principal Investigator, "Evaluation of Teacher Effective in the Atlanta Public Schools."

United Way for Southeastern Michigan, 2008-09. \$66,000. Principal Investigator, "Evaluating a Operation ABC: K-2nd Reading Tutoring."

W.T. Grant Foundation, Research Grant, 2006-07. \$25,000. Principal Investigator. "An Examination of Teacher Hiring Practices in the Chicago Public Schools."

Carnegie Foundation, Research Grant, 2006-07, \$50,000, Co-Principal Investigator. "Predicting Teacher Effectiveness."

Spencer Foundation, Research Grant, 2006-07. \$50,000. Co-Principal Investigator. "Predicting Teacher Effectiveness."

W.T. Grant Foundation, Research Grant, 2005-07. \$370,000. Co-Principal Investigator. "Can Non-Experimental Estimators Replicate the Results from Social Experiments: New Evidence from a Housing Voucher Lottery."

U.S. Department of Education, NAEP Secondary Analysis Grant, 2003-04 (Grant #: R902B030024), \$77,000, Principal Investigator. “Test-Based Accountability and Student Achievement: An Investigation of Differential Performance Trends on NAEP and State Assessments.”

Smith Richardson Foundation, Research Grant, 2003-04, \$362,000, Co-Principal Investigator. “The Impact of Neighborhoods on Low-Income Families: Evidence from a Randomized Housing Voucher Program.”

Joint Northwestern/University of Chicago Poverty Center Small Grant, 2002-03, \$30,000, Co-Principal Investigator. “The Effects of Housing Vouchers on Low-Income Families: Evidence from a Randomized Lottery for Section 8 Vouchers.”

U.S. Department of Housing and Urban Development (HUD), Urban Scholars Postdoctoral Fellow, 2002-04 , \$54,000. (Fellowship Programs/HUD, TJ2041) “The Effects of Housing Vouchers on Low-Income Families: Evidence from a Randomized Lottery for Section 8 Vouchers.”

Harvard University, Milton Fund Grant, 2002-2003, \$34,000, Principal Investigator. “The Impact of Public Housing and Housing Vouchers on the Educational and Social Outcomes of Children: An Investigation of Public-Housing Demolitions in Chicago.”

FORMER STUDENTS

Silvia Robles (2019 Postdoc), Research Associate, Mathematica Policy Research
Thomas Goldring (2019 Postdoc), Research Associate, Georgia Policy Labs
Xiaoyang Ye (2019 PhD, Education School, University of Michigan), Postdoc, Yale University
Mark Crow (2019 PhD, Economics Department, University of Michigan), Assistant Professor, Westpoint Academy
Daniel Hubbard (2018 PhD, Economics Department, University of Michigan), Research Associate, American Institutes of Research, Washington, DC
Carrie Xu (2017 PhD, Economics Department, University of Michigan), Research Associate, Vanguard Research Group, Philadelphia, PA
Andrew Litten (2017 PhD, Economics Department, University of Michigan), Research Associate, Cornerstone, Chicago, IL
Airan Liu (2017 PhD, Sociology Department, University of Michigan), Assistant Professor, Peking University, China
Sarah Cannon (2017 Post-Doc, Ford School of Public Policy, University of Michigan)
Mark White (2017 PhD, School of Education, University of Michigan)
Eric Chyn (2016 PhD, Economics Department, University of Michigan), Assistant Professor, Department of Economics, University of Virginia
Katherine Micheltore (2016 Postdoc, Ford School of Public Policy), Assistant Professor, Maxwell School of Public Policy, Syracuse University
Monica Hernandez (2016 PhD, Economics and Public Policy, University of Michigan), Postdoctoral Fellowship, Tulane University
Max Kaputsin (2016 PhD, Economics Department, University of Michigan), Research Director, Chicago Crime and Education Labs
Paolo Abarcar (2016 PhD, Economics Department, University of Michigan), Research Associate, Mathematica Policy Research
Eric Taylor (2015 PhD, School of Education, Stanford University), Assistant Professor, Harvard Graduate School of Education
Jonathan Hershaff (2015 PhD, Department of Economics, University of Michigan), Securities and Exchange Commission
Justin Ladner (2015 PhD, Department of Economics, University of Michigan), CNA - Center for Naval Analysis
Daniel Kreisman (2014 Postdoc, Ford School of Public Policy), Assistant Professor, Department of Economics, Georgia State University
Rachel Rosen (2014 Postdoc, Ford School of Public Policy), Research Associate, MDRC
Francie Streich, (2014 PhD, Department of Economics and Public Policy, University of Michigan), Research Scientist, Wilder Foundation, Minneapolis, MN
Steve Hemelt (2013 Postdoc, Ford School of Public Policy), Assistant Professor, Department of Public Policy, University of North Carolina at Chapel Hill
Joshua Hyman, (2013 PhD, Department of Economics and Public Policy, University of Michigan), Assistant Professor, Department of Economics, University of Connecticut
Nathaniel Schwartz (2013 PhD, School of Education, University of Michigan), Director, Office of Research and Policy, Tennessee Department of Education
Rob Garlick (2013 PhD, Department of Economics and Public Policy, University of Michigan), Assistant Professor, Department of Economics, Duke University
Brad Hershbein (2012 PhD, Department of Economics, University of Michigan), Upjohn Institute
Elias Walsh (2011 PhD, Department of Economics and Public Policy, University of Michigan), Mathematica Policy Research

