

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 # S371C200017

Grants.gov Tracking#: GRANT13123817

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

Closing Date: Jun 02, 2020

PR/Award # S371C200017

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
<i>Attachment - 1 (1239-DC CLSD 427 GEPA Statement)</i>	e10
5. Grants.gov Lobbying Form	e11
6. Dept of Education Supplemental Information for SF-424	e12
7. ED Abstract Narrative Form	e13
<i>Attachment - 1 (1236-DC CLSD Abstract)</i>	e14
8. Project Narrative Form	e16
<i>Attachment - 1 (1237-DC CLSD Narrative FINAL 6.2.2020)</i>	e17
9. Other Narrative Form	e58
<i>Attachment - 1 (1234-DC CLSD Resumes)</i>	e59
<i>Attachment - 2 (1235-OSSE Indirect Cost Letter from ED 2019-2020)</i>	e84
10. Budget Narrative Form	e87
<i>Attachment - 1 (1238-DC CLSD Budget Narrative)</i>	e88

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

Application for Federal Assistance SF-424

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

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

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>
--	--

d. Address:

* Street1:	<input type="text" value="1050 First St. NE"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Washington"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="DC: District of Columbia"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="20002-5859"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text" value="Teaching and Learning"/>
--	--

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Shavonne"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Gibson"/>	
Suffix: <input type="text"/>	

Title:

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:**

DC Comprehensive Literacy State Development: A Blueprint for Literacy Success in the Nation's Capital

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:

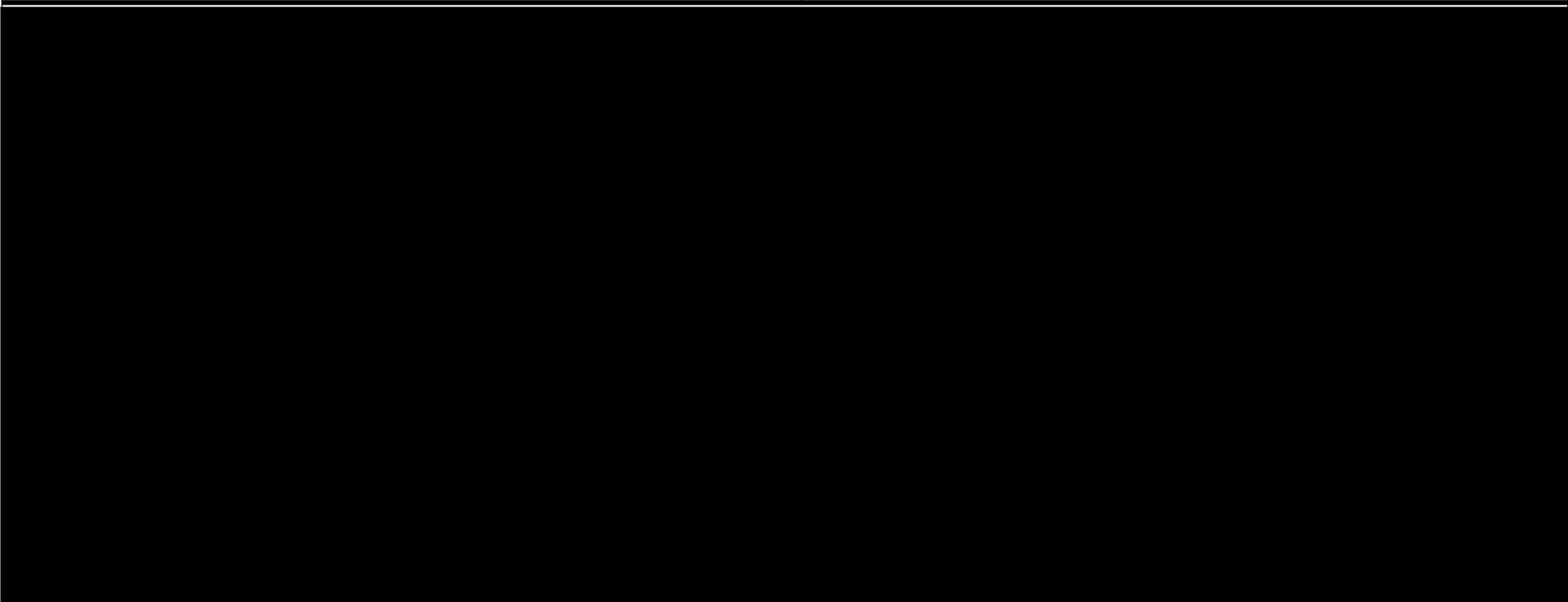
**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

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

Name of Institution/Organization

Office of the State Superintendent 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.



***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 # S371C200017

Name of Institution/Organization

Office of the State Superintendent 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 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: DC Office of the State Superintendent of Education

* Street 1: 1050 First St. NE Street 2: _____

* City: Washington State: DC: District of Columbia Zip: 20002

Congressional District, if known: DC-All

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

6. * Federal Department/Agency: U.S. Department of 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 _____ Street 2 _____

* City _____ State _____ Zip _____

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 _____ Street 2 _____

* City _____ State _____ Zip _____

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

* Signature: _____

* Name: Prefix _____ * First Name N/A Middle Name _____
* Last Name N/A Suffix _____

Title: _____ 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.

1239-DC CLSD 427 GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

STATEMENT OF EQUITABLE PARTICIPATION (GEPA 427)

The following is the OSSE's statement regarding Section 427 of the Department of Education's General Education Provisions Act (GEPA), enacted as part of the Improving America's Schools Act of 1994 (Public Law 103-382). OSSE does not discriminate in its programs and activities on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, disability, source of income, or place of residence or business. Discrimination will not be tolerated, and persons engaging in such will be subjected to disciplinary action.

As it pertains to the Comprehensive Literacy State Development (CLSD) funds for (a) supporting early language and literacy skills for children birth to age five; (b) increasing the number of children reading on grade level in grade 3 through high school; and (c) improving literacy outcomes for approximately 25,000 disadvantaged and traditionally underserved children and students across the birth through grade 12 education landscape, OSSE will ensure equitable access to, and participation in, this program. OSSE will require all DC Public Schools, public charter schools, and community-based organizations applying for CLSD subgrants to assure adherence to applicable GEPA requirements. This assurance will be included in all grant applications and all subgrantees will be expected to adhere to GEPA requirements. In addition, 95 percent of CLSD grant funds will go towards a competitive subgrant process where priority preference points will be given to eligible entities serving high percentages of disadvantaged students, including students with disabilities, English learners, at-risk youth, and children living in high-poverty communities.

If there are CLSD subgrantees who may feel that they cannot prioritize serving educationally disadvantaged students in the District while overseeing the planning and implementation of their new or expanding program, then OSSE will provide additional support to address this barrier by providing ongoing technical assistance.

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 Office of the State Superintendent of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Annette"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Thacker Bartlett"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Special Assistant, Teaching and Learning"/>	
* SIGNATURE: <input type="text" value="REDACTED"/>	* DATE: <input type="text" value="06/02/2020"/>

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Shavonne		Gibson	

Address:

Street1:	1050 First St. NE
Street2:	
City:	Washington
County:	
State:	DC: District of Columbia
Zip Code:	20002
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
--	----------------	-------------------	-----------------

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:

Abstract: The Office of the State Superintendent of Education (OSSE) serves as the state education agency for the District of Columbia (“the District”) which is home to nearly 99,000 public school children. OSSE also oversees early childhood education (birth-age 5) across the District. OSSE seeks the Comprehensive Literacy State Development (CLSD) grant to advance its mission to “sustain, accelerate and deepen progress for District students”. The CLSD grant will allow OSSE to create its first ever comprehensive state literacy plan which will serve as the guideposts for literacy instruction from birth through grade 12 in the District. With oversight and influence of the entire education continuum birth-grade 12, OSSE is uniquely positioned to support significant literacy growth across the District.

OSSE requests \$16 million in support to improve the language and literacy development of our state’s children and students to address gaps in critical resources, staff capacity, and opportunity for nearly 25,000 District youth, specifically almost 19,000 students who live in Qualified Opportunity Zones (QOZs). The overall goal of OSSE’s CLSD grant is to improve the pre-literacy skills of children under the age of five and to significantly increase the percentage of K-12 students scoring proficient or advanced on state standardized ELA assessments. Specifically, the project services and implementation plan outlined in this grant proposal are designed to (a) support early language and literacy skills for children birth to age five, (b) increase the number of children reading on grade level in grade 3 through high school, and (c) and improve literacy outcomes for disadvantaged and traditionally underserved children and students across the birth through grade 12 education landscape. Approximately 95 percent of the award will be distributed to local education agencies (LEAs), community based organizations (CBOs), and non-profit organizations to support the implementation of high-quality practices such as high-quality curriculum adoption, aligned job-embedded professional development,

intervention systems, family early literacy initiatives, and tutoring support for struggling and at-risk readers.

OSSE plans to address the following objectives: develop a state comprehensive literacy plan, offer competitive grants, develop a community of literacy learning, and improve licensure and certification standards and teacher preparation programs. To accomplish these objectives, OSSE has identified a series of activities which will build upon the success of the Preschool Development Grant B-5 to expand professional development for early childhood educators in use of evidence-based curricula, increase families participating in early literacy initiatives, and provide access and materials for early literacy initiatives. In K-12 education, grant funds will support LEAs in adoption, implementation and professional learning related to high-quality, standards-aligned curricula, evidence-based interventions, and support for struggling readers.

OSSE is requesting priority points under the three priority categories: 1) new applicant under this priority, 2) applicant investing in QOZs¹, and 3) promoting innovation and efficiency within existing taxpayer initiatives. OSSE has designed the programmatic focus of subgrant applications to address existing initiatives which can be expanded or leveraged to have greater impact in the District and will award priority and preferential points to subgrant applicants whose services will focus efforts on schools and programs in the QOZs. With such deep investments in literacy systems at these schools, early childhood centers, and communities, it is expected that the District will see substantial impact on student achievement towards closing the academic achievement gap, especially for the 25,000 children and students in District neighborhoods experiencing high poverty and high needs.

¹ The following District of Columbia census tracts are QOZs at the center of OSSE's CLSD grant proposal: 11001010400, 11001009603, 11001009602, 11001009204, 11001007808, 11001007806, 11001007804, 11001007803, 11001007604, 11001007601, 11001007503, 11001007407, 11001007401, 11001007304, 11001006804, 11001003400.

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](#)

District of Columbia’s Comprehensive Literacy State Development Grant Application:

A Blueprint for Literacy Success in the Nation's Capital

TABLE OF CONTENTS

Part One: Need for Project 2 - 11

Part Two: Quality of the Project Design 11 - 19

Part Three: Quality of the Management Plan 19 - 23

Part Four: Quality of Project Services 23 - 30

References 31- 33

Appendix:

A. Evidence Documentation Table

B. Logic Model

PART ONE: NEED FOR PROJECT

SECTION A: Needs Assessment of the District of Columbia's (District's) Unique Landscape

In its recently released 2019-23 Strategic Plan, OSSE has made it a priority to increase the proficiency levels of all students by 2023 while closing achievement gaps in tandem. The plan to address proficiency gaps is supported by four pillars in the agency strategic plan which include (a) set high expectations, (b) share and use actionable data, (c) build ecosystem capacity, and (d) maximize OSSE's impact in the areas of early childhood and special education. OSSE notes in *setting high expectations* this includes program quality and expectations for our educational systems (OSSE, 2019). As the state agency responsible for both pre-K-12 education and early childhood education programs, OSSE is uniquely positioned to leverage resources and build on existing initiatives through this new CLSD grant to advance literacy skills for all students with a particular focus on accelerating the academic progress of English learners (ELs), students with disabilities (SWDs), and students at risk. District schools service 98,987 students of which 47% are at risk, 11% are ELs, and 17% are SWDs

As of 2018, the District served 72 percent of all 3-year-olds and 86 percent of all 4-year-olds who resided in the District in 2018 through either DC Public Schools (DCPS), public charter, or CBO pre-K programs (OSSE Pre-K Report, 2018). The District has several early learning initiatives that have utilized research-based measures to collect data on pre-K children and/or classrooms. The Classroom Assessment Scoring System (CLASS) quality scores increased across all sectors between the 2016-17 and the 2017-18 school years, however only 44 percent of all District pre-K classrooms met or exceeded thresholds for the CLASS domain of instructional support as compared to 94 percent of all classrooms for the emotional support domain and 83 percent for the classroom organization domain (DC OSSE, 2018). These trends are similar across the country and improving the quality of instructional support in pre-K classrooms remains a focus

for the District. Leveraging the CLSD grant to provide pre-K teachers with specific professional development, training and other evidence-based resources designed to enhance pre-literacy teaching skills will further support our efforts to increase scores in instructional support and thereby increase the school readiness of our youngest learners.

Another data collection tool is the Early Development Instrument (EDI), an internationally recognized tool administered by UCLA that provides a District-wide, community-level snapshot of pre-K4 children's health, development and school readiness across several domains (Raise DC, 2016). Compared to their outcomes in other domains, District 4-year-olds perform proportionally worse in the language and cognitive development domain, which includes two pre-literacy subdomains of basic literacy skills and advanced literacy skills. Compared to the national average of 13 percent, 40 percent of District children are considered at-risk in this domain (OSSE EDI, 2017). As the District strives to prepare all pre-K children with school readiness skills to bolster their opportunities for later academic success, these EDI results highlight additional opportunities for us to support teachers in their efforts to strengthen children's language and literacy skills in early learning classrooms through our CLSD grant proposal.

Although we are proud of our overall growth in the K-12 sector, with recent National Assessment of Educational Progress (NAEP) results showing significant gains in three of four areas, we were statistically flat in 4th grade reading, and while we made real growth in 8th grade reading since 2017, we have made less progress there over the last decade than in math (Nation's Report Card, 2019). In addition, significant gaps still exist between students experiencing disadvantages, students of color, SWDs, and ELs, compared to their peers not in these subgroups. In 2019, only 27.9% of Black/African-American students and 37.5% of Hispanic/Latino students met or exceeded expectations on the Partnership for Assessment of Readiness for College and Careers (PARCC) English language arts (ELA) assessment, compared to 84.8% of white students.

In addition, only 9.8% of SWDs met or exceeded expectations. The student subgroup classified as “at risk” had a similarly low performance level of 21.3%. (DC OSSE, 2020). In 2018-19, just 20.2% of all ELs met or exceeded expectations on PARCC ELA, a striking 17% lower than their non-EL peers. Furthermore, only 31% of ELs met their annual growth target in English proficiency in 2018-19, pointing to the critical need for increased literacy instruction to meet ELs' unique needs as learners and unlock their full potential. 2019 NAEP results of 4th grade reading showed 60% of District ELs scored below basic level, with just 11% of ELs at or above proficient, marking an even wider gap of 22% compared to their non-EL peers (DC OSSE, 2020). Leveraging the CLSD grant to provide K-12 teachers with specific professional development, training and evidence-based interventions to support struggling readers will empower our K-12 workforce to accelerate academic progress for our most vulnerable students.

In its strategic plan, OSSE also committed to helping accelerate academic outcomes and close achievement gaps for SWDs. In order to accomplish this ambitious goal and to build a shared understanding of the District’s SWDs, OSSE conducted a comprehensive special education landscape analysis to illuminate areas where improvements to systems and supports may be needed (DC OSSE, 2019). As a result of this analysis, OSSE found that from 2016 to 2019, the percentage of SWDs who demonstrated proficiency on the PARCC ELA increased only three points, while the percentage of students without disabilities increased by 14 points. In addition, only four percent of SWDs who are also identified as at-risk demonstrated proficiency on the ELA statewide assessment in 2019.

A critical part of closing the achievement gap includes ensuring our disadvantaged student populations have access to effective teachers. According to the 2019 Teacher Workforce report, schools in the District’s Wards 7 and 8 (which also disproportionately house Qualified Opportunity Zones [QOZs]) serve the highest proportions of students in poverty and have

significantly less access to highly effective teachers than schools in the more affluent District wards. More specifically, based on data from the 2018-19 school year, 88 out of 227 (39%) schools throughout the city have 30% or more ineffective, out of field, or inexperienced teachers. These data are consistent with national data which suggests, students in high-poverty schools are disproportionately taught by inexperienced and novice teachers, and more likely to experience teacher turnover (Boyd et al., 2011). Ensuring that our at-risk and most vulnerable learners have access to effective teachers begins with ensuring our teacher preparation programs include training in targeted, differentiated, evidence-based instruction. When compared to other states across the nation, OSSE's teacher licensure policies for future elementary and special education teachers earn middling ratings (National Council on Teacher Quality [NCTQ], 2020).

Although OSSE is currently among the 18 states that require future elementary teachers to demonstrate some knowledge of the science of reading in order to earn a teaching license, its policies in this space are less rigorous than those of the 19 states requiring a strong test of the science of reading (NCTQ Elementary Teachers, 2020). Additionally, OSSE is among the 34 states that do not require future special education teachers to demonstrate knowledge of the science of reading (NCTQ Special Education Teachers, 2020).

