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

APPLICATION FOR GRANTS UNDER THE

Comprehensive Centers (CC) Program CFDA Number 84.283B

CFDA # 84.283B

PR/Award # S283B190024

Gramts.gov Tracking#: GRANT12860992

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

Closing Date: May 24, 2019

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

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 05/23/2019

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Educational Testing Service

* b. Employer/Taxpayer Identification Number (EIN/TIN): 21-0634479

* c. Organizational DUNS: 0025084630000

d. Address:

* Street1: 660 Rosedale Road
Street2:
* City: Princeton
County/Parish: Mercer
* State: NJ: New Jersey
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 08541-2218

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix: Dr.
* First Name: Alice
Middle Name:
* Last Name: Lindsay
Suffix:

Title: Director, Florida and the Islands Comp. Ctr.

Organizational Affiliation:

* Telephone Number: 813-307-6103
Fax Number: 813-228-0632

* Email: alindsay@ets.org

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Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

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:

84.283

CFDA Title:

Comprehensive Centers

*** 12. Funding Opportunity Number:**

ED-GRANTS-040419-001

* Title:

Office of Elementary and Secondary Education (OESE): Comprehensive Centers (CC) Program CFDA Number 84.283B

13. Competition Identification Number:

84-283B2019-1

Title:

Comprehensive Centers (CC) Program CFDA Number 84.283B

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

Add Attachment | Delete Attachment | View Attachment

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

ETS Region 3 Comprehensive Center Program

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

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Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant NJ-012 * b. Program/Project PR-all

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

1235-Additional Congressional Districts_Re | Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2019 * b. End Date: 09/30/2024

18. Estimated Funding ($):

* a. Federal	5,000,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	5,000,000.00

*** 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: Daryl

Middle Name:

* Last Name: Johnson

Suffix:

* Title: Proposal Development Manager

* Telephone Number: 609-252-8642 Fax Number:

* Email: dljohnson@ets.org

* Signature of Authorized Representative: Daryl Johnson * Date Signed: 05/23/2019

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Additional Congressional Districts: VI-all

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

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

Name of Institution/Organization

Educational Testing Service

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	436,693.00	445,426.00	454,330.00	463,403.00	472,688.00	2,272,540.00
2. Fringe Benefits	67,273.00	68,619.00	69,990.00	71,388.00	72,818.00	350,088.00
3. Travel	64,005.00	60,469.00	61,678.00	62,910.00	64,099.00	313,161.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	2,000.00	2,500.00	3,000.00	500.00	2,000.00	10,000.00
6. Contractual	258,586.00	245,781.00	230,589.00	220,561.00	206,655.00	1,162,172.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	2,404.00	2,560.00	3,173.00	1,354.00	2,603.00	12,094.00
9. Total Direct Costs (lines 1-8)	830,961.00	825,355.00	822,760.00	820,116.00	820,863.00	4,120,055.00
10. Indirect Costs*	169,039.00	174,645.00	177,240.00	179,884.00	179,137.00	879,945.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	1,000,000.00	1,000,000.00	1,000,000.00	1,000,000.00	1,000,000.00	5,000,000.00

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: 10/01/2018 To: 12/31/2018 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 25.00 %.

(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 # S283B190024

Name of Institution/Organization

Educational Testing Service

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

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ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593(identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Daryl Johnson	Proposal Development Manager
APPLICANT ORGANIZATION	DATE SUBMITTED
Educational Testing Service	05/23/2019

Standard Form 424B (Rev. 7-97) Back

Tracking Number:GRANT12860992 Funding Opportunity Number:ED-GRANTS-040419-001 Received Date:May 23, 2019 12:08:07 PM EDT

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:

- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:

- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:

- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Educational Testing Service

** Street 1* 660 Rosedale Road *Street 2*

** City* Princeton *State* NJ: New Jersey *Zip* 08541

Congressional District, if known: NJ012

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 Centers

CFDA Number, *if applicable:* 84.283

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* none *Middle Name*

** Last Name* none *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

Prefix ** First Name* none *Middle Name*

** Last Name* none *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:** Daryl Johnson

***Name:** *Prefix* ** First Name* Daryl *Middle Name*

** Last Name* Johnson *Suffix*

Title: Proposal Development Manager **Telephone No.:** 609-252-8642 **Date:** 05/23/2019

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT12860992 Funding Opportunity Number:ED-GRANTS-040419-001 Received Date:May 23, 2019 12:08:07 PM EDT

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1236-ETS GEPA Statement_FINAL.pdf | Add Attachment | Delete Attachment | View Attachment

GEPA Statement

As part of both the mission of ETS and our Affirmative Action policy, ETS's adherence to the GEPA provision includes access to and participation in our training programs and services. We intend to demonstrate this in the following ways

1. Written and verbal materials will be provided in the languages of the population we are serving—materials are written by individuals in the population's native language so as to further facilitate both clarity and comprehension.
2. Bilingual staff members are part of our staff to assist with not only the registration aspects of our programs, but also with the on-site delivery and implementation of programs as well as any follow-up work that may be involved.
3. Support for persons with disabilities is provided. We plan to provide accessible travel and lodging arrangements (e.g., ADA-compliant rooms), sign-language interpreters, visual aid/support for any printed documents, or other support as needed in order for individuals with disabilities to have access to our services.
4. Each training and/or service is developed and implemented for the population to promote cultural sensitivity and inclusivity. As such, we develop and implement training dates, locations, and other aspects to be mindful of the local and regional traditions and customs of the population we are serving so that we are being as inclusive as possible to the individuals we are serving.

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

Educational Testing Service

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: | * First Name: Daryl | Middle Name:

* Last Name: Johnson | Suffix:

* Title: Proposal Development Manager

* SIGNATURE: Daryl Johnson | * DATE: 05/23/2019

Tracking Number:GRANT12860992 Funding Opportunity Number:ED-GRANTS-040419-001 Received Date:May 23, 2019 12:08:07 PM EDT

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

1. Project Director:

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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

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* Attachment: 1240-ETS Abstract-Region 3.pdf | Add Attachment | Delete Attachment | View Attachment

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Abstract

Educational Testing Service (ETS) is uniquely positioned and qualified to continue providing high quality technical assistance to the state educational agencies (SEAs) and local educational agencies (LEAs) in Puerto Rico and the U.S. Virgin Islands (USVI). ETS has provided technical assistance services to both territories since the establishment of Comprehensive Centers in 1996, first as the Region XIV and recently as the Florida and the Islands Comprehensive Center (FLICC) provider. As a result, we have deep roots in both territories and have established strong collaborative relationships at all levels of the departments of education, island-wide, based on trust, respect, and a common vision for the future. The leadership, personnel, and partners of ETS's proposed Region 3 Comprehensive Center (R3CC) have the experience and expertise needed to execute the plans set forth in this proposal and assist with other needs that may arise.

Our proposal continues ETS's philosophy of providing customized technical assistance to territories who have challenging needs. At a time when schools in the territories were struggling with improving student academic achievement, they were hit with two hurricanes, which devastated both territories. ETS provided educational assistance during the recovery period and witnessed the resilience of the Islanders and their renewed priority to embrace systemic reform and make a difference in the lives of their children.

ETS's comprehensive technical assistance plan will build capacity for Absolute Priority One for the Puerto Rico and USVI R3CC. Two overarching goals will drive this work: (1) create an organizational culture of continuous improvement and (2) improve student achievement.

Goal 1: Culture of Continuous Improvement. To reach this goal, ETS will build SEA capacity to use data in creating a culture of continuous improvement that increases educational outcomes for all students. In this way, we will also link federal education funding to accountability for results. Additionally, given the unique obstacles faced by these insular territories, we will build

capacity for SEAs to develop and provide the necessary supports to scale up evidence-based practices by using implementation science principles. This will be the umbrella over each aspect of the capacity-building work at both the SEA and project levels.

Goal 2: Improve Student Achievement. ETS will continue to provide high quality, relevant, and useful services in support of this goal. We will engage SEAs and LEAs to plan, implement, and evaluate services so that an ideal mixture of fixed and flexible services can be achieved across the territories. By leveraging the resources of Puerto Rico, the USVI, the National Comprehensive Center, Regional Educational Labs, other federal technical centers, partner organizations, national experts, and ETS's own powerful infrastructure of researchers, we will provide efficient and effective technical assistance in the region.

Competitive Priorities. In our response, we address Competitive Preference Priorities 2 and 3, including both priorities contained in Competitive Preference Priority 2.

- **Priority 2.** ETS will promote effective instruction in classrooms and schools through innovative strategies that will increase student access to effective educators, principals, and school leaders. We will provide professional development to teachers and administrators based on evidence-based practices. These priorities are covered in the Puerto Rico Territory Service Plan Supporting Effective Instruction and the Virgin Islands Strategic Reading Plan.
- **Priority 3.** The R3CC's communication system will disseminate information to parents and families about the choices they have for educating their children; we will assist SEAs in providing that same information. In this way, ETS will help empower families and individuals to choose a high quality education program that meets the unique needs of children or students who live in communities served by rural LEAs, live in poverty, are served by high-poverty schools, and are low-income individuals.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** 1237-ETS Project Narrative-Region 3.pdf

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Guide to Requirements and Priority Responses

Final Requirements/Absolute Priorities	Section and Page Numbers
Develop State service plans annually in consultation with Chief State School Officers; plans must correspond to relevant sections of the FY 2019 CC Logic Model	• Part 4A Significance pg. 9 • Part 4B Quality of Project Design pgs. 18-19; 35-40; 44-47; 54-57; 62-64; 69-74
Develop and implement an effective personnel management system	• Part 4C Quality of Key Project Personnel pg. 120
Develop and implement an effective communications system	• Part 4B Quality of Project Design pg. 22-26
Collaborate with the National Center to support client and recipient participation in learning opportunities and support participation of Regional Center staff in learning opportunities	• Part 4A Significance pg. 7 • Part 4B Quality of Project Design pgs. 20, 26-27
Identify and enter into partnership agreements with national organizations and business; Within 90 days secure MOUs with the REL in the region served	• Part 4A Significance pgs. 9, 16 • Part 4C Quality of Key Project Personnel pgs. 111-113
Be located in the region the Center serves; Project Director must be at a minimum .75 FTE; staff must be able to provide on-site services	• Part 4A Significance pg. 4-5 • Part 4B Quality of Project Design pgs. 20, 28 • Part 4C Quality of Key Project Personnel pgs. 80-99; 121

Final Requirements/Absolute Priorities	Section and Page Numbers
Within 90 days demonstrate it has secured client and partner commitments	• Part 4A Significance pgs. 9, 16 • Part 4C Quality of Key Project Personnel pg. 103
Present State, regional, and local data demonstrating the current needs; and as appropriate information related to the Department's monitoring and audit findings	• Part 4A Significance pgs. 1-3 • Part 4B Quality of Project Design pgs. 28-34; 41-43; 48-53; 58-61; 65-68
Demonstrate expert knowledge of statutory requirements, regulations, and policies related to programs under ESEA, current education issues, scaling up of evidence-based programs	• Part 4A Significance pgs. 5-6; 10-11 • Part 4B Quality of Project Design pgs. 17-18; 31-32; 42-43; 49; 50-52; 58-60; 65-68; • Part 4C Quality of Key Project Personnel pgs. 76-78; 80-85; 87-92; 95-97; 102-104; 108-111
Expertise in: managing budgets; overseeing sub-contractor teams; leading large-scale projects; designing and implementing performance management processes; identifying problems and developing logic models and strategic plans; conducting monitoring and evaluating activities	• Part 4C Quality of Key Project Personnel pgs. 76-80; 81-85; 87-92; 95-97; 98-99; 102-104; 108-111

Final Requirements/Absolute Priorities	Section and Page Numbers
Describe current research on adult learning principles and implementation science	• Part 4A Significance pgs. 11-15
Present a proposed evaluation plan	• Part 4A Significance pgs. 15-16 • Part 4D Quality of the Project Evaluation Plan pgs. 114-122
Present a logic model aligned with the FY 2019 CC Logic Model	• Part 4A Significance pgs.6-8 • Part 4B Quality of Project Design pgs. 18-19 • Part 4D Quality of the Project Evaluation Plan pgs. 114-117
Include an assurance that, if awarded a grant, the applicant will transfer pertinent resources and products and maintain continuity of services to states during the transition	• Part 4A Significance pg. 16
Describe proposed approach to intensive capacity-building services	• Part 4A Significance pgs 6-7 • Part 4B Quality of Project Design pgs 18-19 • Part 4D Quality of the Project Evaluation Plan pgs. 118-120

Competitive Priorities	Section and Page Numbers
Competitive Preference Priority 2: Promoting Effective Instruction in Classrooms and Schools (1) Promoting innovative strategies to increase the number of students who have access to effective principals or other school leaders in schools that will be served by the project.	• Part 4B Quality of Project Design pgs. 41-47; 50-57
Competitive Preference Priority 2: Promoting Effective Instruction in Classrooms and Schools (2) Promoting innovative strategies to increase the number of students who have access to effective educators in schools that will be served by the project.	• Part 4B Quality of Project Design pgs. 41-47; 50-57
Competitive Preference Priority 3: Empowering Families and Individuals To Choose a High-Quality Education That Meets Their Unique Needs	• Part 4B Quality of Project Design pgs. 23-25

Part 4: Project Narrative

A. Significance

Introduction

The mission of Educational Testing Service (ETS) is to help advance quality and equity in education by providing fair and valid assessments, research-based educational supports, and related services worldwide. The United States Department of Education's goals for the Region 3 Comprehensive Center (R3CC) align and build upon ETS's mission, and we are uniquely qualified to provide the support needed for this region.

The R3CC will serve Puerto Rico and the United States Virgin Islands (USVI). The islands that make up Puerto Rico and the USVI are 1,500 miles off the coast of the mainland United States, and each have distinct economic and political landscapes unique to them as United States territories. As such, the R3CC must understand both the cultures and people of the region as well as how to leverage the resources necessary to serve the region. ETS has just this understanding. We currently administer the Comprehensive Center that services Puerto Rico and the USVI and have provided technical assistance for the region's educators, school leaders, and departments of education since 1996. ETS welcomes the opportunity to apply our extensive experience toward continuous improvement in Puerto Rico and the USVI.

ETS's successful support of improvement efforts in Puerto Rico and the USVI is well documented over the multiple years of our current federal grant. ETS has a proven track record of working with states and territories that face such challenges as poverty, low-performing schools, and difficulty attracting and retaining highly qualified educators and school leadership.

Puerto Rico

As of February 2019, Puerto Rico's unemployment rate was 8.5 percent, and the population continues to exit the island in order to seek better opportunities on the mainland. This has led many

school closings. In 2015–16, more than 150 schools closed—and in the wake of Hurricane Maria, more than 300 schools closed as the population declined to 3.3 million people. Of this population, 74 percent of minors aged 5 – 17 are living at or below the poverty level. The demographics of the island now stand at 80.5 percent Hispanic, 10.9 percent mixed and other, 8 percent Black, and less than 1 percent Native American and Asian.

Families are also leaving Puerto Rico for better educational opportunities on the mainland. Currently, the student population is 33 percent proficient in mathematics, 41 percent in English, 46 percent in Spanish, and 50 percent in science (Puerto Rico School Report Card, 2019). There have been encouraging results in the area of mathematics. The National Assessment of Educational Progress (NAEP) mathematics scores for Puerto Rico fourth- and eighth-grade students have shown a steady increase in the last six years. However, the number of students enrolled in advanced courses in 2018–19 was only 7 percent, and this has been steadily declining since 2015 in Spanish, general mathematics, pre-calculus, and English. Additionally, the graduation rate for 2018–19 in Puerto Rico was 76 percent. In part, this level of performance can be attributed to student and teacher absenteeism. Student absences were 76 percent in the primary grades, 34 percent in intermediate grades, and 6 percent in secondary schools; and the average teacher attendance rate is 54 percent. However, absenteeism answers only a surface-level look at the cause of Puerto Rico's performance levels.

Before 2018, Puerto Rico was a unitary system, where the state educational agency (SEA) and the local educational agency (LEA) were essentially the same entity. However, Puerto Rico now has seven regional LEAs in addition to an SEA, which has distributed educational leadership across the island. Splitting off the LEAs from the SEA has created a massive upheaval of the education system. This significant change, coupled with the aftermath of Hurricane Maria, has created a myriad of needs for educators at every level of the system.

The United States Virgin Islands

The USVI is an organized, unincorporated United States territory that comprises the western group of islands on the border of the Caribbean Sea and the Atlantic Ocean—Saint Thomas, Saint Croix, Saint John, and the Water Island plus surrounding small islands. The USVI population is diverse: 76 percent Afro-Caribbean, 17.4 percent Hispanic or Latino, 15 percent White, 2.1 percent mixed, and 1.4 percent Asian. However, the population has decreased steadily from a high in 2000 of 108,722 to the current 2019 population of 104,909. The population is expected to continue this downward trend over the coming decades.

In September 2017, two Category 5 hurricanes struck the islands. This caused catastrophic physical, mental, and economic damage, and 90 percent of the buildings in the USVI were either significantly damaged or completely destroyed. Many of the USVI schools sustained severe damage as a result of the hurricanes, and as families have gone to the mainland to seek housing and employment in the wake of these hurricanes, the school population has declined. Students must have a safe and healthy school structure, and this will play a fundamental role in the USVI's recovery process. In the Governor's State of the Territory Address in 2019, Governor Bryan stated: "Crime in our territory is driven by pervasive poverty, poverty is caused by a lack of economic opportunity, and lack of opportunity is surrounded by a failing education system." To further substantiate the Governor's statement: 51 percent of five-year olds are behind the developmental age expectation in language and comprehension, and 39 percent are behind in cognition skills. Data also show that in 2014–15, 87.3 percent of tested third-grade students scored near or below standard performance levels for reading on the Smarter Balanced assessment. Further, in grades 3, 8, and 11 combined, 83.1 percent of the tested students scored near or below standard performance levels for reading. Mathematics performance reflects the same trends as in reading, with 91 percent of third-grade students scoring near or below standard, and 89.7 percent of eleventh-grade students scoring near or below standard in mathematics. On a positive note: In 2014, 78 percent of 18- and 19-year old students earned a diploma, which is up considerably from 59 percent in 2013.

Region 3 Comprehensive Center

If ETS is awarded the 2019–24 Region 3 grant, we will begin our work with a thorough assessment of the region's needs. R3CC technical assistance staff will live predominantly on the islands to provide both local representation as well as direct support, and this will allow us to continue to address the unique and diverse needs of Puerto Rico and the USVI. At least two staff from each territory have been identified and recruited to confirm local representation. These staff have extensive experience at multiple levels with the educational systems in the territories, and they have in-depth knowledge of the key priorities and concerns at the school, LEA, and SEA levels. Further, they are keyed in to navigating political and economic protocols, which allows ETS to leverage contacts and resources many entities do not have access to. As we work with the SEAs and recruit local talent, this team will build capacity focused on high-leverage problems, development of logic models, and selection of appropriate evidence-based practices (EBPs).

SEAs will gain both short- and long-term benefits from this collaboration. ETS will assist SEAs in planning and implementing EBPs and in building capacity to conduct evaluations of practices, including using data to perform root cause analyses. Additionally, ETS will support SEAs to develop realistic plans for implementation, as well as timelines and staffing charts.

As ETS has done in the past with these territories, we will prioritize consistent and comprehensive explorations of the needs and concerns of our clients. ETS annually brings all of our SEA clients together for a meeting to discuss current projects, examine data, identify high-leverage problems to address emerging trends, and develop plans and timelines for future work. ETS has considerable expertise in working with SEAs to design and implement measurable program outcomes, and much of that work is begun at this annual meeting. In these meetings, we regularly incorporate a variety of data, including state and federal documents that provide high-level as well as ground-level information that may impact decisions about practices and projects. We also discuss evaluation strategies and how we will measure impact.

Besides annual meetings, ETS maintains frequent and proactive contact with the SEAs we currently serve. We have 23 years of experience in managing both in-person and virtual communications to confirm that clients have frequent opportunities for interaction with staff as well as ready access to our services. Regular in-person collaboration has been a hallmark of our service to the SEAs we support. ETS staff frequently travel to our clients; provide travel arrangements for our clients to our offices in Tampa, Florida and San Juan, Puerto Rico; or meet with our clients at our embedded offices within the SEAs.

Another important aspect of ETS's work with our Region 3 clients involves developing relationships with leadership at the highest levels in the SEA, as well as fostering relationships with those who work in LEAs. While the SEAs set priorities, LEAs are frequently the agencies who will implement many of those priorities. For this reason, ETS works to build relationships with district leaders and gain insights into the problems that concern them most, into how implementation of strategies can be more carried out with less disruption, and into what additional support district leaders may need at the local level.

ETS regularly conducts surveys of SEA and LEA leadership to confirm that we are meeting their needs. We take collecting and analyzing such data seriously. We use the results of these efforts to guide discussions with clients, consider changes that may need to be made, and plan the implementation of new approaches to verify that the clients' needs are met.

In addition to collaborating with SEAs and LEAs, ETS works closely with researchers and experts from around the United States to determine which EBPs are most appropriate to implement based on local needs. We leverage our work in other federally funded centers, universities, and premier organizations to assist ETS with implementing those EBPs.

Applicable Laws

Laws guiding ETS's Comprehensive Center (CC) work will first and foremost be the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized as the Every Student Succeeds Act (ESSA) in 2015. Other federal laws will also preside over the work, such as the Strengthening Career and

Technical Education for the 21st Century Act (i.e., Perkins V), the Workforce Innovation and Opportunity Act (WIOA), and the Individuals with Disabilities Education Act (IDEA). These laws play important and complementary roles in educating and training individuals and in shaping the future workforce.

- **ESSA** provides funding for K–12 public education with an emphasis on support for low-income and disadvantaged children. It requires that students be taught to high academic standards that prepare them for college and careers.
- **Perkins V** provides funds to improve secondary and post-secondary career and technical education (CTE) programs, as well as other programs that prepare students for the real world.
- **WIOA** funds the public workforce development system in order to support youth and adults seeking meaningful employment through adult education and literacy activities for those that have not graduated high school or are not English proficient.
- **IDEA** focuses on the education of students with disabilities to prepare them for further education, employment, and independent living.

Together, these are intended to facilitate a school-to-workforce pipeline to equip individuals with the skills they need to be successful in the workplace (Cushing, et al., 2019). ETS will leverage our experience in the areas governed by these laws to support the R3CC work.

In addition, territory statutes and variation—such as the consolidated grant application (CGA) for the USVI—will also guide the R3CC as ETS moves forward to develop improvement strategies for Region 3.

Theory of Action

In our R3CC work, ETS will continue to employ our philosophy of using EBPs, implementation science, adult learning principles, and monitoring and evaluation to build the SEA's human, organizational, policy, and resource capabilities. Further, we will leverage the Department's federally funded technical assistance centers (TACs), national experts, experience, and relationships with clients. ETS's theory of action for Region 3 is straight-forward:

If ETS leverages Department resources as well as ETS's R3CC philosophy, then SEAs will be able to create a coherent, aligned, efficient, effective, and sustainable system that supports districts and schools as they implement key federal and state reform initiatives and, ultimately, achieve systemic change and improved academic opportunities and outcomes for disadvantaged and low-income students.

This theory of action informs the elements of ETS's approach to the CC work, the Plan Do Study Act (PDSA) logic model, and the logic model and service plans detailed in **Section B: Quality of the Project Design** of our proposal.

Assumptions

Our assumptions, based on new program requirements, are that ETS will work with SEAs to focus on the following:

- small and rural districts and low-income students (although other populations will be served, as well)
- school improvement, especially for Comprehensive Support and Improvement (CS&I) and Targeted Support and Improvement (TS&I) schools, with an eye on improving the achievement of under-performing subgroups
- adverse programmatic findings found by monitoring from the Department and other sources

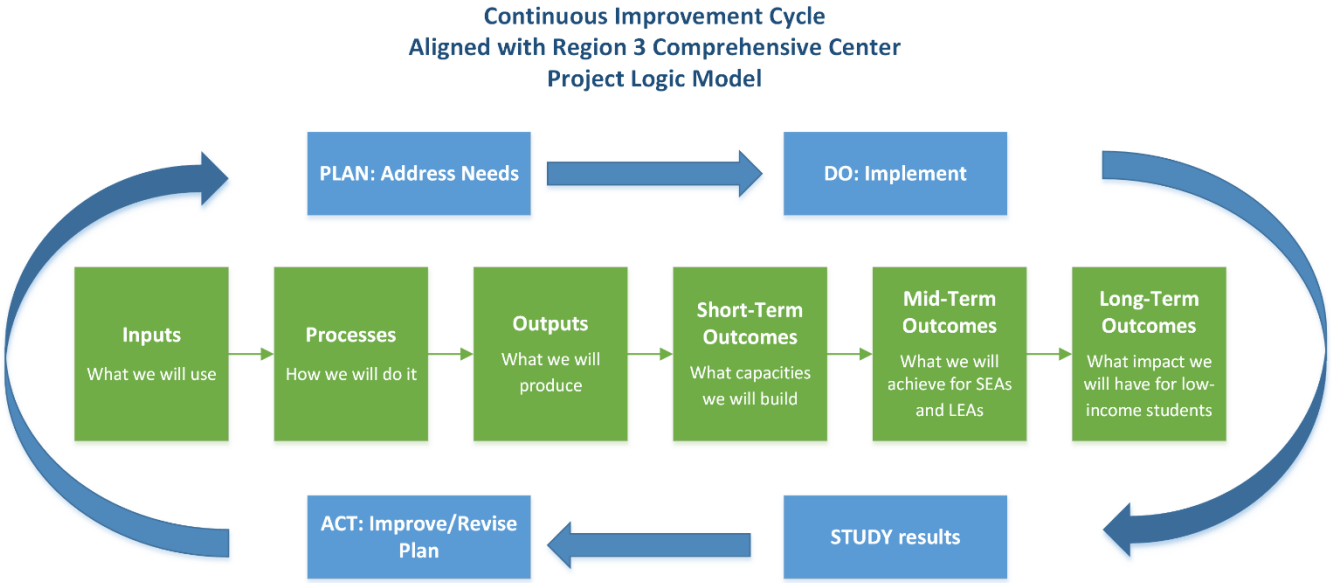
ETS will provide these services using high-leverage solutions that target SEA needs, focus on capacity building, and provide services that will coordinate with the National Comprehensive Center (NCC) and other federal resources, such as the Equity Assistance Center (EAC).

In addition to our theory of action, ETS will use a logic model, which we detail further in **Section B: Quality of the Project Design**. Logic models are hypothesized descriptions of the chain of if-then relationships; and they show the theories, assumptions, and beliefs that support the hypotheses and the various processes necessary to achieve an outcome. We based the logic model for this project on the Comprehensive Center Program Logic Model in the federal Notice of Final Priorities. ETS's model

demonstrates our understanding of the program logic model, will guide our technical assistance work for the R3CC, and will help ETS technical assistance staff focus on the processes and the intended outcomes. The logic model in **Section B: Quality of the Project Design** also serves as a graphical depiction of our theory of action. By focusing on ultimate outcomes, ETS can backward plan with the projected end results in mind, rather than just consider inputs or tasks that must be done.

By using a logic model, ETS has a clear and purposeful way to define the work and measure results. While we can draw performance measures from any of the steps in the model, we will use the model to evaluate the short-term, mid-term, and long-term outcomes of the various projects described in this proposal. **Figure 1** details a snapshot of our logic model and illustrates how we will build Deming's PDSA Cycle into the logic model.

Figure 1: PDSA Logic Model. In every step of the process, we will plan based on SEA identified needs (Plan), implement the plan (Do), monitor and evaluate results (Study), and revise the plan as necessary (Act). We will continue implementation using the same cycle until long-term outcomes have been achieved.