Jessica Goldberg (2011 PhD, Department of Economics and Public Policy, University of Michigan),
Assistant Professor, Department of Economics, University of Maryland
Brendan Epstein (2011 PhD, Department of Economics, University of Michigan), Federal Reserve Board
International Finance Division
Xinsheng Shi (2010 PhD, Department of Economics, University of Michigan), Assistant Professor,
Tsinghua University (China)
Adam Cole (2010 PhD, Department of Economics, University of Michigan), Analyst, Treasury
Department
Judith Scott-Clayton (2009 PhD, Kennedy School of Government, Harvard University), Assistant
Professor, Teachers College, Columbia University
Mimi Engel (2008 PhD, School of Education and Social Policy, Northwestern University), Assistant
Professor, Peabody College of Education, Vanderbilt University
Alex Resch (2008 PhD, Department of Economics and School of Public Policy, University of Michigan),
Associate, Mathematica Policy Research.
Wei Ha (2007 PhD, Kennedy School of Government, Harvard University), United Nations Development
Programme, Human Development Report Office, Policy Specialist
Naomi Calvo (2007 PhD, Kennedy School of Government, Harvard University), Education Resource
Strategies (consulting firm)
Jennifer Schuetz (2006 PhD, Kennedy School of Government, Harvard University), Assistant Professor,
Department of Economics, City University of New York (CUNY)

REFEREE SERVICE

American Economic Review, American Journal of Sociology, Economics of Education Review,
Educational Evaluation and Policy Analysis, Journal of Law and Economics, Journal of Political
Economy, Journal of Public Economics, Journal of Policy Analysis and Management, Quarterly Journal
of Economics, Review of Economics and Statistics, Sociology of Education

OTHER PROFESSIONAL EXPERIENCE

Research Analyst, Consortium on Chicago School Research, Chicago, IL, 1998 – 2001
Program Developer, Center for School Improvement, Chicago, IL 1996 – 1998
Elementary School Teacher, Zora Neale Hurston Academy, New York, NY, 1994 – 1996
Policy Analyst, New York City Mayor's Office, New York, NY, 1992 – 1994

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Michigan Department of Education
P.O. Box 30008
608 West Allegan Street
Lansing, MI 48909

Date: September 24, 2019

Agreement No: 2019-146

Filing Reference: This replaces previous
Agreement No. 2018-156

Dated: 11/19/2018

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

Section I - Rates and Bases



Applicable To:

APwR The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

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

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II – Particulars

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

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

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

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

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

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

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

Section III - Special Remarks

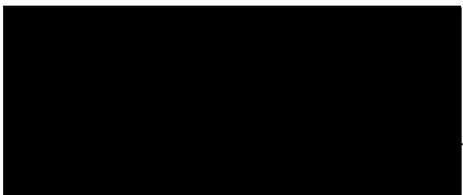
Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