Similarly, preparation requirements in early literacy are mixed among the educator preparation providers (EPPs) in the District. NCTQ's most recent analysis of District programs' early reading instruction found that only one of thirteen teacher preparation programs requires all elementary teacher candidates to take coursework addressing all five components of the science of reading. Two of thirteen programs earned "F's" under NCTQ's analysis, meaning that these programs provide instruction on one or fewer of the five components of scientifically based reading instruction (NCTQ Early Reading, 2020). Through CLSD state-level grant activities, OSSE will convene a team of stakeholders to review and update its state educator licensure

standards, make use of existing structures to seek input and elevate best practices among EPPs in early literacy, and ensure that relevant EPP faculty and staff have access to any necessary professional development in the science of reading.

Our CLSD grant will prioritize serving disadvantaged communities, including 189 schools within current QOZs with 2,019 teachers serving 18,223 students, as well as 194 child development facilities that are in or near QOZs. Seventeen of the District's 25 QOZs are located in Wards 7 and 8, which are also the wards with the highest poverty rates. The proposed initiatives in this grant directly support the children and families located in these QOZs, through a wide variety of educational placements, including single-site pre-K through grade 3 public charter schools; traditional DCPS elementary, middle, and high schools; multi-campus charter school networks; and community-based early learning centers for infants, toddlers, and/or preschool-aged children. The District is proud of its education ecosystem that offers robust school choice options for families and innovative school models for communities, but this system also increases the complexity of implementing statewide reform and improvement initiatives. OSSE is uniquely positioned to lead improvement initiatives that cut across sectors as OSSE directly licenses and oversees all CBOs serving children birth through age 5 and superintends all local education agencies (LEAs) with pre-K and/or K-12 programs.

SECTION B: Grant Program will Leverage Existing Initiatives to Promote Innovation and Efficiency and to Maximize Educational Benefits for Students, Families, and Educators

Our CLSD grant program will build on and leverage existing statewide initiatives to further maximize the educational benefits of both the existing initiatives and this new grant program. This includes several early childhood and K-12 successful initiatives.

Capital Quality: The District's Enhanced Quality Rating and Improvement System: Within such a robust and diverse early childhood sector, OSSE recognized the need to advance and align

quality standards across the District's early care and education system to have a common measure of quality across all three sectors (i.e., public charter schools, DCPS, CBOs). Since 2018, the Capital Quality initiative has measured program quality and focuses on continuous quality improvement. This system provides meaningful information, aligns supports for providers to access evidence-based quality standards and target areas of improvement through collaborative partnerships between families, child development providers, OSSE, and other public and private child and family serving agencies. This initiative provides an existing structure and accountability system across all three early childhood sectors, upon which the CLSD grant can build.

ESSA Early Learning Coordination Working Group: In 2017, OSSE, in collaboration with Head Start agencies, LEAs, Public Charter School Board (PCSB), FOCUS and District of Columbia Association for the Education of Young Children (DCAEYC), started the Every Student Succeeds Act (ESSA) Early Learning Coordination Working Group to improve the transition process for children moving from Head Start into pre-K or kindergarten at LEAs (Statewide ESSA Early Learning Coordination Working Group, 2018). In monthly meetings, working group members offered their expertise and recommendations from District and/or national evidence-based practices and research around topics central to early childhood coordination. As of February 2019, 31 of the 32 LEAs who serve this age group and receive Title funding I have signed a statewide agreement, including a commitment to regular cross-sector joint professional development. The CLSD grant program will be able to leverage the momentum and collaboration established by this working group to further provide evidence-based strategies, including professional development, coaching, and instructional resources, across all sectors, birth through grade 3.

PDG B-5: In 2018, OSSE was awarded the PDG B-5 grant. The District has strategically used the PDG to create a more efficient, responsive, and coordinated B-5 mixed delivery system that

particularly meets the needs of vulnerable children and families. One of the main grant activities focuses on sharing best practices, including comprehensive training, professional development, and technical assistance to support early childhood educators. Through the framework of the new Capital Quality initiative, combined with the PDG B-5 grant, OSSE is able to provide quality facilitators who work one-on-one with providers to address identified needs. OSSE, together with many partners, also provide extensive professional development, both online and in-person, for early childhood educators across both CBO and LEA sectors. Through the PDG B-5, OSSE increased the capacity of its online training platform by an additional 4,000 educators. PDG B-5 funding supported purchasing evidence-based curricula, assessments, and to provide training for teachers across 1,200 infant/toddler classrooms. The CLSD grant will build on the accomplishments of PDG B-5.

Strong Start: The Strong Start DC Early Intervention Program (DC EIP) Community Playgroups provide families with information about their child’s development, early childhood developmental screenings, early intervention process, and community resources available to families across the District. The community playgroups are facilitated by early intervention professionals and provide a family-centered, child-interest driven environment for children to interact with their same-age peers, while families receive information about early intervention related topics.

Early Literacy Intervention Initiative (ELII): In 2015, OSSE began administering the ELII grant for the purpose of implementing evidence-based early literacy interventions. Utilizing local funds, OSSE makes these grants available through a competitive grant process. An eligible entity must be a nonprofit, community based organization that partners with schools to provide a full continuum of early literacy intervention services, pre-K through grade 3, consisting of developmentally appropriate components for each grade, through professionally coached interventionists. The largest grantee is Literacy Lab, which uses an early intervention model of

placing full-time rigorously trained, and professionally coached tutors (i.e., AmeriCorps members) in 15 high-need District elementary schools to drive improvement in literacy skills by using the nationally recognized and evidence-based Reading Corps program and SEEDS of Early Literacy. Literacy Lab also implements the Leading Men Fellowship, an initiative that engages recent District high school graduates who are men of color as early literacy tutors to prepare pre-K children for kindergarten. The second ELII grantee is Reading Partners, whose goal is to help close the opportunity gap for literacy achievement among low-income youth at a system-wide level and who currently serves over 900 students, grades K-4, in 19 Title I public and public charter schools in the District through its one-on-one literacy tutoring program. At each school site, at least 50 volunteer tutors serve 40 or more students through 45-minute one-on-one tutoring sessions occurring twice a week, where they receive oversight from trained staff, use a structured research-based curriculum aligned with Common Core standards, and follow individualized reading plans tailored to each student's strengths and needs.

A recent data report projects that the percentage of District students in grades 3-8 who would have passed the statewide PARCC ELA exam will drop by 16% if schools are closed until the fall (Boots, 2020). The impact on students of future school closures and restructuring due to COVID-19 cannot be measured yet, but it is anticipated that it will be significant. Schools will need more support from highly trained adults using effective intervention models to be able to meet the needs of all students in their buildings. Receiving CLSD grant funds will allow OSSE to provide additional funding to ELII grantees and similar organizations who can sustain, scale up and expand this type of support to District schools in low-income communities.

State-Level English Learner Supports and Programming: The CLSD grant will build upon state-level EL program supports for LEAs, which currently include EL policy guidance, technical assistance and ongoing, high-impact, practice-oriented professional learning aligned to evidence-

based practices. All supports are grounded in foundational principles that value students' rich cultural and linguistic backgrounds and take a systematic approach to building LEAs' capacity. Examples of these professional learning initiatives include (a) LEA data deep dives, (b) multi-session cohort workshops on English language acquisition, (c) content-based ESL instruction, (d) dual language program implementation, and (e) sheltered instruction observation protocol intensive training. Given the growing number of ELs in the District annually and the increase of ELs in schools that previously had never enrolled EL students, the need to expand the reach of EL supports is critical. The CLSD grant will build on these EL initiatives to both deepen and widen the reach of EL supports in an efficient manner.

Students with Disabilities Statewide Landscape Analysis and Working Group: Since its formation, the special education priority working group has built a collective sense of urgency by engaging diverse groups of stakeholders citywide in facilitated discussions of OSSE's findings, conducting focus groups and interviews with special education teachers and leaders, and convening the leaders of education cluster agencies to develop joint commitments focused on accelerating academic outcomes for SWDs. Recent interviews with special education staff and leaders across the city yielded eight core barriers the District must overcome to close the achievement gap between SWDs and those without: (a) leadership across the mixed delivery system, (b) general educator commitment and training, (c) special education staff capacity, (d) access to instructional resources, (e) inadequate identification practices, (f) trauma and mental health needs, (g) parent engagement and supports, and (h) unsupported transitions (DC OSSE, 2019). Several of these barriers are directly addressed by our CLSD grant proposal.

Part One Summary: OSSE has rigorous and ambitious goals for the grant that are aligned with both the federal notice and the state's ESSA plan; and OSSE is poised to leverage many relevant existing initiatives to promote innovation and efficiency and to maximize educational benefits for

students, families and educators. Through this grant opportunity, OSSE expects to see a significant impact on the state literacy outcomes driven by the estimated 25,000 participating students in the targeted opportunity zones and neighboring communities that have the highest percentages of children reading below grade level. The logic model included in the appendix lays out a set of cohesive activities, outputs, and outcomes for the OSSE CLSD project and the anticipated results, benefits, and impact it could provide.

PART TWO: QUALITY OF THE PROJECT DESIGN

Project Goals, Objectives, and Outcomes: The overall goal of OSSE’s CLSD grant is to improve the pre-literacy skills of children under the age of five and to significantly increase the percentage of K-12 students scoring proficient or advanced on state standardized ELA assessments. Specifically, the project services and implementation plan are designed to achieve these three goals:

1. Support early language and literacy skills for children birth to age five;
2. Increase the number of children reading on grade level in grade 3 through high school; and
3. Improve literacy outcomes for approximately 25,000 disadvantaged and traditionally underserved children and students across the birth through grade 12 education landscape.

The overall goals, objectives and outcomes of our program are outlined below. Additional details, to include key services and activities that will operationalize each program objective, can be found in Part 4 Quality of Project Services, Section C.

Goal 1: Support early language and literacy skills for children birth to age five

Objective 1A: In the first year of the grant, OSSE will develop a **State Comprehensive Literacy Plan** to include (1) a needs assessment to identify gaps in early literacy, (2) stakeholder input to create guiding principles for early literacy instruction, and (3) evidence-based strategies for improving early literacy birth to age 5.

Objective 1B: OSSE will use 15% of CLSD funds to offer **competitive subgrants** to CBOs and non-profit organizations which serve the highest need and most underserved populations from birth to kindergarten.

Goal 1 Outcomes:

- Increase number of families trained in evidence-based early childhood literacy activities.
- Increase number of Strong Start playgroups and time spent on building early literacy skills.
- Increase number of early childhood programs participating in literacy coaching programs.
- Increase number of teachers, school leaders, and relevant EPP faculty and staff trained in evidence-based early literacy programs.
- Increase percentage of children who have access to evidence-based, high-quality early literacy curriculum.

Goal 2: Increase number of children reading on grade level in grade 3 through high school

Objective 2A: In the first year of the grant, OSSE will develop a **State Comprehensive Literacy Plan** to include (1) a needs assessment to identify gaps in K-12 literacy, (2) stakeholder input to create guiding principles for K-12 literacy instruction, and (3) evidence-based strategies for improving K-12 literacy.

Objective 2B: OSSE will launch a **literacy coaching program** where three cohorts of 25 educators each will be trained to deepen knowledge on foundational literacy—phonological awareness, phonics, fluency, vocabulary, comprehension, writing and language.

Objective 2C: OSSE will offer **competitive subgrants** to LEAs, CBOs, and non-profit organizations which serve the highest need and most underserved populations. 40% of CLSD funds will be subgranted to organizations serving grades K-5 and another 40% to grades 6-12. OSSE staff will use various opportunities across the grant application and implementation cycles to offer feedback and support with the aim of **continuous improvement**.

Objective 2D: OSSE will lead statewide coordination and collaboration with EPPs to (1) strengthen and enhance pre-service courses in evidence-based literacy methods for students preparing to teach, and (2) review and update state licensure standards in literacy (early childhood through grade 12).

Goal 2 Outcomes:

- Increase percentage of students who have access to high-quality curriculum.
- Increase percentage of teachers engaging in focused professional learning activities related to curriculum implementation.
- Increase percentage of students identified with at-risk reading behaviors and thus eligible for intervention services.
- Increase number of students who are engaged in evidence-based literacy instruction and interventions.
- Increase student proficiency growth for 18,223 students in opportunity zones, as well as at-risk students, SWDs, and ELs over the next 5 years.
- Increase number of professional learning offerings and supports for educators serving special education, at-risk and ELs.
- Literacy coaching program will result in 75 trained literacy coaches with the capacity to train significant numbers of other teachers at their schools and program sites.
- Increase number of EPP faculty and staff who are trained in literacy coaching and can turnkey evidence-based practices to prepare future educators.

GOAL 3: Improve literacy outcomes for disadvantaged and traditionally underserved children and students across the birth through grade 12 education landscape

Objective 3A: OSSE will develop a **State Comprehensive Literacy Plan** to include (1) a needs assessment to identify gaps in K-12 literacy for at-risk students, ELs and SWDs; (2) stakeholder input to create guiding principles for literacy interventions; and (3) evidence-based strategies for improving literacy outcomes for at-risk students and special populations.

Objective 3B: OSSE will offer **competitive grants** to LEAs, CBOs, and non-profit organizations which serve the highest need and most underserved populations, birth through grade 12, with priority preference given to schools and programs located in QOZs.

Objective 3C: OSSE will use its ecosystem capacity to bring educators in the District together to share best practices in a **community of learning**, including a statewide literacy summit (birth through grade 12) and ongoing professional learning groups.

Objective 3D: OSSE will lead statewide coordination and collaboration with EPPs to improve licensure and certification standards and teacher preparation programs specifically for teachers serving ELs, SWDs, and at-risk students.

Goal 3 Outcomes:

- It is estimated that 25,000 students and families will be served with the proposed CLSD project, including 18,223 students attending schools in QOZs.
- Increased academic achievement of K-12 students involved in CLSD grant activities, compared to their peers not involved in CLSD activities.
- Increased number of educators will have opportunities to share best practices and learn from peers through community of learning opportunities.
- Increased number of educator candidates will enter the teaching field prepared to implement evidence-based literacy strategies, instruction and interventions.
- Anticipated **double achievement growth** in ELA proficiency within CLSD project LEAs and schools, including for traditionally underserved and disadvantaged students.

Table 1

Yearly Growth of Students in Opportunity Schools

<i>Opportunity Schools- double yearly growth</i>	Baseline (2019)	2021	2022	2023	Mid-Grant (2024)	2025	End of Grant (2026)
All	25%	30%	35%	40%	45%	50%	55%
At-Risk	21%	27%	33%	39%	45%	51%	57%
Students with Disabilities	5%	11%	18%	25%	31%	38%	44%
Active or Monitored English Learners	18%	25%	31%	38%	45%	51%	58%

CLSD Subgrant Timeline: Year one of the CLSD grant will serve as a planning period to (1) create the state comprehensive literacy plan, (2) build a competitive subgrant program aligned with that plan, and (3) prepare potential subgrantees to submit high quality applications aligned with priority grant activities. Subgrantee award entities will have years two through five of the grant to implement their subgrant activities. During this time OSSE will support with strategies aimed at a continuous improvement cycle using the Data Wise Improvement Process eight-step model.

State Comprehensive Literacy Plan: This plan will serve as the guidepost for literacy instruction from birth through grade 12 across the District. The scope and the strategies included in this plan will set the parameters for building a CLSD subgrant program that will lead to improved literacy outcomes. In developing the state plan, OSSE will seek input from both internal and external experts, as well as conduct a thorough review of relevant literature, to ensure the plan will promote evidence-based literacy practices. The plan will also support alignment across the diverse statewide education sector, to include early childhood providers, DCPS schools, and charter LEAs. The state plan will help ensure that District students have the literacy skills necessary to be college and career ready by high school graduation.

Local Literacy Plans: All LEAs within the District will be encouraged to create local literacy plans following the model of the State plan, including the identified critical literacy programming. OSSE will provide technical assistance to support the creation of local plans, and LEAs who wish to apply for a CLSD subgrant will be required to submit their local plan as part of the application, including an outline of the current state of literacy practices and achievement and the ideal state after the LEA receives CLSD funds and implements programming. Local plans should include a local needs assessment, indicating how the subgrant will assist with reaching high-needs populations in a way that could not be addressed without CLSD funds. With both state and local literacy plans serving as guideposts, more children and students will receive exemplary literacy instruction consisting of the use of high-quality curricula, aligned interventions, and through robust teacher professional development.