Needs Assessment and Problem Identification

In the past several months, ETS has met with SEA leadership in both Puerto Rico and the USVI in order to discuss the territories' needs and find high-leverage solutions to meet those needs. Our

proposed projects are a direct result of those discussions and have the approval of SEA leadership in both territories. Please note, however, that as of this writing, there is no permanent Chief State School Officer (CSSO) in place for either territory. If ETS is awarded the Region 3 grant, the director of the R3CC will meet with the CSSO of each territory to develop Memoranda of Understanding (MOUs). This will give the territories another opportunity to negotiate a service plan that closely aligns with their strategic plan and reflects their current priorities. Together, ETS and each SEA will define a scope of work, which the R3CC will deliver in collaboration with the Puerto Rico and USVI SEAs. The scope will include inputs, processes, and outputs as well as milestones, objectives, strategies, activities, and accountability measures, and it will spell out the responsibilities and key personnel for each of the collaborating organizations. A project management timeline will be included in the MOU with a schedule for conducting the activities. The agreement will also identify the expected short-term, mid-term, and long-term outcomes, as well as milestones and performance indicators to measure the achievement of those outcomes.

The MOUs will also establish an office within the SEA, will be reviewed annually along with the territory service plan, and will be revised to reflect current needs. The director will also reach out to the Northeast and the Islands Regional Educational Laboratory (REL) and other federally funded centers (e.g., the EAC – Region 1) to establish MOUs.

To facilitate effective coordination, collaboration, cooperation, and communication between the SEAs and R3CC staff and partners, ETS will institute and regularly convene a Territory Coordinating Council (TCC). The TCC will comprise the CSSO or designee, key SEA leadership staff, key R3CC staff, and any additional stakeholders identified by the SEA. The TCCs will meet at least quarterly to verify that projects are moving forward and benchmarks are being attained, and to identify any additional technical assistance needs the SEA may have. This type of forum will give each party a chance to determine if the current technical assistance plan should stay the course or whether midcourse revisions are needed.

ETS will also meet in-person annually with an Advisory Board for each territory and will consult this Board as necessary throughout the year. The CSSO will recommend members for the Advisory

Board, which will have broad representation from the SEA, LEAs, schools, universities and colleges, local communities, and business communities. The Board will advise Territory Technical Assistance Teams (TTATs) on the allocation of resources to and within jurisdictions based on need, taking into account such factors as the proportion of economically disadvantaged students, the increased cost of providing services in rural areas, and special initiatives being undertaken. The Board will also advise TTATs regarding strategies for monitoring and addressing the educational needs of the region on an ongoing basis.

This myriad of inputs—along with annual comprehensive needs assessments—will allow us to identify the high-leverage problems to be addressed in the annual service plans for each territory. As our five-year service plan unfolds, ETS will continually reassess territory needs and adjust implementation plans accordingly.

Evidence-Based Practices

To address Region 3's unique needs, ETS will use appropriate evidence-based practices (EBPs) as part of ETS's philosophy of project implementation. The field of K–12 education contains a vast array of educational interventions (e.g., reading and mathematics curricula, school-wide reform programs, after-school programs, new technologies) that claim to be supported by evidence to improve educational outcomes. However, this "evidence" often consists of poorly designed or advocacy-driven studies. By using EBPs and by drawing from our own expertise and understanding of the field, ETS will identify high quality, evidence-based research and will help guide territory and local education officials in determining which interventions merit consideration for their schools and classrooms. Although ESSA Section 8101(21)(A) defines an evidence-based intervention as being supported by strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale, ETS will use services that meet only the **higher** levels of evidence, with a particular emphasis on strong and moderate evidence. Supporting interventions with high levels of evidence will result in a higher impact for services.

ETS will use services that meet only the higher levels of evidence.

This approach is only one element of ETS's philosophy; a second element is the use of implementation science.

Implementation Science

Once we have used EBPs to determine needed intervention, ETS's philosophy turns to implementation science: "a method of improvement that concentrates on how education changes are carried out to confirm that the implementation process accounts for local variables in schools and other relevant contextual factors in order to be successful in any setting" (McKay, 2017). ETS believes strongly in developing effective plans for implementation and then executing those plans. As needs shift or additional evidence of effectiveness becomes known, plans will be adjusted accordingly. As noted in **Section B: Quality of the Project Design**, ETS has broad implementation experience both in and beyond Region 3, and we continue to focus on emerging research that supports implementation science to guide project implementation.

It is important to note that implementation science does not focus on the effectiveness of an intervention itself. Instead, it considers problems "associated with organizations' capacities to implement programs, barriers to effective implementation, and the failure of program transfer ([i.e.,] results cannot be replicated in other contexts)" (Nordstrum, et al., 2017).

As part of our approach with implementation science, ETS involves stakeholders partnering in three roles to develop educational solutions: synthesis and translation system (STS), support system (SS), and the delivery system (DS) (see Nordstrum, et al., 2017; Wandersman, et al., 2008).

- The **STS** synthesizes and translates current and relevant theories and research into user-friendly interventions/innovations (e.g., state-level team of university-based specialists in relevant research working with local education officials). The STS has the knowledge and expertise to confirm that the intervention or innovation maintains fidelity to the research base despite local adaptation.

- The **SS** builds capacity by working directly with those implementing the intervention or innovation to support quality of implementation (e.g., team of intervention coordinators that serve as liaisons between university specialists and local teams). The SS understands how to build practitioner's capacity to implement programs with integrity and fidelity and takes their beliefs, perceptions, and background knowledge into consideration.
- The **DS** includes the "front-line" practitioners that put the innovation or intervention into practice (e.g., teams of teachers or turnaround principals). The DS is intimately familiar with the local context and resource constraints on the front lines.

In addition to these three roles, implementation science identifies four general phases of work, as follows, that are essential for quality implementation with respect to partnerships that address educational improvement (Nordstrum, et al., 2017).

1. **Initial Considerations Pertaining to the Host Context.** Partnerships conduct pre-implementation assessments (e.g., needs or resources), make well-informed decisions about adapting interventions/innovations to the host setting by working with practitioners to decide what will be modified and how, and plan capacity building strategies.
2. **Create Implementation Structures**. At this stage, we establish (1) an implementation team that includes STS, SS, and DS members and (2) an implementation plan to guide their work.
3. **Sustain the Structure during Implementation**. This phase occurs in parallel to implementation. Here, support providers assist those on the front line by addressing feedback and establishing smooth and effective implementation. Rather than serving as accountability tools, process evaluations monitor ongoing implementation, and feedback mechanisms guide, support, and inform adaptation.
4. **Improve Future Applications of the Program**. This phase combines feedback data from all stakeholders and analyzes program successes and areas that must be improved to achieve sustained and quality implementation.

Implementation science "has a number of built-in mechanisms that help identify where there is a good fit between the context and program, as well as an amenability to scaling up and working with local practitioners throughout the steps of implementation to facilitate transferring a program to multiple contexts" (Nordstrum, et al., 2017). We continuously consider scale and sustainability throughout implementation. Additionally, in order to build capacity for self-sufficiency and sustainability, support providers plan from day one for the ultimate shift of program activities from the implementation team and external experts to local practitioners. This includes establishing community buy-in and participation in order to cultivate strong ownership of program initiatives by districts and schools. This in turn leads to sustained implementation of effective practices (DeWire, et al., 2017). ETS has successfully used these techniques during the current grant period and will continue to do so if awarded the grant in Region 3.

Adult Learning Principals

A third element of ETS's philosophy of program implementation involves basing all professional development (PD) on adult learning principles. Wei, Darling-Hammond, Andree, Richardson, and Orphanos define high quality or effective PD as "that which results in improvements in teachers' knowledge and instructional practice, as well as improved student learning outcomes" (2009). It is not enough for PD to feature aspects of program design that appear to be most effective (e.g., time for teachers to plan for implementation and follow-up) or the types of content addressed with the program. PD initiatives must consider *how* educators learn as well as *what* they learn, and the initiatives must structure PD content and experiences consistent with adult learning principles (Darling-Hammond, Hyler, & Gardner, 2017).

One major adult learning principle is that new knowledge and skills must relate to teachers' prior learning and experience (Zepeda, 2013). These prior experiences must be used as resources for new learning within PD programs (Darling-Hammond, et al., 2017). In contrast to childhood and adolescent learners, adult learners are often more knowledgeable and experienced, which allows them to be self-directed, autonomous learners who seek practical learning experiences that are relevant and that meet

their learning goals (Dalellew & Martinez, 1988; Knowles, 1990; Simpson, 1980). In addition, adults become more reflective as they age and therefore make more informed decisions about their futures by considering their lives and careers (Trotter, 2006). PD programs in turn should include reflection and inquiry components to foster adult learning and development (Darling-Hammond, et al., 2017). Cognitive developmental theories also suggest that intellectual/cognitive development progresses from the concrete to the abstract, with adults moving towards more advanced stages. From there, they operate from internal rather than externally generated standards (Trotter, 2006).

Adult learners are motivated by success, volition, perceived value, and gratification (Knowles, et al., 2005). The effects of PD depend heavily on teachers' motivation to learn and change their practice. Notably, recent research has demonstrated lower effect sizes for mandated as opposed to voluntary PD participation (Kennedy, 2016). Therefore, adults should be able to "choose their learning opportunities based on interest and their own classroom experiences/needs" (Darling-Hammond, et al., 2017). Additionally, it is important to consider the social aspects of adult learning. While adults can and do learn autonomously, learning in the company of other educators is a more powerful PD model that supports the adult learner (Bransford, Brown, & Cocking, 1999; Zepeda, 2013). To accomplish this, we implement highly interactive programs such as coaching, peer coaching, lesson study, and action research. These practices are often embedded within the workday to support teachers as they learn about their own practice and that of their colleagues (Zepeda, 2013). Coaching and other types of follow-up support are consistent with social aspects of adult learning and are essential both to facilitate transfer of new learning to the classroom setting and to sustain changes to practice (DeSimone & Pak, 2017; Kraft, Blazar, & Hogan, 2018; Zepeda, 2013).

In particular, principal PD activities (e.g., coaching and mentoring) have a strong potential for improving principal practice and reducing teacher attrition (Lochmiller, 2013; Jacob, Goddard, Kim, Miller, & Goddard, 2015). Principal coaching and mentoring are frequently included within principal induction programs, offer non-evaluative and confidential support, and can help school leaders better understand their work and succeed in their roles (Lochmiller, 2013). For example: A randomized study of

leadership coaching for urban principals in a large district found that coaching significantly enhanced principals' capacity to communicate with teachers about instructional practice and enabled their ability to enact instructional leadership behaviors (Bickman, Goldring, DeAndrade, Breda, & Goff, 2012).

Throughout PD, we aim to establish active learning, which "in sharp contrast to sit-and-listen lectures, engages educators using authentic artifacts, interactive activities, and other strategies to provide deeply embedded, highly contextualized, professional learning" (Darling-Hammond, et al., 2017). Additionally, active learning often incorporates collaboration, coaching, feedback, and reflection; and activities often involve modeling practices and constructing opportunities for teachers to analyze, try out, and reflect on the new strategies (2017). This provides an opportunity for teachers to transform their teaching rather than simply layer new strategies on top of old ones (Trotter, 2006).

Monitoring and Evaluation

In this section, we briefly describe our monitoring and evaluation approach, which we detail in-depth in the **Quality of the Evaluation Plan** section. ETS's evaluation plan addresses three major areas that assess (1) the ongoing needs of the territories in the region, (2) the progress and performance in meeting the needs of the territories using feedback loops, and (3) the long-term impact of services on student achievement.

As part of this plan, we will evaluate R3CC progress in multiple ways. First, we will monitor the R3CC on an informal basis through the feedback we receive from our clients through workshop evaluations, surveys, questionnaires, focus groups, and consultations. Quarterly meetings will be held with our partners to review this feedback and to revise the technical assistance plans as needed. On a more formal basis, ETS will conduct an annual review of the R3CC's performance, and performance will be reviewed with each territory annually through the MOU process, TCC meetings, and other communication as necessary. Further, the Advisory Boards will monitor ETS's performance and will recommend actions if needed to better reflect the priorities of the region's territories and districts. The Department will also evaluate ETS's performance through the Annual Performance Report, submitted at

the end of each fiscal year, and through an annual meeting with ETS to examine and analyze the R3CC's performance in meeting our goals and objectives. In addition, ETS will subcontract an external evaluation company, McREL International to determine the R3CC's effectiveness. ETS will use McREL's objective feedback for formative and summative purposes.

Transfer Assurance

The current ETS-operated Florida and the Islands Comprehensive Center (FLICC) will confirm the transfer of all pertinent resources and products developed for FLICC to the NCC and will maintain continuity of services to the state and territories during the transition to the new award period.

Additional Assurances

Within 90 days of the award start date, ETS will have secured client and key collaborator commitments and MOUs with the REL-Northeast and the Islands, REL-Southwest, and other federally funded entities as needed.

B. Quality of the Project Design

Design and Management of the Comprehensive Center: Overview

ETS has more than 40 years of experience in providing technical assistance to states, districts, and schools to help implement the goals and objectives of the Department; and we are deeply familiar with ESSA legislation and the status of regional implementation. In particular, our experience includes more than 20 years of intensive collaboration and improvement efforts in Puerto Rico and the USVI. One of our strengths has been our ability to be nimble and flexible in meeting the changing needs of our jurisdictions. The Department's goals have guided our scope of work through FLICC, and we have re-envisioned FLICC to also address the specific and critical needs of Puerto Rico and the USVI. We are familiar with and understand Region 3's political and cultural contexts and its educational issues and challenges. Over the past 23 years working in this region, ETS has made extensive progress in helping Puerto Rico and the USVI meet their education goals and has formed strong alliances that will enable us to be ready to promptly and successfully perform the work as specified in this application.

Design of the Comprehensive Center

For the R3CC, ETS will build upon services in current CCs by leveraging lessons learned and past experiences and successes. This will establish continuity of service. At the same time, we will innovate through new approaches to meet emerging needs of these jurisdictions.

1. We will provide high quality, intensive, capacity-building services to territory clients and recipients to identify, implement, and sustain effective EBPs that directly benefit recipients that have high percentages or numbers of students from low-income families and that support improvement activities referenced in ESEA Title 1, Part A.
2. We will implement and scale up EBPs and evidence-based programs and interventions that address the unique educational obstacles faced by rural and insular populations.
3. ETS will provide capacity-building services designed to help address programmatic corrective actions resulting from audit findings and monitoring conducted by the Department.

4. We will work with the NCC to identify trends and best practices, and to develop cost-effective strategies to make their work available to the many SEAs, REAs, LEAs, and schools in need of support.

Logic Model

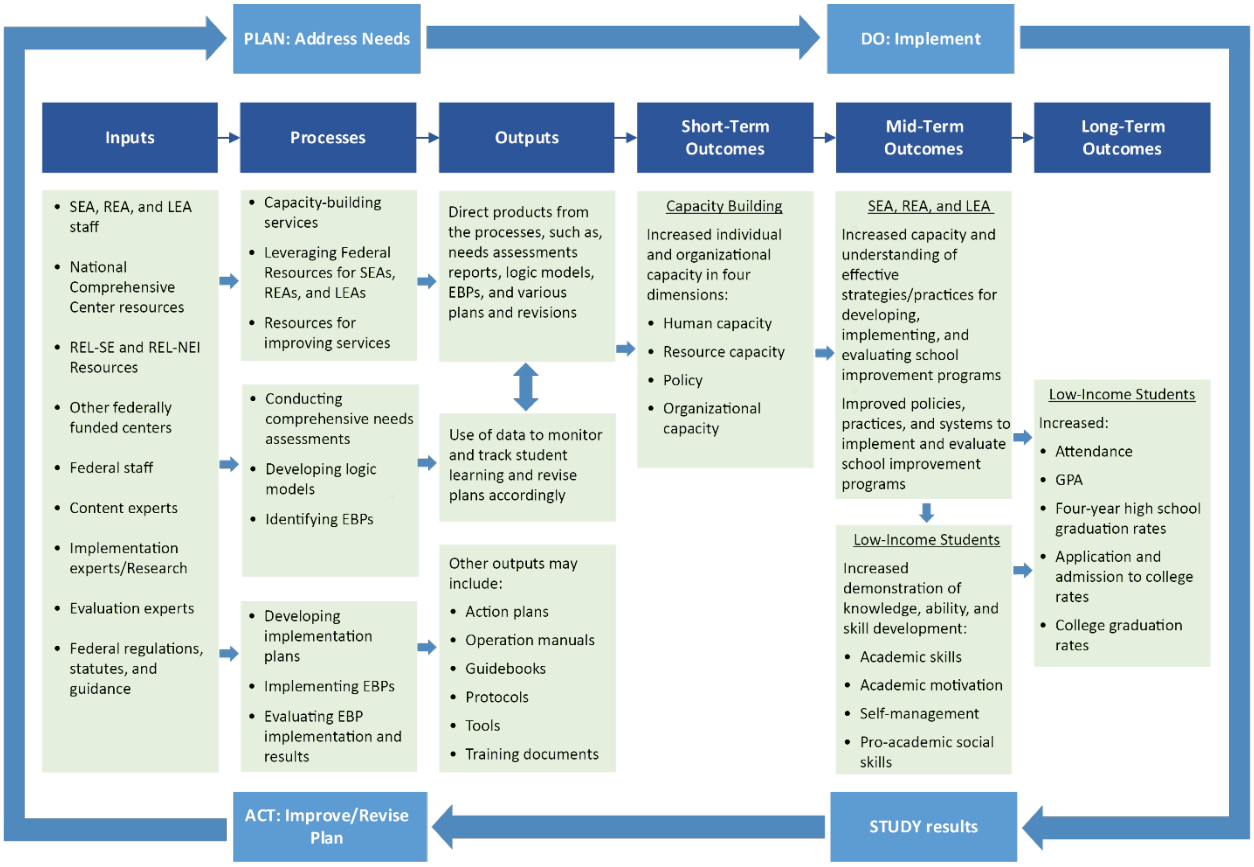
Following these approaches, ETS has designed a logic model, shown in **Figure 2**, to illustrate how the management of the R3CC will function. This model shows the logical relationships among the inputs we will use to support the processes, the outputs that we will produce, and the intended outcomes. We will provide expert technical assistance using high-leverage solutions that focus on SEA needs, capacity building, and services that will coordinate with the NCC and other federal resources, such as the REL and EAC.

The logic model begins with the list of inputs that ETS will utilize in the territory service plans, including SEA staff, the NCC, and federal resources. These inputs will support various processes, such as conducting comprehensive needs assessments and determining readiness for technical assistance, developing project logic models, and EBPs. These processes will lead to outputs such as implementation plans, evaluation and monitoring plans, and data reports. Through the inputs, processes, and outputs, ETS will have built capacities of the four domains noted in the model: human, resource, policy, and organizational. These short-term outcomes and capacities will support the mid-term outcomes and capacities: improved policies, practices, and systems to implement and evaluate school improvement (SI) and other programs. Mid-term outcomes will also show increased demonstration of knowledge, ability, and skill development in students. Long-term outcomes will focus on the lasting impact that the work ultimately will have on students, such as improved student learning and increased student attendance, particularly among low-income students.

The logic model also illustrates how we will embed Deming's PDSA Cycle. In every step of the process, based on SEA-identified needs, we will implement the plan, monitor and evaluate results, revise

the plan as necessary, and continue implementation using the same cycle until specified long-term outcomes have been achieved.

Figure 2: Logic Model for Region 3 Center. This model is the result of ETS's revised and aligned approach to service delivery in the new 2019–24 grant cycle, the complex context of the territories located in Region 3, and the Comprehensive Center Program Logic Model.



Region 3: Puerto Rico and the U.S. Virgin Islands are located approximately 1,500 miles off the coast of the mainland United States and are part of the Greater Antilles chain. They are diverse in their languages and cultures and since they are territories, not states, they have unique funding and political issues that sets them apart from those of the mainland. They currently have interim chief state school officers and are still recovering from the two devastating hurricanes that swept across the territories in September 2017.

Partnerships

The R3CC project design presents some formidable challenges due to diverse regional needs. Addressing these needs requires extensive and specific knowledge and expertise. Additionally, there are many differences between the jurisdictions in terms of the political structure and resources available to help districts and schools implement their ESSA Consolidated State Plan for Puerto Rico and the CGA

for the USVI. ETS has addressed the simultaneous need for close working relationships and diverse expertise through five innovative design features:

- The **TTATs** will consist of at least two staff members residing in each territory who will manage the projects and provide on-site technical assistance to clients.
- The R3CC will work with the **NCC** to identify trends and best strategies and to develop cost-effective EBPs so that their work is readily available to LEAs and schools in need of assistance.
- Leveraging the resources of **other federally funded national TACs** will help coordinate services with the SEAs and minimize duplication.
- **Key collaborators and specific service providers** will be subcontractors who help develop the scope of work with the TTAT leads and collaborate in cross-organizational teams to design and deliver the intensive services that we will provide through this grant.
- The **network of nationally and regionally recognized content experts** can be called on at any time to assist R3CC clients.

The TTAT leads will add members to the team from these sources based on expertise and needs of the client. This will allow ETS to balance the need for long-term collaborations with the need to provide a variety of resources to accommodate changing needs. The R3CC must be nimble and thoughtful when assigning personnel to each TTAT, taking into consideration that the needs of the SEAs can change quickly. To that end, ETS implements a personnel management system, described in **Section C: Quality of Key Project Personnel**, which will help TTAT leads make certain that all team members deliver high quality, intensive services that meet the client's needs and produce the desired project outcomes.

Approach to Project Management

The success of any project relies on effective project management practices and well-defined processes. ETS uses a client-centered approach to track and manage projects, beginning with our TTAT leads. We will apply established best practices and will utilize effective project management practices that

meet or exceed industry standards for the R3CC projects. Further, we will continue to train each key CC employee in end-to-end project management processes and tools. While our expert staff will use highly standardized processes and tools, we remain flexible enough to meet any varying needs of our clients. Notably, we will implement an effective technical assistance tracking and project management system to perform the following:

- predict and avoid operational and developmental oversights that could affect project integrity
- manage project deliverables to their successful completion
- establish and proactively manage a well-defined project schedule
- manage project scope and administer rigorous change control processes
- document and resolve project challenges and risks
- facilitate direct and open communication both in our team and with our clients

Scope and Change Management

Through our extensive experience, we have learned that policy, legislative action, change in top-level SEA personnel, unforeseen budgetary adjustments, and federal mandates all require agility in responding to the scope of work. ETS rose to this challenge in our current grant, which required us to be responsive to the changing needs of Puerto Rico and the USVI by adjusting our schedules and services to accommodate the shifting needs in education delivery and support as the region recovered from natural disasters.

For this grant, ETS will—upon establishing the baseline for the scope of work and schedule—manage newly identified requirements through a structured change-management process. The CC director and TTAT leads will work with SEA and LEA project staff to evaluate the impact of the changes with respect to time, budget, goals, and outcomes of the project. Each change request will be documented, and the appropriate modifications will be integrated into the project plan. We will then use EBPs to reestablish schedules and implement and manage changes in an efficient and effective manner.

Communication System

The R3CC must have a strong, robust, and holistic communication system to effectively support SEAs throughout implementation, success, and sustainability of their projects. ETS recognizes and understands the unique communications needs of Puerto Rico and USVI and will take these into account in our communication system. For example, the aftermath of Hurricane Maria and Hurricane Irma has left a damaged comprehensive communications infrastructure; and parts of both territories still have not recovered from these natural disasters, which complicates outreach efforts to and from stakeholders. Further, we understand the need for culturally responsive materials and communications. In Puerto Rico especially, there is a need for bilingual trainers and for the translation of all resources and materials into Spanish.

In response to these and other challenges, we created our communication system to foster clear and meaningful communication, collaboration, and dissemination both internally within and across our region and externally (i.e., nationally). All aspects of our communications are paramount to the success of the Region 3 SEAs. We define internal relationships as those between the R3CC and the SEAs, including SEA stakeholders (e.g., LEAs, schools, teachers, parents, students, communities). External communication and collaboration occurs between our region and the NCC, the Department, SEAs outside of the region, and other federal TACs.

Region 3 comprises a unique mix of demographics, and a user-centered communications strategy must be tailored to the region in order to build individual, organizational, and system capacity to identify, implement, and sustain programs that improve education and student outcomes. Primary audiences (i.e., SEAs, LEAs, TAC providers, education researchers, policymakers) and secondary audiences (i.e., parents, teachers, and the public) have different communication needs and preferred channels of communication. In developing communications strategies and tactics for Region 3, our efforts will be grounded in user-centered design with approaches customized for the region's various audiences and tailored to the specific topics of interest for each project.

Internal communications will involve collaboration across Region 3 as Puerto Rico and the USVI progress on their projects, and we will support such collaboration through online communities of practice, video/audio conference calls, in-person meetings, and webinars. The R3CC will facilitate these events regularly as we discover topics that require a deeper dive either by territory or across the region. To this end, the R3CC will publish scheduled "news blasts" that keep territories informed about new activities, resources, and events of interest to educators.

As part of our overall external dissemination efforts, ETS will work with the Department and NCC to explore branding of all communications through visual cues and elements that (1) help stakeholders recognize R3CC communications across various dissemination channels and (2) attract and engage targeted audiences.

One of the main foci of our external communication efforts will be to educate parents, guardians, and families about educational options for their children. It is important that families be well informed about the choices they have when choosing the appropriate educational setting to meet their children's unique needs. We view this as being of paramount importance.

In addition, the R3CC will use multiple user-friendly formats and delivery options to extend the reach and appeal of these valuable resources to accommodate the distinct needs and preferences of all stakeholders. These formats will not be one-way paths for dissemination purposes. Instead, two-way communication will allow the R3CC to collect feedback from both internal and external stakeholders. These feedback loops will include all stakeholders, as well as policymakers and other governmental entities, researchers, advocates, the media, and the public, and they will be essential to the ongoing formative evaluation and monitoring of the projects as well as the annual summative evaluations.

To make sure that we effectively communicate with stakeholders, ETS will develop a strategic communication and engagement plan each year of the grant to guide and aid in the evaluation of our communication efforts. We will begin with clearly articulating the purpose and expected outcomes of the plan so it can guide all outputs and activities. Each component of the plan will be tied to a specific target

audience that will identify the processes to be used and an appropriate timeframe within which to do so. This plan will also detail all activities to be completed in every year of the grant, provide timelines for achieving those activities, and include indicators for evaluating the success of our dissemination and feedback goals. The key dissemination activities for the R3CC's first year will include creating an interactive website, developing electronic newsletters and blasts, developing a plan for regional targeted technical assistance through webinar presentations, expanding our social media platforms and outlets, and engaging our target audiences using infographics and conference presentations.

Website. The program website is the public face for the R3CC and will be the primary dissemination tool for the center. We will work with the Department to define the requirements and technical specifications for the interactive website using a user-centered design to create a website that is high quality, useful, relevant, informative, and pleasing to users. The website will use a responsive design so that it will be accessible on tablets and smartphones, making getting information, and giving feedback, more accessible.

E-Newsletter and Listserv Blasts. The R3CC will disseminate information about products, ongoing R3CC activities, policy-relevant news or happenings, and upcoming events via e-mail, newsletter, and news blasts. The news blasts will briefly highlight key points and celebrate successful milestones. When appropriate, the blast will refer the recipient to the R3CC and CompCenterNetwork websites for more detailed information. Visitors to the R3CC website will have the opportunity to join our e-mail lists to receive these types of communication.