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

Section IV – Approvals

For the State Education Agency:

Michigan Department of Education
P.O. Box 30008
608 West Allegan Street
Lansing, MI 48909



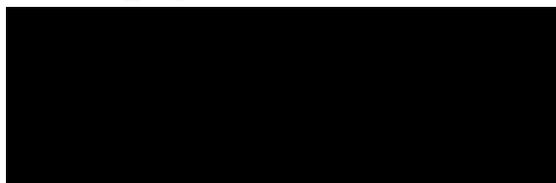
ROSE M. ZUKER
Name

Chief Accountant
Title

9-25-2019
Date

For the Federal Government:

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



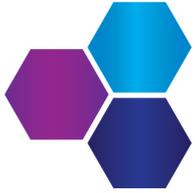
Signature

Frances Outland
Name

Director, Indirect Cost Division
Title

September 24, 2019
Date

Negotiator: Andre Hylton
Telephone Number: 



May 19, 2020

Dr. Brandy Bugni
Literacy Manager
Curriculum & Instruction, Office of Educational Supports
Michigan Department of Education
608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909

Dear Dr. Bugni:

On behalf of MAISA GELN Early Literacy Task Force, I am writing this letter to extend our commitment and support to the Michigan Department of Education's application to the U.S. Department of Education Comprehensive Literacy State Development Program.

Throughout our state, students continue to face challenges in meeting state academic standards. Michigan is a very large and diverse state with large urban areas such as Detroit and extensive rural areas where access to academic support services is very limited. Added to this, more than 14% of Michigan residents are living in poverty which is significantly higher than the 11.8% national average.

One of the greatest challenges that impedes academic success for our students, is declining or stagnant literacy rates. This grant would certainly go a long way to assist our schools in improving literacy and language outcomes for all our students. To support this project, the MAISA GELN Early Literacy Task Force is committed to working directly with the Michigan Department of Education by continuing our partnership with the literacy initiative specifically around the research and evidence based MAISA GELN Essential Instructional Practices in Literacy suite of documents providing professional learning and development of resources to ensure this is a successful endeavor.

We appreciate this opportunity to join with you in helping Michigan become one of the top 10 education states in 10 years.

Sincerely,

Susan B. Townsend
MAISA Literacy Project Director
Co-Chair MAISA/GELN Early Literacy Task Force



MAISA

MICHIGAN ASSOCIATION
OF INTERMEDIATE SCHOOL
ADMINISTRATORS

SUPPORTING REGIONAL EDUCATION SERVICE AGENCIES

1001 Centennial Way, Ste 300
Lansing, MI 48917-9279

www.gomaisa.org

May 18, 2020

Dr. Brandy Bugni
Literacy Manager
Curriculum & Instruction, Office of Educational Supports
Michigan Department of Education
608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909

Dear Dr. Bugni:

On behalf of the Michigan Association of Intermediate School Administrators (MAISA), I am writing to extend our commitment and support to the Michigan Department of Education's application to the U.S. Department of Education Comprehensive Literacy State Development Program.

Throughout our state, students continue to face challenges in meeting state academic standards. Michigan is a very large and diverse state with large urban areas such as Detroit and extensive rural areas where access to academic support services is very limited. Added to this, more than 14% of Michigan residents are living in poverty which is significantly higher than the 11.8% national average.

One of the greatest challenges that impedes academic success for our students, is declining or stagnant literacy rates. This grant would certainly go a long way to assist our schools in improving literacy and language outcomes for all our students. To support this project, MAISA is committed to working directly with the Michigan Department of Education by continuing our partnership with several existing MDE initiatives including the Multi-Tiered System of Support (**MiMTSS**), the **Michigan** Integrated Continuous Improvement Process (**MICIP**), and the existing literacy initiatives including the **MAISA GELN ELTF and DLTF Essential Instructional Practices for Literacy** (birth – grade 12), to ensure this is a successful endeavor.