Implementation Science: The State Literacy Plan, and accompanying local literacy plans, will roll out in stages aligned with implementation science: (1) engage and explore, (2) plan and prepare, (3) initiate and refine, and (4) sustain and scale. In the engage and explore stage, OSSE will galvanize school leaders and teachers around the goals and expected outcomes of the plan. OSSE will engage educators on the need for the science of reading principles, the importance of alignment, and the need for a multi-tiered system of supports (MTSS) using evidence-based strategies and interventions. The MTSS framework is essential for the implementation of the plan as it “integrates a continuum of system-wide resources, structures, and practices” that will allow LEAs to systematically address learning barriers of students (Averill & Rinaldi, 2011). In the plan and prepare stage, OSSE will finalize and disseminate its own state plan, rooted in evidence-based literacy strategies, including a list of promising instructional practices to improve literacy achievement. In the initiate and refine stage, OSSE will train LEAs on how to create their own local literacy plans. Educators will examine LEA resources and existing data for alignment with

the State plan. Within this phase, there will be a focus on assessment literacy both formative and summative. In the final stage, sustain and scale, MTSS will be formalized within the local plans with an emphasis on monitoring student progress toward student, school, and LEA goals.

Continuous Improvement: Using a research-based, continuous improvement model OSSE will continue to gauge participant feedback as we plan support and technical assistance for LEAs and CBOs. Specifically, the use of the Data Wise Improvement Process eight-step model will be used as an effective way to collaborate with key stakeholders around teaching and learning through evidence-based analysis (Boudett, City, & Murnane, 2013). Utilizing this model will serve as a critical foundation as OSSE partners with stakeholders towards “(a) a shared commitment to action, assessment, and adjustment; (b) intentional collaboration; and (c) a relentless focus on evidence” (Boudett et al., 2013).

Early Literacy Strategies: Research has highlighted the critical need to provide language and pre-literacy experiences to children from low-income communities during the preschool years, to include necessary pre-literacy skills such as vocabulary development, phonological awareness, and print knowledge develop (Wasik & Hindman, 2011). The birth to age 5 initiatives of our CLSD grant will build upon the five factors that the National Early Literacy Panel (2008) identified which lead to children’s success in learning to read: oral language and vocabulary, phonological sensitivity, alphabet knowledge, exposure to print, and writing skills. Additionally, vocabulary is recognized as essential for understanding instruction on all other skill sets.

K-12 Literacy Strategies: Anderson and Kumari (2009) suggest that a key focus of sustainability and continuous school improvement is effective instructional programs and practices. The CLSD grant strategies for serving K-5 students are focused on ensuring students have access to high-quality, evidence-based curriculum and their teachers are trained and well versed in foundational reading principles as well as evidence-based literacy instruction with the goal of growing fluent,

competent readers. The K-5 programmatic focus is on selecting high-quality, aligned curricula. Strong curricula allow teachers to focus on raising student achievement through implementation and data analysis instead of looking for supplemental materials. In order to effectively execute high-quality curricula, teachers must engage in skillful professional learning so that they can learn how to adjust or make modifications to effectively meet the needs of students. The grades 6-12 programmatic strategy is similar to that of grades K-5. In the secondary grades, subgrantees will be expected to emphasize the use of evidence-based interventions and instructional strategies to close gaps among adolescent students and to support struggling readers.

Ensuring Alignment with Evidence-Based Practices: OSSE will conduct a subgrant competition using trained external reviewers who are deeply familiar with evidence-based literacy practices, and who will utilize an OSSE-created rubric to ensure alignment with the state literacy plan. This process will incentivize potential subgrantees to use evidence-based practices and high-quality instructional materials. Additionally, by participating in the OSSE-supported creation of a local literacy plan prior to submitting a subgrant application, eligible entities will have spent time planning for the implementation of evidence-based practices. When educators invest time in planning with high-quality instructional materials they have the foundation to create lessons which are differentiated and personalized to address individual student's learning needs (Hirsch & Crow, 2018). Subgrantees must agree to implement selected evidence-based practices from a list provided by OSSE for the specific age group intended to serve. These practices, spanning early childhood through grade 12, were compiled by OSSE staff using a needs assessment of literacy in the District. Detailed information on the research- and evidence-based practices can be found in a table located in the Appendix, titled: *FY2020 Application-CLSD Evidence Documentation*.

Strengthening Pre-Service Programs: Across the District, EPPs' attention to evidence-based literacy methods varies substantially. Although some District EPPs provide the future teachers

they are training with robust instruction in the science of reading, others cover this critical topic in less depth. As part of the CLSD grant, OSSE anticipates providing all relevant EPP faculty with an opportunity to participate alongside educators in the Language Essentials for Teachers of Reading and Spelling (LETRS) training, as part of the literacy coaching program, so that these faculty are well-prepared to instruct future teachers in the science of reading. OSSE also plans to leverage our existing quarterly EPP meetings, during which EPP leadership and faculty and OSSE staff come together to explore key topics, to elevate exemplary EPP practice in literacy instruction for future teachers so that EPPs working to improve in this area can learn from their peers.

Educator Credentialing: OSSE’s licensure policies establish an important guardrail that helps ensure all students have access to teachers with the necessary competencies. As part of the CLSD grant, OSSE will convene key stakeholders to form a working group that evaluates whether there are opportunities to enhance our state licensure policy to better reflect the importance of literacy. At a minimum, this working group will include EPP faculty and staff – with an emphasis on those staff who work directly with future teachers of elementary, special education, and English learner students; teachers and school leaders from across OSSE’s LEAs; and community leaders. This working group will be tasked with evaluating OSSE’s current licensure policy, as it relates to early literacy; comparing our policy to our neighboring states and national best practices; and formulating a specific set of recommendations that OSSE will consider as it makes any necessary updates to our literacy licensure policy.

PART THREE: QUALITY OF THE MANAGEMENT PLAN

Management Goals: OSSE will be responsible for addressing three main goals as part of the management plan, (1) ensure applicants submit subgrant applications aligned to the CLSD, (2) create protocols to monitor compliance of local CLSD plans and grant requirements, and (3) employ monitoring protocols to track implementation fidelity, progress, and fiscal accountability.

OSSE aims to address cost effectiveness by utilizing existing resources as much as possible, including OSSE staff. OSSE proposes a minimal number of new staff to address CLSD grant activities and to support subgrantees with their work.

Responsibilities of the OSSE CLSD Team: OSSE will form a CLSD management team responsible for carrying out state activities and monitoring subgrantees. The CLSD team will consist of OSSE staff members from TAL and the Division of Early Learning (DEL). One new staff member will be hired from the state portion of grant funds. This cross-divisional team will ensure that adequate representation from underserved groups remains the focus of the grant funds.

CLSD Core Leadership Team (CLT):

- Shavonne Gibson, Assistant Superintendent for TAL, will manage the CLSD Core Leadership Team and grant activities.
- Dr. La' Shawndra Scroggins, Deputy Assistant Superintendent for TAL, will manage day-to-day functions of the grant.
- Dr. Kathryn Kigera, Director of Quality Initiatives for Early Learning, will collaborate with Dr. Scroggins to ensure thorough incorporation of early learners in grant programming.
- Dr. Jennifer Norton, English Learner Programs Manager, and Jennifer Carpenter, Special Education Professional Development Specialist, will collaborate closely with Dr. Scroggins to ensure thorough incorporation of ELs and SWDs in grant programming.
- Elizabeth Ross, Director of Educator Quality and Effectiveness, will oversee licensure and accreditation review and revision.
- Ashleigh Tillman, ELA Professional Development Specialist, will oversee state K-12 portion of CLSD funds and activities.
- Subgrant and Evaluation Specialist (SES), projected new hire, will manage monitoring activities related to subgrantees. The SES will also design and develop the Request for

Applications (RFA), and manage procurement, contracts, and monitoring processes. The SES will also support subgrantees with developing continuous improvement plans.

CLSD Project Team (CPT) will provide support to CLT and/or subgrantees, as needed:

- Annette Thacker-Bartlett, Special Assistant, TAL
- Angela Awonaike, Response to Intervention Specialist, TAL
- Anika Harris, English Learners Professional Development Specialist, TAL
- Brianna Griffin, Competitive Grants Manager, OSSE Division of Systems and Supports, K-12
- Nancy Mahon, Director, OSSE Office of Grants Management and Compliance

Table 2

CLSD Grant Management Plan

Management Goal 1: Ensure applicants submit subgrant applications in accordance with CLSD guidelines and requirements			
Activities	Milestone	Timeline	Parties Responsible
Develop guidance for local literacy plan	Local literacy plan template	August 2020-December 2020	CLT
Develop subgrant RFA and rubric	Release RFA	August 2020-March 2021	SES, CLT
Develop and deliver technical assistance (TA) for subgrantees	Submission of subgrant applications	August 2020-December 2020	SES, CLT
Evaluate RFA	Award subgrants	April 2021	SES, CLT
Management Goal 2: Develop protocols to monitor compliance with local CLSD plans and grant requirements			
Activities	Milestone	Timeline	Parties Responsible
Develop implementation and reporting template	Template that aligns the state’s reporting template and grants management system	December 2020-March 2021	SES, CLT

Develop CLSD monitoring cycle and site visit schedule	Site visit protocol. Protocol may include classroom visit and instructional rounds template, interviews with staff, students, and family members and should be conducted with LEA, CBO, or non-profit staff in conjunction with OSSE CLSD team staff	July-September 2020	CLT, SES
Management Goal 3: Utilize monitoring protocols to track implementation, fidelity, alignment to CLSD local plans, and fiscal responsibility			
Activities	Milestone	Timeline	Parties Responsible
Desktop monitoring through data collection and reporting	Ongoing monitoring and outreach to ensure implementation fidelity and fiscal accountability. CLSD project staff will review submissions to assess for quality of activities to support continuous improvement.	October 2021-April 2026	SES, CLT
Site visits and instructional rounds	Completed site visits and instructional rounds	October 2021-March 2026 (biannually in October and March)	SES, CLT
Subgrantee annual reports	Analysis of student achievement outcome data, grant summary information, and summative financial reporting	June 2022-June 2026 (annually)	Submitted by subgrantees, reviewed by SES, CLT

Monitoring and Reporting: OSSE will establish timelines for reporting, sample expenditure reports, and sample outcome templates which will assist subgrantees with grant monitoring. Subgrantees found to be non-compliant or deficient on any required items will be requested to provide information, immediately to rectify the compliance issue or identify a corrective action plan. Subgrantees will be given 30 days to correct deficiencies. Failure to correct all deficiencies may result in early termination of the subgrantee’s award and, depending on the circumstances, OSSE may pursue necessary actions to reclaim previously distributed funds.

Continuous Improvement: OSSE staff will use various opportunities across the grant application and implementation cycles to offer feedback and support with the aim of continuous improvement. Through the use of monitoring rubrics for desktop reviews as well as on-site visits, the OSSE CLSD core team will use multiple means of communication including email, phone, and on-site face-to-face conversations to address opportunities for growth and continued improvement.

Technical Assistance: OSSE is well positioned to create targeted technical assistance needs which can respond to subgrantee needs to ensure adequate support on content related topics, implementation, grant related topics or fiscal topics. These technical assistance teams will be cross-divisional OSSE teams comprised of staff from the CLSD Project Team, who have extensive experience working with LEA and CBO subgrantees.

Data Collection: OSSE will require that LEA grant recipients use an OSSE-approved pre- and post-assessments of evidence-based literacy strategies for their respective grade band. The post survey should be administered twice in the grant period (end of year 2 and end of year 5). These assessments will be used to illustrate gains in educator knowledge and perceptions of the effectiveness of professional learning. Correlations will be examined to determine impact of gains in educator knowledge. In addition, all K-12 LEA subgrantees must complete the Reading Tiered Fidelity Inventory (R-RTI) as part of its development of a needs assessment and local literacy plan. Combined with findings from on-site visits and instructional rounds, OSSE will analyze these data to provide additional state resources and to support continuous improvement.

PART FOUR: QUALITY OF PROJECT SERVICES

Operationalizing the Project Design: OSSE will operationalize the project design through a series of key activities to support each of the five main program objectives.

Objective 1: Develop a State Comprehensive Literacy Plan, birth through grade 12

- Leverage PARCC data, ACCESS data, and other relevant sources of data to identify gaps for student subgroups.
- Involve a diverse group of stakeholders to ensure the plan supports alignment and coherence across the diverse education landscape, to include community-based early childhood providers, traditional public schools (i.e., DCPS), single-site public charter schools, and multi-campus public charter schools serving pre-K through grade 12, as well as the EPPs that prepare future teachers to educate children in these settings.
- Leverage the ESSA Early Learning Coordination Working Group by soliciting input on the state literacy plan and identifying existing promising practices in early literacy instruction.
- Leverage internal, cross-divisional OSSE work groups, including the Special Education Working Group and the English Learner Supports Working Group, to ensure the state plan includes evidence-based strategies designed to close gaps for special populations.
- Conduct a literacy curricula review, birth through grade 12, and publish the resulting list of recommended, high-quality literacy curricula and promising practices.
- Include evidence-based early literacy and K-12 literacy practices in the state plan.
- Include a framework in the plan to support high-quality, evidence-based, equitable instructional strategies for diverse learners with an emphasis on differentiation and support for at-risk populations.
- Include provisions in the state plan to ensure students have the literacy skills necessary to be college and career ready by high school graduation.

Objective 2: Implement a Request for Applications (RFA) process to award competitive subgrants to LEAs, CBOs and non-profit organizations which serve the highest need and most underserved populations.

- Leverage the existing OSSE Enterprise Grants Management System (EGMS) to design, build, implement and streamline the RFA, application and selection processes.
- Provide technical assistance to eligible entities around (a) conducting a **local needs assessment** to identify gaps in literacy instruction and curricula, (b) identifying evidence-based, high-quality literacy instruction, interventions and curricula, (c) understanding the new State Comprehensive Literacy Plan, and (d) creating an **aligned local literacy plan**.
- Require all K-12 LEA subgrantees to complete the Reading Tiered Fidelity Inventory (RTFI) as part of its development of the needs assessment and local literacy plan.
- Design a subgrant award process where priority will be given to eligible entities who:
 - Serve one or more of the 52 identified schools located in QOZs.
 - Serve a high percentage of low-income and high-need students which may be outside of the QOZs.
- Design a subgrant award process where priority will be given to applicants who plan to use grant funds to **strengthen and implement their local literacy plans** by:
 - (a) Using diagnostic assessments to identify needs of at-risk students and special populations, including gaps in comprehensive, evidence-based literacy instruction;
 - (b) Adopting and training staff on evidence-based, high quality curricula to deliver coherent and aligned instruction;
 - (c) Conducting staff training around selecting and implementing evidence-based interventions to support struggling readers;
 - (d) Utilizing LEA-based literacy teams to address comprehensive literacy instruction by building a MTSS framework for literacy instruction;
 - (e) Providing high-quality professional development as a part of a continuous improvement model; and

(f) Strengthening family literacy strategies and family engagement.

- Hire a 1.00 FTE to support monitoring, reporting, data collecting and subgrantee activities.
- Conduct site visits biannually to observe grant activities.
- Provide regular subgrantee professional learning opportunities to offer feedback and support with the aim of growth and **continuous improvement**.
- Require LEA grant recipients to use OSSE-approved pre- and post-assessments of evidence-based literacy strategies for their respective grade bands to measure educator knowledge.
 - The post survey will be administered twice in the grant period (end of year 2 and end of year 5). These assessments will be used to illustrate gains in educator knowledge and perceptions of the effectiveness of professional learning.

Correlations will be examined to determine impact of gains in educator knowledge.

- Support subgrantees in collecting data and reporting to OSSE annually on self-identified project goals, objectives, and outcomes, and analyze these data to support improvement and to provide additional state resources.
- Utilize cross-divisional OSSE teams to provide targeted technical assistance to ensure adequate support for subgrantees on content related topics, implementation science, grant related topics, or fiscal topics.
- Build upon the success of the PDG B-5 grant by working with subgrantees to (a) expand professional development for early childhood educators in use of evidence-based curricula, (b) increase participating families in early literacy initiatives, and (c) provide access and materials for early literacy initiatives.

Objective 3: Create and launch a coaching system to build capacity to address foundational reading and support for beginning and older struggling readers.

- Establish three cohorts (25 educators in each cohort) to complete the Language Essentials for Teachers of Reading and Spelling (LETRS) training.
- Require coaches from CLSD LEA subgrantees to join a cohort, and encourage other LEAs and relevant EPP faculty and staff to join cohorts.
- Ensure the program builds capacity to address foundational reading and support for both beginning readers and older struggling readers by providing LEAs with professional learning on evidence-based literacy instruction which includes a MTSS framework.
- Follow a train-the-trainer model to build the capacity of literacy coaches to provide on-site professional learning opportunities for their peers within their own organizations.
- Include professional development focused on evidence-based literacy interventions for struggling readers and how to establish a MTSS framework.
- Monitor data to measure impact of literacy proficiency in the participating schools, especially the outcomes of disadvantaged children and students.

Objective 4: Improve licensure and certification standards and teacher preparation programs

- Conduct an in-depth review of current state licensure standards for educators around literacy instruction.
- Conduct a national landscape study to identify trends and promising practices in the training of future literacy instructors.
- Conduct an in-depth review, in collaboration with EPPs, of current state EPP approval processes, to include an examination of required coursework for K-12 educators, as well as programs that prepare educators to serve SWDs, ELS, and at-risk students.