Webinars. As part of the R3CC's capacity-building activities, we will host live webinars throughout the year that detail lessons learned and how to incorporate these lessons into future work. We will send invitations by e-mail to stakeholders one month in advance of the webinars. To align with industry best standards for promotion and production, we will coordinate with outside presenters at least two months prior to the event and will hold a series of planning meetings and test runs in the weeks preceding the live webinar. As part of these standards, our presenters will be well prepared, knowledgeable, and engaging and will stay within the allotted time. Additional staff will remain on-hand

to address technical problems for attendees. All webinars will be recorded and closed captioned to be posted on YouTube® in a 508-compliant format. We will then promote the event archive on the website and in periodic news blasts, monthly newsletters, and tweets.

Social Media. Social media is perhaps the most important mechanism for garnering feedback from R3CC's various stakeholder. As such, social media is a key piece of our communication plan. The R3CC will use social media to develop and disseminate all resources, videos, infographics, and other original or relevant materials that provide understanding and promote the work of the territories in Region 3 with the goal of driving traffic to the R3CC website. To do this, we will use a range of social media channels to let audiences know when we post new products or events. We use four steps to engage stakeholders with social media:

- Define and evaluate dissemination goals for each product.
- Prioritize audience preferences when selecting which platforms to use to accomplish specific communication goals (e.g., Twitter® for bite-sized information pieces, and YouTube for users to engage with video content).
- Map messages and timelines to spark engagement by keeping discussions focused on key issues, guiding connections among users, and including calls for action.
- Create schedules for releasing messages using a social media aggregator like Hootsuite®, Sprout Social®, or Spredfast® to send messages to multiple platforms using various dissemination channels. These tools track end-user interactivity and provide data for continuous improvement.

Infographics. To reach a larger group of stakeholders, we propose distributing infographics via social media and newsletters. Infographics present complex information to audiences in ways they easily understand. Our team will use modern data visualization techniques to integrate infographics into web-based products, printed reports, and dissemination via social media to engage users and help them to make sense of complex data, understand an outcome, or visualize a process. We will create static

infographics, interactive data visualizations, and web-based interactive infographics to accomplish those goals.

After Action Reviews

TTAT leads will conduct After Action Reviews (AARs) to discuss and document insights and lessons learned during the projects. Action plans will be established and tracked after the meetings to transfer the findings into tangible actions to improve the project. Key staff will review AAR reports at the beginning of new projects to inform the planning process.

Effective Coordination, Collaboration, Cooperation, and Communication

ETS has a legacy of working with other organizations and agencies to provide a coordinated and seamless system of technical assistance to our clients. The R3CC will work closely with the Department to further SEA understanding of the provisions and purposes of ESSA and their capacity to implement it effectively. In order to establish that coordination, R3CC staff and clients will participate in all required meetings or trainings hosted by NCC and the Department, including the annual Insular Area Meeting held to assist the USVI in developing their CGA.

The R3CC will coordinate, collaborate, cooperate, and communicate with the NCC by (1) disseminating effective research-based strategies, promising practices, and programs identified by the NCC; and (2) consulting with the NCC on best practices and evidence-based strategies. The R3CC will share information with the NCC about successful school and district improvement strategies in our service area that the NCC may research and document to benefit other service regions.

The R3CC will also work with other federal technical assistance providers to build a system of coordinated services. Coordinating our services will maximize resources and allow us to avoid duplication. Some of these constituencies include Department offices, RELs, national TACs, EACs, and post-secondary institutions—and ETS has established relationships with and has collaborated on projects with each of these entities. To help facilitate this coordination, ETS proposes the following activities.

- **Joint Planning.** ETS will involve other national and regional organizations in coordinating technical assistance efforts in each territory.
- **Technical Assistance Providers Forum.** The R3CC will sponsor an annual meeting, in collaboration with each territory, to bring together the key technical assistance providers serving the schools and districts in the territories. This forum will discuss regional issues and challenges, explore ways to improve coordination among technical assistance providers, leverage resources, and identify key initiatives for mutual collaboration.
- **Technology.** Electronic communication through listservs, communities of practice, webinars, blogs, social media, online newsletters, and other media will span the region, facilitate cross-regional projects, increase participation in initiatives, and reduce costs.

In addition to the national and regional organizations and agencies, the R3CC will participate in the Comprehensive Center Network. As part of this network, we will provide the other CCs with access to our resources and to the project-based materials available to us via this grant. We will maintain electronic and traditional communication with the other CCs and will participate in collaborative initiatives undertaken by the network. Under this grant, ETS will engage in and host network meetings on a rotating basis and will serve on task forces and committees as needed. We will also continue to work closely with TTAT providers, including service agencies, SI offices, and Early Learning networks.

Five-Year Territory Service Plans

The R3CC built its five-year territory service plans around the logic model mentioned on pg. 19 of **Section B: Quality of the Project Design**. These plans reflect the needs of the jurisdictions aligned with the priorities outlined in the Department's Strategic Plan for Fiscal Years 2018–22. The five-year territory service plans address our proposed approach to meet the unique territory technical assistance needs presented by each jurisdiction. Unlike other areas of the nation served by CCs, where many regional needs are similar, the areas served by the R3CC represent a wealth of diversity and

organizational capacity. The needs of Puerto Rico and the USVI vary so widely that a customized approach is essential to build capacity in each territory.

We have structured this section to address key initiatives in each territory. We begin with Puerto Rico and then move on to the USVI. Within each territory, we address each key initiative in narrative form followed by a technical assistance service plan that gives the reader an at-a-glance overview of the proposed scope of work.

Puerto Rico Technical Assistance Plan

In this section, we outline our customized technical assistance plan to promote the Puerto Rico Department of Education (PRDE)'s capacity to continue and expand projects aligned to the Department's key priorities. ETS has dedicated staff in Puerto Rico who are native to Puerto Rico, who are bilingual and bicultural, and who have had proven results and successful experiences working within the PRDE. As staff of FLICC, these individuals currently work side-by-side with the PRDE and have earned the trust and respect of two of its major departments: the Auxiliary Secretary of the Institute of Professional Development (ASIPD) and the Office of Academic Affairs. ASIPD administers, designs, implements, monitors, and evaluates all of PRDE's PD for school principals and teachers. In addition, the ASIPD works with institutes of higher education (IHEs) around teacher preparation and induction academies for principals and newly recruited teachers. The Office of Academic Affairs designs and implements all of PRDE's academic initiatives, including the SI project.

Over the years, ETS has maintained a continuous, collaborative, and effective relationship with PRDE providing targeted and meaningful support. This has resulted in the continuation of PRDE's priorities, despite frequent changes across all leadership staff. The stability of our highly knowledgeable, experienced, and credible staff has resulted in their being an integral thought partner for PRDE and an extension of its team. We are frequently asked to provide orientations, assist in developing projects, and provide contextual background on initiatives to SEA and REA—known in Puerto Rico as Regional Education Offices (OREs)—personnel as they assume leadership roles in PRDE. We also are asked to

provide ongoing technical assistance to bolster SEA and ORE skills, comprehension, and expertise in their roles. As part of our proposal response, ETS has obtained letters of support from the newly appointed Undersecretary of Academic Affairs as well as the auxiliary secretary for the Institute for Professional Development and the director of School Improvement.

Through ETS's strong alliance with the PRDE, we have supported the goals of the Department by assisting the PRDE in complying with federal requirements and in guiding them to resources available through the federally funded centers. On-site ETS staff have a deep understanding and knowledge of Puerto Rico's educational culture, of the PRDE's internal organizational structure, and of the politics that drive decision making. In addition, ETS staff have disseminated knowledge and resources with PRDE leadership and other career education professionals to continuously build capacity and improve understanding of federal statues, guidelines, regulations, and priorities. This has allowed ETS to confirm that we address, scale up, and sustain the Department's key priorities through collaborative projects and processes.

As detailed in our **Significance** section, Puerto Rico has experienced severe population decline and damage following the events of Hurricane Irma and Hurricane Maria. This has depleted PRDE and community resources and has left educators grappling with subject-area certification challenges, insufficient resources, and an educator workforce unable to fully accommodate the most basic academic needs of students. It is therefore crucial to establish leadership, academic supports, and community structures within the PRDE system. This will lead to the renewed commitment necessary to improve academic achievement for all students and provide high quality PD for teachers and administrators. In turn, this will result in effective leadership and instruction, decreased achievement gaps, and increased graduation rates. The guiding vision within the PRDE SI project is a model of true collaboration among all PRDE components that will guide the PRDE and community stakeholders in establishing a robust set of essential systems, policies, and procedures.

At the time of this writing, Dr. Eligio Hernandez is the current interim Secretary of Education appointed by Governor Ricardo Rossello. ETS staff currently working with the PRDE have had the

opportunity to meet with and discuss Dr. Hernandez's vision for the future and current needs of the PRDE. Our technical assistance plans reflect those identified needs and are organized according to two key initiatives—school improvement and supporting effective instruction—as follows.

Key Initiative: School Improvement

- **Strategy 1.0:** Work with the PRDE to revise and strengthen the system of support for identified Comprehensive, Targeted, and Additional Targeted schools.
- **Strategy 2.0:** Work with the PRDE to develop SI monitoring and evaluation processes.
- **Strategy 3.0:** Work with the PRDE to create policies and procedures to sustain SI reform.
- **Strategy 4.0:** Work with the PRDE to develop a process for gathering external feedback and forming advocacy groups focused on SI reform.

Strategy 1.0 Revising and Restructuring the Support System

Systemic change is needed to improve low-performing schools identified as Comprehensive, Targeted, and Additional Targeted. This will involve establishing an organizational structure that incorporates processes, procedures, policies, and clear communications within all SEA and OREs to coordinate efforts in a logical, structured approach across all PRDE components, including schools (*Four Domains for Rapid School Improvement: A Systems Framework*, 2018). Although the main focus of this change will be at the school level, a comprehensive approach requires the commitment and understanding of all individuals working as a team. Therefore, school and district personnel, regional personnel, and PRDE leadership and staff will collaborate to facilitate needed supports for OREs and schools to achieve increased academic outcomes for all students, attend to sub-groups' specific needs, increase graduation rates, raise standardized assessment scores, and increase overall school functioning.

It is worth noting that the SEA has undergone a major organizational overhaul since 2017. This included the reconceptualization and design of the PRDE's structure, functions, and responsibilities. In particular, the SEA established a leadership academy for selected educators who are aspiring leaders. This academy will bolster skill sets as educators lead their regions through organizational transformation and

will contribute to the redesign of the evaluation instruments for principals and teachers. Additionally, with a goal of extending and improving the PRDE's impact, there is now a new team—comprising operation-specific managers as well as superintendents, auxiliary superintendents, chief academic officers, accountability leads, curriculum specialists, and other key positions—at each of the newly formed seven OREs. The OREs were officially established and put into effect by the new Puerto Rico Education Reform Law, 2018, which aims to establish "pseudo" LEAs via the OREs. The PRDE has consolidated school districts into one ORE per region in order to improve efficiency, reduce costs, eliminate redundancy, become the leading agency for schools, provide uniform responses to needs of the school communities, and improve education across the island.

The OREs have an active role in the decision-making process, have greater responsibility in the academic and administration components of the schools, and have close relationships with schools. This allows the OREs to be more diligent and efficient in addressing the hyper-local needs of the school while establishing a universal respect for educational quality and improvement. Each ORE is led by a bilingual regional superintendent with a proven professional capacity and experience in academic preparation, administration, supervision, and operations. This regional superintendent reports directly to the Secretary of Education and is responsible for executing all academic and administrative initiatives of the ORE. The OREs promote the PD of educators, identify low-performing schools, and funnel relevant resources that will support, facilitate, and increase academic excellence across the entire island.

A critical aspect of this work involves collaboration and cooperation, rather than isolation. For example, operations managers have attended enrichment workshops with superintendents to receive training on work-plan creation and the use of data to inform instruction and decision making. Additionally, the existing improvement team serves as the exemplar model of breaking down silos. As a result, we see increased student engagement and attendance, including for students with special needs, according to surveys distributed to educators in the identified schools within the seven regions.

Our proposed SI plan targets identified schools, as outlined in the PRDE ESSA plan, through the implementation of a train-the-trainer model and direct, targeted technical assistance to ORE and school-

level personnel, with support from strategic collaborators and resources. Our first strategy is to strengthen and align the existing system of support for identified schools with data-driven, comprehensive SI EBPs, based on *Four Domains for Rapid School Improvement: Indicators of Effective Practice* (2018). The R3CC will work with the PRDE to convene a task force to conduct a needs assessment, which will analyze existing improvement policies, systems, and resources currently utilized by OREs and schools. The R3CC will build PRDE capacity to research and select SI EBPs and align those with current, in-place EBPs. In addition, the R3CC will work with PRDE leadership to review the current SI template and make revisions to meet the needs of the schools and EBPs and remain compliant with the ESEA (i.e., ESSA).

Strategy 2.0 Develop School Improvement Monitoring and Evaluation Processes

The PRDE does not currently have a complete SI procedural manual that outlines the processes and procedures for school-wide reform. In fact, the current manual lacks information about monitoring and evaluating the SI reform process. Unfortunately, the PRDE historically lacks the resources and processes necessary to appropriately implement, monitor, and evaluate programs that result in proven, long-term increases in student academic achievement. Therefore, the R3CC will build the capacity of the PRDE to guide stakeholders in developing a thorough procedural manual which includes monitoring and evaluation processes and tools that will enable educational leaders to incorporate regular internal assessment and reflection cycles. These routines will also allow for measuring fidelity of implementation, which is key in establishing positive outcomes, including improved student performance.

Strategy 3.0 Policies and Procedures to Sustain School Improvement Reform

It is important to regularly revise SI policies and procedures so as to sustain high quality improvement throughout each territory. To do so, the R3CC will assist the PRDE in creating a sustainability work group comprising PRDE staff who will assess and revise SI policies as needed on an annual basis. This workgroup will make recommendations to PRDE leadership regarding changes that may need to be made. In addition, the workgroup will be charged with training new personnel at the ORE level who are responsible for implementing SI reforms.

Strategy 4.0 Gather External Feedback and Form Advocacy Groups

All too often, community members voice concerns over not having the opportunity to provide input regarding their child's education. This creates a divisive relationship that makes advancing challenging academic programs within the school system difficult. Additionally, an often-overlooked stakeholder group is the students themselves. Educators can at times fail to recognize that, with appropriate guidance, students can assess both their own learning styles and how well the teacher's instructional delivery methods support their learning styles.

While seeking student feedback regarding instruction and learning is a relatively new practice, Theodore Roosevelt High School in Des Moines, Iowa has made successful progress in this endeavor. This school established a joint student-teacher PD initiative that enabled students to thoughtfully examine their own instructional needs while helping them develop skills to provide constructive feedback to their teachers. When parents and students feel they have a voice in education, they become strong advocates. As a result of the school's initiative, absenteeism has dropped by approximately 13 percent, and teachers have found student input to be valuable in their own development.

Strategy 4.0 will promote collaboration among the local community and educators so as to enhance the overall academic culture within the PRDE system. Therefore, the R3CC will build PRDE capacity to organize community groups consisting of parents, students, and other community members. These groups will be surveyed on their opinions of the local SI activities. The PRDE will evaluate data from those surveys and make adjustments as needed to the SI initiative. After survey data is collected and analyzed, the community groups will be invited to an annual meeting to discuss the results of the survey, offer additional feedback on local SI, and assist in creating a plan to launch an advocacy group in each ORE. The formation of these advocacy groups across all island regions will enable parents and students to share success stories and will help change the perception of Puerto Rico's education system.

This proposed PRDE SI initiative takes advantage of successful, recently implemented instructional shifts, the breakdown of historic silos, and a strong cultural vision of what the education system of Puerto Rico could be. As a result, the RC33 will help close achievement gaps, increase student

academic achievement, increase graduation rates, and allow for instructional excellence from a highly qualified educator workforce.

At-A-Glance Service Plan: PRDE's School Improvement

Problem Statement: According to the approved ESSA Consolidated State Plan, the PRDE is required to provide additional support to identify Comprehensive, Targeted, and Additional Targeted schools in order to improve academic achievement for all students, increase state assessment scores and graduation rates, close academic gaps amongst subgroups, and improve school quality. To achieve success in the identified schools, the PRDE must implement a multi-tiered comprehensive plan of support and develop an effective community and parent engagement structure.

Scope: By drawing on federal and state resources, and strategic partnerships, this initiative aims to increase graduation rates, sub-group academic outcomes, state assessment scores, and school quality.

Assistance Level: Intensive

Objective: Design, implement, monitor, and evaluate the PRDE's system of support for the school improvement (SI) project to confirm that the goals outlined are being achieved at the PRDE.

State Goals: (1) Develop effective SI strategies and track the effects of their implementation. (2) The student as a whole child. (3) The professionalization of PRDE educators.

Federal Goals: (1) Support state and local efforts to improve learning outcomes for all P–12 students in every community.

RAC Challenge Area: (1) Prepare students to be college- and career-ready by high school graduation. (2) Improve the lowest-performing schools and close achievement gaps. (3) Develop a workforce of high quality teachers and administrators. (4) Develop strategies for personalized learning and innovative uses of technology. (5) Facilitate educators' implementation of ESSA. (6) Confirm equity by addressing disproportionality surrounding availability of resources.

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
1.0 Work with the PRDE to revise and strengthen the	• SEA leadership staff • LEA staff: Undersecretary of	A TF will be convened to develop and conduct a comprehensive	Oct. 2019 – Dec. 2019 • Convene TF.	• List of TF members • Report on comprehensive	• Increased human capacity: Understanding, knowledge, skills,	• Improved capacity to plan, implement,	• Sustainable and collaborative support system

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
system of support for identified Comprehensive, Targeted, and Additional Targeted schools.	Academic Affairs; SI central level lead; auxiliary superintendents of SI; task force (TF) members; chief academic officers; operational managers; accountability leads; data coaches; and curriculum specialists • NCC • Federal regulations, statues, and guidance • External community organizations • REL-NEI, REL-SE • Center on Positive Behavioral Intervention and Support • EACs • National Center on Safe Supportive Learning Environments • Center for Parent Information and Resources	needs assessment and to review and align existing SI policies, systems, and resources to inform the SI support plan.	• Conduct needs assessment. • Analyze results.	needs assessment results	and abilities of TF members to utilize existing resources. • Knowledge to identify differentiated services and interventions • Increased organizational capacity: Targeted recommendations improve and align existing SI framework to data-based EBPs. • Increased resource capacity: The PRDE has a Comprehensive School Improvement (CSI) template and has identified needed resources to strengthen the CSI Schools support framework.	and evaluate the SI initiative • PRDE LEA and SEA personnel will have enhanced policies and resources (platform) to adequately implement SI. • Improved tools, processes, and procedures within SEA to support CSI and borderline schools • Increased SEA capacity, accessibility, and use of evidence and data-driven SI services and interventions, and decision-making	• A 10 percent increase in Academic Achievement in CSI Schools • Identified schools will decrease by 15 percent. • 10 percent increase in student academic outcomes • 5 percent increase in graduation rate • 5 percent gap closure of subgroup performance • 10 percent increase in academic outcomes of underperforming schools • The PRDE will have a database of evidence-based SI interventions and services
		Develop a logic model.	Jan. 2020 – Feb. 2020 • Convene meetings to create logic model and SI support plan.	• Logic model			
		• Research EBPs for SI. • Determine information needed for SI template.	Mar. 2020 – June 2020 • Include EBPs in current SI manual. • Convene key leadership staff to develop an SI plan template.	• EBPs for SI • CSI Plan template			

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
	• National Center on Accessible Educational Materials • National Center on Educational Outcomes • IHEs • Community members • Strategic business partners • McREL • ADI • Westat	• Establish and convene an Advisory Committee made up of external stakeholders.	Aug. 2020 – Oct. 2020 Year 2 and beyond, once a year in May 2020 – 2025 • Convene advisory committee; solicit feedback and recommendations on SI support plan, revised SI manual, and template.	• Recommendations on the SI manual and template	• Increased structural capacity: The PRDE will have an established external Advisory Committee for ongoing review of SI. • Increased resource capacity: The PRDE will have an SI platform.		• The PRDE will have interactive stakeholder engagement and support the SI framework • Increased capacity to utilize data platform • Strengthened school climate
2.0 Co-develop a monitoring and evaluation process with the PRDE.	• Undersecretary of Academic Affairs • Accountability lead • SI central lead • Auxiliary Superintendents of SI • ADI • Westat	• Support the PRDE in developing a process to monitor and evaluate SI reform.	Oct. 2020 – Dec. 2021 • Develop and design a process for monitoring and evaluating the implementation of SI plans and activities. Year 1: June 2021 – July 2021 Year 2 and beyond: Twice a year (Dec. 2022 – 2025) • Provide coaching support to the PRDE as they monitor SI.	• Monitoring and evaluation tools • Monitoring and evaluation data incorporated within the implementation cycle	• Increased organizational capacity: The preliminary monitoring process will be established and validated.	• A finalized monitoring process and procedural manual for CSI support system	• Evidence-based monitoring process used to drive decision-making

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
		• Develop a logic model.	Feb. 2020 – Mar. 2020 • Convene meetings to create logic model for monitoring and evaluation process with the PRDE.	• Logic model			
3.0 Work with the PRDE to create policies and procedures to sustain SI reform.	• Undersecretary of Academic Affairs • Legal department • Accountability lead • SI central lead • Auxiliary Superintendents of SI • National Center • ADI	Convene a workgroup to assess then revise current policies, structures, and resources that support SI reform.	June 2021 – Aug. 2021 • Work group analyzes support for SI reform and provides recommendations for changes. • Work group revises current policies to support SI reform; presents changes in structures and needed resources to support SI reform.	• Policy, structures, resources, and assessment data • Recommendations on aligning structures and resources to support SI • Revised policies	• Increased human capacity: o The PRDE will be able to analyze policies, structures, and resources to effectively support SI reform. o The PRDE will have an evidence-based evaluation process that includes all the SI indicators. o PRDE personnel will have increased knowledge and capacity of the schools implementing SI best practices	• Capacity to implement aligned policies, structures, and resources to support effective SI reform • The PRDE will have the structural and human capacity to replicate and implement effective SI EBPs throughout the schools. • The PRDE will have a toolkit of motivational, SI EBPs.	• Disseminated evidence- and data-based Culture Shift Sustainability toolkit • Increased human capacity and knowledge of PRDE Central, LEA, and school personnel of EBPs implemented that positively impact student academic outcomes • The PRDE will have improved school culture/ climate and community relationships to successfully turn around
		• Develop a logic model. • Organize, with PRDE, the SI Summer Summit. • Organize, with PRDE personnel, a Back to School	July 2021 – Sept. 2021 • Convene meetings to create logic plan for policies and procedures to sustain SI reform. Annually in May 2020 – 2025	• Logic plan • SI Annual Summer Summit • Annual SI B2S Kick-Off Event			

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
		(B2S) SI kick-off event.	• Convene internal SI work group to plan content and logistics of SI Summer Summit. Annually in August 2020 – 2025 • Convene with PRDE work group to organize, determine content, and plan logistics of Annual SI B2S Kick-Off Event.		and routine implementation of these and of new SI evidenced-based modules developed and presented. o The PRDE will have the knowledge and capacity to organize, plan, and recognize effective implementation of SI EBPs in identified SI schools.		underperforming schools.
4.0 Work with the PRDE to develop a process for gathering external feedback and creating advocacy groups on the SI reform.	• Parents/guardians of students enrolled in SI schools • Students enrolled in SI schools, grades 4–12 (voluntary) • Undersecretary of Academic Affairs • SI central lead • Auxiliary Superintendents of SI schools	• Organize a parent and student engagement and advocacy committee to provide feedback on the impact of SI activities and to become advocates for their schools. • Develop impact surveys on SI. • Research and implement EBPs for supporting and	Year 2: May 2021 • Convene advocacy committee; distribute impact survey; and analyze survey data. • Host annual meeting with Advocacy Committee to get feedback on SI implementation. May 2021 – July 2021	• Impact surveys • Analysis of survey data • Tools and resources to enhance family engagement • Logic plan	• Increased human capacity: The PRDE will have the capacity to gain valuable insight into the direct impact SI strategies have on students. • Increased organizational capacity: o SEA and LEA will have structures and strategies to	• SEA will have increased knowledge and skill on how to engage parents/guardians and students, analyze results, and integrate recommendations in the SI initiative.	• Increased human capacity of advocacy committee members to comprehend and utilize appropriate strategies to integrate sustainable committee goals • 15 percent increase of parent/guardian participation that

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
		enhancing family engagement. • Develop a logic model.	• Convene meetings to create logic model to develop a process for gathering external feedback and creating advocacy groups on the SI reform. Years 3 – 5: May 2022, May 2023, May 2024 • Create tools and resources for students and parents/guardians to enhance engagement with schools and to become advocates for schools.		integrate community advocacy into the school and community culture. o SEA and LEA will have reports on parental and student recommendations from the surveys administered. • Increased resource capacity: The PRDE will have developed a set of materials schools can use to enhance family engagement.	• The PRDE will have increased capacity to identify resources to promote continuous parent student engagement based on surveys, meetings, and data collection.	reflect a greater engagement • 10 percent increase in student academic achievement • Increase by 5 percent SI school students' leadership skills and school-related participation • Reduce 10 percent student absenteeism • Increase student graduation rate by 5 percent • Improve school climate

Key Initiative: Supporting Effective Instruction (Competitive Preference Priority 2)

As part of our initiative to support effective instruction, we will incorporate three strategies, as follows.

- **Strategy 1.0:** Provide research and evidence-based guidance to the PRDE in revising and restructuring the support system for effective instruction.
- **Strategy 2.0:** Work with the PRDE to develop teacher and principal induction programs.
- **Strategy 3.0:** Work with the PRDE to develop flexible pathways for alternative certification.

Over the past 20 years, ETS has become an integral partner in school improvement (SI), cultural shift initiatives, and the reorganization of the PRDE personnel structure. In this, we have worked with IHEs, the PRDE, OREs, and district-level leadership; and we have learned that one current challenge the PRDE faces is certification of teachers. While all teachers in Puerto Rico hold degrees, teacher certification is an issue needing resolution. As detailed in the **Significance** section of our proposal, Puerto Rico has experienced a major population loss and faces an extraordinary reconstruction of buildings and infrastructure. Unfortunately, many schools were damaged beyond repair, and the PRDE was left with no choice but to close many schools.

Ultimately, this contributed to both transitory and permanent teachers being assigned to classrooms in out-field areas, which created a disjointed certification program that the PRDE is ill-equipped to resolve on its own. According to the PRDE 2018 – 2019 School Profile, there is a 20 percent deficiency of certified teachers in critical shortage areas or hard-to-staff content areas. In an educational system facing unique challenges and personnel changes, it is imperative that the PRDE establish sound and stable certification options and policies.

ETS will assist the PRDE in creating a system-wide framework to appropriately certify teachers, so that students have greater access to highly effective instruction and leadership.

Strategy 1.0: Revise and Restructure the Support System

In order to build effective instruction and to identify areas of strength and weakness, we will thoroughly examine and analyze the existing support system for educators. First, we will establish a task force comprising PRDE career professionals from various divisions and will train this task force on how to conduct a comprehensive needs assessment. Based on this assessment, we will develop a logic model that will enable us to draft and implement the project plan. To guide the draft project plan, we will rely on thorough data collection and strategic partnerships to establish a monitoring and evaluation process and identify and select high quality PD strategies and activities. Based on this, the implemented project plan will lead to increased resource, organizational, and policy capacity. This in turn will result in a policy that outlines how there will be an equitable distribution of teaching assignments, as well as greater student access to highly effective teachers and instructional EBPs.