We appreciate this opportunity to join with you in helping Michigan become one of the top 10 education states in 10 years.

Sincerely,


William C. Miller, Ph. D.
Executive Director, MAISA

May 16, 2020

Dr. Brandy Bugni
Literacy Manager
Curriculum & Instruction, Office of Educational Supports
Michigan Department of Education
608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909

Dear Dr. Bugni:

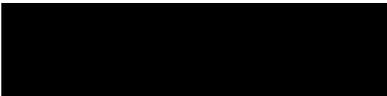
On behalf of Michigan's Multi-Tiered System of Support Technical Assistance Center, I am writing to extend our commitment and support to the Michigan Department of Education's application to the U.S. Department of Education Comprehensive Literacy State Development Program.

Throughout our state, students continue to face challenges in meeting state academic standards. Michigan is a very large and diverse state with large urban areas such as Detroit and extensive rural areas where access to academic support services is very limited. Added to this, more than 14% of Michigan residents are living in poverty which is significantly higher than the 11.8% national average.

One of the greatest challenges that impedes academic success for our students, is declining or stagnant literacy rates. This grant would certainly go a long way to assist our schools in improving literacy and language outcomes for all our students. To support this project, Michigan's Multi-Tiered System of Support Technical Assistance Center, is committed to working directly with the Michigan Department of Education Comprehensive State Literacy Staff through the identification, selection and implementation, choosing and implementation of evidence-based practices and strategies.

We appreciate this opportunity to join with you in helping Michigan become one of the top 10 education states in 10 years.

Sincerely,



Steve Goodman, Ph.D.
Director,
Michigan's Multi-Tiered System of Supports Technical Assistance Center



May 20, 2020

Dr. Brandy Bugni
Literacy Manager
Curriculum & Instruction, Office of Educational Supports
Michigan Department of Education
608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909

Dear Dr. Bugni:

On behalf of the Education Policy Initiative, a research center at the University of Michigan's Gerald R. Ford School of Public Policy, I am writing to extend our support for the Michigan Department of Education's application to the U.S. Department of Education Comprehensive Literacy State Development Program.

Throughout our state, students continue to face challenges in meeting state academic standards. Michigan is a very large and diverse state with large urban areas such as Detroit and extensive rural areas where access to academic support services is very limited. Added to this, more than 14% of Michigan residents are living in poverty which is significantly higher than the 11.8% national average.

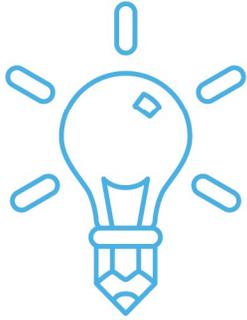
One of the greatest challenges that impedes academic success for our students, is declining or stagnant literacy rates. This grant would certainly go a long way to assist our schools in improving literacy and language outcomes for all our students. To support this project, the Education Policy Initiative is committed to working directly with the Michigan Department of Education to provide research, analysis, and evaluation services to ensure this is a successful endeavor.

We appreciate this opportunity to join with you in helping Michigan become one of the top 10 education states in 10 years.

Sincerely,



Dr. Brian Jacob
Walter H. Annenberg Professor of Education Policy
Professor of Public Policy, Economics and Education
Co-Director of the Education Policy Initiative; Gerald R. Ford School of Public Policy



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Wyoming, MI 49548


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May 17, 2020

Dr. Brandy Bugni
Literacy Manager
Curriculum & Instruction, Office of Educational Supports
Michigan Department of Education
608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909

Dear Dr. Bugni:

On behalf of Hope Network's Michigan Education Corps, I am writing to extend our commitment and support to the Michigan Department of Education's application to the U.S. Department of Education Comprehensive Literacy State Development Program.