- Leverage existing quarterly EPP meetings, where EPP leadership and faculty and OSSE staff come together to explore key topics, to elevate exemplary EPP practices in literacy instruction for future teachers.
- Convene stakeholders to evaluate and recommend changes to state licensure standards.

Objective 5: OSSE will leverage its ecosystem capacity to bring educators in the District together to share best practices in a community of learning.

- Gather subgrantees together twice a year to discuss grant activities and share promising practices in literacy instruction.
- Use state CLSD funds to host a city-wide, literacy summit to showcase literacy best practices, birth through grade 12. In this showcase, OSSE will bring together subgrantees and other members of the education community to learn about CLSD successes.
- Establish a regular community of learners who work collaboratively to learn more about and deepen literacy outcomes across the District.

Ensuring equal access and treatment for eligible project participants: OSSE has spent the last several years streamlining and strengthening its grant management resources, trainings, data systems, and processes across the entire agency, including establishing a working group to examine subgrant application and dissemination processes through the lens of equity. Within OSSE’s grant making authority, OSSE will ensure that all eligible entities are aware of the opportunity by using standardized District of Columbia Government communication channels. OSSE will provide technical assistance opportunities leading up to the application window, to ensure eligible entities are able to craft a local literacy plan patterned after the newly developed state literacy plan, including how to identify evidence-based grant activities. OSSE will provide training for external peer reviewers around unconscious bias, grant components, and the scoring rubric to ensure normed and aligned reviews.

Prioritizing Communities of Greatest Need: In awarding CLSD subgrants, OSSE will give priority to eligible entities who serve the greatest percentage of disadvantaged children, including serving low-income and high-need students. Specifically, priority points will be assigned to eligible entities in the following areas using the student and site data formally submitted in their subgrant applications: Percentage of Children from Low-Income Families, Percentage of ELs, Percentage of SWDs, Percentage of At-Risk Students, and sites which are located within QOZs. In reflecting on prior subgrant administrations and the great academic and socioeconomic needs in the District, OSSE does not anticipate any issues in awarding at least 95% of our CLSD grant funds to eligible entities serving the most disadvantaged children across the state.

Leveraging Existing Investments: One of the pillars in OSSE’s strategic plan is to “build ecosystem capacity” which means the agency has made intentional investments in convening with partners and providing targeted support and investments to improve quality, while also increasing access and advancing equity in education. Our systems offer multiple layers of quality programming and interventions to support positive child and family outcomes for all. The CLSD grant would complement, strengthen, and increase the impact of local literacy work as well as state level literacy work within OSSE and across other state agencies. The grant will bolster and expand ongoing related evidence-based initiatives for supporting SWDs, ELs and at-risk students.

Building on OSSE’s Infrastructure: The CLSD grant will build on OSSE’s existing continuum of education sector leadership, which spans birth through adult education. OSSE DEL supports outcomes for children birth through age 5, including a team of six staff currently supporting the Building and Sustaining Quality Early Care and Education grant. This grantee is responsible for many activities that align or complement CLSD proposed grant activities, including training and professional development, technical assistance, and implementation of the quality rating and improvement system. In 2017, OSSE created the TAL Division to more specifically address the

needs of the District’s educator workforce. TAL’s professional development team works to deliver responsive systems of professional learning and high-quality technical support to teachers, school leaders, service providers and staff who serve in District public and public charter schools. The CLSD grant will leverage the existing relationships TAL has built with educators and schools and allow TAL to scale up evidence-based practices, including the work of TAL’s literacy specialist to address literacy gaps through ongoing learning communities and technical assistance for school leaders and teachers.

OSSE recognizes the possibilities available to deepen and sustain progress and impact with additional funds dedicated to literacy initiatives through the CLSD grant. The proposed project is rigorous and ambitious, but attainable. By building upon existing state agency infrastructure and systems and allowing educational entities to choose appropriate partners, there is an opportunity to more closely provide children and students with the necessary literacy support needed to close the achievement gap in the nation’s capital.

CONCLUSION

OSSE recognizes the possibilities available to deepen and sustain progress and impact with additional funds dedicated to literacy initiatives through the CLSD grant. The proposed project is rigorous and ambitious, but attainable. By building upon existing state agency infrastructure and systems and allowing educational entities to choose appropriate partners, there is an opportunity to more closely provide children and students with the necessary literacy support needed to close the achievement gap in the nation’s capital.

References

- Anderson, S & Kumari, R. (2009). Continuous improvement in schools: Understanding the practice. *International Journal of Educational Improvement*, 29(3), 281-292.
- Averill, O. H., Rinaldi, C., & Collaborative, U. S. E. L. (2011). Multi-tier system of supports (MTSS). *District Administration*, 48(8), 91-95.
- Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011a). The influence of school administrators on teacher retention decisions. *American Educational Research Journal*, 48(2), 303–333.
- Boots, J. (2020, April 7). How COVID-19 regular school closures could impact DC student proficiency in 2020-21. Retrieved from <https://img1.wsimg.com/blobby/go/a5cb70d9-d6a4-465d-9015-8c015fceeee6/downloads/COVID-19%20Impact%20on%20DC%20Student%20Achievement%20-%20Em.pdf?ver=1589650180047>
- Boudett, K. P., City, E. A., & Murnane, R. J. (Eds.). (2013). *Data Wise: a step-by-step guide to using assessment results to improve teaching and learning, Revised and expanded edition*. Cambridge, MA: Harvard Education Press.
- Community Schools Incentive Initiative Act of 2012 ([DC Official Code § 38-754.02](#))
<https://osse.dc.gov/service/community-schools-incentive-initiative>
- DC Office of the State Superintendent of Education. (2020). *DC school report card*. Retrieved from <https://dcschoolreportcard.org/state/>
- DC Office of the State Superintendent of Education (2018). The State of Pre-K in the District of Columbia. Retrieved from <https://osse.dc.gov/publication/pre-kindergarten-reports-state-pre-k-district-columbia>

DC Office of the State Superintendent of Education (2019). Students with disabilities in the District of Columbia landscape analysis. Retrieved from <https://osse.dc.gov/page/students-disabilities-district-columbia-landscape-analysis>

Hirsh, S., & Crow, T. (2018). Focus adult learning on high-quality instructional materials. *Learning Professional*, 39(6), 8–9.

National Council on Teacher Quality (2020). *Early reading: Teacher prep review*. Retrieved from <https://www.nctq.org/review/search/standard/Early-Reading>

National Council on Teacher Quality (2020). *Teaching reading national results. State teacher policy database: Data set elementary teachers*. Retrieved from <https://www.nctq.org/yearbook/national/Teaching-Reading-90>

National Council on Teacher Quality (2020). *Teaching reading national results. State teacher policy database: Data set special education teachers*. Retrieved from <https://www.nctq.org/yearbook/national/Teaching-Reading-92>

National Early Literacy Panel. (2008). *Developing early literacy: Report of the national early literacy panel*. Washington, DC: National Institute for Literacy. Retrieved from <https://lincs.ed.gov/publications/pdf/NELPReport09.pdf>

National Assessment of Educational Progress. (2020). Nation’s Report Card. Retrieved from <https://www.nationsreportcard.gov/>

Office of the State Superintendent of Education. (2017). *EDI: A community level index of children’s health, development, and school readiness webinar*. Retrieved from <https://osse.dc.gov/sites/default/files/dc/sites/osse/documents/EDI%20Interest%20Webinar.pdf>

Office of the State Superintendent of Education. (2019). 2019-2023 OSSE strategic plan. Retrieved from

https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/OSSE%202019-23%20Strategic%20Plan.pdf

Raise DC. (2017). Kindergarten Readiness. *Progress report of Kindergarten Readiness*. Retrieved from <https://data.raisedc.org/kindergartenreadiness#DisaggregatedData>

Wasik, B.A. & Hindman, A.H. (2011). Improving vocabulary and pre-literacy skills of at-risk preschoolers through teacher professional development. *Journal of Educational Psychology*. 103(2), 455-469.

APPENDIX A

FY 2020 Application- Comprehensive Literacy State Development Program Evidence Documentation - District of Columbia

Proposed Activity, Intervention, or Practice	Program Requirement	Citation of Study or Systematic Review of Evidence	Evidence Tier	Justification for Evidence Tier and Relevant Population
Develop oral language proficiency	Early Childhood	<p>Lonigan, C. J., Farver, J. M., Clancy-Menchetti, J., & Phillips, B. M. (2005, April). <i>Promoting the development of preschool students' emergent literacy skills: A randomized evaluation of a literacy-focused curriculum and two professional development models</i>. Paper presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA. Retrieved from: https://eric.ed.gov/?id=EJ915825</p> <p>Dominic W. Massaro, "Two Different Communication Genres and Implications for Vocabulary Development and Learning to Read," <i>Journal of Literacy Research</i> 47 (2015): 505–27, https://doi.org/10.1177/1086296X15627528</p> <p>Mindell, J. A., & Williamson, A. A. (2018). Benefits of a bedtime routine in young children: Sleep, development, and beyond. <i>Sleep medicine reviews</i>, 40, 93–108. https://doi.org/10.1016/j.smr.2017.10.007</p>	<p>Strong</p> <p>Not sure</p> <p>Not Sure</p>	<p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Strong evidence for students in PK (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WC_Elementary_Guides.pdf and https://ies.ed.gov/ncee/wwc/PracticeGuide/21)</p>
Phonological awareness and letter recognition	Early Childhood	<p>Lonigan, C. J. (2006, July). <i>Impact of preschool literacy curricula: Results of a randomized evaluation in a public prekindergarten program</i>. Paper presented at the 13th annual meeting of the Society for the Scientific Study of Reading,</p>	Strong	<p>What Works Clearinghouse published an intervention report on Literacy Express, the curriculum used in the research</p>

		<p>Vancouver, British Columbia, Canada.</p> <p>Farver, J. A. M., Lonigan, C. J., & Eppe, S. (2009). <i>Effective early literacy skill development for young spanish-speaking english language learners: An experimental study of two methods</i>. Child Development, 80(3), 703-719. Retrieved from: https://eric.ed.gov/?id=EJ840084</p>	Strong	<p>(https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Literacy_Express_071607.pdf).</p> <p>What Works Clearinghouse characterizes the level of evidence as Tier 1/Strong evidence (https://ies.ed.gov/ncee/wwc/Study/25407) and above</p>
Decoding	K-3	<p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.</p>	Strong	<p>What Works Clearinghouse Practice Guide characterizes the evidence for this practice recommendation as Strong evidence for students in K-3 grades (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf)</p>
Phonemic Awareness	K-3	<p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.</p>	Strong	<p>What Works Clearinghouse Practice Guide characterizes the evidence for this practice recommendation as Strong evidence for students in K-3 grades (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf)</p>
Reading	K-5	<p>Madden, N. A., Slavin, R. E., Karweit, N., Dolan, L., & Wasik,</p>	Moderate	<p>What Works Clearinghouse</p>

Fluency		B. A. (1993). <i>Success for All: Longitudinal effects of a restructuring program for inner-city elementary schools</i> . American Educational Research Journal, 30(1), 123–148.		characterizes the level of evidence for this practice recommendation as Tier 2/Moderate evidence for students in K-4 grades (https://ies.ed.gov/ncee/wwc/Study/81455)
Reading Fluency	K-2	Ransford-Kaldon, C., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotzky, T., Huang, Y., & Gallagher, B. (2010). <i>Implementation of effective intervention: An empirical study to evaluate the efficacy of Fountas & Pinnell’s Leveled Literacy Intervention system</i> . Memphis, TN: Center for Research in Educational Policy, University of Memphis. Retrieved from: https://eric.ed.gov/?id=ED544374	Strong	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Strong evidence for students in K-2 (https://ies.ed.gov/ncee/wwc/Study/78712)
Reading Fluency	6-12	Kim, J. S., Samson, J. F., Fitzgerald, R., & Hartry, A. (2010). A randomized experiment of a mixed-methods literacy intervention for struggling readers in grades 4–6: Effects on word reading efficiency, reading comprehension and vocabulary, and oral reading fluency. <i>Reading and Writing: An Interdisciplinary Journal</i> , 23(1), 1109–1129. Retrieved from: https://eric.ed.gov/?id=EJ898468		What Works Clearinghouse characterized this practice to have a statistical significance positive effect in reading fluency for students in 4-6 grades (https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_read180_112916.pdf)
Adolescent Reading Comprehension	6-8	Interactive, Inc. (2002). <i>An efficacy study of READ 180: A print and electronic adaptive intervention program, grades 4 and above</i> . Ashland, VA.	Moderate	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 2/Moderate evidence for students in 6-8 grades

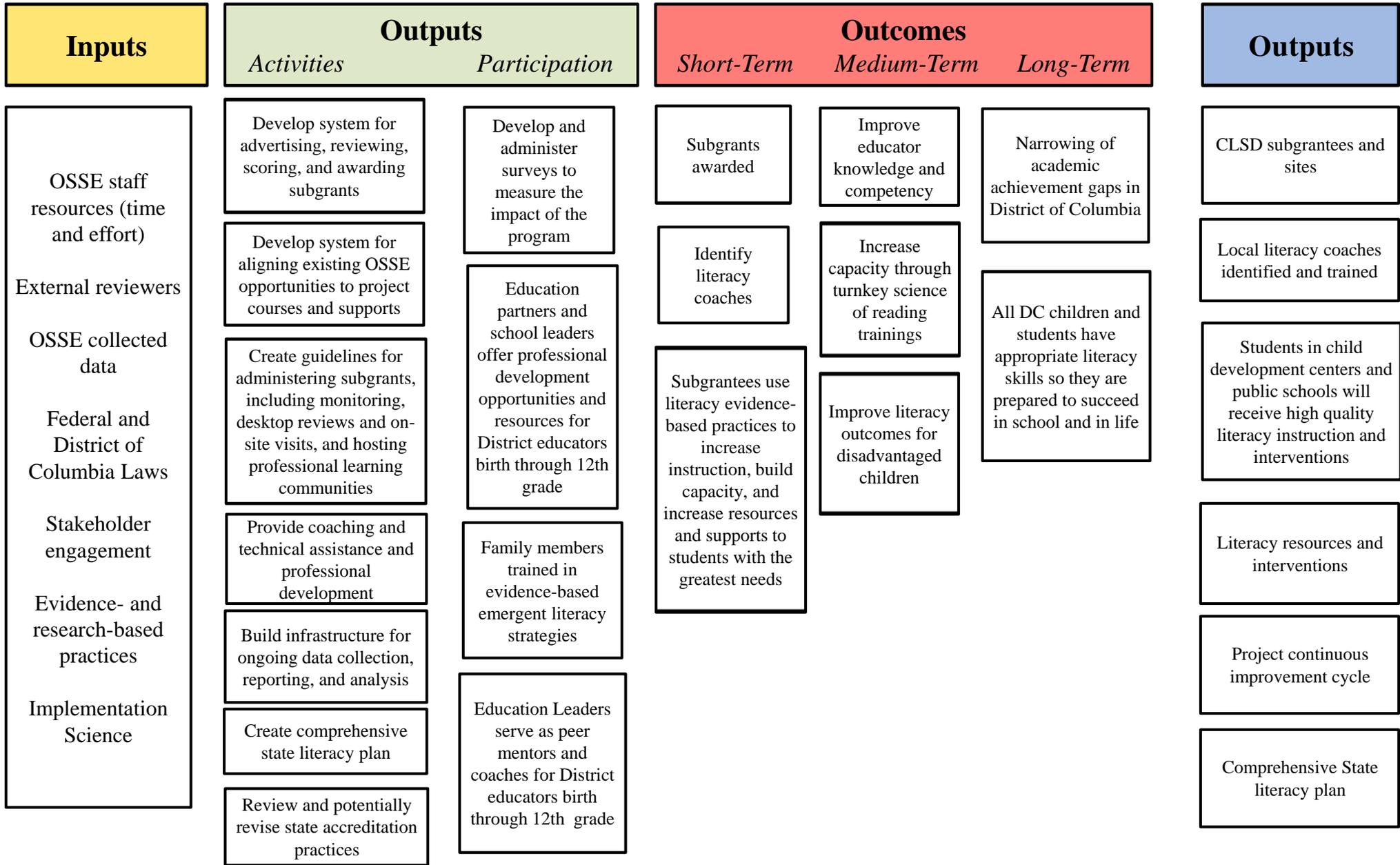
				https://ies.ed.gov/ncee/wwc/Study/9443)
Adolescent Reading Comprehension	9-12	Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc .	Moderate to Strong	What works Clearinghouse Practice Guide characterizes the level of evidence for this practice recommendation as Moderate to Strong evidence for students in 4-12 grades https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf)
Elementary reading comprehension	K-5	Pinnell, G. S., DeFord, D. E., & Lyons, C. A. (1988). Reading Recovery: Early intervention for at-risk 1s graders. Arlington, VA: Educational Research Service. Retrieved from: https://eric.ed.gov/?id=ED303790 Clark, P. & Zygmunt-Fillwalk, E. (2008) <i>Ensuring school readiness through a successful transition to kindergarten: The Indiana Ready Schools Initiative</i> , Childhood Education, 84:5, 287-293. 10.1080/00094056.2008.10523026	Strong	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Strong evidence for students in 1st grade https://ies.ed.gov/ncee/wwc/Study/77687)
Tiered Instruction	K-5, 6-12	Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/ .	Strong	What works Clearinghouse Practice Guide characterizes the level of evidence for this practice recommendation as Strong evidence for students in K-2 grades https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf).