Strategy 2.0: Develop Teacher and Principal Induction Programs

In order to further enrich the academic community and position students for success, it will be critical to establish a mentoring program for new teachers and principals. Strong mentorship programs will empower school leaders and teachers and will provide them with the knowledge and tools they need to most effectively support both students and their school communities. *From Good to Great: Exemplary Teachers Share Perspectives on Increasing Teacher Effectiveness Across the Career Continuum* studied characteristics and perspectives of national and state Teachers of the Year on mentoring experiences and the impact it had on them and the development of their effectiveness as a teacher at various levels of their career (Behrstock-Sherrat, e., Basset, K., Olson, D., & Jacques, C., 2014). Evidence shows that 80 percent of respondents attribute their success to working with teachers who were effective adult mentors. The top two specific experiences these teachers report as having an impact on them at their novice stage were access to supportive leadership and access to mentoring teachers.

The PRDE currently lacks internal policy and structure to sustain induction programs for teachers and principals. Utilizing resources from the former Center for Great Teachers and Leaders now housed in

the NCC, the R3CC will work with PRDE personnel to assist in conducting a comprehensive needs assessment and in developing a logic model to assist with project planning. The R3CC will work with the PRDE to examine research and EBPs on effective induction programs to determine which components and what appropriate PD should be included in their induction programs. The R3CC also will work with the PRDE to build a framework for their induction programs. Once the induction programs have been developed, the R3CC will assist the PRDE in developing a plan for implementing and monitoring the programs.

Strategy 3.0: Develop Flexible Pathways for Alternative Certification

The R3CC will work with the PRDE to create an internal task force to develop a needs profile for hard-to-staff content areas and critical shortage areas. The PRDE identifies the following as critical shortage areas: elementary and secondary mathematics, social studies, biology, environmental sciences, general science, earth science, physics, and chemistry. Utilizing research and EBPs, the R3CC will build the PRDE's capacity to develop an alternative certification policy that includes flexible pathways towards certification. The task force will also take advantage of a strategic partnership with IHEs to align courses that include EBPs for developing content knowledge and effective pedagogical practices.

At-A-Glance Service Plan: PRDE's Support of Effective Instruction

Problem Statement: The PRDE faces several teacher certification challenges. Over 2,400 teachers provide instruction in out-field subjects, and many teachers lack any certification at all. As a result, the PRDE is focused on identifying and developing strategies and initiatives to support effective instruction and confirm students have access to high quality educators.

Scope of Work: This project focuses on building effective policies and professional development (PD) resources for teacher and leader effectiveness, as required by the ESSA. This entails drawing upon federal and state resources to build solid evidence-based strategies and initiatives.

Assistance Level: Intensive

Objective: Create a system-wide support framework to appropriately certify teachers, which will lead to increased access to higher quality instruction and leadership.

Territory Goals: The professionalization of PRDE educators and leaders in order to promote successful learning, social, and career outcomes for students

Federal Goals: (1) Support state and local efforts to improve learning outcomes for all P–12 students in every community. (3) Promote effective instruction in classrooms and schools.

RAC Challenge Area: (1) Develop a workforce of high quality teachers and administrators. (2) Facilitate educators' implementation of the ESSA. (3) Confirm equity by addressing disproportionality surrounding availability of resources.

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
1.0 Provide research and evidence-based guidance to the PRDE in revising and restructuring the support system	SEA and LEA leadership staff: • Institute of Professional Development	• Establish a PRDE internal task force. • Conduct a comprehensive needs assessment.	Oct. 2019 – Jan. 2020 Annually through 2025 • Convene the internal task	• Needs assessment • Policy manual	• Increased human capacity: Skills to analyze and enhance policies, resources and systems • Increased organizational capacity: Phase 1 of	• SEA improved capacity to use data to identify needs to support the project	• 10 percent increase of student access to improved instruction

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
for effective instruction.	• Human Resources Office • PRDE Legal division • Chief Academic Officers • Operational Managers • Accountability Leads • PRDE IHEs • Puerto Rico Council on Education • NCC • REL	• Promote sustainability of support system including external partnerships.	force to collect and analyze data		restructuring completed		
		• Develop logic model.	Jan. 2020 – Apr. 2020 • Guide development of logic model	Logic model	• Increased resource capacity: Database of activities and supports • Increased organizational capacity: Structures to sustain targeted PD • Increased policy capacity: Implementation of policies and procedures	• SEA will have improved state-wide policies, practices, and systems. • Report on evaluation and monitoring collection.	• Improved evidence-based instructional practices Organizational capacity increased: • SEA and LEA will have a systemic and uniform framework to provide high quality PD. • Students have increased equitable access to effective teachers.
		Develop project implementation plan.	• Support SEA with writing and implementing the plan • Provide guidance on evaluation and monitoring processes in plan Mar. 2020 – Sept. 2020 • High quality PD strategies and activities that promote effective instruction	• Implementation plan and supporting resources and materials • Evaluation and monitoring data report and recommendation s			
2.0 Work with PRDE to develop teacher and	• Institute of Professional Development	• Conduct a needs assessment of	Needs assessment 2020 – 2021	• Data from needs assessment • Logic model	• Increased human capacity: Knowledge	• Organizational capacity increased as	• Formal induction

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
principal induction programs.	• Human Resources Office • PRDE Legal Division • Chief Academic Officers • Operational Managers • Accountability Leads • IHEs • Puerto Rico Council on Education • NCC (GTL Resources) • REL-NEI	existing initiatives. • Develop logic model. • Examine EBPs. • Develop implementation and monitoring plan. • Develop logic model.	• Create customized framework for teacher and principal induction programs. 2020 – 2021 • Guide development of logic model 2021 – 2025 • Implementation and monitoring of induction programs	• Framework for induction programs • Implementation and monitoring plan • Logic model	of EBPs for induction programs • Increased human capacity: The PRDE has knowledge and skills about effective induction programs and flexible routes for alternative certification.	induction programs are developed • SEA will have a systemic process for induction programs.	programs in place • 2 percent increase in highly effective teacher and principal evaluation scores • Improved educational opportunities for economically disadvantaged students • Decreased disciplinary incidents • Improved classroom management • Increased attendance • Improved school quality • 2 percent improvement of teacher and principal and performance

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
3.0 Work with the PRDE to develop flexible pathways for alternative certification.	• Institute of Professional Development • Human Resources • Legal Division • Chief Academic Officer • Accountability leads • IHEs • NCC • Certifications Office • Principal and teacher representatives • Federal regulations, statues, and guidance (e.g., ESSA)	• Internal task force (TF) develops needs profile for hard-to-staff subjects and grade levels. • Examine certification requirements. • IHEs work with the PRDE to align courses that include evidence-based strategies for content knowledge and instructional practices. • Develop logic model.	• Convene task force to conduct needs assessment that includes teacher profile reviews 2019 – 2020 • Review of existing policies, procedures and laws 2020 • Guide development of logic model 2020 – 2025 • Analyzing certification requirements and flexible alternatives 2021 – 2025 • Monitoring and evaluation	• Needs assessment • Recommendations report • Monitoring and evaluation report • Logic model	• Increased resource capacity: Recommendations for effective alternative certification programs	• Implementation evaluation and monitoring of alternative programs • SEA will have a systemic process for alternative certification programs.	• Cohesive and flexible pathways to alternative certification • An increase in number of certified teachers

United States Virgin Islands Technical Assistance Plan

The USVI territory is insular, with a relatively small school system and limited resources. The R3CC proposes a customized technical assistance plan that will initiate and scale up projects aligned to the Department's key priorities. The R3CC will foster sustainability by scaffolding each activity onto the necessary policies, laws, and available resources. The Virgin Islands Department of Education (VIDE) serves as the territory's education agency and has two school districts: The St. Thomas-St. John School district comprising 13 schools with a student population of 7,246, and the St. Croix School District comprising 13 schools with a student population of 6,559.

The VIDE's mission is to provide the territory's students with a safe and nurturing environment, high quality instruction, and continuous supports so all students succeed in college and careers as citizens in a globally diverse world. The VIDE takes advantage of the uniqueness of the USVI being geographically Caribbean and politically American, as well as integrating all disciplines in educating the whole child. Notably, the VIDE's recently nominated Commissioner of Education Raquel Berry-Benjamin focused her talking points on educating the whole child during her senate confirmation hearings.

ETS's FLICC worked with the VIDE to develop a strategic plan and performance management system that has identified three priority areas: student achievement, organizational culture, and teacher and leader effectiveness. Along with these priority areas, we have identified four goals for the VIDE.

1. Each student, by the end of kindergarten, will be socially, emotionally, and academically prepared for learning success.
2. Each student will meet or exceed their annual targeted growth in core academic subjects.
3. Each student will graduate with the technology, career, and personal competencies to succeed in careers, in college, and as citizens in a globally diverse world.
4. The VIDE will model effective, efficient, and relevant processes and procedures to build a systemic approach to improving performance so all students will receive a high quality education.

The VIDE recently implemented a redesigned SI process in collaboration with ETS. This dynamic new process, Virgin Islands-System of Support (VI-SOS), aligns SI in the VIDE with the systems of support provided by the LEAs and SEA. Processes are in place for development, implementation, and monitoring of the SI plans using the continuous improvement cycle. The VIDE has therefore increased the capacity of the USVI to support coherent SI planning that will have a significant impact on improving student achievement.

In March 2019, ETS met with VIDE Commissioner Nominee Raquel Berry-Benjamin to determine her vision and priorities for the children of the Virgin Islands. She is aligning her vision with the recently elected Governor Albert Bryan's "U.S. Virgin Islands Vision 2040": a multi-agency initiative focused on Services, Technology, Energy, Agriculture, and Manufacturing (STEAM). Ms. Berry-Benjamin sees the role of VIDE as helping prepare students for jobs in the STEAM industries. Ms. Berry-Benjamin feels VIDE must first confirm that children are reading on grade level. This is her number one priority. In addition, children must be in school during the formative years, and so Ms. Berry-Benjamin plans to establish a territory-wide Pre–K program. Her third priority is to effectively and efficiently utilize the federal grant dollars flowing into the VIDE that support educational programs. ETS not only has the full support of Commissioner Nominee Berry-Benjamin but also the support of Lt. Governor Tregenza Roach, Senator Donna Frett-Gregory, and Commissioner Gary Molloy of the Department of Labor.

ETS has the full support of Commissioner Nominee Berry-Benjamin, the support of Lt. Governor Roach, Senator Frett-Gregory, and Commissioner Molloy of the Department of Labor.

The technical assistance proposed in this plan will build on VI-SOS and align with the priorities and goals of the strategic plan and the vision set forth by Governor Bryan and supported by Commissioner Nominee Berry-Benjamin.

Key Initiative: Strategic Reading Instruction for All Educators (Competitive Preference Priority 2)

- **Strategy 1.0:** Work with the VIDE to plan for a system of PD for improving reading instruction for all Pre-K–12 educators.
- **Strategy 2.0:** Work with the VIDE to develop a cohesive series of PD modules on evidence-based instructional reading strategies.
- **Strategy 3.0:** Work with the VIDE to monitor and evaluate the impact of the PD on instructional practices of educators across all grade levels.

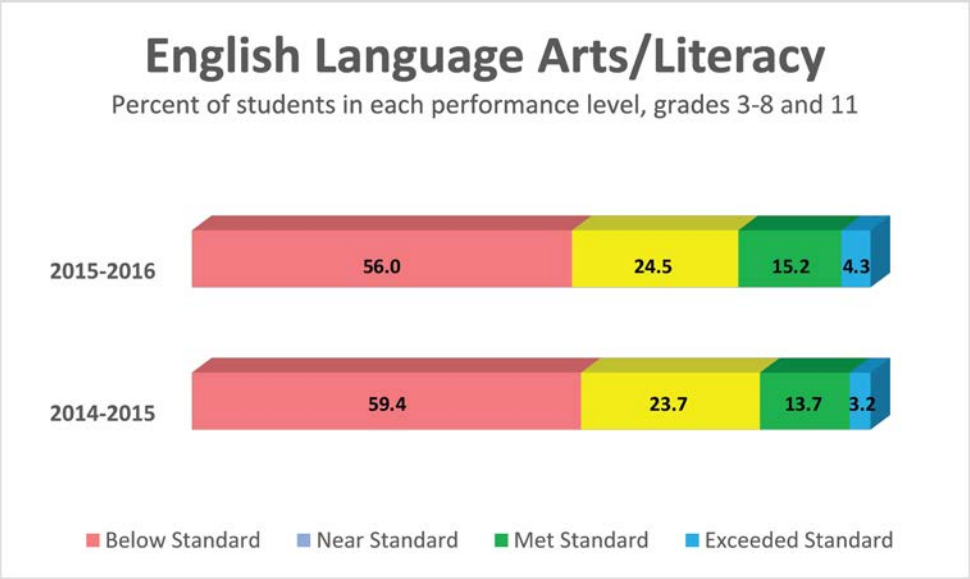
Strategy 1.0: PD to Improve Reading Instruction for All Pre-K–12 Educators

A territory-wide literacy action plan is an essential foundation for improving student achievement. An effective plan requires a deep look into data about student performance that examines the literacy needs and expectations in the territory and the community, district, and school capacity to support literacy development, current teaching practices, and effectiveness of the current literacy program (Irvin, Meltzer and Dukes, 2007). Due to the severity of two Category 5 hurricanes impacting the USVI in September 2017, instruction has been limited due to the loss of school days and students attending school for half-day sessions. Further, the majority of instructional materials and textbooks were lost due to water and mold damage. Designing a territory-wide literacy action plan to guide improved student achievement in the wake of these losses is a major undertaking in the USVI.

In spring 2016, the VIDE completed its second year of testing using the new Smarter Balanced assessments. The tests are aligned to higher academic standards being taught in USVI's public schools and provide teachers and parents with more accurate information of how well students are performing as they prepare for college and careers. The scores from the 2015–16 Smarter Balanced administration, shown in **Figure 3**, illustrate that students have made slight gains in their scores when compared to scores from first-year testing (i.e., from spring 2015). In English language arts (ELA), the amount of students that met or exceeded standards increased by 3 percentage points. Additional improvement in literacy

occurred at the elementary level in grades 3–6, junior high level in grades 7–8, and high school level in grade 11.

Figure 3: Smarter Balanced Results. Students, territory-wide, have made gains in their testing scores.



It is apparent that a focus on literacy territory-wide and at all grade levels is a critical need. To generate change, leaders must develop a literacy action plan to guide instructional decision-making across all grade levels. Through a current initiative in the USVI, we have seen that teachers are using only the textbook for instruction, and a review of lesson plans indicates that there is minimal planning for reading instruction. Improving teachers' skills and knowledge in instruction through professional development (PD) is one of the most important investments of time and resources that leaders can make in education.

The R3CC will collaborate with the National Literacy Project (NLP), the National Center for Improving Literacy (NCIL), the NCC, the REL-Southeast (REL-SE), and VIDE leadership to initially identify members for the VIDE Reading Task Force (TF), which will develop and administer both a comprehensive needs assessment for the territory and a self-assessment for educators in order to better understand how to address literacy needs at all grade levels. Using the results of the assessments, we will create a logic model and an action plan to confirm that we have identified literacy needs and provided training for educators over the five-year span of this grant and that is sustained beyond 2024.

A subgroup of the VIDE Reading TF will be convened for their expertise in literacy along with other collaborators, both from within and outside of the USVI, to become the VIDE Reading Implementation Team. This group will create the PD modules of evidence-based instructional reading strategies that all educators will be expected to complete successfully within the specified timeframe. Training for parents on literacy strategies they can implement at home will be incorporated as another critical piece of the territory-wide action plan.

Strategy 2.0: PD Modules on Evidence-Based Instructional Reading Strategies

The VIDE Reading Implementation Team will begin the process of designing the PD modules by researching and reviewing the instructional EBPs that are crucial to effective reading instruction. This process will explore the work of the REL-SE and the Literacy Roadmap that guides educators along a pathway to implementing literacy EBPs focused on ESSA evidence levels in an ESSA-aligned framework. This effort will involve guidance about how to form SEA and LEA implementation teams, development of logic models and guides for implementing and evaluating EBPs, and selecting appropriate EBPs, implementing those practices, and evaluating the implementation on an ongoing basis. The Reading Implementation Team will develop a training plan, wherein SEA and LEA leadership set territory expectations, and teachers will implement motivating, engaging, and strategy-based classroom reading instruction.

Although teachers across the territory have received training in student engagement, classroom walkthrough evaluation data show little to no evidence of the strategies being implemented. It is therefore vital that the school culture and current structures are organized around this effort in order for literacy improvement to occur. The Team must evaluate the amount of support the districts can provide to build the current capacity at the school level. Their goal will be to build upon what educators already know and to strengthen current instructional practice, rather than replace it with something new. We further detail how we will monitor and evaluate implementation in our section on Strategy 3.0.

We will build upon the evidence-based strategies already learned in personalized learning with additional effective strategies. This will result in a sound training plan for educators across all grade levels. Additionally, administrators will be trained to know what strategies they should observe when conducting teacher evaluations and walkthroughs.

Strategy 3.0: PD Impact on Instructional Practices across All Grade Levels

As shown in our approach to Strategy 2.0, the goal of a literacy improvement effort is to create an organization that can promote and sustain high levels of literacy and learning for current and future students. SEA and LEA leaders need to know whether implementing PD on evidence-based instructional reading strategies is helping schools meet their literacy goals and improving student achievement. In order to determine whether the plan needs to be changed or modified, the R3CC will collaborate with SEA and LEA staff, REL-SE, and McREL to develop a monitoring and evaluation process to determine whether teachers are in fact delivering evidence-based instruction and what impact that instruction is having on student learning. This group will work closely with the Reading Implementation Team to monitor the effects of the PD on instruction and recommend revisions to the initial plan. Evidence collected from classroom walkthrough data and formal educator observations will establish whether the project is consistently meeting the needs of educators. Having such a data-driven plan for monitoring and evaluating implementation will be paramount to building the effectiveness of the literacy plan.

At-A-Glance Service Plan: USVI's Strategic Reading Instruction for All Educators

Problem Statement: More than half of the students in the USVI in grades 3, 8, and 11 have been consistently performing below standard in ELA/Literacy on standardized assessments. Therefore, the VIDE needs to plan, develop, implement, monitor, and evaluate a cohesive system of PD on evidence-based instructional reading strategies for all educators to complete between 2020–2024 in order to break the cycle of below-standard performance in ELA/Literacy.

Scope: This project will draw upon federal and state resources to obtain thought partners to design PD modules on evidence-based instructional reading strategies for all teachers and administrators in Pre-K–12.

Assistance Level: Intensive

Objective: Plan, develop, implement, monitor, and evaluate PD modules on evidence-based instructional reading strategies for teachers and administrators in Pre-K – 12.

State Goals: (1) Each student, by the end of kindergarten, will be socially, emotionally, and academically prepared for learning success. (2) Each student will meet or exceed their annual targeted growth in core academic subjects. (3) Each student will graduate with the technology, career, and personal competencies to succeed in careers and college and as citizens in a globally diverse world.

Federal Goals: (1) Support state and local efforts to improve learning outcomes for all P–12 students in every community.

RAC Challenge Area: (1) Preparing students to be college and career ready by high school graduation. (2) Improving the lowest-performing schools and closing the achievement gaps. (3) Developing a workforce of high quality teachers and administrators.

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
1.0 Work with the VIDE to plan	• SEA and LEA staff • National Literacy	A Reading TF will be convened to conduct a	Oct. 2019 • R3CC staff will plan for TF meeting	• Meeting agenda and materials for TF	• Increased human capacity: The knowledge, skills, and	• Improved policies, practices, and systems to design	

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
for a system of PD for improving reading instruction for all Pre-K–12 educators (administrators, teachers, paraprofessionals).	Project • NCIL • NCC • REL-SE • McREL • University of the Virgin Islands (UVI) • University of South Florida/Anchin Center • Marilyn Kline – Consultant • AFT/Educational Administrators' Association (EAA) • ESEA/ESSA	comprehensive needs assessment for the territory and a self-assessment in literacy for educators and analyze results in order to inform the logic model. Based on data from the Logic model the Reading Implementation Team will research, review, and identify evidence-based instructional reading strategies to create PD for all educators and parent training.	Oct. 2019 – Aug. 2020 • TF convened, needs assessment and self-assessment developed and administered, and data used for the logic model Aug. 2020 – Oct. 2020 • Reading Implementation Team selected and researched, reviewed and identified evidence-based strategies for PD completed, and funding sources for the project identified. Oct. 2020 • Annual Report on the progress of Strategic Reading Instruction for Educators presented to the Commissioner	• Needs assessment • Self-assessment • Data from both assessments • Logic Model • Final report on literacy needs in the USVI • Names of Reading Implementation Team • Identified instructional reading strategies and ongoing support in the five areas of reading for fiction and nonfiction text • Funding sources identified	abilities of the SEA and LEA staff will be enhanced by creating and administering assessments and analyzing results to understand the literacy needs in the USVI. • Increased organizational capacity: The SEA and LEA staff will have a common understanding of the current PD needs in both districts in order to guide the creation of PD on evidence based instructional reading strategies for all educators.	evidence-based PD for all educators	
2.0 Work with the VIDE to develop and implement a	• SEA and LEA Content Specialists • VIDE Reading	Reading Implementation Team creates PD and implementation	Oct. 2020 – Feb. 2021 • Training modules for Pre-K–3 and parent training	• Implementation plans for Pre-K–3 • Training modules, materials, and	• Increased organizational capacity: The SEA and LEA share a common	• Improved policies, practices, and systems to plan, develop and	• 100 percent of classroom walkthrough data show teachers are

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
cohesive series of PD modules on evidence-based instructional reading strategies.	Implementation Team • Member from the VIDE Core Early Learning Committee • Parent and Training Information Center • NCC • REL-SE • McREL • UVI • Marilyn Kline – Consultant • ESEA/ESSA	plan for Pre-K–3 and 4–6 educators.	Mar. 2021 – Aug. 2021 • Trainings for Pre-K – 3 educators and parents conducted at multiple sites Mar. 2021 – Dec. 2021 • Training content and implementation plan finalized for 4–6, and training conducted at multiple sites Dec. 2021 – May 2023 • Training content and implementation plan finalized for 7–8 and 9–12, and training conducted at multiple sites for educators and parents Dec. 2021 – Sept. 2024 • Ongoing support provided to educators through coaching	resources for all grade levels	understanding of the VIDE's vision, goals, roles, and responsibilities for providing a cohesive system of PD in reading for all educators.	implement a cohesive system of PD and continued support in reading for all educators. • 50 percent of classroom walkthroughs show evidence of educators implementing some of the instructional reading strategies • Human capacity increased: The knowledge, skills, and abilities of the SEA and LEA staff will be enhanced to implement PD with fidelity.	implementing evidence-based reading strategies during reading or content instruction.
3.0 Work with the VIDE to	• SEA and LEA staff	Monitoring and evaluating of each grade level	Aug. 2021 – Feb. 2022 • Monitoring and	• Evaluation data • Annual report with	• Increased human capacity: The knowledge,	• Human capacity increased: The knowledge,	• 5 percent increase in grades 3,8,11

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
monitor and evaluate the impact of the PD on instructional practices of educators across all grade levels.	• REL-SE • McREL • Marilyn Kline – Consultant	module will occur throughout the grant cycle. Adjustments to the implementation will be provided as determined by data.	evaluation processes developed and administered Oct. 2021 – Sept. 2024 • TF and Reading Implementation Team met twice a year to provide guidance and updates on the implementation throughout the grant cycle. Oct. 2021 – Sept. 2024 • Additional funding resources will be explored to support the sustainability of the project. Oct. 2022 – Sept. 2024 • Annual Evaluation Reports with recommendations completed and presented to Commissioner	recommendations • Meeting notes • Funding sources	skills, and abilities of the SEA and LEA will be enhanced to develop monitoring and evaluation protocols. • Increase resource capacity: Funding sources identified to support the cohesive system of PD for educators across all grade levels.	skills, and abilities of the SEA and LEA staff will be enhanced to monitor and evaluate the cohesive series of PD and make timely adjustments to the implementation plan based on data from the evaluation report. • Improved policies, practices, and systems in place to replicate and implement a similar system in mathematics across the grade levels. • 3 percent increase in grades 3, 8, and 11 in ELA/Literacy on Smarter Balanced assessment	in ELA/ Literacy on Smarter Balanced assessment • 100 percent of walkthrough data show teachers are implementing evidence-based reading strategies during reading or content area instruction with consistency.

Key Initiative: Establishing an Evidence-Based Pre-K Program

- **Strategy 1.0:** Work with the VIDE to align policies, systems, and resources that promote improved health, social, emotional, and educational preparation for successful transition of Pre-K children to the K–12 educational system.
- **Strategy 2.0:** Work with the VIDE to develop and implement an evidence-based Pre-K program.
- **Strategy 3.0:** Work with the VIDE to monitor and evaluate the Pre-K Program.

Strategy 1.0: Promote Successful Transition from Pre-K to K–12

USVI public school children are assessed at the beginning of the kindergarten school year using the *Learning Accomplishment Profile, Third Edition* (LAP-3): an assessment measuring key, sequenced developmental skills. The 2015 results of the LAP-3 showed that 51 percent of the tested students were six months to over a year behind developmental age expectations in language skills, 39 percent lacked adequate cognitive skills, and 33 percent lacked self-help skills (*U.S. Virgin Islands Kids Count Data Book*, 2016). Additionally, large numbers of students entering kindergarten in the USVI had never attended Pre-K, and the USVI Head Start waiting list for Pre-K enrollment increased from 73 in 2013 to 447 children in 2014. These statistics further illustrate the need for the VIDE to plan, implement, and monitor an evidence-based system of Pre-K education that includes a highly qualified workforce that can support Pre-K children to improve learning outcomes and prepare students for learning success (*U.S. Virgin Islands Kids Count Data Book 2016: Our Children In Focus*, 2018).

Figure 4: Trends in Indicators of USVI Children's Well-Being. The following statistics, taken from www.cfvi.net, show the trends in children's lives and well-being in USVI from 2012 to 2014.

		2012	2013	2014	
Child & Family Demographics	VI Child Population	27,026	21,741	18,238	Decreased
	Children in Single-Parent Families	50%	59%	59%	Increased
	Children in Married-Parent Families	24%	36%	36%	Increased
Economic Well-Being	Median Family Income	$43,606	$41,839	$44,521	Varied
	Children in Poverty	31%	35%	37%	Worsened
	Detached Youth	14%	27%	19%	Varied
Education	5 Year Olds Behind Developmental Age Expectations Language and Comprehension	53%	55%	51%	Varied
	5 Year Olds Behind Developmental Age Expectations Cognition Skills	34%	40%	39%	Worsened
	Public High School Dropouts	5.2%	7%	5.8%	Varied
Health & Safety	Low-Birthweight Babies	9.6%	8.7%	5.30%	Improved
	Teen Birth Rate	48/1,000	36.3/1,000	33.6/1,000	Improved
	Children Without Health Insurance	28%	27%	26%	Static
	Teen Death Rate	207/100,000	58/100,000	149/100,000	Varied

In December 2018, the USVI was awarded a Preschool Development Grant Birth through Five (PDG B–5) by the Administration for Children and Families, Department of Health and Human Services (DHHS). The grant's focus is to establish a collaborative mixed delivery system of early childhood care and education for the B–5 population. This involves building on existing and developing new strategic partnerships with public and private programs so as to foster the health and well-being of preschool-aged children in the territory by confirming access to health, social, and educational services for B–5 children. The grant provides the USVI with one year of funding for planning, with the option to apply for subsequent years of funding. (Rosemary Hamilton, personal communication, April 3, 2019).