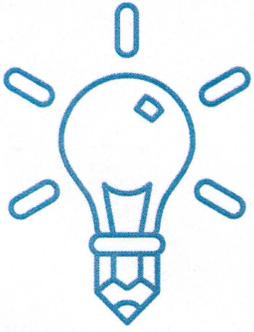
Since 2003, Michigan has had a literacy achievement crisis. Michigan is a large and diverse state with large urban areas such as Flint, Detroit, and Grand Rapids, and extensive rural areas where access to academic support services is very limited. Added to this, more than 14% of Michigan residents are living in poverty, which is significantly higher than the 11.8% national average.

Recent Michigan Student Test of Educational Progress (M-STEP) results show less than 50% of 3rd graders were reading proficiently. The additive, negative impact of COVID-19 will exacerbate the achievement gap due to the mandatory closure of all schools on March 13, 2020 through the end of the school year. Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. Further, data show "summer learning stagnation" in academic growth occurs for students in low-income families. Overall, the learning loss occurring during the three months of school closures will be grossly compounded by summer break for all students, particularly those most vulnerable who are poor, English Language Learners, rural, and have disabilities.

Hope Network's Michigan Education Corps Reading Corps and Math Corps programs replicate the national, evidence-based Minnesota Math & Reading Corps, which are in the top tier of scale-worthy, non-profit organizations, and serve 50,000 children in 14 states. Using highly cost-effective AmeriCorps members as interventionists, the program is delivered for \$1100 per student, saving over \$9000 per student in potential Title I intervention, special education, and dropout prevention costs.

For the 2020-2021 school year, MEC has applications from 49 districts and 96 schools requesting 210 interventionists across the state including Flint, Detroit, Grand Rapids, Muskegon, and Alpena.





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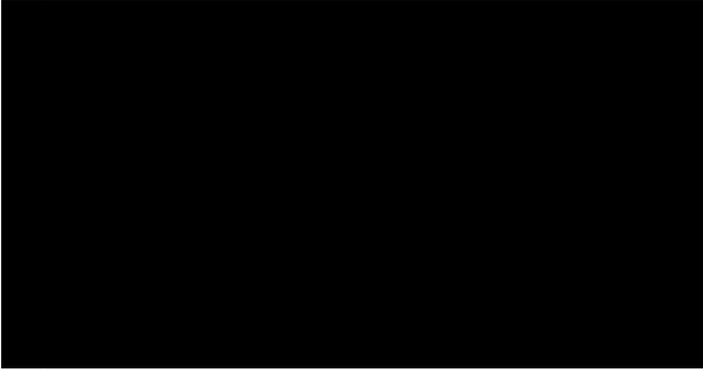
A HOPE NETWORK INITIATIVE

755 36th Street SE
Wyoming, MI 49548


mieducationcorps.org

This grant would ensure that MEC can provide service to our schools in improving literacy and language outcomes for all our students. To support this project, MEC is committed to working directly with the Michigan Department of Education by providing MEC PreK and K-3 Reading Corps programming including technical assistance and program data with priority given to schools in Opportunity Zones to ensure this is a successful endeavor.

We appreciate this opportunity to join with you in helping Michigan become one of the





May 19, 2020

Dr. Brandy Bugni
Literacy Manager
Curriculum & Instruction, Office of Educational Supports
Michigan Department of Education
608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909

Dear Dr. Bugni:

On behalf of *Too Small to Fail*, I am writing to extend our support for the Michigan Department of Education's application to the U.S. Department of Education's Comprehensive Literacy State Development Program.

Throughout Michigan, students face significant challenges. Fourteen percent of Michigan residents live in poverty--higher than the national average--and the state struggles with literacy rates that are stagnant at best and often in decline. Further, Michigan is a very large and diverse state, with both large urban areas and extensive rural areas where access to academic support services is often very limited.

For the last three years, *Too Small to Fail* has partnered with Great Start Collaborative of Detroit and Wayne County on a public awareness and action campaign to promote young children's early brain and language development. This campaign—Talking is Teaching: Talk, Read, Sing—focuses on increasing parents' awareness about early brain and language development and providing them with tools to talk, read and sing with their young children starting at birth. The campaign in Detroit involves the partnership of more than 100 community spaces including laundromats, libraries, WIC Offices, places of worship, early childhood education sites, public housing, and hospitals--all of which deliver high-quality literacy resources and strength-based messages to parents and caregivers about the simple, yet meaningful ways they can build their child's brain every day.