Oral language	ECE	<p>Lonigan, C. J., Farver, J. M., Clancy-Menchetti, J., & Phillips, B. M. (2005, April). Promoting the development of preschool children’s emergent literacy skills: A randomized evaluation of a literacy-focused curriculum and two professional development models. Paper presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA. Retrieved from: https://eric.ed.gov/?id=EJ915825</p> <p>Yaun, J., Bach, M., Bakke, J., Goedecke, P. J., Baldwin, K. M., & Hare, M. (2019). Evaluation of a Language and Literacy Enhancement Program. <i>Clinical Pediatrics</i>, 58(1), 100–109. https://doi.org/10.1177/0009922818809463</p> <p>Kevin J. Swick, “Promoting School and Life Success through Early Childhood Family Literacy,” <i>Early Childhood Journal</i> 36 (2009): 403–6, https://doi.org/10.1007/s10643-4</p>	Strong	<p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Strong evidence for students in PK https://ies.ed.gov/ncee/wwc/study/63987</p>
Beginning reading	3-5	<p>Borman, G.D., Slavin, R. E., Cheung, A., Chamberlain, A.M., Madden, N. A., & Chambers, B. (2007). <i>Final reading outcomes of the national randomized field trial of Success for All</i>. American Educational Research Journal, 44(3), 701–731. Retrieved from: https://eric.ed.gov/?id=EJ782058</p>	Strong	<p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Strong evidence for students in 3-5 grades https://ies.ed.gov/ncee/wwc/Study/81478</p>
Writing Process	K-6	<p>Graham, S., Bollinger, A., Booth Olson, C., D’Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N.(2012).Teaching elementary school students to be effective writers: A practice guide (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional</p>	Strong	<p>What Works Clearinghouse Practice Guide characterizes the level of evidence of teaching the writing process as Strong evidence for students in K-6</p>

		Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch .		grades https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec182018.pdf#page=18 .
English Learners	Not specified	Richards-Tutor, C., Aceves, T., & Reese, L. (2016). Evidence-based practices for English Learners (Document No. IC-18). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://cedar.education.ufl.edu/tools/innovation-configurations/	Not Sure	The CEEDAR center characterizes these recommendations as evidence-based practices for English learners in the areas of instruction, progress monitoring, and family partnerships using a multi-tiered system of supports https://cedar.education.ufl.edu/wp-content/uploads/2016/11/EBP-for-english-learners.pdf
Vocabulary for English Learners	ES - MS	Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx .	Strong	What Works Clearinghouse Practice Guide characterizes the level of evidence of teaching the writing process as Strong evidence for students in Elementary and Middle School (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf)
Culturally Responsive Instruction	HS	Callaway, Roberta F. (2017). <i>A correlational study of teacher efficacy and culturally responsive teaching techniques in a southeastern urban school district</i> . Journal of Organizational &	Not Sure	This study was conducted in an urban school district on effective culturally responsive techniques

		Educational Leadership: Vol. 2 : Iss. 2 , Article 3.		for instruction https://files.eric.ed.gov/fulltext/EJ1144813.pdf
Culturally Responsive Teaching	K-12	Krasnoff, B. (2016). <i>Culturally responsive teaching: A guide to evidence-based practices for teaching all students equitably</i> . Region X Equity Assistance Center. Retrieved from: https://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf	Not Sure	N/A
Screening and assessing oral language development	Early Childhood	Berkman, N. D., Wallace, I., Watson, L., Coyne-Beasley, T., Cullen, K., Wood, C., & Lohr, K. N. (2015). <i>Screening for speech and language delays and disorders in children age 5 years or younger: A systematic review for the U.S. preventive services task force</i> . Agency for Healthcare Research and Quality (US). https://pubmed.ncbi.nlm.nih.gov/26225412/ Moodie, S., Daneri, P., Goldhage, S., Halle, T., Green, K. & Lamonte, L. (2014). <i>Early childhood developmental screening: A compendium of measures for children ages birth to five: OPRE report</i> . U.S. Department of Health and Human Services. Retrieved from https://eric.ed.gov/?id=ED561406 Rubio-Codina, M., Araujo, M. C., Attanasio, O., Muñoz, P., & Grantham-McGregor, S. (2016). Concurrent Validity and Feasibility of Short Tests Currently Used to Measure Early Childhood Development in Large Scale Studies. <i>PloS one</i> , 11(8), e0160962. https://doi.org/10.1371/journal.pone.0160962	Not Sure	N/A

DC CLSD – Logic Model



Assumptions

All children can demonstrate increased literacy and make growth and progress, given the appropriate evidence-based instruction, resources, and supports.

External Factors

Partnerships with external stakeholders and organizations are essential for building and implementing sustained systems.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

SHAVONNE D. GIBSON

EDUCATIONAL LEADER

Strong administrative, instructional and moral leader with passion for educating urban students to meet rigorous academic standards and demonstrate college and career readiness. Key strategist in the creation, development and development of the Common Core aligned curriculum. Decisive, data-driven manager who assesses the full impact of every executive action on students' educational opportunities.

PROFESSIONAL SKILLS

Curriculum Development
Student Discipline
Performance Evaluation
Understanding by Design

Data Driven Instruction Models
Observation and Supervision
Equity, Diversity, and Inclusion
Programming

No Nonsense Nurturing
Program Development
Budget Management
Staff Recruitment and Selection

EXPERIENCE

OFFICE OF THE STATE SUPERINTENDENT FOR EDUCATION (OSSE) — Washington, DC **Assistant Superintendent Teaching and Learning June 2018- Present**

Responsible for the statewide vision for planning and implementation of professional development for teachers and administrators. Provides leadership in developing plans for instructional improvement in curriculum and instruction. Responsible for assessing results of programs and addressing areas in need of improvement. Oversees early literacy grant management. Manage and oversee the departments of educator effectiveness and licensure, training and technical assistance, teacher preparation program accreditation, education policy and data and school/educator awards. In charge of creating staffing expansion plan, screening, interviewing, and ongoing recruitment for the division. Support local policy design in the areas of educator preparation programs and English language learning. Leads cross-division and cross-agency work related to improving outcomes for students with disabilities and secondary transition.

CENTER CITY PUBLIC CHARTER SCHOOLS — Washington, DC

Director of Instruction, July 2015- December 2016

Managing Director of Schools, January 2016-June 2018

Manage, develop, and evaluate school leaders within an assigned portfolio of schools, supporting them to execute their responsibilities to a high degree of efficacy. Builds a strong, cohesive team culture that reflects core Center City PCS values. Supports school leaders to ensure high quality implementation of the schools' educational design, including curriculum implementation, instruction, operations, student and adult culture, assessments, and family relationships. Builds capacity of school leaders to observe, coach, develop and manage campus teams. Plan and provide professional development and instructional coaching to instructional leaders and teachers in diverse roles. Regularly employs both formal and informal means to gauge the performance of each of the schools and the school leaders. Collaborates with the Talent Department to hire school principals, assistant principals, deans, and other instructional staff. Oversee student support services and curriculum and instruction departments. Lead the schools in continuous improvement of programs and systems, using data, including the development of school plans and key performance indicators, and setting high expectations and standards for quality teaching and learning that align with Center City PCS mission beliefs, priorities, initiatives and organizational culture.

CENTER CITY PUBLIC CHARTER SCHOOLS- BRIGHTWOOD CAMPUS — Washington, DC

Principal, July 2011- June 2015

Serves as the campus-level operational and instructional leader working to increase student achievement and promote instructional consistency in all content areas and grade levels. Works to ensure solid community-building relations, excellent culture and climate and consistent data-driven decision making in leadership. Supports a continuum of professional learning opportunities to support teachers in their acquisition and use of specific content and pedagogical knowledge, skills and strategies.

- ◆ Staff Management including: hiring, training, developing and motivating teachers and staff building-wide.
- ◆ Collaborates with the Assistant Principal, reading/math specialist and/or central office staff to provide quality professional development and curriculum implementation guidance to teachers.
- ◆ Facilitates the implementation of the adopted curriculum by:
 - a. Providing on-going professional development based on the needs of the school/district through data analysis and teachers' identified areas of need.
 - b. Observing and collaborating with teachers to plan lessons using scientifically-based instructional strategies.
 - c. Modeling best teaching methods and strategies based on the latest research and data in all disciplines.
 - ◆ Provides leadership in the utilization of student performance data to customize and improve instruction.
 - ◆ Monitors and supports school improvement initiatives
- ◆ Organizes and leads the Teacher Leader Fellowship (a group of 14 teacher leaders across the district) who engage in professional development and leadership training in preparation for campus and district leadership

Key Results:

- ◆ Selected as Title I National Distinguished School (2015) for closing the achievement gap
- ◆ School rose from Tier II to Tier I (representing the top 20% of all public charter schools in Washington, DC)
- ◆ Improved District of Columbia standardized test scores by 38% in mathematics and 14% in English Language Arts in two years as principal
- ◆ Applied for and received family engagement grant from the Flamboyant Foundation for three years
- ◆ Selected as finalist in the Fight for Children School Rising Stars Incentive grant

UNBOUNDED — Various Locations

Contract Leadership Facilitator February 2017- Present

Facilitate the Standards Institute Leadership Track to engage audiences and build understanding of the standards, aligned curriculum, equitable instructional practices, personal and systemic race, bias, and equity in education. Internalize the content and make connections between research and practice. Leverage participant experiences to strengthen session content.

THE ARTS AND TECHNOLOGY ACADEMY PUBLIC CHARTER SCHOOL — Washington, DC

Upper School Principal (Grades 2-5), July 2010-June 2011

New Leaders for New Schools Resident Principal, July 2009 to June 2010

Oversaw the overall operations activities for an elementary school of 550+ students and 60 teachers, instructional assistants, and support staff. Scope of the position included: staff recruitment and selection, teacher observation, supervision, and evaluation; record administration and maintenance; student discipline; program initiatives; team building; shared decision-making; advance school mission and values; and uphold and maintain of a safe, respectful, and fair environment.

Key Results:

- ◆ Implemented a Response to Intervention (RTI) reading program, Wilson FUNdations to provide additional intensive remediation to over 125 students

- ◆ Applied for and received the Quality Schools Incentive Grants for classroom libraries and Writers Workshop curriculum and professional development and Alliance for Healthy Schools Garden Grant for the implementation of a school garden
- ◆ Ensured alignment and retention of staff members through consistent observation and supervision
- ◆ Implemented a school-wide data cycle using The Achievement Network to support the Data Driven Instruction model
- ◆ Instituted a peer school observation model with peer schools in which teachers observe and reflect on effective teaching practices to implement effective practices at ATA
- ◆ Forged relationships with community partners to provide students learning opportunities surrounding work readiness, entrepreneurship, and financial literacy through experiential hands-on learning

ST. PATRICK'S EPISCOPAL DAY SCHOOL — Washington, DC

Associate Director of Admission and Financial Aid, July 2005 to June 2009

ROBERT E. LEE HIGH SCHOOL — Springfield, VA

Administrative Intern, June 2006 to August 2006

RONALD EDMONDS LEARNING CENTER/MS 113 — Brooklyn, NY

Middle School Social Studies Teacher, September 2002 to June 2005

EDUCATION AND CERTIFICATIONS

BAYLOR UNIVERSITY — Waco, TX

Doctor of Education (EdD) in Learning and Organizational Change, Anticipated December 2021

GEORGE MASON UNIVERSITY — Fairfax, VA

Master of Science (MS) in Education Leadership, 2007

LONG ISLAND UNIVERSITY — Brooklyn, NY

Master of Science (MS) in Urban Adolescent Education (Social Studies), 2004

UNIVERSITY OF ROCHESTER — Rochester, NY

Bachelor of Arts (BA) in Political Science, 2002

District of Columbia

Administration and Supervision Standard License, Expires September 2023

14 YEARS OF SUCCESS LEADING ACADEMIC PROGRAMS AND CONTINUOUS EVALUATION THROUGH PROVISION OF EVIDENCE AND RESEARCH-BASED PRACTICES, AND DATA-BASED DECISION MAKING

CORE COMPETENCIES

- Highly qualified educator with over 14 years of teaching, administration and academic leadership experience
- Dynamic, high performance educator with a proven ability to drive programmatic excellence and lead diverse teams of education professionals in a fast paced, growth-oriented educational environment
- Has a strong experience with special education, leading diverse programs, and continuous evaluation and overseeing the overall effectiveness
- Ability to oversee the development, implementation, and maintenance of the special education identification process
- Ability to develop program and outcome-based assessment and evaluation
- Passionate about building relationships, cultivating partnerships, and growing educational communities
- An effective communicator at all levels in the organization, with strong written skills and a willingness to share information
- Effective organization and planning skills
- Ability to multitask and keep calm under pressure

EXPERIENCE

Office of the State Superintendent of Education, Washington, DC
Director of Teaching and Learning, Division of Teaching and Learning

Oct. 2017 – Present

Key Contributions:

- Provide day-to-day vision and leadership to the division and keep the Assistant Superintendent informed of critical issues and incidents
- Expertly manage budgets and finances, equipment, resources, human resources and training to ensure efficient organizational goal accomplishment
- Oversee the development and implementation of professional learning opportunities for teachers and school leaders focused on improving student learning
- Serve as contract administrator responsible for developing and overseeing the development of scopes of work, monitoring vendor contracts to ensure services are provided, and approving reimbursement requests
- Revamp educator preparation program accreditation resources and reports
- Guide development of data request tool that centralizes requests and monitors
- Align LEA needs, as evidenced by school improvement plans and participation in the Learning Support Network, with professional development and technical assistance offerings
- Increase collaboration with district and union leadership to enhance investments in the creation and implementation of quality professional development
- Adhere to adult theory learning in the design of instructional strategies and professional development opportunities
- Follow the District's policies and procedures as related to all DCMR guidelines, executive limitation, policies, instructional initiatives, and DC's charter guidelines
- Facilitate program analyses to determine effectiveness of offerings to LEAs
- Work directly with program staff to develop annual priority goals, perform program analyses, and projections of projects

- Partner with vendors to develop and implement opportunities and initiations that are aligned with the mission of the agency and priority goals of the division
- Collaborate with training and technical assistance staff to design and execute professional learning opportunities on the implementation of improvement priorities that result in capacity-building in schools
- Oversee multiple grants and special projects focused on special education and literacy

Office of the State Superintendent of Education, Washington, DC

Sept. 2014 – Sept. 2017

Director of Teaching and Learning, Division of Elementary, Secondary, and Specialized Education

Key Contributions:

- Increased the number of professional development and technical assistance offerings based on student achievement data and identified needs
- Successfully designed and created rollout of the DC Lesson Plan Generator that is comprised of deconstructed Common Core State Standards and the principles of Universal Design for Learning
- Collaborated with training and technical assistance staff to design and execute professional learning opportunities on the implementation of improvement priorities that result in capacity-building in schools
- Facilitated the deconstruction of the Common Core State Standards; redesigned the education preparation program accreditation monitoring tool and report; oversaw efforts to update teacher licensure and English learner regulations
- Developed and maintained working relationships and effective communication within the agency, district leadership, and local and national professional groups and organizations
- Increased collaboration with district and union leadership to enhance investments in the creation and implementation of quality professional development
- Guided the development of an effective State Secondary Transition Plan that ensures improvement of in-school and post-school outcomes of students with disabilities; managed state and federal grant funded opportunities
- Oversaw and monitored corrective action plans
- Oversaw the provision of professional development and technical assistance for special educators and administrators
- Adhered to adult theory learning in the design of instructional strategies and professional development opportunities
- Partnered with other divisions for special education monitoring and compliance efforts
- Oversaw the development and implementation of professional learning opportunities for teachers and school leaders focused on improving student learning
- Served as contract administrator over multiple contracts, responsible for developing and overseeing the development of scopes of work, monitoring vendor contracts to ensure services are provided, and approving reimbursement requests
- Worked directly with program staff to develop annual priority goals, perform program analyses, and projections of projects
- Interpreted policies and determined the approach to be taken and the methodology to use in carrying out programs responsibly; advised Assistant Superintendent of potential successes, controversial matters, issues or problems with widespread implications and offer alternative workable solutions
- Contributed in the drafting of the federally required, State Performance Plan (SPP), Annual Performance Report (APR), and State Systematic Improvement Plan (SSIP)
- Managed complex projects requiring analysis, design, development, implementation, and monitoring of improvement of performance support systems
- Contributed in the drafting and editing of the Every Student Succeeds Act and the Elementary and Secondary Education Act Flexibility Waiver

Key Contributions:

- Increased the number of professional development and technical assistance offerings based on student achievement data and identified needs
- Adhered to adult theory learning in the design of instructional strategies and professional development opportunities
- Managed the development and implementation of research-based evaluation tools to measure achievement of professional development objectives
- Collaborated with training and technical assistance staff to design and execute professional learning opportunities on the implementation of improvement priorities that result in capacity-building in schools
- Developed and maintained working relationships and effective communication within the agency, district leadership, and local and national professional groups and organizations
- Managed complex projects requiring analysis, design, development, implementation, and monitoring of improvement of performance support systems
- Collaborated with cross-functional team to design LEA Support Model and inter-agency working group to write grants
- Lead and facilitated professional learning opportunities for teachers and school leaders focused on improving student learning
- Increased collaboration with district and union leadership to enhance investments in the creation and implementation of quality professional development
- Collaborated with colleagues to develop a robust blueprint for supporting educators in the meaningful implementation of Common Core State Standards
- Contributed to the planning and development of DC Reengagement Center
- Served as contract administrator over multiple contracts, responsible for developing and overseeing the development of scopes of work, monitoring vendor contracts to ensure services are provided, and approving reimbursement requests

Key Contributions:

- Researched current trends and policy in special and general education
- Developed and oversaw the development of scopes of work and monitored vendor contracts
- Reviewed articles to determine if curricula and instructional strategies are evidence-based or research-based
- Research local and national education landscapes to determine education best practices and adequacy of options for relocating students
- Wrote lesson plans incorporating evidence-based strategies and curricula
- Adhered to adult theory learning in the design of instructional strategies and professional development opportunities
- Developed competencies needed for state level special education administrators
- Created evaluation tools to measure achievement of performance objectives
- Conducted research and published on tiered intervention for secondary transition
- Created monthly electronic newsletter for nationwide dissemination
- Presented at local, state, and national conferences and workshops on (a) secondary transition, (b) Common Core State Standards, (c) Multi-tiered Support Systems, and (d) developing standards-based IEPs

U.S. Department of Education, Washington, DC
Office of Special Education Programs
Doctoral Intern

June 2012 – July 2012

Key Contributions:

- Conducted research on previous projects to inform future funded projects, specifically the PROMISE grant
- Contributed to writing a national grant priority and participated on grant panels
- Developed focus group questions and conducted qualitative focus group panels
- Transcribed qualitative focus group recordings

LaSalle-Backus Education Campus, Washington, DC
District of Columbia Public Schools
Special Education Coordinator

Aug. 2007 – July 2010

Key Contributions:

- Monitored timeliness of completion of assessments, evaluations, and IEP development and renewals according to federal, state, and district mandates
- Arranged and facilitated resolution meetings based on due process complaints and participated in due process hearings
- Supervised two self-contained emotional-behavior disabilities programs
- Administered educational assessments and created reports for initial and triennial evaluations
- Research local and national education landscapes to determine education best practices and adequacy of options for relocating students
- Scheduled and monitored completion of assessments conducted by teachers and related service providers
- Designed and implemented education support efforts to optimize educational outcomes for students with disabilities
- Scheduled and provided LEA representation at Individualized Education Program meetings
- Conducted professional development seminars for special education teachers, general education teachers, related service providers, and support staff
- Collaborated with general education teachers to address students' goals, accommodations, modifications, and best practices
- Supported homeschool families with selection of curriculum and effective instructional strategies
- Developed a mentoring program for 7th and 8th grade young ladies
- Provided intensive reading and mathematics instruction to a small group of 6th grade proficient and emerging general education and special education students in preparation for the state assessment

Bell Multicultural High School, Washington, DC
District of Columbia Public Schools
Special Education Teacher/Department Chair/Special Education Coordinator

Aug. 2004 – Aug. 2007

Key Contributions:

- Administered educational assessments and created reports for initial and triennial evaluations
- Co-developed the English I curriculum and co-taught English I and Algebra I
- Taught reading, mathematics, grammar, and writing skills in a resource class
- Incorporated components of secondary transition in daily instructional practices
- Supported homeschool families with selection of curriculum and effective instructional strategies
- Collaborated with school counselor to develop class schedule for all students receiving special education services and general education teachers to address students' IEP goals, accommodations, and modifications
- Designed and implemented education support efforts to optimize educational outcomes for students with disabilities
- Represented the special education department at bi-weekly leadership team meetings
- Developed IEPs with input from the Multiple Disciplinary Team
- Monitored timeliness of completion of assessments, evaluations, and IEP development and renewals according to federal, state, and district mandates

EDUCATION

Certification Education Leadership & Administration, August 2019
The George Washington University, Washington, DC

Ph.D. Special Education, May 2013
University of North Carolina at Charlotte, Charlotte, NC

Ed.S. Special Education with Emphasis in Traumatic Brain Injury, May 2009
The George Washington University, Washington, DC

Master of Arts in Special Education, May 2004
The George Washington University, Washington, DC

Bachelor of Arts in International Relations May 1998
The George Washington University, Washington, DC

CERTIFICATIONS AND PROFESSIONAL DEVELOPMENT

Effective Scopes of Work PD, January 2019

Contract Administrator Certification, September 2017

Certificate in Executive Leadership, May 2017
The George Washington University, Washington, DC

Education

The George Washington University, Washington, DC
Doctorate of Education in Special Education, August 2017
Concentration: Cultural and linguistic diversity and disability studies
Dissertation topic: Interpersonal relationships between youth during conflict

Central Michigan University, Mount Pleasant, Michigan
Master of the Arts in Political Science, August 2010
Concentration: Comparative Politics/International Relations

Saginaw Valley State University, University Center, Michigan
Bachelor of the Arts, May 2008
Major: Political Science
Minor: German

**Work
Experience**

Office of the State Superintendent of Education, Washington, DC
Director of Quality Initiatives, Division of Early Learning, July 2018 – present

- Provide leadership for the development and implementation of the quality initiative functions in the Division of Early Learning consistent with federal, state, and local early childhood legislation, policies and best practices.
- Coordinate and collaborate with key stakeholders in the planning, development, and implementation of programs.
- Develop streamlined practices, systems, and processes needed to strengthen quality initiatives, such as two Early Head Start-Child Care Partnership (EHS-CCP) grants, child care resource and referral agency, workforce development and support, and the quality rating and improvement system (QRIS).
- Strategically analyze issues and program challenges, and proactively propose solutions. Modify approaches and strategies as needed to address unique situations and collaborate with stakeholders to mitigate conflicts.
- Train, support, and manage team responsible for implementing program policies and procedures, and monitoring of high-quality programming.
- Managed the process for the revision of the DC Common Core Early Learning Standards and School Readiness goals
- Work closely with the assistant superintendent of early learning to ensure the vision and mission of the organization and team are fulfilled through this work.

Office of the State Superintendent of Education, Washington, DC
Program Manager, November 2016 – July 2018

- Collaborated with the Division of Early Learning units, providers, schools, and other stakeholders to successfully implement a systemic approach to assess, improve, and communicate the level of quality in early care and education programs
- Oversaw, coordinated, and collaborated with the QRIS grant recipient to implement continuous improvement plans with providers throughout the District
- Oversaw, coordinated, and collaborated with the Child Care Resource and Referral grant recipient to provide support, technical assistance and professional development to administrators, educators, families and the community

District of Columbia Public Schools, Washington, DC

Interim Director, January 2016 – November 2016

- Directed afterschool at 49 sites and centrally run K-7 summer school for DC with a combined budget of \$7.4 million dollars
- Collaborated and coordinated with various offices regarding centrally-run afterschool and summer programming throughout the District to align policies and processes
- Developed and managed afterschool and K-7 summer school budgets
- Worked with Human Resources (HR) to develop summer school and afterschool hiring policies and processes
- Oversaw and monitored summer school and afterschool hiring in collaboration with HR
- Conducted monitoring and evaluation of summer school, afterschool programming, programs offered by community-based organizations, and related processes to remain compliant with the Office of the State Superintendent for Education funding requirements
- Continued to collaborate with DCPS and non-DCPS offices and agencies to provide quality afterschool and summer school programming

District of Columbia Public Schools (DCPS), Washington, DC

Manager, K-7 Summer School and Academic Programs, OSTP, March 2014 – January 2016

- Managed centrally run K-7 summer school for DC
- Oversaw all K-7 summer school logistics and activities
- Collaborated and coordinated with various offices regarding centrally-run summer programming throughout the District to align policies and processes
- Managed academic programs for K-8 afterschool programs at 49 sites in collaboration with the Office of Teaching and Learning to align afterschool with the school day
- Developed and managed K-7 summer school budget and assist with the afterschool budget
- Worked with HR to develop summer school and afterschool hiring policies and processes
- Oversaw and monitored summer school and afterschool hiring in collaboration with HR
- Conducted monitoring and evaluation of summer school, afterschool programming, programs offered by community-based organizations, and related processes to remain compliant with the Office of the State Superintendent for Education funding requirements

The George Washington University, Washington, DC

Senior Research Associate, GSEHD, August 2012 – March 2014

- Worked on a federal grant
- Oversaw the work of a Research Associate
- Presented at national and international conferences
- Prepared and submitted annual reports
- Mentored students regarding federal mandates associated with grants and on university policies and practices
- Evaluated potential fellowship recipients
- Participated in program review, goal setting and curriculum mapping

Sponsor: Japan Society for the Promotion of Science, Washington, DC

Research Assistant, GSEHD, November 2012 – May 2013

- Assisted in the manipulation and interpretation of raw data studying school dropout in Cambodia

The George Washington University, Washington, DC

Research Associate, GSEHD, June – August 2012

- Worked on two federal grants
- Presented at national and international conferences
- Completed budget reporting and review
- Prepared and was awarded no-cost extension for a federal grant
- Prepared and submitted two annual reports
- Submitted and updated Institutional Review Board documents for two federally funded grants
- Assisted in organizing the bilingual special education conference
- Contributed to the publication of the bilingual special education online newsletter

The George Washington University, Washington, DC

Adjunct Faculty, GSEHD, June 2012

- Co-taught SPED 8325, a graduate course on the immigrant experience and how such experiences impact children in schools

The George Washington University, Washington, DC

Research Assistant, GSEHD, May 2011 – June 2012

- Compiled research and literature
- Worked as a liaison between the program and grant-funded students
- Worked as a liaison between the program and other schools within the University
- Developed surveys
- Completed budget reporting and review
- Completed administrative aspects of overseeing and advising eight grant-funded doctoral students

United Nations Information Center, Washington, DC

International Affairs Fellow, January – May 2011

- Attended and reported on events with an international focus
- Created graphics for newsletter
- Researched new international publications and reports

Ballot Initiative Strategy Center, Washington, DC

Research Fellow, August – December 2010

- Researched ballot initiatives in states with the citizen initiative process, tracked and filled poll results, and prepared drafts of research presentations and tracking related memos

Central Michigan University, Mount Pleasant, Michigan

Graduate Research Assistant, August 2008 – May 2010

- Moderated more than a dozen focus groups
- Assisted with the Political Science program review

American Institute for Foreign Study Foundation, Stamford, Connecticut

Regional Director Assistant, August 2004 – January 2008

- Headed interviewing committees for the Congress-Bundestag Youth Exchange Program, a United States, Department of State program
- Helped place 800 exchange students, presented at high schools, ran orientation groups, presented at seminars, mentored students, and met with members of Congress

Professional Presentations Adams, S, Schwenke, R., Kigera, K., Mackintosh, B., Mathias, D., & Montano-White, K. Moving from Participation to a Culture of Improvement Every Day. 2019 QRIS National Meeting. New Orleans, June 25-27, 2019.

Butler, T., Hayes, R., Kigera, K., & Nelson, J. Advancing Workforce Development Programs to Cultivate an Entrepreneurial Ecosystem, Alumni TIES. Kansas City, MO: March 19-23, 2019.

Bravo, N., Kigera, K., Govoni, G., & Robinson, S. Public-Private Partnerships. Early Childhood Funders Collaborative Meeting. Arlington, VA: Spring 2019.

Stevens, P., Claros, R., Kigera, K. & Thomas, A. Using QRIS as an Innovative Approach to Promote Quality in Infant and Toddler Child Care: Highlighting Innovations from Georgia and Washington, DC's Programs. 2017 QRIS National Meeting. Dallas, TX: June 27-29, 2017.

Morano Magee, C. & Kigera, K. How School Leadership Can Better Support School Personnel in Addressing the Spectrum of Student Needs Through Mentoring Programs. 19th Annual Conference on Advancing School Mental Health. Pittsburgh, PA: September 18-20, 2014.

Kigera, K. & Crouch, E. How can school leadership support culturally and linguistically diverse children and families? 18th Annual Conference on Advancing School Mental Health. Arlington, VA: October 3-5, 2013.

Mazur, A. & Kigera, K. Academic, Psychological and Social Impact of Immigration Policy on Culturally and Linguistically Diverse Populations; what can be done? 17th Annual Conference on Advancing School Mental Health. Salt Lake City, UT: October 25-27, 2012.

Mazur, A. & Breitenborn Kigera, K. Academic, Psychological and Social Impact of Immigration Policy on Culturally and Linguistically Diverse Populations; what can be done? DISES Round Table 2012. Sligo, Ireland: July 8-13, 2012.

Mazur, A. & Breitenborn Kigera, K. Academic, Psychological and Social Impact of Immigration Policy on Culturally and Linguistically Diverse Populations; what can be done? 2012 Georgetown University Training Institutes. Orlando, FL: July 25-29, 2012.

JENNIFER C. NORTON

SUMMARY

- Experienced K–12 educational leader with management and teaching expertise in curriculum, instruction, and assessment, with an emphasis on English learners
- Proven success setting a vision and directing multiple teams to execute programmatic goals
- Expert in English learner policy and supporting local education agencies in program refinement
- Skilled in strategic planning, team leadership, research design and implementation, stakeholder communication, teaching and training, test development, task timelines, quality control, project documentation, and proposal writing

EDUCATION

Ed.D., Curriculum and Instruction

George Washington University, Washington, DC

Dissertation Title: Elementary ESL and General Education Co-Teachers' Perceptions of Their Co-Teaching Roles: A Mixed Methods Study

Ed.M., International Education Policy

Harvard University, Cambridge, MA

B.S.L.A., French and Linguistics

Georgetown University, Washington, DC

MANAGEMENT AND TEACHING EXPERIENCE

Manager of English Learner Supports

2018–present

Office of the State Superintendent of Education (OSSE), Washington DC

- Drive the development and delivery of high quality instructional supports to DC schools and educators so all English learner students can reach their full potential
- Develop OSSE's strategic approach to addressing the instructional needs of English learners
- Lead the State Title III Advisory Committee on solicit stakeholder input on English learner policy
- Manage the development and delivery of professional development for school leaders and educators on English learner policy, English and dual language programs, instruction and assessment
- Lead the agency-wide English learners working group to develop annual English learner priorities
- Oversee development and implementation of OSSE's English learner policies and procedures
- Continually assess and strengthen state and local programs through ongoing feedback from key stakeholders, analysis of student outcomes, and level of adoption by LEAs

Director, Test Development

2013–2018

Center for Applied Linguistics, Washington, DC

- Initiated and developed new contracts and partnerships with other organizations
- Collaborated across organizational departments on strategic initiatives for supporting English learners
- Oversaw the development of the WIDA ACCESS for ELLs K–12 English language proficiency test
- Provided professional development and technical assistance, e.g., curriculum and assessment review
- Created and monitored 15-month timelines across teams and external partners
- Cultivated effective relationships with clients and state and local stakeholders
- Managed 18 staff across content and production teams
- Wrote reports on project activities and research findings and communicate to stakeholders
- Developed budgets and monitored expenditures
- Represented projects and the organization at local and national conferences
- Developed and monitored adherence to quality control procedures
- Ensured test materials align to K–12 standards, e.g., Common Core ELA, Math, WIDA ELD
- Ensured staff training on developing assessments that show sensitivity to diverse backgrounds
- Oversaw qualitative research activities, including the development of data collection instruments

TESOL Intern Supervisor

2018

University of Maryland, College Park, MD

- Conducted informal and formal observations of TESOL teaching interns
- Provided written and oral evaluation of intern teachers' progress using teaching standards

Associate Director of WIDA Test Development

2012–2013

Center for Applied Linguistics, Washington, DC

- Managed 15+ staff across content and production teams in the development of WIDA ACCESS for ELLs K–12 English language proficiency tests
- Created and monitored 15-month timelines between teams, clients, and external partners
- Cultivated effective relationships with state- and local-level stakeholders and clients
- Contributed to budgets and monitored expenditures
- Represented projects and organization at local and national conferences
- Developed and monitored adherence to quality control procedures
- Ensured test materials aligned to K–12 standards, e.g., Common Core
- Developed and led item writing workshops for teachers
- Trained staff on developing assessments that show sensitivity to diverse backgrounds
- Led qualitative research activities, including developing data collection instruments and procedures

Associate Manager of Test Development

2008–2012

Center for Applied Linguistics, Washington, DC

- Led an online graduate-level course assessment for K–12 educators
- Managed a team of 2–5 test developers and approved final test materials for English learners
- Developed and monitored quality control procedures, ensuring adherence to standards
- Planned and led in-person and web-based presentations for client and stakeholders
- Collaborated with production team to ensure quality layout of test materials for English learners

Graduate Teaching Assistant (for credit) Fall, 2008
The George Washington University, Washington, DC
▪ Co-taught *Linguistic Applications in English as a Second Language* to K–12 teachers in a Bilingual Special Education Certificate Program

Research Assistant 2005–2008
Center for Applied Linguistics, Washington, DC
▪ Led an online graduate-level course assessment for K–12 educators
▪ Drafted, reviewed, piloted and field tested English language proficiency test items for grades K–12
▪ Supervised 2 staff members
▪ Prepared and presented test administrator trainings to groups as large as 250 people

Second Grade Teacher 2001–2004
Truesdell Elementary, District of Columbia Public Schools, Washington, DC
▪ Taught standards-based reading, mathematics, social studies, and science curricula
▪ Designed differentiated lessons for a class with diverse backgrounds and needs
▪ Communicated regularly with parents to support students' learning
▪ Led and organized extracurricular activities, including Girl Scouts

After School Writing Coach 2003–2004
DC Scores, Washington, DC,
▪ Taught creative writing to 35 elementary students and led community service projects

RELEVANT VOLUNTEER EXPERIENCE

ESL Curriculum Design 2016
Hope Shines, Denver, CO
▪ Designed curriculum, lessons, and assessments for an after-school English language program for children in Rwanda

Adult ESL Teacher 2007
Language Etc., Washington, DC
▪ Co-taught a class of adult immigrants in oral and written English

Tutor 2002 – 2004
Washington Literacy Council, Washington, DC
▪ Tutored an adult in achieving literacy

Agroforestry and Community Development Volunteer 1999–2001
Peace Corps, Senegal, West Africa
▪ Recruited and trained farmers to use trees to enhance agricultural practices
▪ Founded and led a girls' skill-building group

LANGUAGES

English (native), French (fluent), Wolof (novice), Spanish (novice)

PUBLICATIONS

Wei, J., Bitterman, T., Norton, J. & Westerlund, R. (2019). Domain Analysis of a Large-Scale Writing Test for English Language Learners. In Papageorgiou, S., & Bailey, K. M. (Eds.), *Global perspective on language assessment*. New York, NY: Routledge.