The R3CC, along with McREL and the NCC, will collaborate with the PDG B–5 State Advisory Council, the University of the Virgin Islands (UVI), and other stakeholders to form the VIDE Early Learning Task Force. This group will develop, administer, and analyze comprehensive needs assessment data and will review and align existing Pre-K policies, systems, and resources to develop a logic model to inform the VIDE Early Learning Pre-K plan.

Strategy 2.0: Develop and Implement an Evidence-Based Pre-K Program

All parents hope their child will start school ready for success. And many parents turn that hope into action, seeking out supportive and high-quality early learning opportunities. Unfortunately,

> not every parent finds those opportunities, and access differs based on geography, race and income. As a result, too many children enter kindergarten a year or more behind their classmates in academic and social-emotional skills. For some children, starting school from behind can trap them in a cycle of continuous catch-up in their learning. (*U.S. Virgin Islands Kids Count Data Book 2016: Our Children In Focus*, 2018)

High quality preschool programs help set the stage for future skill development, well-being, and learning for children. The quality of a program depends on the efficacy of its results and its ability to improve outcomes. In order to promote a high quality preschool program for the VIDE, the R3CC will use federal statutes and guidance from both the ESSA and the Department.

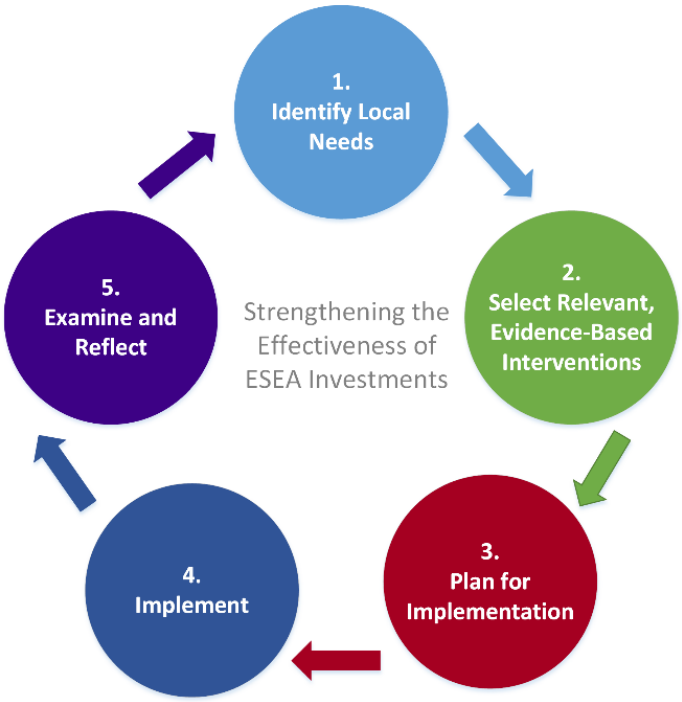
ESSA. The ESSA emphasizes the use of evidence-based activities, strategies, interventions, practices, or programs that can demonstrate that they are effective at producing results and improving outcomes when implemented.

The United States Department of Education. In September 2016, the Department released the *Using Evidence to Strengthen Education Investments* document to serve as a source of non-regulatory guidance. This is intended to provide SEAs, LEAs, schools, educators, and partner organizations with information to assist in the selection and use of evidence-based activities, strategies and interventions. For this work, the R3CC will utilize Part I of the non-regulatory guidance, *Strengthening the Effectiveness of ESEA Investments*, and Part II, *Guidance on the Definition of "Evidence-Based,"* to research and review EBPs. We will work with the VIDE Core Early Learning Committee, whose members were selected from the VIDE Early Learning Task Force. This committee will make recommendations to adapt or adopt EBPs for a pilot in Year 1. The pilot plan will include a PD plan for early childhood educators and the implementation of the Year 1 pilot located in one school on each of the three islands; St. Croix, St. John, and St. Thomas.

Strategy 3.0: Work with the VIDE to Monitor and Evaluate the Pre-K Program

The R3CC will continue to build the capacity of the VIDE and LEAs to develop and administer a monitoring and evaluation process—continuing with the non-regulatory guidance Part I, Step 5: *Examine and Reflect*. This process is part of the Pre-K program implementation cycle, promotes continuous improvement, and repeats as additional Pre-K programs are phased into other elementary schools as funding allows.

Figure 5: Establish an Evidence-Based Pre-K Program. In our proposed plan, Step 1 is completed using Strategy 1.0; Steps 2 – 4 are completed using Strategy 2.0; and Step 5 is completed using Strategy 3.0.



At-A-Glance Service Plan: USVI's Establishment of an Evidence-Based Pre-K Program

Problem Statement: Upon entrance into kindergarten, more than half of the USVI public school kindergarten students assessed using the LAP-3 showed developmental delays in language, cognitive, and self-help skills. Therefore, the VIDE needs to plan, implement, and monitor an evidence-based system of Pre-K education to prepare children to enter kindergarten with the necessary skills to succeed.

Scope: This project will draw upon federal and state resources to obtain thought partners to design an early learning Pre-K program for four-year old children.

Assistance Level: Intensive

Objective: Design, implement, monitor, and evaluate a Pre-K program for four-year old children in the VIDE.

State Goals: (1) Each student, by the end of kindergarten, will be socially, emotionally, and academically prepared for learning success.

Federal Goals: (1) Support state and local efforts to improve learning outcomes for all P–12 students in every community.

RAC Challenge Area: Confirming equity by addressing disproportionality issues among school districts

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
1.0 Work with the VIDE to align policies, systems, and resources that establish improved health, social, emotional, and educational preparation for	• SEA staff and data • LEA • Office of Early Learning at the Department • Center for IDEA Early Childhood Data Systems • NCC (CEELO resources) • REL resources • VI Preschool Development Grant State Advisory Council	• A task force (TF) will be convened to develop and conduct a comprehensive needs assessment, and to review and align existing Pre-K policies, systems, and resources to inform the Pre-K plan. • Logic model will be developed.	Oct. 2019 – 2020 • TF convened, needs assessment completed, and data analyzed to inform the logic model Mar. 2020 – Apr. 2020 • Meeting convened with TF members to create logic model based on the needs assessment and analysis of existing resources	• List of TF members • Final analysis of existing policies, resources, systems, and needs assessment • Logic model	• Increased human capacity: The knowledge, skills, and abilities of the SEA and LEA staff will be enhanced to create and administer a needs assessment and analyze data. • Increased resource capacity: Funding sources are identified to support the Pre-K program.		

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
successful transition of Pre-K children to the K–12 educational system.	• American Federation of Teachers (AFT) Union • EAA union • McREL • UVI • VIDE Code/Laws						
2.0 Work with the VIDE to develop and implement an evidence-based Pre-K program.	• SEA and LEA staff/content specialists • VIDE Core Early Learning Committee selected from TF members • Center for IDEA Early Childhood Data Systems • Early Childhood TAC • NCC • Parent and Training Information Center • USVI Preschool Development Grant State Advisory Council • REL Resources • McREL • UVI	• The VIDE Core Early Learning Committee will research and review evidence-based programs and adapt or adopt an Evidence-Based Program for the VIDE Pre-K program. • Implementation Plan for Pilot Year 1 will be developed • The pilot will be implemented	Apr. 2020 • The VIDE Core Early Learning Committee research and review EBPs and adapted or adopted EBPs for the VIDE Pre-K program. Apr. 2020 – Aug. 2020 • Implementation plan completed to include: PD plan, selected schools/classrooms for Pilot Year 1, and resources needed. Oct. 2020 – June 2021 • Pilot Year 1 implemented	• Plans for Pre-K program • Evidence-based Pre-K program • Implementation plans, including PD and funding sources for resources and materials • Results of Pre-K program pilot implementation and fidelity of implementation assessed	• Increased organizational capacity: The SEA and LEA share a common understanding of the VIDE's vision, goals, roles, and responsibilities of the Pre-K program. • Increased human capacity: The knowledge, skills and abilities of the SEA and LEA staff will be enhanced to implement an evidence-based Pre-K program with fidelity. • Pre-K pilot Year 1: The evidence-based Pre-K program was implemented in three schools, one per island.	• Policies, practices, and systems to implement the Pre-K program are improved and include a system to provide ongoing PD for qualified candidates. • 100 percent of the Pre-K educators participated in ongoing PD. • Organizational capacity increased: The VIDE SEA and LEA staff have the capacity to replicate the Pre-K program structure in three additional schools for SY2021–2022.	• Improved educational opportunities for successful transition of Pre-K children to the K–12 system. At least 50 percent of the Pre-K children transitioning to kindergarten, when assessed with the LAP-3, scored in the developmental range of 6 months below to their chronological age or above in language, cognitive and self-help skills. • Organizational capacity increased: The VIDE has structures in place to replicate and sustain Pre-K implementation in

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
							all elementary schools, adding Pre-K classrooms in three schools (one classroom per school) per school year, SY2022 – 2024.
3.0 Work with the VIDE to monitor and evaluate the Pre-K program.	• SEA and LEA staff • Federal regulations, statues, and guidance (e.g., ESSA) will guide the development of the plan. • McREL • UVI	• Monitoring and evaluating of Pilot Year 1 will occur and revisions to Pre-K program will be made based on monitoring and evaluation data. • Pre-K program will be phased in to additional territory-wide schools over a 4-year period. • The evidence-based Pre-K Program Implementation Process will continue for years 3 through 5.	Oct. 2020 – July 2021 • The monitoring and evaluation processes are developed and administered, and revisions are made based on the data analysis. July 2021 – Sept. 2024 • Pre-K program phased in to additional territory-wide schools, and the implementation cycle continued, including monitoring, evaluating, and revisions based on program data analysis.	• Monitoring and evaluation data incorporated within the implementation cycle • Cycle begins again and repeats for remainder of the five-year service plan.	• Increased human capacity: The knowledge, skills, and abilities of the SEA and LEA staff will be enhanced to monitor and evaluate an evidence-based Pre-K program. • Increased human capacity: The knowledge, skills, and abilities of the SEA and LEA staff will be enhanced to incorporate data within the implementation cycle of the evidence-based Pre-K program.	• SEA and LEA capacity to monitor and evaluate Pre-K programs increased. • The VIDE has improved policies, practices, and systems to implement and evaluate evidence-based Pre-K programs.	• Improved educational opportunities for successful transition of Pre-K children to the K–12 educational system and participation in an evidence-based Pre-K program with sustainability. • Improved academic outcomes for all Pre-K students. 100 percent of the children on the Head Start wait list had the opportunity to enroll and participate in the VIDE evidence-based Pre-K program.

Key Initiative: Grants Management

- **Strategy 1.0:** Work with the VIDE to develop an action plan to address persistent corrective actions by the Department.
- **Strategy 2.0:** Work with the VIDE to develop and implement an approvable three-year consolidated grant application and make needed revisions in subsequent years.
- **Strategy 3.0:** Work with the VIDE to establish a monitoring and evaluation process as part of the implementation cycle for all grants.
- **Strategy 4.0:** Work with the VIDE and the USVI Department of Property and Procurement to establish a system for spending funds in an approvable timeframe.

Strategy 1.0: Develop an Action Plan for Corrective Actions

In the aftermath of the hurricanes, the Department made several technical assistance trips to the USVI at the request of the former Commissioner of Education to provide assistance to the SEA. The result of the technical assistance uncovered a large number of corrective actions, within multiple departments at the SEA and LEAs, which needed immediate resolutions. To date, four corrective actions have been resolved, 11 are in progress, and the remaining 32 are unresolved. These corrective actions are a high priority, and the R3CC will work to confirm that all corrective actions are resolved and that deliverables are approved. To do this, we will collaborate with the appropriate SEA and LEA staff and with the Office of Formula Grants: Rural, Insular, and Native Achievement Programs; Office of Nonpublic Education; Risk Management Services; the NCC; McREL; and the ETS Grants Management Office.

We will conduct a comprehensive needs assessment to better understand territory-wide needs, and all grant stakeholders will complete a self-assessment to identify areas of misunderstanding and to clarify the roles and responsibilities of the expected work. We will analyze data from both assessments to inform the development of a logic model. This model will in turn serve as the basis for an action/training plan that will address the corrective actions and submit all deliverables as outlined in the letter dated

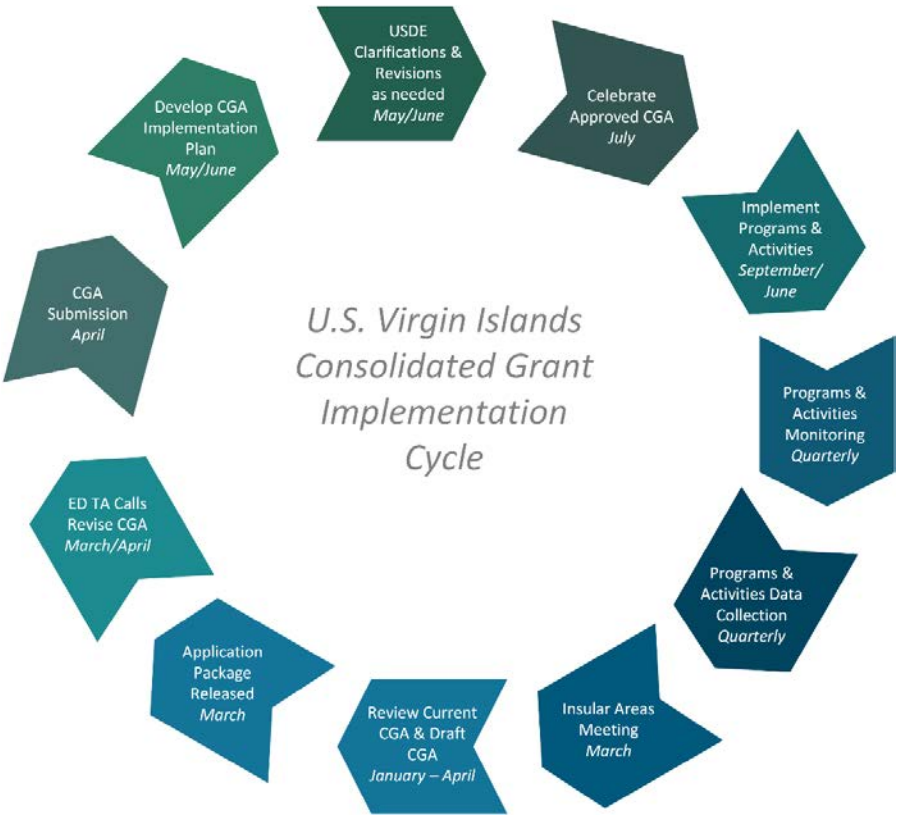
December 18, 2018 from David Cantrell, then the Director of State Support and Rural Programs. The goal is to build capacity of grant stakeholders to verify that approved standard operating procedures (SOPs) are driving the work, that SOPS are updated as needed when policies change, and that new employees are continually trained toward compliance with all federal regulations with no corrective actions in the future.

Strategy 2.0: An Approvable Three-Year Consolidated Grant Application

The Department has charged the USVI with submitting one unified consolidated grant application (CGA) for FY20. Although the LEAs have made great strides in eliminating programs from the application, there remains a need to further consolidate in order to submit one application for approval. We will convene a meeting with the SEA and LEA grant leadership in October 2019 to begin identifying programs across the islands for one application. As part of this process, the VIDE and R3CC will utilize resources from various entities (e.g., the Office of Formula Grants: Rural, Insular, and Native Achievement Programs; the Office of Nonpublic Education; and the NCC) to facilitate discussions.

These discussions will continue at the LEA level with the CGA program managers and staff responsible for implementing CGA activities. The Insular Area Meeting in March will provide additional time to solidify plans in order to begin the writing process in Washington, DC with the support of Department program staff. R3CC staff will continue to support the writing and reviewing process, annually, to make sure that the grant is submitted according to the timeframe. **Figure 6** details the foundation of this work: the Grant Implementation Cycle.

Figure 6: Grant Implementation Cycle. We will confirm that all grant stakeholders fully understand their roles and responsibilities in the cycle. We will provide training in the implementation cycle as new staff are hired, as well as updates as needed for all stakeholders.



Strategy 3.0: Monitoring and Evaluation as Part of the Implementation Cycle

Quarterly monitoring reports for the CGA are required for recipients of federal funds. Under the current grant, the USVI was notified of five corrective actions from the FY16 CGA that directly involve elements of the monitoring process. The R3CC will partner with McREL and ETS Grants Management, and meetings will be convened with the SEA and LEA Federal Grants Office (FGO) staff to review current procedures, tools, and reports utilized in programmatic and fiscal monitoring as required by the Department. The work will result in VIDE having a refined monitoring process and the capacity to monitor a percentage of programs annually, as well as any programs identified after conducting a risk assessment. Monitoring will be a critical part of the implementation cycle and will occur at regular intervals throughout the grant award. Further, the VIDE will be able to resolve corrective actions and

submit approvable deliverables to the Department. The success of the CGA activities will be rooted in identifying barriers to the fidelity of implementation of the approved programs and removing those challenges before they impede successful outcomes. The R3CC will therefore build the capacity of the VIDE FGO to design and implement an annual evaluation of the level of implementation of all phases of the CGA. Surveys will be conducted of all grant stakeholders to confirm that revisions to the process are made throughout the grant cycle.

Strategy 4.0 Timeframe for Funding

Recipients of federal funds must have in place a procurement system or purchasing system for goods and services that maximizes the value of federal funds. Unfortunately, the USVI procurement system has been identified as a persistent barrier to timely spending throughout the years. Three of the identified corrective actions discussed in Strategy 1.0 involve the USVI Department of Property and Procurement. The U.S. Department of Education held a meeting in spring 2018 with leadership from the USVI Department of Property and Procurement to identify challenges in the system that prevent requisitions and contracts from being approved in a timely manner. However, there was no positive outcome from the initial meeting. Due to the seriousness of this corrective action, which could result in the loss of funds, the R3CC will request the assistance of the USVI's third-party provider, Bazilio Cobb Associates, and of the Office Of Formula Grants: Rural, Insular, and Native Achievement Programs, Risk Management Services to refine a fiscal system that results in corrective actions being resolved, SOPs being in place, and grant funds being liquidated by the end of the grant cycle. We will schedule annual meetings to update SOPs and to verify that funds will not lapse due to barriers.

At-A-Glance Service Plan: USVI's Grants Management

Initiative Title: VIDE Grants Management

Problem Statement: Management of the Consolidated Grant and other federal grants has presented many issues year after year, which causes large amounts of funds to go unspent and numerous monitoring findings by the Department. In order to break this cycle, training in grants management will be critical for all stakeholders involved in the grant process on all aspects of sound fiscal management. Therefore, training will be developed and implemented in all areas of grants management for all stakeholders, and support will be provided over this five-year grant to sustain sound management practices—all to result in no monitoring findings by the Department.

Scope: This project will draw upon federal resources to implement sound fiscal practices in grants management in the VIDE.

Assistance Level: Intensive

Objective: Plan, develop, implement, monitor, and evaluate technical assistance provided to all Consolidated Grant stakeholders on the principles of sound fiscal and programmatic grant management areas in order to receive grant awards as scheduled. Draw down funds, and confirm funds are spent by the end of the grant cycle.

State Goals: (4) The VIDE will model effective, efficient, and relevant processes and procedures to build a systemic approach to improving performance so all students will receive a high quality education.

Federal Goals: (4) Reform the effectiveness, efficiency, and accountability of the Department

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
1.0 Work with the VIDE in developing an action plan to address	• SEA and LEA FGO • USVI Department of	Oct. 2019 – Dec. 2019 • Meet with FGO to develop, conduct, and analyze a	Oct. 2019 – Dec. 2019 • Needs assessment and self-assessment	• Needs assessment • Self-assessment • Logic models • Training materials	• Increase human capacity: The knowledge, skills, and abilities of the	• Policies, practices, and systems are improved to plan and	• No corrective actions are cited by the Department.

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
persistent corrective actions by the Department.	Property and Procurement • VIDE Payroll, Budget and Business Affairs Office • BCA Third Party • Risk Management Service • Office of Formula Grants: Rural, Insular, and Native Achievement Programs • Office of Nonpublic Education • NCC • EDGAR • ESSA • OMB • Federal Education Grants Management: What Administrators Need to Know • McREL	comprehensive needs assessment and self-assessment. Oct. 2019 – Mar 2020 • Data from the assessments and align with corrective actions. Develop logic model and training/action plan for addressing areas of need. Provide technical assistance/training in response to needs. Develop SOPs. Apr. 2021 – Sept. 2024 • Revise SOPs as policies and procedures change and orient new staff to SOPs.	developed and conducted, and results analyzed to inform the logic model. Jan. 2020 – Mar. 2020 • Areas of need addressed in training with the grant stakeholders Mar. 2020 – May 2020 • All corrective actions submitted and approved by the Department	• Approved SOPs • Corrective actions and deliverables satisfied by the Department	SEA and LEA staff will be enhanced by creating, conducting, and analyzing results to understand the needs of grant stakeholders in the VIDE. • 100 percent of corrective actions are submitted and approved by the Department.	implement sound fiscal practices in grant management.	

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
	• ETS Grants Management Office						
2.0 Work with the VIDE to develop and implement an approvable three-year CGA and make appropriate revisions in subsequent years.	• SEA and LEA FGO • USVI Department of Property and Procurement • VIDE Payroll, Budget and Business Affairs Office • BCA Third Party • Risk Management Service • Office of Formula Grants: Rural, Insular, and Native Achievement Programs • Office of Nonpublic Education • NCC • EDGAR • ESSA • OMB • Federal Education	• Based on data from assessments in Strategy 1.0, develop a logic model to inform the planning of a territory-wide CGA for FY2020–2021. • SEA and LEA FGO staff and program managers will meet with R3CC staff to plan for one territory-wide CGA. • Region 3 staff support the VIDE in the writing/reviewing process of the grant cycle, and in monitoring and evaluating programs. • Schedule meetings to update CGA annually.	Oct. 2019 – Jan. 2020 • Data from needs assessment and self-assessment in 1.0 used to develop logic model Jan. 2020 – Feb. 2020 • Meetings conducted in both districts to gather input for new CGA Mar. 2020 • Insular Area Meeting and CGA kickoff meeting for all grant stakeholders Apr. 2020 – May 2020 • Writing/reviewing and revisions of CGA completed June 2020 – Sept. 2024 • Monitoring and evaluation cycle	• Logic model • Meeting notes • Plan and timeline for writing the FY2020–2021 CGA • Feedback from program managers • Current technical assistance from Insular Areas Meeting	• Increase human capacity: The knowledge, skills, and abilities of the SEA and LEA staff will be utilized to write an approvable CGA within the specified timeline.	• Policies, practices, and systems to monitor and evaluate programs are improved, with revisions made as necessary throughout the grant cycle.	• Annual CGA approved within the specified timeline, with monitoring and evaluation reports completed on time. • 100 percent of CGA programs are implemented with fidelity as outlined in the quarterly reports.

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
	Grants Management: What Administrators Need to Know • McREL • ETS Grants Management Office		developed and implemented Apr. 2021 – Sept. 2024 • Annual updates to the CGA completed.				
3.0 Work with the VIDE to establish a monitoring and evaluation process as part of the implementation cycle for all grants.	• SEA and LEA FGO • USVI Office of Property and Procurement • Risk Management Service • Office of Formula Grants: Rural, Insular, and Native Achievement Programs • Risk Management Service • EDGAR • ESSA • OMB • Federal Education Grants	• Develop monitoring and evaluation protocols for FY2020–2021. Sept 2021 – Sept 2024 • Continue the monitoring and evaluation process, making revisions as needed, throughout the grant cycle.	May 2020 – Sept. 2020 • Development of protocols completed Oct. 2020 – Sept. 2024 • Quarterly monitoring visits are completed throughout grant cycle. Sept. 2021 – Sept. 2024 • Annual reports are submitted to the Department as scheduled and are approved.	• Approved monitoring and evaluation protocols • Results of quarterly monitoring • Evaluation report	• Increase human capacity: The knowledge, skills, and abilities of the SEA and LEA will be enhanced to develop monitoring and evaluation protocols. • Increase organizational capacity: The SEA and LEA staff will have a common understanding of the monitoring and evaluation process to effectively manage	• Human capacity increased: The knowledge, skills, and abilities of the SEA and LEA will be enhanced to monitor and evaluate all CGA programs according to the Department's timeline.	• 100 percent of monitoring and evaluation reports are submitted. • Performance reports are submitted on time and are approved by the Department.

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
	Management: What Administrators Need to Know • McREL • ETS Grants Management				programmatic and fiscal monitoring.		
4.0 Work with the VIDE and the Department of Procurement to establish a system for spending funds in an approvable timeframe.	• SEA and LEA FGO • USVI Department of Property and Procurement • Risk Management Service • Office of Formula Grants: Rural, Insular, and Native Achievement Programs • NCC • EDGAR • ESSA • OMB • Federal Education Grants Management: What	• Based on data from assessments in Strategy 1.0, develop a logic model to inform the alignment of the procurement system with the fiscal guidelines for spending grant funds in a timely and efficient manner.	Jan. 2020 • Meeting with VIDE Leadership and Procurement convened and data analyzed Jan. 2020 – Feb. 2020 • Logic model developed to address areas of need Mar. 2020 – Apr. 2020 • Technical assistance/training provided to address areas of need Feb. 2020 – June 2020 • VIDE Leadership and Department of Procurement staff complete work to align expenditure	• Data from needs assessment and self-assessment • Logic model • Technical assistance/training materials and protocols • Approved SOPs • Established expenditures timeline approved • Approved requisitions and funds reconciled on time	• Increase human capacity: The knowledge, skills, and abilities of the SEA and LEA will be enhanced to understand the procurement process and the alignment of expenditures in the CGA. • Increase organizational capacity: Structures will be in place to confirm the procurement office is communicating with the FGO about the expenditure timeline.	• Organizational capacity increased: Developing the SOP for submitting purchase orders and contracts has enabled the LEAs to submit accurate purchase orders and contracts to procurement for timely approval resulting in funds being spent within the grant timeframe. • Human capacity increased: The knowledge, skills, and abilities of the SEA, LEA, and Department of Procurement	• 100 percent of the LEAs expenditures are submitted, approved, and received within the grant timeframe resulting in an 80 percent decrease in carryover funds. • 100 percent of grant funds are being drawn down according to the federal schedule.

Strategy	Inputs	Processes	Activities, Milestones, and Timeline	Outputs	Outcomes		
					Short-Term 1 Year	Mid-Term 2-3 Years	Long-Term 4+ Years
	Administrators Need to Know • McREL • ETS Grants Management		of funds procedures and develop SOPs. Oct. 2020 – Sept. 2024 • VIDE Leadership and Department of Procurement meet annually to update SOPs and confirm new employees understand the system.		• Increase policy capacity: Structures are in place aligning the two departmental offices to confirm expenditures are entered, approved, and received within the grant timeline.	will be enhanced by creating SOPs for submitting purchase orders and contracts.	

Walt MacDonald
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May 24, 2019

Kim Okahara
Group Leader, Office of School Support and Rural Programs
U.S. Department of Education
Office of Elementary and Secondary Education
400 Maryland Ave., SW
Room #3E106
Washington, D.C. 20202-6930

Dear Ms. Okahara:

Educational Testing Service (ETS) is pleased to offer our proposal for the Comprehensive Regional Center serving Puerto Rico and the U.S. Virgin Islands. The scope for the Comprehensive Center work directly aligns with ETS's mission and goals: to help advance quality and equity in education by providing fair and valid assessments, research, and related services. ETS is committed to helping schools improve instruction, provide increased access and opportunity, and confirm that children learn rigorous and essential content. The Comprehensive Center work will allow us to further this commitment by promoting and disseminating promising research-based practices and, therefore, support the progression of education and professional development.