In 2019, the Michigan State Department of Education, Great Start Collaborative of Michigan and *Too Small to Fail* launched the first ever, state-wide Talking is Teaching campaign. Each of the Great Start Collaboratives across the state are implementing the campaign in their local areas, whether a rural, suburban or urban location, tailored to meet the specific needs of their community members. To date, more than 60 counties across Michigan are implementing their unique Talking is Teaching campaigns to reach parents and caregivers with information and early educational resources to help get children ready for school success—in kindergarten and beyond.

We have been so impressed with the incredible work that the Michigan Department of Education and Great Start Collaborative are doing across the state to help ensure that all children have the



language and literacy skills they need to grow and thrive. This grant would certainly go a long way in providing an early and essential start for young children, ultimately supporting Michigan schools in improving literacy and language outcomes for all of its students.

To support this project, *Too Small to Fail* is committed to working directly with the Michigan Department of Education in supporting the implementation and expansion of its early “Talking is Teaching: Talk, Read, Sing” campaign in communities across Michigan.

We highly recommend the Michigan Department of Education for this grant and welcome the opportunity to support Michigan in becoming one of the top 10 education states in 10 years.

Sincerely,



Patti Miller
Chief Executive Officer
Too Small to Fail

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
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 the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§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. §§1721 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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE State Superintendent
APPLICANT ORGANIZATION Michigan Department of Education	DATE SUBMITTED 6/2/20

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Comprehensive Literacy State Development Program

Budget Justification Narrative

Michigan Department of Education

Michigan is requesting a grant of \$ [REDACTED] to support the initiation of a comprehensive literacy effort in Local Education Agencies (LEAs) situated in Qualified Opportunity Zones for a period of five years, beginning with the 2020-2021 school year.

Purpose

This proposed literacy state development program will accomplish several goals and objectives: 1) improve student outcomes for all students; 2) leverage several partners and state initiatives already in place, including MAISA GELN ELTF's *Essential Practices in Literacy Instruction*, the MDE TA Center, Great Start Collaboratives and Too Small to Fail, Michigan Education Corps, Michigan Libraries, and Michigan Assessment Consortium to benefit Local Education Agencies ("LEAs") located within in Qualified Opportunity Zones ("QOZ"); and 3) ensure evidence-based practices which are aligned to state initiatives to support literacy learning are implemented with fidelity. The funds will be used to support five local education agencies to engage in these activities to fully development and implement a comprehensive literacy plan that is embedded within a multi-tiered system of support framework children ages birth through grade 12.

Five local education agencies ("LEAs") will participate during the five-year program through subgrants. The selection of the LEAs and an initial evaluation of needs will occur during the first year. Selection will be based on several factors including an LEA's agreement to participate in development and implementation of a comprehensive literacy plan, willingness to incorporate current Literacy Essential Instructional Practices across the birth through grade 12 system, and agreement to participate in instructional training for practices. Additionally, subgrantee selection will include geographic diversity and location within a federally designated Qualified

Opportunity Zone. The participating LEAs will focus professional development activities to improve student literacy outcomes for birth-kindergarten entry, kindergarten – 5th grade, and 6th – 12th grade.

Administrative Budget (MDE) and related central efforts.

Michigan is requesting 5% of the program budget to be utilized by the Michigan Department of Education for administrative functions in implementing this grant program, as well as in incorporating program activities into the broader efforts supporting universal literacy for all students in our state. These expenses are applied in the following designations:

1. Personnel: Total Amount Requested (years 1-5) \$ ██████████

The MDE will have three individuals who are directly responsible for the oversight and administration of the Comprehensive Literacy State Development (“CLSD”) program and who are already employed by the department. These individuals will support all aspects of the implementation of the program, as well as the alignment and coherence efforts to implement this grant alongside the statewide early literacy activities.