Renn, J., Kelly, J. & Norton, J.C. (2018). Addressing consequences and validity during test design and development: Implementing the CAL Validation Framework. In J.M. Davis, J. Norris, M. Malone, T. McKay & Y. Son (Eds.), *Useful assessment and evaluation in language education*. Georgetown University Press: Washington, DC.

Norton, J.C. (2016). Successful Coteaching: ESL Teachers in Mainstream Classrooms. TESOL Connections. Retrieved from <http://newsmanager.commpartners.com/tesolc/issues/2016-10-01/3.html>

Norton, J.C. & Wilmes, C. (2016) ACCESS for ELLs: Access to the curriculum. In J. Banerjee & D. Tsingari (Eds.), *Contemporary second language assessment*. Continuum: London.

Norton, J.C. (2013). Elementary ESL and General Education Co-Teachers' Perceptions of Their Co-Teaching Roles: A Mixed Methods Study (Doctoral dissertation). Retrieved from <http://pqdtopen.proquest.com/doc/1346228583.html?FMT=ABS>. (3557498)

SELECTED PRESENTATIONS

Norton, J.C., Wagner, C. (2019, March). *Refining Methods for Examining and reporting English Learner Progress and Attainment*. Presentation at the Association for Education Finance and Policy Annual Conference, Kansas City, MO.

Norton, J.C., Gdowski, C. (2017, October). *Raising awareness of cultural responsiveness in assessment materials*. Presentation at the WIDA National Conference, Tampa, FL.

Norton, J.C., Gdowski, C. & Miller, A. (2016, October). *Educators and ACCESS 2.0: Building Bridges Between the Test and Classrooms*. Workshop presentation at the WIDA National Conference, Philadelphia, PA.

Norton J.C. (2016, June). *Validation Framework Symposium: Using the framework to address issues related to constructs and content*. Paper presentation at the Language Testing Research Colloquium, Palermo, Italy.

Norton, J.C. (2014, March). *Using standards-based instruction for ELs*. Presentation at the National Professional Development Project Directors Conference at the U.S. Department of Education, Washington, D.C.

JENNIFER CARPENTER

PROFESSIONAL EXPERIENCE

TRAINING AND TECHNICAL SPECIALIST, SPECIAL EDUCATION | September 2017 to Present

Office of the State Superintendent of Education

District of Columbia Government

Washington, DC

POSITION DESCRIPTION:

Apply experience in general and special education and knowledge of educator epistemology to plan, develop, and facilitate professional development and technical assistance modules that build capacity among LEA staff to implement effective practices of special education planning and service provision, with a focus on data-driven IEP development and service delivery, implementation of high-leverage practices for student with disabilities in inclusive settings, and secondary transition programming.

Responsibilities & Duties:

- Serve as a member of the Special Education Strategic Priority leadership team tasked with conducting research and collaborating with internal stakeholder to develop, facilitate, and assess the efficacy of projects that will support attainment of the goals contained within the agency's strategic plan
- Work collaboratively across divisions to develop and administer a research agenda to identify and disseminate best practices for serving students with disabilities and support and evaluate the implementation of those practices
- Developing and implementing an external engagement strategy to recruit and galvanize stakeholder throughout the city, including LEA leaders and educator preparation program heads
- Collaborate within and across divisions to design and implement training and technical assistance for LEA and school leaders to increase compliance and foster a culture of high expectations for both students and staff and a commitment to improving student performance outcomes
- Identify training and education gaps and develop training programs and modules in response to data-demonstrated needs and shifts in SEA priorities or policies
- Create action and improvement plans to build instructional capacity for district and school stakeholders to promote P-12 standards-driven instruction, innovative practices, and professional growth.
- Provide structured opportunities for cross-team collaboration and ongoing professional development that build capacity and ensure efficient implementation for data-driven secondary transition and IEP development practices at district and school level, avoiding duplication of efforts.
- Identify and investigate problems of teacher and leader capacity for implementation of research-informed practices, utilizing results and findings from research and accountability data regarding school leadership, instruction, and school climate; develop school improvement strategies and solutions to address deficiencies in current practice and build district capacity to sustain improved practices over time; formulate recommendations to systematize culture of measurable improvement.
- Use a variety of data tools to determine root cause analysis and support district staff to develop detailed, data-driven plans for implementation of program and school improvement
- Analyze, identify and address training and developmental needs of district-based staff and other stakeholders who serve youth with disabilities, recommending and implementing data-driven, research

based school improvement plans and instructional leadership.

- Serve as a mentor to state-level colleagues who serve as trainers, conveners, coaches, collaborators, and facilitators across the District's 65 LEAs.
- Collaborate with local stakeholders and national technical assistance providers to develop and implement goals to improve secondary transition practices state-wide.
- Represent the Division and Agency as a leader and/or core team member of a number of communities of practice and leadership teams, assessing and address areas of concern and situations of significance to foster positive relationships with all stakeholders, especially the families of students with disabilities.

PROGRAM MANAGER, DCPS INCLUSIVE WAY | November 2015 to September 2017

District of Columbia Public Schools

POSITION DESCRIPTION:

Developed and administered the implementation of the DCPS Inclusive Way, a comprehensive strategic system of professional development and technical assistance designed to build capacity among school-based special education administrators.

Responsibilities & Duties:

- Identified barriers to inclusion inherent in district systems, policies, and procedures.
- Articulated vision of inclusive best practice to increase the achievement of all students, using peer-reviewed research and student and fidelity data to justify and negotiate changes in policy, programming, and systems at district and school levels.
- Trained special education leaders throughout the district to:
 - Develop and implement systems for proactively responding to student data.
 - Use a structured IEP review process to improve the quality of IEPs.
 - Schedule and staff to ensure IDEA compliance and student growth.
 - Engage families in positive, reciprocal relationships.
 - Ensure instruction is designed to meets the needs of all learners.
 - Foster a culture of inclusion in schools and classroom district-wide.

PROGRAM LEADER, EXCEL ACADEMY | August 2013- June 2015

Alexandria City Public Schools

Alexandria, VA

POSITION DESCRIPTION:

Developed and administered the implementation of the Excel Academy, a strategic model of support designed to build capacity among general education and special education teachers.

Responsibilities and Duties:

- Improved the frequency and quality of collaboration between general education and special education staff to plan and analyze the efficacy of specialized instruction through training and targeted technical assistance.
- Authored Resource for Academic Purposes curriculum, an integrated, 21st Century Skills-based curriculum designed to improve academic outcomes and foster social-emotional develop among students with disabilities.
- Coordinated state and district assessment administration of students in the program.
- Case management and instruction.

SPECIAL EDUCATION TEACHER AND CASE MANAGER | August 2011- June

2013 North Clackamas School District
Milwaukie, OR

POSITION DESCRIPTION:

Middle school special education teacher, Resource Math and Structured Learning Center for Behavior

Additional responsibilities and duties:

- Managed multiple instructional assistants.
- Taught secondary and adult transition students receiving ESY services.
- Designed and delivered professional development to support the school-wide use of PBIS strategies. Analyzed and reported student discipline data before and after implementation of PBIS.

GRADUATE INSTRUCTOR AND FIELD SUPERVISOR | August 2008- May

2011 Montana State University
Bozeman, MT

POSITION DESCRIPTION:

Taught undergraduate classes.

- *Introduction to American Studies*
- *Teaching Social Studies: K-8*
- *Elementary Teaching Practicum*
- Practicum and Student Teaching Supervisor

LEAD TEACHER | August 2006- June 2008

Malmborg School
Jackson Creek, MT

POSITION DESCRIPTION:

Serve as teacher and administrator of one-room K-8 schoolhouse

Responsibilities & Duties:

- Taught students in grades K-8 (all at once) in a one-room school in rural Montana.
- Planned and implemented instruction each day for all subjects for all students in grades K-8.
- Selected all curriculum and classroom technology.
- Collected and analyzed assessment data to be presented monthly to school board.

EDUCATION

Additional Graduate Coursework | 2009-2011 Montana State University Major: American Studies (42 semester hours)

Major: Education Leadership (15 semester hours)

M.Ed. | 2009 | Montana State University Major: Education, Curriculum and Instruction

Thesis: "Epistemological Development and Teacher Identity Formation in Preservice Elementary Teachers"

B.S | 2006 | Montana State University Major: Elementary Education (K-8) Major: Special Education (P-12) Minor: Reading Instruction (K-12)

SELECT PUBLICATIONS AND PRESENTATIONS

- "Essential Inclusive Practices That Improve Outcomes for All Learners: An Implementation Guide", Presented at District of Columbia Office of State Superintendent of Education LEA Institute, 2017
- "Present Practice in Special Education and the School-To-Prison Pipeline", Presented at Harvard Graduate School of Education, 2017
- "The DCPS Inclusive Vision Project: A Roadmap for Implementing Inclusive Best Practice in Our Schools", Presented at District of Columbia Office of State Superintendent of Education LEA Institute, 2016
- "Epistemological Inquiry across the Curriculum for Preservice Teachers", Presented at the Association of Teacher Educators Summer Conference, 2009
- "Epistemological Inquiry across the Curriculum for Preservice Teachers", Presented at the Association of Teacher Educators Summer Conference, 2009
- "Preservice Elementary Teachers Beliefs Regarding the Knowledge Transaction", Presented at the Northern Rocky Mountain Educational Research Association Conference, 2009
- "Epistemological Development and Teacher Identity Formation in Preservice Elementary Teachers", Presented at the Journal of Curriculum Theory and Classroom Practice Conference, 2009
- "Diagnosing Students with Learning Disabilities: The Response to Intervention Model" Montana State Reading Journal, Spring 2007

ELIZABETH K. ROSS

EXPERIENCE

Office of State Superintendent of Education (OSSE)

Washington, DC

Director, Educator Quality and Effectiveness

May 2020 – Present

- Drive the vision and execute the strategy for educator preparation and licensure in DC
- Lead the licensure team to ensure efficient and effective execution of licensure functions by providing direct supervision, guidance, mentoring, coaching, and support
- Manage educator preparation program approval staff to implement clear and consistent program approval criteria and establish systems and supports to help educator preparation programs strengthen their practice

American University College of Arts and Sciences, Graduate School of Education

Washington, DC

Adjunct Professorial Lecturer

January 2018 - Present

- Design and teach two courses, Education and Public Policy and Education Law, to classes of up to 30 graduate students
- Mentor and advise students regarding scholastic and professional pursuits

Georgetown University Law Center

Washington, DC

Adjunct Professor of Law

August 2017 - Present

- Teach U.S. Legal Research, Writing, and Analysis to foreign-trained lawyers earning their LLM degrees

National Council on Teacher Quality (NCTQ)

Washington, DC

Managing Director, Teacher Policy

January 2017 – May 2020

- Provided the strategic vision, lead the strategic planning, and operationalize NCTQ's teacher policy work, including our two most-frequently visited databases: the [State Teacher Policy Database](#) and the [Teacher Contract Database](#)
- Produced regular publications, including in-depth analyses promoting stronger alignment of research-based best practices in teacher policy and brief action guides designed for advocates
- Managed and provided direct oversight and support to a hybrid team comprised of on-site and remote directors and policy analysts
- Advised, counseled, and served as a resource to a wide array of entities, including: state departments of education, journalists, litigants, legislators, advocacy groups, and federal officials
- Developed and executed an annual budget for our teacher policy work
- Led teacher policy fundraising efforts, including: identifying potential sources of funding; meeting with philanthropists and foundations; drafting project scopes of work, budgets, and evaluation metrics; writing and submitting interim and final grant reports; and maintaining ongoing communication with funders
- Supported organizations developing and pursuing litigation and legislative changes in support of teacher quality issues

US Department of Education, Office of Elementary and Secondary Education

Washington, DC

Education Program Specialist

July 2011 – January 2017

- Authored regulatory and guidance documents, including notices of proposed and final rulemaking, for the educator and fiscal provisions of the reauthorized ESEA and teacher preparation provisions of the HEA
- Managed educator evaluation and support system and arts education work; supporting program officers, states, and districts in implementing educator evaluation and support systems that meaningfully differentiate
- Led teams for State-specific work for ESEA flexibility waiver-approved States; working collaboratively with internal and external stakeholders to review, draft, and edit supporting documentation, and recommend action regarding overall ESEA flexibility policy decisions, and State-specific ESEA flexibility waiver and amendment requests
- Drafted program determination letters to resolve A-133 and OIG internal and external audits; worked with a team of three to eliminate longstanding audit backlog

US Department of Education, Office for Civil Rights

Boston, MA and Philadelphia, PA

Legal Intern

May 2009 – May 2010

- Investigated and resolved civil rights complaints by conducting complainant and recipient interviews, records review, data analysis and drafting correspondence to complainants and recipients
- Planned and executed day-long summit concerning over- and under-representation of minority students in special education

Education Pioneers Fellow

- Selected for education leadership training program with business, law, education, and public policy graduate students
- Engaged in bi-weekly seminars focused on leadership skills and reform initiatives in the education sector

Marybeth Musumeci, Reuschlein Clinical Teaching Fellow, VLS

Philadelphia, PA

Clinical Research Assistant

August 2008 – May 2010

- Researched and wrote about Medicaid's Home and Community Based Waiver Program for Children, with a specific focus on inter-state differences in the application and interpretation of this waiver program

Community Legal Services

Philadelphia, PA

Advocating on Behalf of Children, Legal Intern

June 2008 – December 2008

- Prepared SSI claims cases for minors, including conducting client intake and interviews, researching relevant legal issues, and soliciting records from schools, hospitals, social workers, and other healthcare providers
- Drafted legal briefs to Administrative Law Judges and represented minor claimants in hearings

Project Northstar

Washington, DC

Academic Case Manager

August 2006 – August 2007

- Managed logistics for weekly tutoring sessions during which tutors provided academic support to 100+ low-income students
- Recruited, trained, and supported 100+ volunteers in cultivating relationships and supporting the academic advancement of their mentees

Abrahm Simon Elementary School

Washington, DC

Third Grade General Education Teacher

August 2004 – June 2006

- Planned and executed daily lessons for 25 general and special education students in all subject areas
- Researched and implemented behavior modification programs for special education students
- Served as grade level chairperson and school-wide mathematics chairperson

EDUCATION

Harvard University Graduate School of Education

Cambridge, MA

Master of Education, Education Policy and Management

May 2011

- Zuckerman Fellow, Student Admissions Ambassador Program Representative

Villanova University School of Law

Villanova, PA

Juris Doctor

May 2010

- Winner of Arthur J. Kania prize for Professional Ethics, Public Interest Scholar, Co-Director of the Public Interest Fellowship Program

American University

Washington, DC

Master of Arts in Teaching

August 2006

- 4.0/4.0 GPA

Georgetown University

Washington, DC

Bachelor of Arts

May 2004

- Double major in English literature and Government

OTHER

Bar Admission

- Massachusetts, 2011

Board and Alumni Affiliations

- Georgetown University Alumni Interviewer (2007-Present)
- Education Pioneers Alumni Board, Boston and DC (2010-2013)
- Education Pioneers Alumni Interviewer (2012-2013)

Volunteer Work

- Horton's Kids Tutor (2011-2017)

- DC Bar Pro Bono Advice & Referral Clinic Attorney (2012-2017)
- Serve as a mentor through Harvard University's Graduate School of Education Student-Alumni Mentoring Initiative (SAMI) program (2016-present)
- Mentor graduate students through Georgetown University's McCourt School of Public Policy's GU Politics Mentorship Initiative (2017-present)

Relevant Professional Coursework

- Managing to Change the World, The Management Center (Spring 2017)
- Write to Change the World, The OpEd Project (Winter 2019)

Ashleigh Tillman

PROFILE

Skilled, Literacy leader committed to LEA level systems and supports for implementation of literacy best-practices, including: data-informed problem solving, evidence-based professional development, student centered interventions, and increasing student academic performance through on-going observation and feedback.