ETS is uniquely qualified to provide technical assistance to these jurisdictions. In fact, ETS has been serving these territories since 1996 through the former Region XIV Comprehensive Center and through ETS's current Florida and the Islands Comprehensive Center. This has given us an in-depth understanding of the region, and our experienced technical assistance center staff has deep professional and personal roots in these territories.

Under this contract, ETS will support Comprehensive Center staff through our cadre of corporate resources, which includes educational measurement research and analysis, innovative product development, and original policy studies to advance learning worldwide. Additionally, ETS's Research and Development division will provide professional development products and services to Comprehensive Center staff as they work to address issues of college- and career-ready standards and assessments, teacher-leader effectiveness, early learning, and turnaround for low-performing schools. Comprehensive Center staff will have the added advantage of access to ETS's extensive library, our talented technology applications specialists, and our Publications division.

We look forward to collaborating with the U.S. Department of Education and with states, local districts, and schools to improve the quality of instruction, close the achievement gap, and improve educational outcomes for all students through this important work.

Sincerely,

Walt MacDonald
President and Chief Executive Officer
Educational Testing Service (ETS)

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C. Quality of Key Project Personnel

ETS is committed to providing quality services to clients in Puerto Rico and the USVI, and we have assigned experienced and highly professional staff to the R3CC for this effort. Additionally, ETS has chosen to work with organizations that are highly regarded professionals in the educational community and that have extensive experience in providing technical assistance to Region 3 SEAs. We discuss these organizations, as well as ETS's proposed staff, in greater detail in this section.

Key Staff Qualifications

- Project Director
- Territory Technical Assistance Team Leads
- Corporate Experience
- Strategic Collaborators

ETS and our strategic collaborators have assembled R3CC staff that have extensive knowledge of statutory requirements, regulations, and policies related to programs authorized under ESSA. These staff have a variety of experience and expertise that includes each level of education in the program areas of SEA capacity building: conducting comprehensive needs assessments, designing logic models, strategic planning, project implementation and monitoring, low-performing school turnaround, early learning, procurement and federal grants management, supporting rural educators, and scaling up EBPs. Staff are experienced in the classroom, in project management, and in designing and delivering PD for adults. They are also well versed in providing technical assistance and building capacity in schools, districts, and state education agencies and in working with federally funded programs for at-risk students.

Project Director

ETS proposes **Dr. Alice Lindsay** to serve as the project director for R3CC. Dr. Lindsay is uniquely qualified to provide leadership for R3CC, having more than 30 years of administrative experience working with federal education programs at the state and district level. This experience includes working as the assistant director of the Region XIV CC and of ETS's FLICC. Notably, Dr.

Lindsay worked for 11 years as the director of FLICC, where she demonstrated her leadership capabilities and her dedication to the mission of the CCs. She is a well-established presence in the region and will leverage her extensive expertise and knowledge of diverse student populations to continue supporting Region 3 under this contract.

History of Working with Comprehensive Centers. As the director of FLICC, Dr. Lindsay is responsible for the oversight and management of the CC, which includes negotiating scopes of work with clients, developing and implementing strategic plans and performance management processes to guide the work of the Center, supervising professional and support staff, allocating and monitoring resources, managing subcontractors, and preparing performance reports and other requested documents for the Department. Dr. Lindsay also represents FLICC at state and federal meetings and has formed strong alliances with key national, state, regional, and district staff.

Of particular relevance to this grant, the VIDE's Commissioner of Educator approached Dr. Lindsay in 2013 to conduct a comprehensive needs assessment. As a result of this assessment, it was determined that the VIDE's evaluation processes were outdated and not being implemented in a consistent manner. Dr. Lindsay was instrumental in the development and implementation of the VIDE Employee Effectiveness System, which has created new evaluation processes for 12 employee positions, including teachers, principals, and assistant principals.

Strategic Performance Management, Systems of Support, and Leading Systemic Change. Dr. Lindsay has been directly responsible for numerous improvements, efficiencies, and initiatives during her time as director. For example, she engaged the Building State Capacity and Productivity (BSCP) center to bring strategic planning and performance management to the VIDE. The project reached a highpoint on September 8, 2016 when the Hon. Kenneth Mapp, Governor of the Virgin Islands, met with the Commissioner of Education Dr. Sharon Ann McCollum, and with representatives of FLICC and the BSCP center, to review the new strategic direction and the performance management system. The governor endorsed the work and pledged his support in its full implementation.

In addition, Dr. Lindsay collaborated with the Center on School Turnaround (CST) to facilitate the VI-SOS. Dr. Lindsay's staff facilitated the work of the USVI task force that formulated the VI-SOS and supported the completion of the VIDE operational manual. This task force included representation from the school, district, and state level. By coordinating the efforts of the state, districts, and individual schools, FLICC built the capacity of the USVI to support an ongoing process of coherent school improvement (SI) planning and the successful implementation of the VI-SOS. This in turn aligned SI in the VIDE at all levels of the system. This is a complex and long-term change effort, and Dr. Lindsay has established that the VIDE has the tools needed to sustain the VI-SOS by working with the state and district to create a USVI Leadership Team. Dr. Lindsay's team mentored the USVI Leadership Team for a full year, and the Leadership Team is now collaborating to plan for the upcoming school year.

Experience with SI. Dr. Lindsay is deeply familiar with SI processes and considerations. Currently, she is leading a project with the PRDE to implement an SI system for 143 schools identified as needing Targeted and Comprehensive interventions and supports. As part of this work, she brings together CST and BSCP staff to develop a guide for SI, strategies and practices that teachers can implement to increase student achievement, and a dashboard to track progress of each school. She has also established communication protocols to support the SI system's implementation and institutionalization. A robust implementation, monitoring, and evaluation plan was developed, and tools were created, to measure progress toward specified outcomes.

Experiences with Literacy at the District Level. Dr. Lindsay has designed and implemented an early intervention literacy initiative for Title 1 schools, trained and supervised literacy teachers, written grants, delivered conference presentations, and taught graduate courses. Her extensive experiences span a wide geographic area, including Puerto Rico, the USVI, Florida, Mississippi, and Germany; and she has had many opportunities to work with people representing diverse cultures and backgrounds.

Administrative Experience. Dr. Lindsay has more than 30 years of educational administrative experience, and a substantial part of this experience involved moving schools forward to meet improvement milestones and goals. During her time as a Title 1 school principal, Dr. Lindsay's vision

moved a struggling school forward. First, she conducted a comprehensive needs assessment of the entire school community. She then collaborated with staff and stakeholders to develop a research-based process to improve academic achievement for students. Under Dr. Lindsay's leadership, the process was shared with the entire community, after which transformational changes took place. The state of Florida rewarded her school with a grade of "A" and public recognition.

Technological Expertise. In her role as Title 1 evaluator, and currently as director of FLICC, Dr. Lindsay has provided quality technology assistance to states and schools. For example, Dr. Lindsay has consulted on the design of instructional and performance management systems to help analyze student performance on assessments and reveal how closely student learning matches the curriculum and content being taught. These systems help teachers align classroom curriculum to content standards and provide standards-based lesson plans to help teachers and students improve performance on assessment measures.

Collaboration. As a leader, Dr. Lindsay feels that willingness to work together is at the heart of a successful organization. She has organized and facilitated Communities of Practice and professional learning communities within her teams, and she provides her staff with time, structures, resources, and ongoing support and encouragement to develop a culture of collaboration and continual learning. This has resulted in powerful collaborations where staff members work together to analyze specific client needs, research solution strategies, and implement effective practices. She will continue to utilize this approach in meeting the needs of the R3CC under this grant.

Building Strong, Trusting Relationships. In the immediate aftermath of Hurricanes Irma and Maria, USVI Commissioner McCollum and leadership from the PRDE contacted Dr. Lindsay asking for assistance. Immediately, Dr. Lindsay and her team mobilized educational resources to both territories with maintaining empathy and professionalism in the midst of the crisis. Her exceptional communication skills convey respect, understanding, and confidence to everyone with whom she interacts, and she remains the first person whom top-level SEA personnel call when they need immediate assistance.

As the director under this grant, Dr. Lindsay will continue to provide the highest level of support by drawing on her history of working with the needs of diverse populations. Dr. Lindsay sets high

expectations for herself and her colleagues by defining and evaluating quarterly goals and objectives, confirming those goals are met, and remaining open and honest when dealing with clients and staff members. Her extensive experience with CCs, and with Region 3 in particular, uniquely positions her to fulfill the role of director for R3CC. Dr. Lindsay will be funded at .75 FTE.

Territory Technical Assistance Team Leads

The R3CC requires skilled Territory Technical Assistance Team (TTAT) leads capable of efficiently and effectively guiding the implementation of multiple high-stakes initiatives involving a cross-sector of stakeholders while building SEA capacity in each of the region's territories. In alignment with these requirements, ETS proposes the following qualified professionals.

Puerto Rico

Sylvette Santiago-Ramirez

For Puerto Rico, we propose **Ms. Sylvette Santiago-Ramirez**, who will utilize her long history of effectively working with the PRDE and the Department to work as a team lead under this grant. Ms. Santiago is a native Spanish speaker and is completely bicultural. By leveraging her professional experience, knowledge of the PRDE and ESSA, and expertise in SI programs and initiatives—as well as her personal background as a bicultural native Spanish speaker—Ms. Santiago will continue to support the goals of Region 3, the PRDE, and the Department.

Experience in Puerto Rico. Ms. Santiago's professional career in public service began in 1998 as director and legislative advisor in the Puerto Rico Senate. There, she was responsible for the analysis and distribution of funds to constituents of senator districts, writing bills, establishing the committees presided by the senators, and serving as the liaison with various agencies—including the PRDE, which she later joined as she progressed in her career.

At the PRDE, Ms. Santiago directed the Corporate Alliance Pro Education Office and served as a special assistant in the PRDE Federal Affairs Office. In particular, she was responsible for leading the School Improvement Grant (SIG), where she gained experience working with the U.S. Department of

Education by holding weekly check-in calls with Department program officers, providing the Department with in-person monitoring, writing corrective action plans in response to findings from the Department, and writing the continuation proposal for the Department's grant for a fourth and fifth year of SIG in Puerto Rico.

Supporting Students in Need. While with the PRDE, Ms. Santiago was also responsible for designing and writing the RFP for the *Redes de Apoyo Diferenciado* (RAD) program, which impacted and provided support to more than 150 public schools with the aim of closing academic gaps and increasing student academic outcomes. As part of this work, Ms. Santiago negotiated and drafted the contracts of RAD external providers; visited schools; held weekly check-in calls with Department program officers; held meetings with school directors, faculties, and providers; and submitted reports to the federal affairs director. She was also responsible for monitoring processes and presenting these findings to the Department, which resulted in recognition by the Department. Ms. Santiago has also been involved in developing innovative projects undertaken by PRDE and in the submission of the PRDE Flexibility Plan.

In addition to her duties with SIG and RAD, Ms. Santiago also coordinated the Title I Program, which entailed the evaluation of 1,200 school comprehensive plans and the evaluation and allocation of funds to work-plans submitted by the various academic programs in the PRDE. Ms. Santiago supervised Title I personnel, including SIG and RAD staff, and assisted in the reengineering process of the Title I personnel in the Office of Federal Affairs (OFA). She later also oversaw the Neglected and Delinquent and the Homeless Children and Youth programs.

Supporting and Monitoring Compliance with Federal Programs. As part of her role working with the PRDE, Ms. Santiago was given substantial responsibility in confirming the proper and effective use of budget resources in compliance with federal programs. Additionally, she has coordinated within the PRDE organizational structure to provide administrative services and technical assistance related to federally funded programs. This has given her a deep working knowledge of the PRDE organization, its staff, and its goals, which she will leverage to provide support under R3CC. Of particular note, Ms.

Santiago has experience in preparing, analyzing, and evaluating program reports and in monitoring strategies, work flows, management, and plans to confirm program compliance.

ETS and FLICC. Ms. Santiago joined ETS in 2018 as a Puerto Rico team leader at FLICC. During this time, she has been involved in several initiatives, including the Year 6 and Year 7 PRDE FLICC Management Plan, which aimed to build SEA and LEA internal capacity to support effective instruction through PRDE's Institute of Professional Development. Additionally, Ms. Santiago has managed the SI initiative and has supported PRDE ORE personnel in the initiative's roll out. She also supports PRDE personnel from the Institute of Professional Development in writing work-plans and RFPs, establishing realistic project timelines, providing project management strategies to staff.

As part of her responsibilities, she supports specific requests from the interim Secretary of Education and acting Undersecretary for Academic Affairs on the effective and appropriate use of different federal funds, provides possible troubleshooting on identified issues, and provides recommendations on policy development. Ms. Santiago also assists the ASIPD in developing rubrics and surveys and analyzing data.

Familiarity with ESSA. Ms. Santiago has extensive knowledge of the ESSA. In fact, she developed and shared presentations and information regarding ESSA with the current Title I and II coordinators. She has participated in PRDE's leadership meetings and has served as a thought partner for a potential alternative certification program for teachers who currently hold teaching position but are not certified.

Throughout her career, Ms. Santiago has demonstrated her ability to collaborate with and within the PRDE, and she has gained the respect and trust of those with whom she has worked over the past 17 years. As a team leader, she will provide the PRDE the stability needed to assist in scaling up and sustaining vital initiatives in a changing landscape.

Enid Madera-Toro

To further support Puerto Rico, we propose **Ms. Enid V. Madera-Toro, Esq.**, who will leverage her experience working with the PRDE and with Title I, II, and III and twenty-first century programs under this grant. Mrs. Madera has an extensive background in Puerto Rico's government, as well as in the private sector, and has a proven history of innovative, timely, and efficient collaborations.

Experience in Puerto Rico. In 2013, Mrs. Madera worked at the Office of the Governor, Commonwealth of Puerto Rico as the governor's auxiliary advisor in Education. She was specifically recruited to work with education policies, and she collaborated with the PRDE to assess, adjust, and implement public policy and to evaluate federal grants. Mrs. Madera provided legal advice to the governor's office in specialty areas regarding compliance with state and federal education matters. In particular, she was heavily involved in the proposed ESEA Flexibility waiver, where she recommended standards/guidelines to assess administrative procedures in agencies' programs to determine compatibility with the objectives and priorities of the waiver. She analyzed existing procedures, redesigned processes, and worked with other state advisors to confirm compliance with local and federal policies regarding the waiver.

Working with PRDE Policies and Requirements. Upon the Governor's Office request in 2014, Mrs. Madera worked directly with the secretary of the PRDE to confirm adherence with the government's policy and federal grants' requirements. As special assistant to the secretary, she worked with top management of all programmatic and administrative areas to propose and establish commitments with multiple stakeholders, employees, and contractors to secure a second extension for their state plan from the Department. This extension enabled the PRDE to continue operating while new ESEA requirements were being developed and implemented, without disrupting related SI programs. Subsequently, Mrs. Madera was designated as director of the OFA.

Significant Process and Organization Achievements. As director of the OFA, she was in charge of the supervision and administration of federal funds allocated to the Commonwealth of Puerto Rico for Title I, II, and III and the twenty-first century programs. She also proposed and implemented

interagency voluntary rotation of employee functions and provided training and capacitation for bargaining to unit employees and to tenured/management employees, expanding their knowledge and skills without increasing the agency's cost. These efforts led the OFA to significantly reduce external contract spending, as well as general operational cost, by approximately 39 percent in two years by optimizing human resources and services that were available to the PRDE.

Another significant achievement of Mrs. Madera was implementing efficient and continued collaboration with state and federal agencies (e.g., the Office of Inspector General, U.S. Department of Education Office of Risk Management, the PRDE Internal Audit Office) on investigations and potential situations of misappropriation of federal funds.

Federal Funds and Compliance. Mrs. Madera is also well-versed in financial optimization and efficiency. For example, she proactively established a fixed hourly rate, within markets price, for federally funded professional services. This measure enabled the agency to adjust its policies and create general standards to discontinue overpayment for similar services. On the compliance side, Mrs. Madera developed a strategy, along with the Internal Audit Office, to effectively resolve programmatic and administrative deficiencies that were outstanding for a period of over six years. These efforts led to the closing of approximately 85 percent of the outstanding findings and resulted on an average savings of 20 percent on attorneys' fees.

Supporting Internal Employees and Teams. In order to provide personnel with the necessary tools to fulfill their tasks, Mrs. Madera she developed an interoffice OFA policy and initiated an Awareness Program which acknowledged employees' tenure, established their responsibility, and required their approval for the use and disbursement of public funds, along with their responsibility to assist educational regions and districts. During this time, Mrs. Madera was responsible for supervising approximately 60 employees, as well as external providers.

Government and Legislative Experience. In 2008, Mrs. Madera joined the Department of Correction and Rehabilitation, Commonwealth of Puerto Rico (DCR) as an attorney. There, she evaluated multiple processes within the legal department to improve the agency's core functions and verify

compliance with federal/local legislation, as well as with regulations within proposed programs/new projects. In 2009, she was designated special assistant and legislative advisor to the Secretary of the DCR. She worked directly with multiple stakeholders throughout the department, analyzed proposed legislation, and provided recommendations. One of Mrs. Madera's key responsibilities was representing the Secretary of DCR at public hearings held by the House of Representatives and Senate of the Commonwealth of Puerto Rico.

Knowledge and Skills to Support R3CC's Needs. Mrs. Madera has firsthand knowledge of the fiscal and educational issues facing the territory. She understands the challenges specifically facing the PRDE and will be an effective agent of change in helping facilitate system-wide improvements that lead to better outcomes for all students.

Migdalia Núñez-Quiles

As part of the team supporting Puerto Rico, ETS proposes **Dr. Migdalia Núñez-Quiles**, who will leverage her substantial experience in SI projects and initiatives, as well as her deep knowledge of the region's culture and education system, to support the R3CC. Notably, for over 15 years, Dr. Núñez has written, directed, and coordinated school projects falling under Titles IV Parts A and B. During that work, she has been involved in fiscal and programmatic aspects of the projects, which were recognized for supporting economically disadvantaged, high-risk, high-poverty communities. These projects integrated SI, fine arts, college preparation, and social skills, and Dr. Núñez has received excellent evaluations for her work on these programs.

Understanding the High-Risk, High-Poverty Communities. Dr. Núñez's career began in 1985 as a social worker for the special education program. During this time, she worked in high-poverty and isolated communities identifying students who, because of cultural hardships, hadn't received special education program services. Her professional experience continued as a high school liaison teacher, where she coordinated cultural student and teacher exchanges to familiarize participants with Puerto Rican culture.

Background in Education. Dr. Núñez holds elementary and secondary teaching certificates. She is certified also in BlackBoard®, Vista®, and the design and evaluation of long-distance learning programs, based on The Model Unfolding by Dr. Valerie Ruhe. Additionally, Dr. Núñez is certified in long-distance module designs of virtual courses through the Ana G. Méndez University and has completed long-distance Fundamentals of Education doctoral courses. Dr. Núñez also received a certificate of participation in The Best Practice Showcase of 2018: Celebrating Technology Innovation for Hispanic Success in Higher Education.

Working with FLICC. In January of 2016, Dr. Núñez began her work as a consultant for FLICC to support the PRDE. She integrated herself immediately into the work team, and her experience working in various positions at both the school and district levels provided significant advantages to her teams. She supported leaders at the Institute of Professional Development of the PRDE regarding magisterial pathways, certifications, and clinical experiences. Additionally, she collaborated in data analysis processes of teacher and principal evaluation results, including disaggregated data by region, district, school, and teacher.

Experience to Support R3CC's Needs. Of particular note to this proposal, Dr. Núñez has collaborated with the PRDE on creating a customized learning community for Puerto Rico. In this, she analyzed results of satisfaction surveys and achievement data and offered technical assistance in designing questionnaires, calculating results, and data analysis. Dr. Núñez has also collaborated on several initiatives, including SI and culture shift, and has worked to build leadership capacity across the region while offering targeted technical supports. Her knowledge and experience in these and other areas will enable her to continue benefiting and building toward the goals of Region 3.

United States Virgin Islands

Faith George-Boone

For the USVI, ETS proposes **Ms. Faith George-Boone** to support the region under this grant. Mrs. George-Boone's career has encompassed all levels of leadership and management in the VIDE.

During her 31-year tenure as an educator, Mrs. George-Boone has served as a teacher, mentor, school administrator, and deputy superintendent of the St. Croix School District.

Experience in the VIDE. Mrs. George-Boone began her career in 1988 serving as a Foreign Language Experience Teacher in the St. Thomas School District, and she continued to serve USVI students in the St. Croix District as a remedial reading teacher, third-grade teacher, multiage primary teacher, Adult Basic Education teacher, assistant principal, and deputy superintendent of schools. As an instructional leader, Mrs. George-Boone provided instructional leadership within the school and community, supervised and evaluated instructional and support staff, wrote monthly and annual reports, and oversaw staff scheduling. Of note, she supervised and provided technical assistance on one of the earliest literacy initiatives: the Reading First Program. Mrs. George-Boone also facilitated data analysis sessions on this program to drive instruction and reported findings to external stakeholders.

School Initiatives and Federal Programs. As deputy superintendent, Mrs. George-Boone directed the implementation of school system plans, policies, and instructional programs while guiding federal consolidated grants processes and services. Additionally, she coordinated activities to maintain the effective and efficient operation of elementary schools and leadership offices. As the district lead for the territory's strategic performance management system, she worked with division and unit leads to create milestones and develop action plans to meet the VIDE's strategic direction.

Mrs. George-Boone also served on the VI-SOS leadership team, providing direct assistance to school teams as they developed, implemented, and monitored plans for continuous SI. Additionally, she had oversight of two federally funded pilot programs in the district: the Granny Pre–K Bridge and Teacher Residency Instructional programs. In those programs, she facilitated development, managed the training of teachers, identified curriculum and assessment resources, and provided support in gathering student and program data.

History of Collaboration. Mrs. George-Boone is invested in community partnerships and stakeholder collaboration throughout the USVI. As a member of several professional and community organizations, including the governor's Resiliency Taskforce for Education, she has worked with

governmental inter-agencies to gather data, report, and present required information on the Hurricane Maria recovery process as well as the status of all schools in the territory. Further, as chairperson of the Virgin Islands Advisory Panel on Special Education (VIAPSE) Child Find Committee, Mrs. George-Boone collaborated with the Division of Special Education to advocate for opportunities to identify children with disabilities as well as those in need of special education services. She continues to represent VIAPSE at community-oriented activities and served as a presenter at workshops catered to parents.

Professional Development (PD) for Educators. Mrs. George-Boone firmly believes that every great educator is a lifelong learner that shares knowledge and builds capacity in others. As the president of the St. Croix Reading Council of the International Literacy Association, Mrs. George-Boone provided professional learning opportunities for teachers to engage in research-based strategies to include improving reading instruction for struggling readers, best practices to motivate children to write, and activities to encourage reading among school-age children. She coordinated workshops and conferences for school administrators and teachers on various topics related to promoting creativity, innovation, and exploration. Additionally, Mrs. George-Boone is a member of District Administration Leadership Institute, which provides opportunities for K–12 leaders to share experiences and strategies while collaborating, networking, and building relationships.

Enhancing the R3CC. The R3CC will greatly benefit from Mrs. George-Boone's knowledge of the processes and capabilities needed to grow education to expand opportunities and shape new visions for leading and learning globally. Her extensive experience gives her a unique understanding of the needs of the USVI districts, their stakeholders, and USVI students, which she will leverage to support the region under this grant.

April Munroe-Phillips

To further support the USVI, ETS also proposes **Ms. April Munroe-Phillips**, who has served as the Virgin Islands state manager with FLICC since 2012. Ms. Munroe-Phillips brings over 40 years of

educational experience across Pre-K to post-secondary institutions, as well as substantial knowledge and experience with CCs, to the R3CC.

Background in Education. Ms. Munroe-Phillips focused her educational career on early learning success, working with young children, parents, community and governmental agencies, educators, post-secondary students, and policymakers to grow and enhance programs to support early learning. After teaching in the elementary classroom for 20 years, she joined the St. Thomas-St. John District Leadership Team, where she developed and managed programs, delivered PD, and provided technical assistance to teachers and administrators. Of note, Ms. Munroe-Phillips collaborated with the Virgin Islands Early Childhood Advisory Council to yield *The Virgin Islands Early Learning Guidelines* and *The Virgin Islands Infant and Toddler Developmental Guidelines.*

Supporting the USVI through FLICC. Ms. Munroe-Phillips facilitates the work of FLICC through technical assistance services. For example, she represents FLICC at planning meetings with the VIDE, provides technical assistance and guidance on the development and implementation of the VIDE scope of work, provides up-to-date information on VIDE policies and plans that affect the scope, and assists in gathering information for the evaluation of services in the USVI.

Knowledge of the VIDE. Ms. Munroe-Phillips has hands-on knowledge of each project in the VIDE scope, including the Employee Effectiveness System (EES), Strategic Performance Management (SPM) system, FGO/CGA, ESSA Accountability State Plan, VI-SOS, and the Personalized Learning Academy. During the current grant cycle, Ms. Munroe-Phillips works with and supports the VIDE leadership team in building capacity to develop, implement, maintain, evaluate, and sustain the VIDE EES. During the 2018–19 school year, she has revised the principal process, developed the process for school monitors, and provided support during the evaluation of the piloted processes.

Assistance Services. In particular, as the “on-island” technical assistance, Ms. Munroe-Phillips supports the SPM team by facilitating meetings and trainings and providing assistance to complete and review monthly reports. She was notably instrumental in supporting the VIDE in developing their vision, mission, and goals. She also provides on-site support to the unit leaders as they implement project goals

and activities into the SPM system; and has provided guidance during CGA development, implementation, and monitoring processes.

As a member of the VIDE Accountability Internal Team, Ms. Munroe-Phillips works directly with the VIDE State Assessment and Planning, Research & Evaluation directors, and with the Center for Assessment consultant, to provide on-site technical assistance and co-facilitate the task force and standard setting meetings. She also supports the VI-SOS by training district and school administrators and the School Collaborative Success teams on the mechanics of the VI-SOS and the Collaborative Success Plan. She continues to provide on-site training and support to administrators and lead teachers in the St. Thomas-St. John and St. Croix districts to implement personalized learning. Ms. Munroe-Phillips accompanies and supports administrators during on-site personalized learning observations as they provide feedback on the lessons.

Involvement in the USVI. Through an invitation by USVI Governor Albert Bryan, Ms. Munroe-Phillips serves as a member of the USVI State Advisory Council and as an advisory entity to the territory's PDG B–5 program. Additionally, she is a member of the VI Children and Youth Task Force, created after Hurricanes Irma and Maria. Supporting STEAM in the USVI, she serves as the vice president on the Engineers for Tomorrow Outreach, Inc. Board of Directors. This substantial experience and involvement in the VIDE and throughout the educational system in the USVI uniquely positions and qualifies Ms. Munroe-Phillips to support and build upon the goals of the R3CC.

Susan Travilla

ETS also proposes **Ms. Susan Travilla** to assist in building the capacity of the SEA and LEA leadership and teachers in the USVI. She has successfully filled this position since 2013 and has established strong relationships which she will continue to foster and utilize to support the R3CC program and initiatives.

Title I Experience. Ms. Travilla brings many years of knowledge to her position in the USVI with her background in federal education programs. She was the Title I administrator for over 25 Title I

schools and was instrumental in bringing EBPs and strategies in both reading and mathematics to schools through long-term PD and coaching. Notably, she was the administrator over the SI process for the Title I schools and created a collaborative venue for SI teams to come together to develop their plans. She also served as the SI liaison between her district and the Florida Department of Education. She led the consolidated grant process in her district for as long as the district consolidated their federal titles, and she co-developed a process for quarterly meetings of all the grant directors to monitor and evaluate the fidelity of implementation of the programs approved in the consolidated application. This allowed the directors to proactively avert barriers impacting the timely expenditure of funds. This prior experience in particular will be crucial as the R3CC assists the USVI FGO in addressing corrective actions from the Department.