Literacy Manager - Brandy Bugni, Ed.D. (.25 FTE) Dr. Bugni oversees the MDE Literacy Team. She will serve as CLSD Project Director. In this position, Dr. Bugni will navigate the grant oversight at MDE serving as the liaison between the CLSD project and MDE leadership. She will connect key partners in the work to ensure the achievement of all project objectives, and as a member of the MDE MTSS leadership team, she will orchestrate the intervention and professional development supports for the LEAs with our MDE TA Center. She will supervise the subaward RFP process, serve as the fiscal manager of the project, and complete reporting requirements to the U.S. Department of Education and internal and external stakeholders.

Literacy Consultant - Julie Brehmer (.25 FTE) will serve as CSLD Project Coordinator. Ms. Brehmer will coordinate the subaward RFP process, act as Lead CLSD Facilitator convening

the designated facilitators from participating LEAs for training in systems work, providing technical assistance for their needs aligned to developing a CLP, coordinating professional learning, and day-to-day project activities. Ms. Brehmer will also maintain and monitor subgrantee project plans, project schedules, work hours, budgets and expenditures; organize, attend and participate in stakeholder meetings; document and follow up on important actions and decisions, ensure project deadlines are met; collect and maintain project data in electronic database; and work with the Project Director to determine strategies for any needed project course corrections.

Literacy Program Analyst - Kellie Flaminio (.25 FTE) will serve as CSLD Project Analyst. Ms. Flaminio will provide assistance to subgrantees on grant application submissions and annual reporting activities, will assume technical responsibilities for processing the grants and allocating funds, as well as collecting and reviewing grant reports.



2. Fringe Benefits: Total Amount Requested (years 1-5) \$ [REDACTED]

All three individuals mentioned above will utilize grant funds to address the percent of effort noted as it applies to civil service negotiated fringe benefit allocations. These apply to insurance and other benefit costs for all three named individuals and include family benefit supports and retirement program supports based at 65.6% of each person's salary. A breakdown of allocations is listed below:



3. Travel: Total Amount Requested (years 1-5) \$ [REDACTED]

In-state travel is allocated in the amount of \$ [REDACTED] each year. MDE administrative staff would utilize travel funds for travel to awardee LEAs for sites visits, to provide technical assistance, and to provide other administrative support. The total request for travel is \$ [REDACTED]

4. Equipment:

No equipment costs will be incurred for administrative purposes related to this grant.

5. Supplies \$ [REDACTED]

Supplies may include printing, paper, mailing and other document preparation costs associated with supporting the grant.

6. Contractual: Total Amount Requested (years 1-5) \$ [REDACTED]

This proposal reserves \$ [REDACTED] in Year 1 and \$ [REDACTED] in Years 2-5 per year for program evaluation and documentation activities at the state level. The MDE will contract with a program evaluator, Dr. Brian Jacob, Co-Director of the Education Policy Initiative at the University of Michigan, to engage in research-based program evaluation activities for all state and district sub-grants. The University of Michigan is identified as the single evaluator for all district awardees to ensure uniformity of evaluation tools and protocols. This budget will support data analysis associated with the external evaluation as noted in the Impact section of the project narrative and