EDUCATION

Hamline University, St. Paul, MN - Master of Education, certificate in Urban Education

May 2011

Hamline University, St. Paul, MN - Bachelor of Arts, major in English

May 2007

PROFESSIONAL EXPERIENCE

Government of the District of Columbia

Office State Superintendent of Education, Washington, DC. – *Literacy Specialist*

Nov. 2018-present

- Creates and develops a comprehensive approach to research-based and data-driven Literacy supports to address the needs of general education, students with disabilities, and English learners at the elementary and secondary school levels.
- Provides professional development and technical assistance regarding effective implementation of universal supports for struggling students to support student achievement growth to LEAs within the District.
- Reviews and analyzes various data to create a plan for ELA supports throughout the District.
- Supports District LEA teams to refine/enhance their instructional improvement cycle, including possible school visits, classroom observations, professional development, and content support.
- Collaborates across the Division and with other Divisions within OSSE to discuss LEAs and schools in need of support to determine appropriate technical assistance strategies.
- Connects stakeholders to resources, information and research from within the agency, and across the education sector to help schools and systems solve targeted instructional challenges.
- Facilitates adult learning experiences for school and system leaders.
- Manages ELA vendor contracts and ensures program evaluation and modifications.

District of Columbia Public Schools, Washington, DC - *Manager, Middle School Professional Learning*

Sept. 2016-Jul. 2018

- Designed and led research-based, data driven, literacy professional learning modules aligned to ELA Common Core State Standards to support the needs of a variety of student groups (general and special education, students with disabilities, English Language Learners, Gifted and Talented, etc.).
- Collaboratively designed and facilitated high-quality professional learning experiences and technical assistance for district leaders, and teacher-leaders aligned to Adult Learning Theories.
- Utilized District of Columbia Public Schools, ELA curriculum to develop professional development materials which include curricular-based instructional resources.
- Supported schools in creating and progress monitoring of comprehensive school plans aligned to Every Student Succeeds Act (ESSA) guidelines, school-based and district mandated goals, specifically in the areas of increasing access to underrepresented students, e.g., English learners, and providing data-informed protocols by targeting and intensifying supports for teacher training and technical assistance in curricula, instruction, and assessment.

Leadership Coach-

- Supported school leaders and teacher leaders in Content Knowledge and pedagogical Content Knowledge, including a deep understanding of Common Core aligned assessments and curricular resources for ELA.
- Provided differentiated support across schools that include school visits, classroom observations and debriefs, unit and lesson internalization and planning, professional development preparation and facilitation.
- Developed the school conditions necessary for strong teacher and leader development and provides technical assistance to ensure effective implementation and progress monitoring of literacy-based initiatives.
- Developed and maintained strong relationships across district leaders, principals, teacher-leaders and teachers in order to align, refine and enhance the instructional improvement cycle to meet development needs across all stakeholder groups.
- Analyzed and presented school-based and district data in order to facilitate quarterly, data reviews with school teams to support collaboration around shared goals (aligned to Comprehensive School Plans).
- Synthesized insights from schools and internal professional learning to drive program innovation and modifications.

Friendship Public Charter School, Washington, DC

Jul. 2014-Sept. 2016

English Language Arts/Reading Instructional Coach and Testing Coordinator

- Developed, designed, and delivered researched-based, ELA Common Core State Standards (CCSS) aligned professional development designed to increase student achievement.
- Enhanced learning for students and teachers at district and school based differentiated professional trainings and workshops including Positive Behavioral Interventions and Supports (PBIS) and Universal Design for Learning (UDL).

- Delivered yearly "State of the School" data presentation to the board and stakeholders to ensure school is making AYP through targeted and strategic goals and supports following an analysis of statistical data of student performance in reading and math.
- Created subject/grade-level formative and summative assessments aligned with Partnership for Assessment of Readiness for College and Careers (PARCC) and ELA Common Core State Standards (CCSS). Composed teaching tools to reform classroom student engagement in the language and literature experience across multiple curriculum.
- Managed the implementation of computer-aided intervention programs across contents, to include: training, programming, student progress monitoring and coaching to increase student achievement with routine analysis of data and reporting.
- Provided direct oversight for all training and implementation of state and district level assessments including, Partnership for Assessment of Readiness for College and Career (PARCC), Measures of Academic Progress (MAP), Interim exams, Multi-State Alternate Assessments (MSAA).
- Managed and facilitated collaborative instructional planning to assist teachers in unit and lesson planning and the analysis of performance data in order to modify instruction, followed by classroom observations to support instruction.

INSTRUCTIONAL EXPERIENCE

- **CorePower Yoga**, Yoga Sculpt Instruction – 50 hours Community Classes Dec 2019 – Jan 2020
- **KIPP Foundation**, Literacy Consultant July 2018- June 2019
- **DC Public Charter School**, Washington, DC - *Reading Instructional Coach and Interim Assistant Principal* (LEA Closed)
- **Montgomery County Public Schools**, Silver Spring, MD – *English Teacher* Aug. 2012- Jul. 2013
- **Independent School District (ISD) 279**, Osseo, MN - *English and Reading Teacher* Aug. 2010 – Jun. 2012
- **Dunwoody Academy High School**, Minneapolis, MN – *English Teacher* Aug. 2007– Jul. 2010

ENDORSEMENTS

- **American Red Cross**, CPR/AED Certification, Expiration: December 2021
- **Minnesota Department of Education**, *Communication, Arts, and Literature Licensure*, 5-12, Expiration: June 30, 2022
- **Maryland Department of Education**, *Advanced Professional Certificate*, 4-12, Expiration: June 30, 2020
- **Hamline University**, Graduate School of Education, *Urban Teaching Certificate*

SKILLS

- Excellent oral and written communication skills; experienced public speaker, facilitator and trainer
- Team Player, well organized, ability to adhere to varying schedules and commitments
- Yoga studio hospitality including, check-in, studio preparation, membership sales, brand ambassador
- Working knowledge of conversational Spanish
- Proficient in Microsoft Office, Microsoft Suite 97, 2000, 2007 (Word, PowerPoint, Excel, Publisher, Outlook) and other software
- Presentation Tools, i.e. Prezi, Glogster, Edmodo, Google Classrooms, Zoom, etc.
- Passionate about yoga, physical fitness, and mind/body connection

ADDITIONAL RELEVANT EXPERIENCE

- 2019-present, Yoga Instructor
- 2016-2017, The New Teacher Project, ELA-Core Video Reviewer, *Remote/Seasonal*
- 2015- present, PARCC, ELA/Literacy, Washington, DC- OWG Lead
- 2015- 2016, PARCC, Educator Leaders Cadre, Senior Committee Member, *Office of the State Superintendent*

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

District of Columbia Office of the
State Superintendent of Education
1050 First Street, NE, 3rd Floor
Washington, DC 20002

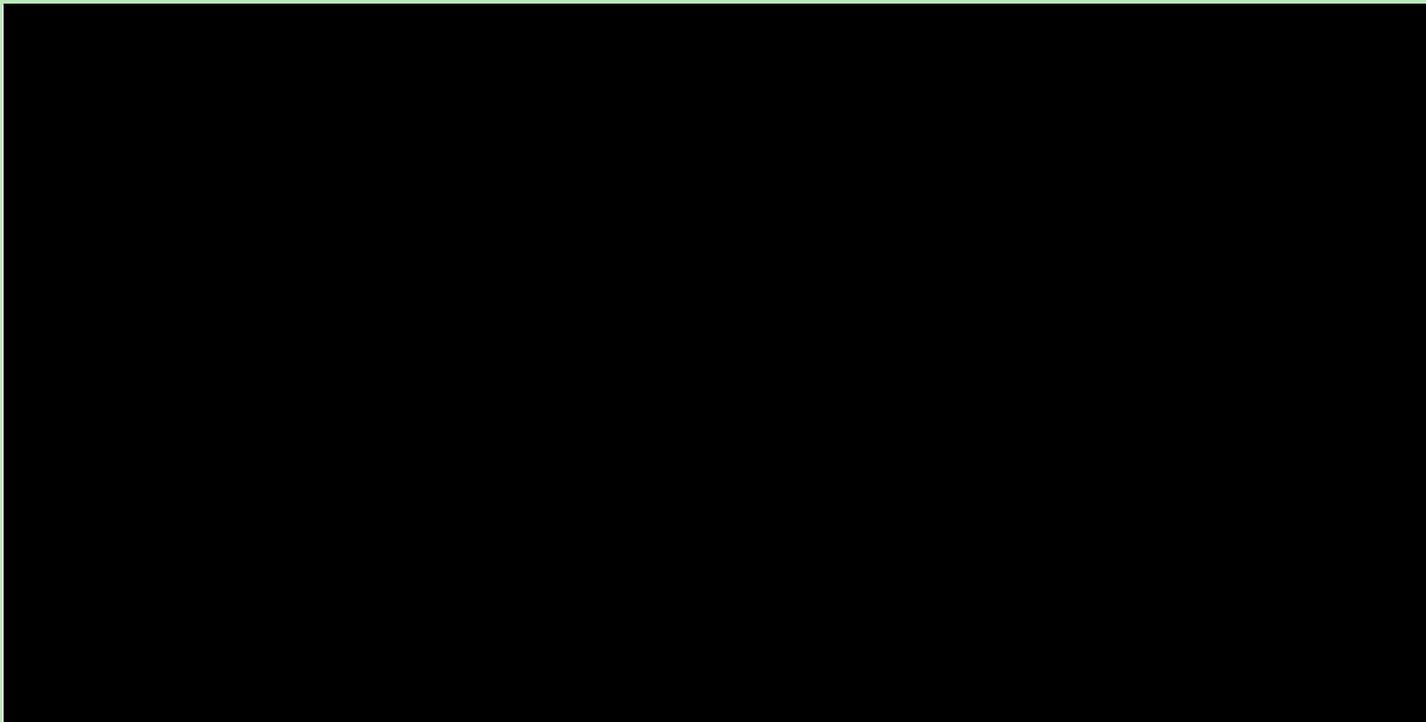
Date: September 26, 2018

Agreement No: 2018-126

Filing Reference: This replaces previous
Agreement No. 2017-503

Dated: 3/28/2017

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.



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.**

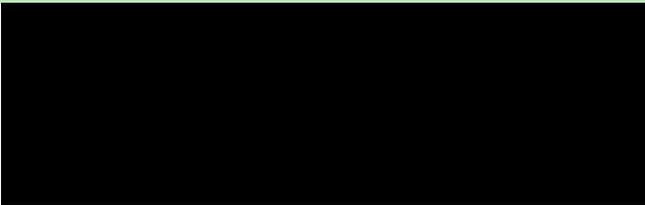
Section IV – Approvals

For the State Education Agency:

District of Columbia Office of the
State Superintendent of Education
1050 First Street, NE, 3rd Floor
Washington, DC 20002

For the Federal Government:

U.S. Department of Education
OCFO / FIO / ICG
550 12th Street, SW
Washington, DC 20202-4450



Signature

Name

Title

Date

Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

September 26, 2018

Date

Negotiator: Catherine Hull
Telephone Number:

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

District of Columbia CLSD Grant Application: Budget Narrative

The Comprehensive Literacy State Development (CLSD) grant will enable the Office of the State Superintendent of Education (OSSE) to create its first ever comprehensive state literacy plan which will serve as the guideposts for literacy instruction from birth through grade 12 in the District of Columbia. 95 percent of the award will be distributed to local education agencies (LEAs), community-based organizations (CBOs), and non-profit organizations to support the implementation of best practices such as high-quality curriculum adoption, aligned job-embedded professional development, intervention systems, family early literacy initiatives, and tutoring support for struggling and at-risk readers. OSSE will use the CLSD funds to fund a full-time staff position for the activities related to grant administration and technical assistance. OSSE's Division of Teaching and Learning (TAL) will launch a literacy coaching program where cohorts of teachers/coaches are trained each year of the grant to deepen one's knowledge on foundational literacy—phonological awareness, phonics, fluency, vocabulary, comprehension, writing and language.

Personnel: OSSE will hire a **Subgrant and Evaluation Specialist (SES)** to manage the monitoring activities related to the subgrant. The SES will lead the work within TAL to establish monitoring rubrics, a reporting framework, regular communication channels, and in-person opportunities for growth and continued improvement. The SES will also design and develop the Request for Applications (RFA) and manage the lifecycle of the CLSD grant to include supporting subgrantees with developing continuous improvement plans. The SES will also support pre-grant and post-grant activities such as technical assistance to support subgrantees.

The expectation is 100% of work done by the specialist will be on CLSD-related activities and administration. This position is of the utmost importance for the CLSD project to be successful since he or she will serve as the grant manager and conduct the continuous improvement cycle. The SES will earn between \$ [REDACTED] - \$ [REDACTED] which is the range for a Grade 13 non-managerial DC Government employee. The project budget allocates \$ [REDACTED] per year, for all five project years, for the SES position. All other project support staff will be existing OSSE employees, whose salaries are paid by other funding sources, not CLSD grant funds.

Fringe Benefits: The fringe benefits for the SES position will be paid at a rate of [REDACTED] in accordance with the District's standard of employee pay. Therefore the project budget allocates

Travel: Due to the small geographic size of the District of Columbia, project staff and program participants will not incur travel expenses related to grant activities.

Equipment and Supplies: No expenses related to equipment or supplies are anticipated for proposed grant activities.

Contractual: OSSE TAL will launch the **literacy coaching program** by using the **Language Essentials for Teachers of Reading and Spelling (LETRS®)** professional development program. OSSE will have up to 25 participants per cohort and will run a cohort annually in project years two through five. The LETRS® training will help ensure birth-to-five, K-12, and Educator Preparation Provider faculty are using evidence-based practices to teach literacy. LETRS® is provided by Voyager Sopris Learning and costs \$ [REDACTED] per cohort of 25 participants. The first two cohorts will be fully funded by CLSD funds and the later cohorts will be funded by local funds, with partial funding (\$ [REDACTED] coming from CLSD funds. In pursuing this contract with Voyager, we will follow all procedures for procurement under 2 CFR 200.317-200.326 and under DC regulations.

Other: 95 percent of CLSD funds will be used for competitive subgrant programs, with \$ [REDACTED] allocated each year in grant years two through five, for a total of \$ [REDACTED]. The breakdown of these funds includes 15% for subgrants serving children birth to kindergarten (\$ [REDACTED]), 40% for subgrants serving grades K-5 students (\$ [REDACTED]) and 40% for subgrants serving grades 6-12 students (\$ [REDACTED]).

Early language and literacy skills for children birth to age five subgrants: OSSE will competitively subgrant \$ [REDACTED] of CLSD funds to CBOs and non-profit organizations which serve the highest need and most underserved populations from birth to kindergarten. The amount of each subgrant will be determined by the number of applicants. Subgrant awards will be made at the start of project year two, but the funding will last through project year five of the CLSD grant. Subgrantees will use diagnostic assessments to identify literacy needs of young children and families, adopt evidence-based curricula, and train staff on early literacy practices.

K-12 Subgrants: OSSE will offer competitive grants to LEAs, CBOs, and non-profit organizations which serve the highest need and most underserved populations. \$ [REDACTED] of CLSD funds will be subgranted to organizations serving grades K-5 and another \$ [REDACTED] to organizations serving grades 6-12. The amount of each subgrant will be determined by the number of applicants. Subgrant awards will be made at the start of project year two, but the funding will last through project year five of the CLSD grant. Subgrantees will create and implement local literacy plans, use diagnostic assessments to identify literacy needs of K-12 students, adopt evidence-based curricula, and train staff on literacy practices.

Indirect Costs: The agency operates with a restricted indirect cost rate of [REDACTED]. Please see the Indirect Cost Rate Agreement for our state education agency in the Other Attachments section of this grant application.

Five Year Grant Budget