Supporting Early Literacy. Ms. Travilla also has extensive experience in early literacy, and she applied that knowledge in her Title I position in Manatee County by continuing the implementation of one-on-one reading instruction for at-risk students in first and second grade. As a result of these efforts, students attained grade-level expectations in approximately six months after starting the intervention program.

Management Capabilities. Throughout her career, Ms. Travilla has been responsible for managing several teams and program staff, including a staff of six program specialists and three support staff while overseeing the annual Title I budget of $18,000,000—in addition to the allocations made to the 25 Title I schools. She established SOPs and collaborative meetings with staff from the Budget Office in order to confirm that federal funds were expended within the established timeframe. Ms. Travilla had frequent meetings with the superintendent and deputy superintendents to keep them informed of the federal laws and how they applied to Title I schools. Impressively, there were no audit findings under Ms. Travilla's leadership.

Deep Knowledge of the USVI. Ms. Travilla understands the challenges faced in the USVI. Throughout her career, she has worked in federal education programs, focusing on innovative approaches to learning for low-income students and evidence-based PD for their teachers. Her years of experience

working with non-public schools under Title I is particularly beneficial, as the USVI serves non-public schools as part of the CGA. Additionally, Ms. Travilla has provided training on the CGA process, has co-presented sessions on personalized learning, and has conducted walk-throughs in numerous classrooms in both St. Thomas and St. Croix. Ms. Travilla was part of the task force that created the SI system for the Virgin Islands, and she will continue in that role as schools begin implementing their plans.

Corporate Qualifications and Experience

ETS's mission is to help advance quality and equity in education by providing fair and valid assessments, research, and related services worldwide. Under this mission, ETS was one of the first organizations to endorse the concept of technical assistance for the U.S. Department of Education and serve as a technical assistance center (TAC). We are well versed in providing services under this type work and have more than 40 years of combined technical assistance experience working with states, districts, and schools to help them implement federal provisions and programs. At various points during this engagement, ETS has operated TACs in the Northeast, Midwest, and Southeast regions. Beginning in 1976, ETS's Atlanta office served as the Region IV TAC, then the Region 3 TAC, and, finally, the Region C TAC and the Region 3 Rural TAC.

In 1996, ETS earned the Region XIV CC grant to provide services to Florida, Puerto Rico, and the USVI. In 2005 and 2012, we were awarded the FLICC grant to continue our work with Florida, Puerto Rico, and the USVI.

In this section, we detail how ETS has the experience, capabilities, and supports needed to successfully meet the goals and requirements of the R3CC grant. In this, we will draw from our established research centers and ongoing outreach efforts, strategic collaborators, special service providers, federally funded TACs, personnel management system, comprehensive facilities, and our established ETS office in Puerto Rico.

ETS Research Centers

During the course of our work under FLICC and the Region XIV CC, we have built strong relationships with SEAs while developing several centers and research foci that touch on a vast array of educational issues, including those specific to this region. These efforts in turn will help support the R3CC in its goals and initiatives moving forward. In this section, we illustrate ETS's commitment to supporting education through our centers and ongoing research efforts.

Emphasis on Diversity

ETS has a longstanding commitment to furthering diversity, as noted in our mission "to advance quality and equity in education for all people worldwide." We carry that mission forward in our hiring practices through our diversity and inclusion work under our Chief Diversity Officer Sheree Johnson-Gregory. At all times, ETS is fully committed to principals of equal employment opportunity and affirmative action. As a federal contractor, ETS maintains an affirmative action plan in accordance with the Office of Federal Contract Compliance Programs.

Academic-to-Career Research Center

ETS's Academic-to-Career (AtC) Research Center's primary goal is to facilitate students' successful transition to college and the workforce. At the same time, the center seeks to understand the factors that support success in these sectors by conducting foundational and applied research that supports the assessment of cognitive, interpersonal, and intrapersonal skills. Through this and other enterprises, the AtC Research Center increases ETS's understanding of student decision-making strategies as well as the factors that underlie those decisions as students advance through the academic-to-career pipeline.

English Language Learning and Assessment Center

The mission of the English Language Learning and Assessment Center closely aligns with ETS's goal to provide fair and valid assessments that enable individuals to demonstrate their capabilities and enable institutions to make trustworthy decisions about them. ETS's English Language Learning and Assessment Center focuses on two major, strongly related strands of research: English learners (ELs)

worldwide, and ELs in the United States. As an example of this work, ETS collaborates with the Council of Chief State School Officers (CCSSO) to develop standards for, and assessments of, English language proficiency for ELs in the United States. We also provide research on assessing other content knowledge areas in addition to English proficiency.

This center also focuses on the development of resources to help ELs improve various aspects of their English language proficiency. For example, we are designing an interactive learning tool called the English Pragmatics Strategy EPS Builder to increase ELs' awareness of the use of language in social contexts (e.g., When someone hears "Gee, it's hot in here," they will realize that it may be less an observation about room temperature than it is a request to turn on the A/C).

Student and Teacher Research Center

The ETS Student and Teacher Research Center includes nearly 50 researchers who conduct foundational and empirical research aimed at three critical questions:

1. How can ETS contribute to the creation of a high quality teaching workforce that represents the nation's racial, ethnic, and linguistic cultures?
2. How can ETS improve the quality of education for all students, particularly in high-poverty schools, through policies, labor market decisions, interventions, and assessments that impact educational practices within schools?
3. How can ETS improve the validity, fairness, and utility of student and teacher assessments for all racial, ethnic, linguistic, gender, and disability subgroups?

Research projects designed to help respond to these critical questions comprise a diverse portfolio that combines qualitative and quantitative methodologies and focuses on the development of research-based publications that inform educational practices and policies. In addition, ETS research scientists design research-based products and instruments to support practical solutions to these questions.

Institute for Student Achievement

The Institute for Student Achievement (ISA) is a national school reform organization focused on improving access and opportunities for underserved students. They collaborate with districts and schools to support them in becoming high-performance educational organizations that provide students with intellectually challenging and supportive learning environments, so that all students graduate ready for post-secondary education and careers. ISA offers Professional Development Services, focused on grades 6–12; Equity Services, both district- and school-wide; and Social Emotional and Academic Development Services, also both district- and school-wide. ISA's theory of action for these services is informed by research-based principles that impact organizational, educational, and cultural practices.

ISA builds capacity through customized job-embedded professional development for supervisors, leaders, individual teachers, and teacher teams in schools and districts. These strategies and solutions map onto each school and district's goals and outcomes, so that stakeholders have ownership of the continuous improvement process and resulting changes.

Key Collaborators

In addition to ETS's corporate resources, we have a cadre of qualified collaborators that will bring comprehensive high quality resources to this effort: Academic Development Institute (ADI), InterAmerican University of Puerto Rico, McREL International, the UVI, and Westat. Within 90 days of the grant award, we will secure commitments from these organizations. We provide descriptions of these collaborators in this section.

Academic Development Institute

ADI has extensive experience working in both of the Region 3 jurisdictions to provide handbooks, research, and practical action principles so as to help the region address topics flagged by the Department. For example, ADI published two handbooks— the *Handbook on Restructuring and Substantial School Improvement* (Walberg, 2007) and the *Handbook on Statewide Systems of Support* (Redding & Walberg, 2008)—both of which synthesized research and presented a framework for a state

system of support, reports from the field, and a process for an SEA to develop a strong system of SI support. These two publications generated requests from 30 states over the next few years for consulting assistance from ADI. Puerto Rico was one of the first to request that assistance. Over the course of the next three years, ADI worked alongside FLICC to train PRDE personnel on SI and systems of support. ADI and FLICC met regularly with PRDE leaders to restructure the agency and its regions, and ADI developed an operations manual for the PRDE system of support.

Supporting Puerto Rico. In spring 2018, FLICC reached out to ADI to assist in creating a new SI program in the aftermath of the hurricanes and the closing of 300 schools. Again working closely with FLICC, ADI developed a *School Improvement Guide* that included nine key practices for a school to implement in the first year, templates, timelines, and documentation requirements. FLICC staff trained PRDE managers and SI coordinators in the process. ADI and FLICC held weekly conference calls with PRDE. ADI staff conducted two on-site, week-long visits to Puerto Rico to observe the SI coordinators, visit schools, meet with PRDE leaders, and prepare a report with recommendations after each meeting.

While meeting with PRDE leaders in October 2018, ADI was asked by the Puerto Rico Secretary of Education to develop a program to address school culture, a concern given the schools being reconstituted following the closures. ADI had recently published *Shifting School Culture to Spark Rapid Improvement* (Redding & Corbett, 2018). By February 2019, ADI and FLICC had created a curriculum, training materials, and an online planning tool for school culture—all in Spanish. ADI's consultant and FLICC staff trained teams from PRDE's seven regions in the program, and additional training sessions followed until the initial online plans were elaborated for longer-term efforts to be managed by each school's council. Additionally, ADI prepared a revision of the initial *School Improvement Guide*, now including 14 practices and a two-year timeline, and is working with FLICC and PRDE staff to develop training materials and a curriculum for a summer summit for school leaders.

Supporting USVI. ADI also has extensive experience working in the Virgin Islands. On-site training on personalized learning and lesson planning for teachers has been provided for USVI schools on multiple occasions. For example, following ADI's publication of *Strategic Performance Management:*

Organizing People and Their Work in the SEA of the Future (Redding & Layland, 2015), ADI and FLICC began an intensive on-site consultation with VIDE leadership to develop a strategic plan for the school system. By the following summer, the plan was developed, and VIDE work teams were entering action plans into an online system built by ADI. ADI has continued supporting SPM through on-site consultation and technical assistance.

In fall 2016, ADI engaged with VIDE to implement personalized learning in all schools, following ADI's publication on personalized learning of a *Handbook* and several practice guides through the Center on Innovations in Learning. The program involved a series of training for school principals, district coordinators, and reading specialists. In 2017, ADI developed an online Learning Design Studio (LDS) tool, which enables teachers in the St. Thomas-St. John district to create lesson plans. ADI has continued to provide both training for principals and teachers on personalized learning and lesson planning as well as technical support for the LDS.

In fall 2018, ADI met with VIDE SI leaders to design a system of support and accountability that was rooted in VIDE's strategic performance management and aligned to the *Four Domains for Rapid School Improvement*, authored for the CST. Again, ADI developed an online system for VIDE to manage this process and to assist schools in developing improvement plans aligned to EBPs.

InterAmerican University of Puerto Rico

The InterAmerican University of Puerto Rico was originally founded as a primary and secondary school in 1912. The InterAmerican University stands upon the following pillars: Christian Roots, Human Dignity and Respect, Integrity, Depth of Knowledge, Cultural Diversity, Organizational Efficacy and Efficiency, and Democratic Harmony.

The InterAmerican University has served as a bridge between cultures, serving an extraordinarily diverse population of global students, including veterans. Its innovation, quality, and legacy draw students from international locations and a wide variety of backgrounds to study all facets of human, social, and scientific learning. Not only does the school offer post-secondary and higher education programs, it also

provides programs at the preschool, elementary, secondary, occupational, and professional levels, ultimately embedding a culture of holistic and life-long learning through all levels.

Nearly 40,000 students enrolled in programs at every level are supported by highly effective faculty, quality services, and relevant activities. This combination of commitment to excellence, growth, and change serves to accommodate the ever-changing needs of students as well as the professional demands within industries and professional fields. This also enables the university to respond to the socio-economic needs of our global economy. InterAmerican University has mastered the art of balancing the identity on which it was founded with sustaining growth to meet modern and future needs. InterAmerican University has worked in partnership with the PRDE for many years and will continue to collaborate and build upon their strong relationship with ETS on future projects with the PRDE.

McREL International

McREL is a 501(c)(3) research-and-development organization, founded in 1966. Its mission is to make a difference in the quality of education for all learners through excellence in applied research, program evaluation, professional learning, technical assistance, product development, and service to those who are committed to improving the life and organizational conditions that facilitate educator and student success.

For more than 50 years, McREL has led several REL operations through contracts with the Department's Institute of Education Sciences. These include the mid-continent REL (1966–2011) and the Pacific Region REL (2012, recently re-awarded through 2021). McREL has also operated the North Central Comprehensive Center since 2005. Through this CC, they have provided technical assistance, professional learning, and capacity-building services to the SEAs of Nebraska, North Dakota, South Dakota, and Wyoming so as to enable them to better assist their districts and schools, especially low-performing schools. Additionally, McREL staff have served as the evaluators for multiple CCs: FLICC (2006–present), North Central CC (2005–present), and the Appalachia Regional CC (2005–2012).

Currently, McREL is evaluating the implementation of the PRDE SI initiative. This initiative is a collaborative capacity-building effort for which FLICC received supplemental funding from the Department and is providing consultation and technical assistance to the PRDE along with two content areas. For the VIDE, McREL partnered with FLICC to provide capacity-building services, including curriculum development activities in K–12 science and social studies, as well as technical assistance to develop the evaluation capacity of VIDE to assess the implementation of its Employee Effectiveness System.

McREL's staff remain engaged in significant and innovative research, development, and evaluation of learning and teaching. Participation in these CC and REL contracts allows McREL to advance research-based knowledge and practices to diverse audiences across the country.

University of the Virgin Islands (UVI)

The UVI is a learner-centered institution dedicated to the success of its students and committed to enhancing the lives of the people of the USVI and the wider Caribbean through excellent teaching, innovative research, and responsive community service. UVI is a public liberal arts-based Masters II university, a Historically Black College and University, and a land-grant institution with an enrollment of approximately 2,600 full-time, part-time, and graduate students across its two campuses. UVI continues to offer a high quality, affordable liberal arts education as well as professional programs in a culturally diverse environment. The university's objective is to be recognized as the leading American institution of higher learning in the Caribbean.

UVI's School of Education, one of three academic units of the university, is responsible for providing a sound program of professional education consisting of such fundamental areas as the foundation of education, educational psychology, curriculum development, classroom management, special education, tests and measurements, instructional design and technology, methods courses in mathematics and science, and student teaching. The school offers degrees in early childhood, elementary and secondary education, and mathematics education. The school also works closely with other academic

units (e.g., the College of Liberal Arts and Social Science, and the College of Science and Math) to assist in the training of teachers.

UVI has a strong partnership with the VIDE. The School of Education in particular places many student teachers into the public school system. Additionally, UVI's Dr. Camile McKayle has served on the FLICC Advisory Board for five years and has agreed to serve on the new Advisory Board to be established under this grant.

Westat

Westat is an employee-owned capacity-building and research organization that works across the U.S. and its territories, including Puerto Rico and the USVI. For over 50 years, Westat has provided the Department, SEAs, LEAs, schools, and community organizations and foundations with high quality capacity-building, research, communications outreach, large- and small-scale evaluation, and data collection and analysis services. Their human-centered design approach enables Westat to provide clients with realistic, workable capacity-building solutions.

Westat staff include educators, education researchers, communication experts, and methodologists with expertise across the domains of elementary and secondary education as well as early childhood education, post-secondary education, and special education. Westat's Education Studies Practice Area provides capacity-building services to help states and districts plan and implement improvement projects and initiatives. They have developed and delivered relevant, scalable, and replicable evidence-based approaches that SEAs and LEAs use to implement their ESSA plans and state reforms.

Presently, through the BSCP center, Westat is working in the USVI to provide intensive capacity building around strategic performance management and is working with Puerto Rico to provide in-depth capacity building on strategic communications. More generally, the BSCP center assists SEAs as they transition from a compliance-driven to performance management organization. In addition, Westat is partnering with the USVI and Puerto Rico through the Department-funded *IDEA* Data Center to help

SEAs better collect, use, and analyze special education data. Their team has worked with SEAs through their Title II work with the Department, which focuses on issues related to teachers and leaders (e.g., educator evaluations, equity, professional learning). Further, Westat has convened communities of practice to share promising practices via the Department's Education Innovation Research and Investing in Innovation programs across important Pre-K–12 topics, including rural issues, college readiness and access, educator effectiveness, social and emotional learning, and ELs. Importantly, Westat's team has significant experience in working with underserved populations and in engaging SEA, LEA, school, and community stakeholders in education transformation through the Department's Promise Neighborhood and Teacher Incentive Fund programs.

Special Service Providers

In addition to our collaborators, we propose to work in partnership with special service organizations to assist in providing high quality technical assistance to our clients in Puerto Rico and the USVI. These special service providers are Acolad, the American Institutes for Research (AIR), the University of South Florida (USF), and Vera Blake & Associates.

Acolad

With more than 30 years of experience in the translation industry, Acolad has emerged as a top 10 language service provider with more than 800 full-time employees and more than 15,000 linguists around the globe. Some of the services Acolad provides include the following: translation in more than 300 language combinations; terminology management; revision, proofreading, adaptation, and copywriting; linguistic validation; localization (e.g., software, websites, multimedia); technical consulting; multilingual DTP; and interpreting services.

While Acolad translates more than 300 language pairs, English to Spanish is one of their most-commonly translated language pairs—in the U.S. office alone, they have seen nearly one million translated word pairs in the past two years. Acolad places a high value on the diversity of staff, which creates a rich cultural environment that perfectly complements a company whose ultimate mission lies in

helping its customers communicate with the world. Additionally, Acolad has a diverse client base across many industry verticals, including but not limited to the Aeronautics and Aerospace, Retail, Finance/Banking/Insurance, Automobile, E-Commerce, e- Learning, Life-Science, Technology, Market Research, and Luxury Good industries. Notable clients include, in no particular order, SAP, Vector Solutions, Scola, Engine Group (formerly ORC), L'Oreal, LVMH, Daimler Chrysler, LabCorp, Basser Center for BRCA at University of Pennsylvania, and the Institute for Supply Management.

ETS has a long history of a successful partnership with Acolad for almost 15 years, and they have translated the following relevant projects:

- Puerto Rico School Improvement Guide Fall 2019 (currently in progress)
- Culture Shift documents 2019 (e.g., presentations for Session 1 and 2, Facilitators guide, briefs, surveys, examples, video transcripts, feedback forms, and the Quick Start to Culture change)
- Puerto Rico School Improvement Guide_0720FIN
- School_Improvement_Guide_PR0720FIN (presentation)

American Institutes for Research

The American Institutes for Research (AIR) has provided research-based technical assistance services for more than 73 years and has successfully led CCs since 2005. They currently lead four regional centers—Great Lakes, Midwest, Southeast, and Texas—serving 13 states and also lead two national content centers that support all 50 states and the U.S. territories. AIR also manages two RELs—REL Midwest and REL Southwest—and is a major subcontractor in the New England and the Southeast regions. In addition, AIR has been operating more than 30 federally funded centers and technical assistance initiatives (e.g., the ED-funded State Support Network, the National Center for Safe Supportive Learning Environments, and the National Center on Intensive Intervention).

A hallmark of AIR's technical assistance projects is a focus on making research relevant by developing evidence-based materials and resources that help educators design, implement, and

sustain practices that contribute to student success. Their technical assistance delivery model focuses on shoulder-to-shoulder capacity and differentiated delivery; and AIR has extensive experience in building the capacity of state, district, school, and community leaders to improve outcomes for students.

Additionally, AIR has developed a deep understanding of federal and local education priorities and the complex variables that facilitate or impede system change. In AIR's past and current technical assistance—particularly with CCs—they have increased the capacity of educators to (1) identify high-leverage problems and their root causes, (2) use research to design and implement evidence-based approaches that address those challenges, and (3) use implementation science to assess the fidelity, rigor, and effectiveness of interventions through continuous improvement processes. AIR's wide range of national and regional centers share a set of common goals: to provide technical assistance to SEAs and LEAs to increase their capacity to close achievement gaps and confirm that all children receive a high-quality education. AIR centers continue to work with states across the country in urban, suburban, and rural locations to specify high-leverage problems of practice, conduct root cause analyses, collect and analyze data, engage stakeholders, and develop innovative, evidence-based strategies and solutions.

In particular, AIR has worked for the past 14 years to increase states' capacity to support their districts and schools—and ultimately improve teaching and learning for all students, including special populations such as racial and ethnic minority students, low-income students, ELs, students with special needs, and students in isolated, rural communities. Their centers with states to meet ESEA and ESSA requirements, from supporting the implementation of strong equity plans to verifying that students build employability skills, all while striving to close achievement gaps for all students. AIR's CC staff work alongside state officials and collaborate with other national organizations to leverage specialized expertise and experience across high-priority areas for the states

while confirming that those areas are aligned with the topics emphasized in the Notice of Final Priorities.

One of AIR's National Centers which the R3CC will have direct access to is The State Support Network, a technical assistance initiative of the Department's Office of Elementary and Secondary Education (OESE) that has worked for the past two-and-a-half years to partner with states and districts in their ESSA implementation and SI efforts. The Network collaborates with states, districts, and technical assistance partners to elevate student outcomes, scale systemic solutions, share learning and leverage effective EBPs, and build sustainable partnerships with states and other technical assistance providers. Working closely with OESE, the Network engages states and districts in a range of activities including communities of practice, peer-to-peer exchanges, individualized technical assistance, and convenings. In addition, the Network develops practical tools and products focusing on the priority areas of assessment and accountability, data and reporting, SI, teachers and leaders, and resource allocation.

David C. Anchin Center at the University of South Florida

The University of South Florida (USF), established in 1956 and located in Tampa, Florida, is a member institution of the State University System of Florida, and is one of the state's three Preeminent Research Universities. It is a high-impact global research university dedicated to student success that values high quality education and excellence in teaching and learning. The USF System includes three separately accredited institutions: USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee. Serving more than 50,000 students, the USF System has an annual budget of $1.8 billion and an annual economic impact of $4.4 billion. USF ranks in the top 25 nationally for research expenditures among public universities, according to the National Science Foundation.

USF's College of Education (COEDU), home to more than 2,200 students and 130 faculty members, is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP); and its educator preparation programs are fully approved by the Florida Department of Education. The

mission of the COEDU is to promote transformative education and social justice through rigorous research, innovative teaching, as well as locally and globally engaged partnerships. The COEDU emphasizes student learning outcomes relevant for the twenty-first century. It seeks to continuously improve the preparation of teachers, other professional educators, and professional support personnel and prepare them to discover effective teaching, learning, and leadership techniques through research and practice.

The David C. Anchin Center for the Advancement of Teaching, College of Education, USF was established in 1991 to work with educators and leaders to restructure and improve the quality of education and the teaching profession throughout Florida and the nation. Its mission is to partner with schools, the community, and the industry to improve outcomes for Pre-K–12 students through innovative approaches that improve the quality of teachers, principals, and other educators. Since 1995, the David C. Anchin Center has partnered with ETS on the Region XIV CC and FLICC on several initiatives. In its collaboration with the proposed R3CC, the Anchin Center will provide technical assistance in evidence-based instructional best practices, school leadership, and SI in Puerto Rico and the USVI, as needed. In this regard, with its access to expertise of faculty in departments and centers throughout the College of Education, the Anchin Center is well-positioned to provide technical assistance as addressed in this proposal.

Faculty in the College's Department of Teaching and Learning have long been active in providing cutting-edge PD for in-service teachers in literacy/reading. For example, faculty have expertise in the area of preschool language development (i.e., oral language development in preschool classrooms), which is particularly critical to the Early Learning – Pre-K program component addressed in this proposal. The USF Preschool for Creative Learning offers a "full-time highly engaging creative environment for young children ages 2 – 5 years." COEDU faculty in Early Childhood Education are integrally involved in research and practice and will be a rich resource in the establishment of a Pre-K program. The COEDU faculty bring extensive experience and expertise in working with schools and school districts to improve the quality of reading instruction in grades K–12—especially at the early grade K–3 levels. Additionally,

a faculty member with experience and a strong research record in literacy teaching, learning, and assessment in the Caribbean will be joining the COEDU faculty in August 2019. They will be rich resource for the proposed work in this area in the USVI and Puerto Rico.

An important initiative in the Anchin Center has been its work in SI. Currently, there are SI initiatives in two school districts, Hillsborough County and Pasco County, supported in part by the Anchin Center, in which faculty work with local school and district leadership to provide PD training for teachers in selected underperforming schools. The goal here is improve teacher leadership within the schools as well as student outcomes.

Vera Blake & Associates

We will also draw from the expertise and capabilities of Dr. Vera J. Blake, President and Senior Consultant of VJ Blake and Associates. Since 1978, Dr. Blake has significantly helped (1) schools and school districts to increase student achievement, (2) educators to grow in flexibility and responsiveness to school and community needs, (3) students to be more competitive for college admission and job-entry opportunities, and (4) schools and districts to strengthen and improve stakeholders' involvement and support.

Throughout her career, Dr. Blake has worked as a consultant and trainer on changing school cultures to strengthen/improve learning outcomes, increase stakeholder involvement, and improve district and local school infrastructures. She has done this work both nationally and internationally in large, small, urban, and suburban schools across the U.S., including schools in Florida and the USVI. Additionally, she has assisted under-performing school faculties—often with large numbers of high-poverty and special needs students—in using data to meet and exceed AYP goals. This was accomplished by developing and supporting programs and processes that improved and strengthened classroom instruction, increased graduation rates, improved attendance rates, strengthened parent and community perceptions of schools, developed school-business and school university partnerships, reduced suspensions and expulsions,

strengthened teacher recruitment programs, developed stronger teacher leadership programs, and assisted in designing viable SI plans and implementation.

Notably, Dr. Blake supervised, supported, and helped identify coaches to regain MSA accreditation for all USVI schools by incorporating an SI planning process and helping to align classroom instruction to state and national standards.

Dr. Blake has also authored and administered several successful grants to design and implement stronger school and classroom changes that contributed to improved student achievement, and she helped confirm that grant implementation aligned with the goals and commitments in the grants. She has also co-authored the book *Fearless Conversations School Leaders Have to Have* and has authored several articles including "Communicating with Parents and Community Stakeholders," "5 Ways Teachers Can Close the Achievement Gap," and "Middle School Partnerships: The More, the Better."

Dr. Blake has also designed and taught curriculum for administrators, instructional improvement seminars, and training sessions. Additionally, she facilitated leadership seminars and training sessions for the Abu Dhabi Education Council that increased capacity building for ongoing improvements.

Federally Funded TACs

It is important that the R3CC leverage the resources of other federally funded TACs in its efforts to build the capacity of SEAs to implement and scale up evidence-based programs, practices, and interventions that improve educational outcomes for students. ETS has commitments from several TACs—including the REL-NEI, REL-SE, and the National Literacy Project—which will collaboratively provide technical assistance to the PRDE and the VIDE. Further, through our collaboration with AIR, we will have the full support of the national centers they currently operate, including the State Support Network, Collaboration for Effective Educator Development, Accountability and Reform Center, and the National Center for Systemic Improvement.

Consultant/Expert Network

In addition to the highly qualified technical assistance staff, key collaborators, specific service providers, and TACs, ETS will access a network of nationally and regionally recognized experts who can be called upon to assist the R3CC and its clients. The consultants in the network will include researchers, technical experts, policy specialists, and practitioners with expertise in the priority areas. The individuals in the network will be approved by the Department prior to being engaged by the R3CC. **Figure 7** presents examples of the types of experts ETS may call upon to be part of the TTATs. These names are offered only as examples, and ETS understands they will need advance approval by the Department.

Figure 7: Region 3 Comprehensive Center Expertise Matrix. The following are samples of the types of experts ETS may call upon to be part of the TTATs.