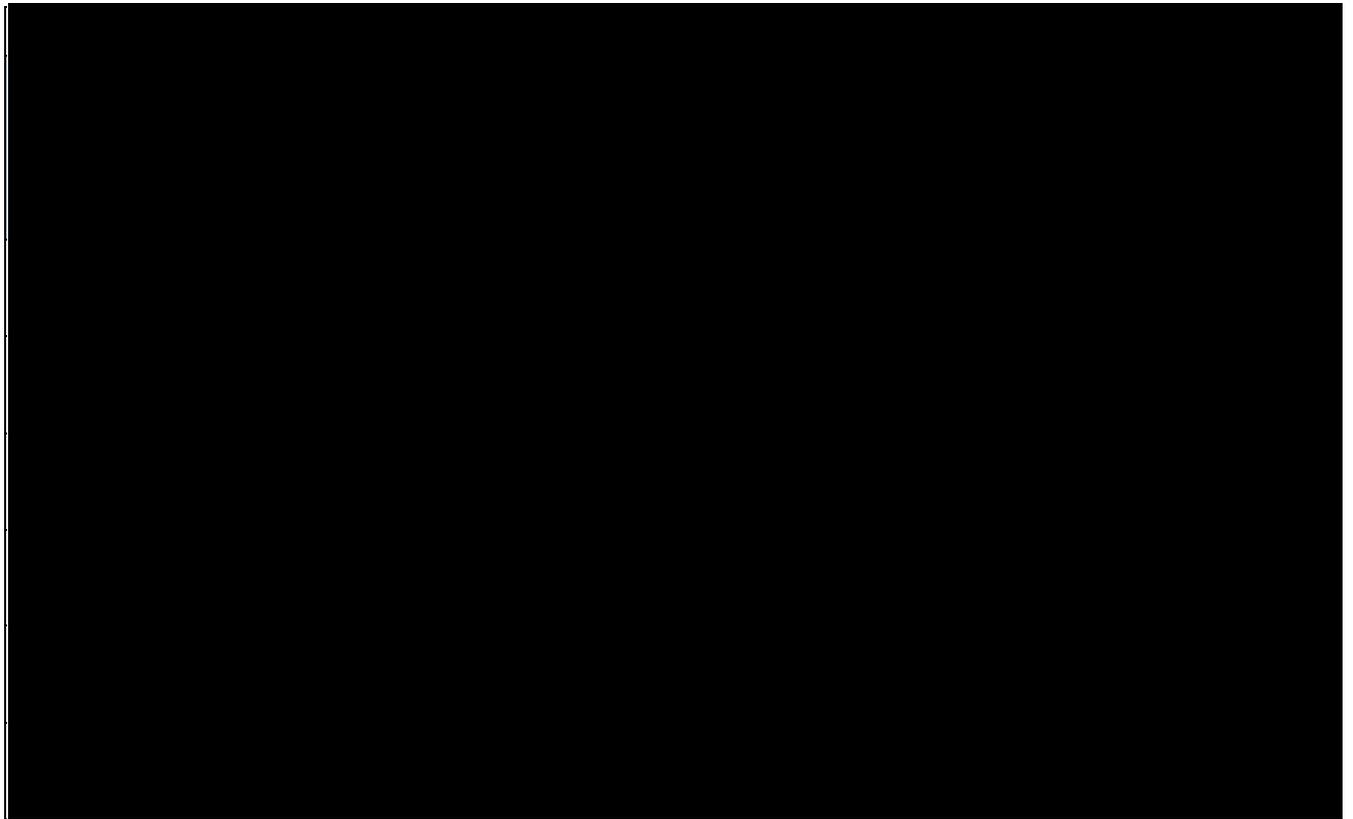
annual generation of a report outlining findings and recommendations. The budget amounts for years 2-5 are greater than in year one since there will not be any student data collected in the first year.



7. Construction: None

8. Other: Subawards: Total Amount Requested (years 1-5) \$ [REDACTED]

Requirements of the grant specify that 95% of the grant funds will be sub-awarded. These sub-awards will be distributed to five participating Local Education Agencies (LEAs). The CLSD program will allocate a total of \$ [REDACTED] per year to LEAs. The LEA applicant will apply for participation in the CLSD program. One requirement specified in the CLSD participation application is that each LEA must adhere to the following allocation for the sub-award funds for providing access to professional development and support implementation of effective practices: 15% allocated for birth to kindergarten entry program, 40% allocated for kindergarten – 5th grade programs, and 40% allocated for 6th grade – 12th grade programs. The funds will be used for providing educators professional learning connected grant activities, local coaching support as follow-up to professional learning, providing resources so that educators can apply skills developed during training back in the natural educational environments, and, if needed, purchasing devices, assessment tools, literacy interventions or connectivity needed for grant activities



MDE Indirect Cost Rate: \$ [REDACTED]

MDE has a negotiated indirect cost rate of [REDACTED] for the 2019-2020 school year that is charged on salaries, benefits, travel, supplies, and on the first \$ [REDACTED] of subcontracts each year.