Experts	Building State Capacity to Assist Districts and Schools	Career and Technical & Higher Education	Communities of Practice	Communication and Dissemination	Data-Based Decision Making	Diversity and Special populations	Early Learning/Literacy	Educator Quality	ESEA/ESSA Implementation	Evaluation/Monitoring	Evidence-Based Practices	Procurement and Grants Management	Project Management	Professional Development	Needs Assessment/Logic Models	Rural Education Support	Standards, Assessment, and Accountability	Strategic Planning and Performance Management	Systems of support	Turning Around Low-Performing Schools
Taishya Adams	✓								✓											
David Allsopp, Ph.D.						✓														
Catherine Barbour	✓		✓									✓								✓
Juan Bonilla, Ph.D.											✓				✓					
Matthew Clifford, Ph.D.			✓					✓			✓			✓						
Karen Colucci, Ph.D.						✓														
Juan d'Brot, Ph.D.					✓				✓	✓			✓				✓			
Danielle Dennis, Ph.D.							✓						✓							
Karen Wixson, Ph.D.						✓	✓	✓			✓			✓			✓			
John Sabatini, Ph.D.						✓	✓	✓			✓			✓			✓			
Tara Donahue	✓								✓	✓					✓		✓			
Donna Elam, Ph.D.						✓										✓				
Debra Elliott, Ph.D.																✓				
Sharyn Foster	✓								✓			✓		✓						
Edward Fletcher, Ph.D.				✓		✓														
Ketty Fuentes-Torres		✓							✓											
Diana Ginns, Ph.D.		✓				✓														
Laura Goe, Ph.D.	✓				✓			✓												

Experts	Building State Capacity to Assist Districts and Schools	Career and Technical & Higher Education	Communities of Practice	Communication and Dissemination	Data-Based Decision Making	Diversity and Special populations	Early Learning/Literacy	Educator Quality	ESEA/ESSA Implementation	Evaluation/Monitoring	Evidence-Based Practices	Procurement and Grants Management	Project Management	Professional Development	Needs Assessment/Logic Models	Rural Education Support	Standards, Assessment, and Accountability	Strategic Planning and Performance Management	Systems of support	Turning Around Low-Performing Schools
Kim Good, Ph.D.	✓				✓				✓	✓	✓		✓		✓					
Victor Hernandez-Gantes, Ph.D.					✓									✓						
Judith Irvin, Ph.D.							✓	✓			✓									
Phyllis Jones, Ph.D.							✓				✓									
Jeannine Kleinhammer-Tramill, Ph.D.					✓	✓														
Marilyn Kline	✓						✓	✓					✓	✓	✓					
Allison Layland, Ph.D.	✓				✓	✓					✓		✓		✓			✓	✓	✓
Tonisha Lane, Ph.D.		✓				✓							✓							
Lisa Lopez, Ph.D.							✓					✓								
GeMar Neloms		✓		✓																
Michael Nettles, Ph.D.						✓														
Sam Redding, Ph.D.											✓							✓	✓	✓
Pooja Reddy Nakamura, Ph.D.						✓														
Janet Richards, Ph.D.							✓													
Liliana Rodriguez-Campos, Ph.D.		✓											✓							
Elizabeth Shaunessy-Dedrick			✓	✓		✓														

Experts	Building State Capacity to Assist Districts and Schools	Career and Technical & Higher Education	Communities of Practice	Communication and Dissemination	Data-Based Decision Making	Diversity and Special populations	Early Learning/Literacy	Educator Quality	ESEA/ESSA Implementation	Evaluation/Monitoring	Evidence-Based Practices	Procurement and Grants Management	Project Management	Professional Development	Needs Assessment/Logic Models	Rural Education Support	Standards, Assessment, and Accountability	Strategic Planning and Performance Management	Systems of support	Turning Around Low-Performing Schools
Phil Smith, Ph.D.		✓																		
Brenda Townsend-Walker, Ph.D.						✓														
Nathaniel VonDer Embse, Ph.D.						✓														

Personnel Management System

ETS currently utilizes Microsoft® Office 365® Delve® to manage personnel, share information, and make connections with colleagues. Delve displays information that is most relevant for each person based on the work they are doing and the people with whom they are engaging. Office Delve is powered by Office Graph®, which uses machine-learning techniques to map the relationships between people, content, and activity that occurs across Office 365.

R3CC staff can utilize Office Delve when determining which ETS personnel have the knowledge and skills to be part of the TTATs. If the Center needs to source staff outside of ETS, they will be able to utilize the personnel management system specifically designed for CC work. This searchable database contains all federally funded TACs and their staff profiles. ETS will vet all staff profiles from collaborating organizations and content experts (some listed in **Figure 7**) to confirm that personnel have the expertise needed to deliver quality, intensive services that meet client and recipient needs with regards to the region they will serve. Both Office Delve and the customized personnel management system will enable the R3CC to efficiently obtain and retain the services of nationally recognized content experts with direct experience working with SEAs, REAs, and LEAs.

Comprehensive Center Facilities

ETS currently operates offices in Hato Rey, Puerto Rico and Tampa, Florida. Having offices in both locations proved beneficial after Hurricanes Irma and Maria devastated Puerto Rico and the USVI. Once the education systems of the two territories were up and running, there were no available meeting facilities in either territory—and so the ETS Tampa, Florida office was used to host meetings and professional development (PD) events. This allowed projects to move forward with minimal interruptions.

ETS Puerto Rico Office

ETS has maintained an office in Puerto Rico for 50 years. It is located in the American International Plaza in Hato Rey, Puerto Rico, which is near a highway with access to all areas of the

island. Additionally, the office's close proximity to the San Juan Airport allows easy access for staff and other technical assistance providers residing in the USVI, Florida, and other mainland states.

In addition to this main field office in Puerto Rico, ETS will continue to support satellite offices at the VIDE and PRDE. These satellite offices will be the hub of the state work, where embedded personnel can be flexible, nimble, and readily available to SEAs.

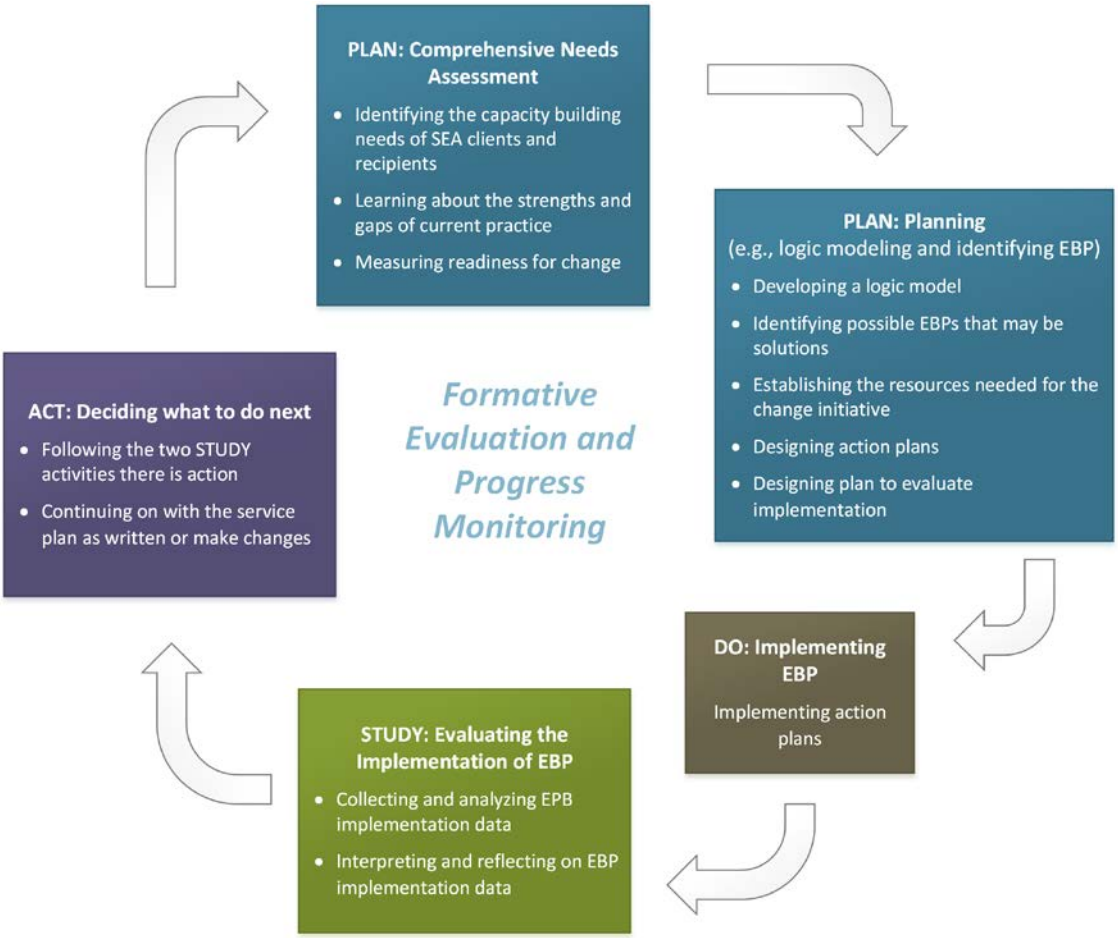
D. Quality of the Project Evaluation Plan

Evaluation Plan

Criteria 1. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Throughout the implementation of the annual service plan, R3CC staff will have support from external evaluators to continually monitor and systematically gather data to determine whether the projects produce the intended results. As a part of the service plan implementation, R3CC staff will employ iterative cycles of the four-phase PDSA model (see the logic model **Figure 1**). This model is considered to be the backbone of continuous improvement, and it lends itself well to the monitoring and evaluation of the R3CC projects. **Figure 8** illustrates the relationship of the processes in the R3CC logic model to the formative evaluation that will take place throughout the implementation of each service plan.

Figure 8. Formative Evaluation and Progress Monitoring.



Plan: Annually, R3CC project staff will examine extant data (e.g., student academic and other outcome data) and will use protocols developed by the evaluator to conduct interviews and focus groups with R3CC clients and with a representative sample of recipients of services. During these interviews and focus groups, R3CC will ascertain client capacity-building needs as they relate to the high-leverage problems being addressed. This information will guide the defined scope of work for the next year and will be used as baseline data for measuring capacity.

Prior to the **Do** phase, R3CC staff will provide project recipients with an adaptation of the organizational readiness for change assessment developed by Holt and colleagues (2007). The survey will examine individual beliefs of four aspects of organizational readiness: change-specific efficacy (i.e., capability to implement a proposed change), appropriateness of proposed change to organization,

leadership commitment and support to proposed change, and personal valence (i.e., proposed change is beneficial to organizational members). Collectively, the organizational readiness for change and needs assessment data will be used to determine the specific capacity-building strategies R3CC staff will use with the identified project recipients.

Do: R3CC staff will use several data collection techniques to document project implementation and gather feedback from recipients of technical assistance services. **Event surveys** will be administered at the conclusion of each training and formal learning opportunity to ascertain the quality, relevance, usefulness, satisfaction, and intent to apply what was learned. Staff will also conduct **informal interviews** with a sample of recipients to supplement the survey data. **Logs and summaries of field notes** kept by R3CC staff will capture contextual factors influencing implementation, staff's perceptions of how services were received, and a summary of planned next steps. **After action reviews (AARs)** will take place following the completion of each project milestone and include the key project staff overseeing the initiative (e.g., R3CC, SEA, collaborators). The AARs will debrief activities and services delivered that led to the milestone completion and examine data collected from recipients of services. The dialogue will be guided by four questions: *What was expected to happen? What actually occurred? What went well and why? What can be improved and how?* The AARs will be the mechanism by which the R3CC can rapidly respond to client feedback and attend to emerging needs.

Study and Act: At the end of each quarter, R3CC staff and the external evaluator will meet with the SEA project leads to review the service plan and examine the status of what was planned and accomplished relative to the project activities, milestones, and outputs. The evaluator will collate project documentation and recipient feedback into a coherent format that facilitates discussions around several questions, including the following: *Is the project on course? Is the project still meeting the needs? What is working well? What is not working as well as anticipated? How have the activities influenced change needed at the SEA, district, or school level? If the change expected did not occur, does something different need to be done or expectations reconsidered? What additional resources are needed to support the project?* The project team will discuss whether to continue the implementation as planned or whether

modifications are needed to the service plan. With continuous improvement being a goal in the service plan implementation, these checkpoints will be instrumental in confirming adherence to what was planned (i.e., fidelity of implementation). Additionally, checkpoints will confirm that recipient feedback is used to assess service delivery and validate progress towards outcomes, and that necessary corrections are taken in a timely manner. Similarly, at the end of each project year, with a focus on promoting evaluative thinking and use of the evaluation as an integral part of the continuous improvement cycle, the R3CC staff and evaluator will co-lead an interactive meeting to discuss the annual evaluation report findings specifics to each project using the Expectations to Change (E2C) process (Adams, Nnawulezi, and Vandenburg, 2015). Through the six-step E2C process, meeting attendees will be able to give insights into the interpretation of the data and implications for action. This will build support for using the findings, making decisions for the subsequent year's service plan, and increasing evaluation capacity.

Criteria 2. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The majority of the external evaluation resources will concentrate on fidelity of implementation of the service plans and measurement of the short-, mid-, and long-term outcomes identified in the five-year plan—and subsequently further defined in the annually updated service plans. As a part of the project monitoring described under Criteria 1: On a quarterly basis, the evaluators will collect fidelity of implementation data relative to the milestones and outputs. Each will be given a numeric rating of 0, 1, or 2. A rating of "2" will denote the milestone or output was fully met, it occurred on time, and there is evidence to support it. A rating of "1" will indicate the milestone or output was partially met or did not occur in the stated timeframe and there is insufficient evidence to support it. A rating of "0" will be given when the milestone did not occur or output was not produced.

During the annual service planning meeting, the evaluator and project staff (i.e., R3CC, SEA client, and collaborators) will meet to identify the evidence that will be used to support the rating assignment and operationalize "fully," "partially," and "not met" for each milestone and output. At the end of each year, the scores will be totaled for milestones and outputs and will be divided by the total possible number of points. An average fidelity of implementation score will be reported in the annual evaluation report. The evaluators will examine outcomes consistent with those identified in the FY2019 R3CC logic model (**Figure 2**) and, more specifically, those stated in the five-year plan. The mixed-methods evaluation will use a variety of measures, including surveys, pre- and post-tests, interviews, document and artifact review and audits, and social network analyses (SNAs). **Figure 9** provides examples that may be used to measure changes in capacity and expected outcomes at all levels of the educational system.

Figure 9: Summative Evaluation and Outcomes. The mixed-methods evaluation will use a variety of measures (e.g., surveys, interviews, audits, SNAs).

Outcomes	Description of Evaluation Outcomes
Short-Term	- Effects of receiving capacity building services after one year consistent with the FY2019 R3CC logic model - Changes in SEA staff's human, organizational, policy, and resource capacity
Mid-Term	- Effects of receiving capacity building services after two to three years consistent with the FY2019 R3CC logic model - Changes in SEA and LEA staff's human, organization, policy, and resource capacity - Improvements in SEA, REA, and LEA capacity to plan, implement, and evaluate SI programs

Outcomes	Description of Evaluation Outcomes
	- Improvements in policies, practices, and systems to implement and evaluate SI programs - Student learning begins to show signs of improvement
Long-Term	- Effects of receiving capacity building services after four to five years consistent with the FY2019 R3CC logic model - Changes in school level human, organization, policy, and resource capacity - Improvements in education opportunities and academic outcomes for disadvantaged and low-income students

Short-Term Outcomes. We will measure *human capacity* through the use of content-focused pre- and post-tests and self-reported changes in individual knowledge, skills, expertise, and resiliency (e.g., surveys and interviews). *Organizational capacity* will be measured through self-reported understanding of vision and goals and the understanding of roles and responsibilities as it relates to the vision and goals. Evaluators will conduct an external analysis of job descriptions by project staff roles and responsibilities to assess alignment to the goals (i.e., determining whether the organization has made changes needed to support the alignment between the two). An SNA may be used to understand communication patterns and information sources at the SEA. *Policy capacity* will be measured through self-reported understanding of state and federal policies, legislation, and initiatives. Additionally, interviews and document reviews will examine the collaboration with organizations to develop or enact state and federal policies, legislation, and initiatives. Evaluators will conduct an audit of the processes, procedures, guidance, and support available to help LEAs and schools enact state, and federal policies, legislation, and initiatives. *Resource capacity* will be assessed through examination of materials and

assets (e.g., PD materials, instructional guides) available to support alignment and use of federal, state, private, and local funds.

Mid-Term Outcomes. Many of the measures used for evaluating changes in capacity for the short-term outcomes will also be used for mid-term outcomes. However, while the short-term outcomes target audience SEA staff, the target audience for the mid-term outcomes expands to include REA and LEA staff. State assessment data will be used to track student progress.

Long-Term Outcomes. In the latter years of the R3CC, evaluators will focus on measuring student-level changes. The goal is for the capacity building to start at the SEA level, effect capacity building at the LEA level, and ultimately impact student outcomes positively. To that end, evaluators will design rigorous outcome studies that examine indicators such as academic performance and other measures of student outcomes (e.g., attendance and graduation).

Government Performance and Results Act (GPRA) Performance Measures

Evaluators will establish a system to routinely collect data on the four performance measures which are being used to evaluate the effectiveness of the R3CC.

Performance Measure 1. Annually, R3CC clients will be surveyed to gather satisfaction data as it relates to the quality, usefulness, and relevance of the services provided. The target for this measure will be 80 percent of clients reporting “high” ratings (i.e., indicating a “3” or “4” on a 4-point survey scale).

Performance Measure 2. In Year 1, evaluators will develop a web-based tracking system for R3CC staff to track the delivery of services and dissemination of products. The system will also capture data on the types of recipients being served (e.g., SEA, REA, or LEA).

Performance Measure 3. As described previously, evaluators will collect data on fidelity of implementation on a quarterly basis (see p. 127). The fidelity of implementation indices for milestones and outputs will be used to gauge the extent to which the R3CC services were implemented as intended.

Performance Measure 4. To quantify the extent to which short-, mid-, and long-term outcomes were met, evaluators will use a rating system similar to that used to measure fidelity of implementation

(i.e., 2 = fully met, 1 = partially met, and 0 = not met). Evaluators will establish performance targets for each outcome in consultation with the R3CC project teams when the annual service plans are developed. The team will also define the level of the outcome that determines whether an outcome receives a “1” or “0” rating. Attainment of the outcome target will receive a rating of “2.”

Data Analysis

For this project, we will calculate quantitative data, which will include surveys and pre- and post-tests descriptive statistics (e.g., frequencies, percentages, measures of central tendency and dispersion, t-tests for pre-and post-surveys as appropriate). Effect sizes also will be calculated. Studies to measure long-term outcomes such as changes in student achievement or other indicators will require more sophisticated designs such as matched comparisons or regression designs, and appropriate statistical analyses will be used (e.g., multi-level modeling).

Qualitative data will include responses to open-ended survey items, responses to interviews and focus groups, observation field notes, and extant project and documents or artifacts. For qualitative data, evaluators will identify and summarize themes using an inductive analysis approach, in which salient themes and categories will emerge from the data rather than through predetermined hypotheses (i.e., deductive analysis). These descriptive themes will be triangulated across qualitative data sources, supplemented by pattern codes to identify explanatory or inferential material. When feasible, qualitative and quantitative data sources will be analyzed in tandem, or triangulated, to identify trends, patterns, or discrepancies.

To better understand organizational relationships and interactions and provide supporting evidence for organizational capacity, evaluators will collect and analyze SEA network data via network surveys or interview questions using SNA: a transdisciplinary approach to examining the structure and patterns of social networks, such as the social relationships and connections between individuals. SNA has a unique set of concepts, methods, and analytic software (e.g., UCINet®, Pajek®, NetDraw®, KeyPlayer®) to examine and visualize these network patterns of relationships.

Communication and Reporting

The R3CC will be staffed with two external evaluators. External evaluation is staffed at approximately .45 FTE. These evaluators will have years of experience in evaluating CCs and in engaging stakeholders from all levels of the education system for an evaluation. An evaluator will be assigned to each territory served by the R3CC. This evaluator will be a contributing member of the TTAT as they help monitor implementation progress and build the internal evaluation capacity of R3CC staff. The evaluators will continually provide rapid feedback to staff in a real-time setting so that findings can be integrated into service provision, "linking data and action as close together in time as possible" (Patton, 2011). Evaluators will be responsible for completing the annual performance report and a comprehensive evaluation report with implementation and outcome findings.

All of the evaluation deliverables—and the data collection methods, protocols, and procedures that inform them—will be consistent with the highest industry standards for quality. McREL evaluators will be required to adhere to the American Evaluation Association's *Guiding Principles for Evaluators* (2004) and the *Program Evaluation Standards* (Yarbrough, Shulha, Hopson, & Caruthers, 2010), both of which work to confirm consistency and credibility. In addition, all materials developed by external evaluators must be submitted through the McREL Product Quality Assurance Process, which provides thorough and comprehensive editing.

As part of ETS's commitment to protect the rights of study participants, we will secure the Institutional Review Board (IRB)'s review and approval of the project and associated data collection methods before data collection begins and as service plans or data collection activities change throughout the project. McREL's IRB will be utilized for all aspects of the external evaluation, as it is registered with the U.S. DHHS with a secured federal-wide assurance.

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Region 3 Key Staff Résumés

Comprehensive Center Staff

1. Alice Lindsay
2. Sylvette Santiago-Ramírez
3. Enid Madera-Toro
4. Migdalia Núñez Quiles
5. Faith George-Boone
6. April Munroe-Phillips
7. Susan Travilla

Partners

8. Sam Redding
9. Debra Allison Layland
10. Julie Corbett
11. Kimberly Good
12. Susan Shebby
13. Vera Blake
14. Ketty Fuentes Torres
15. Marilyn Kline
16. Sharyn Foster
17. Laura Taylor
18. Lee Ann Sulzberger
19. Luis Romero
20. Paloma Mayorga
21. Shawn Petty
22. Vanessa Ofori

ALICE E. LINDSAY, Ed.D.

Director, Florida and the Islands Comprehensive Center – ETS

AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Building state capacity to assist districts and schools
- Communities of Practice
- Data-based decision making
- Diversity and special populations
- Early Learning
- Federal Grants Management
- Leadership for system improvement
- Literacy Development
- Professional Development
- Standards, Assessment and Accountability
- Systems development
- Systems of support
- Teacher, Leader Effectiveness
- Turn around low performing schools

EDUCATION

Ed.D., Educational Leadership, 2004
Nova Southeastern University, Ft. Lauderdale, FL

M.S., Elementary Education, 1993
Nova Southeastern University, Ft. Lauderdale, FL

B.S., Elementary Education, 1982
Florida State University, Tallahassee, FL

PROFESSIONAL HISTORY

Educational Testing Service ***January 2002 – Present***

March 2007 – Present

Director, Florida and the Islands Comprehensive Center

September 2005 – March 2007

Assistant Director, Florida and the Islands Comprehensive Center

January 2002 – September 200

Assistant Director, Region XIV Comprehensive Center

Palm View Elementary School ***December 1998 – January 2002***

Principal

Palma Sola Elementary School ***August 1996 – December 1998***

Assistant Principal

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Manatee County Schools ***March 1994 – August 1996***

Early Intervention Reading Specialist

PROFESSIONAL EXPERIENCE

Florida and the Islands Comprehensive Center

Delivering Technical Assistance to State Education Agencies

- Served as Director, providing consultation and technical assistance to the departments of education in Florida, Puerto Rico, and the U.S. Virgins Islands on multiple projects and initiatives.
- Served as project leader, providing assistance to the U.S. Virgin Islands Department of Education in designing and implementing a system improvement process aligning the state, districts, and schools improvement efforts.
- Served as Assistant Director and project leader, providing assistance to the Florida Department of Education in designing and implementing a multi-year middle school mathematics initiative to 33 district leadership teams.
- Served as project leader, providing assistance to the Puerto Rico Department of Education in designing and implementing workshops around strategies to improve reading achievement in low performing schools.
- Conducted a Collaborative Agency Review examining state and district practices focusing on building organizational capacity for the Virgin Islands Department of Education. Assisted the Virgin Islands Department of Education in implementing recommendations.

Accelerated Literacy Learning Project

Early Learning

- Served as project lead, Designing and implementing an early intervention program for K-2 students.
- Provided professional development activities on effective reading strategies to use with low performing students.
- Provided on-going coaching and support designed to help teachers improve their instructional practice.

Data Retreats

Data Based Decision Making

- Provided professional development for district staff on using data from performance management systems to inform decision making practices
- Provided professional development to district and school leadership teams in using data for decision-making around policies and instructional practices.
- Worked with district leadership to develop a cadre of data coaches who could be deployed to schools to assist with providing professional development to teachers around data-based decision making.

Other Related Professional Experience

- Conducted a six-year statewide accountability study for Title 1 school wide programs.
- Supervised and worked with staff to design, plan, implement, and evaluate program initiatives.

ALICE LINDSAY, Ed.D. Page 3 of 4

- Responsible for all issues centered around curriculum development including analyzing assessment data and leading staff in curriculum planning and implementation. Worked with leadership teams to implement reform initiatives.
- Served as a Title 1 elementary school principal. Designed and implemented a balanced literacy program in grades Pre-K through Fifth grade. Chaired several district committees related to early learning, literacy, and leadership development.

SPECIALIZED TRAINING

Accelerated Literacy Learning, Communities of Practice, Principle Center Leadership, Facilitative Leadership, Seven Habits of Highly Effective People, Assisting Change in Education (ACE), Principle and Teacher Perceiver, Florida Performance Measurement System, Literacy Leadership

CONFERENCE PRESENTATIONS

Executive Summary, Theory of Action and Logic Models, Insular Area Meeting, Washington, D.C. March 2019.

Understanding Goals and Objectives, Insular Area Meeting, Washington, D.C. March 2018.

Everything You Wanted to Know about the CGA, Kick-Off Meeting, Virgin Islands Department of Education, 2017.

Reading Strategies for Content Area Teachers, Model Schools Conference, June 2010.

"Hooking the Sunshine State Standards to FCAT" Parent Involvement Conference, Tampa, FL, Winter 2005.

Understanding and Using the Sunshine State Standards for Lesson Plan Development, Leadership Institute, Orlando, FL, Fall 2004.

Using Data to Inform Instruction, Leadership Institute, Orlando, FL, Summer 2004.

Professional Study Groups, State Title 1 Conference, Tampa, FL, Winter 2001.

Interactive Reading, International Reading Association, New Orleans, LA, Spring 1997.

Reading Strategies – Brown Bagging It, International Reading Association, San Diego, CA, Spring 1995.

PRESENTATIONS

Personalized Learning, Virgin Islands Department of Education, St. Thomas and St. Croix. 2017-2019.

Strategic Performance Management, Virgin Islands Department of Education, St. Thomas and St. Croix, 2016-2018.

Ten Topical Presentations relating to the Educational System Improvement Process, Virgin Islands Department, St. Thomas and St. Croix, USVI, 2010-2012.

Higher Order Thinking Skills for English Teachers, San Juan, Puerto Rico, 2010

Building Organizational Capacity for Virgin Islands Department of Education, August 2009.

Implementing Communities of Practice, Ft. Lauderdale, May 2009.

Closing the Achievement Gap – Strategies to Support Struggling Learners, Orlando, FL, January 2009.

Developing Standards Based Content Modules, Tallahassee, FL, September 2008

A Journey Towards Mathematics Excellence, Orlando, FL, June 2008

ALICE LINDSAY, Ed.D.

Transitioning to Middle School – Learner Engagement, Miami, FL, May 2008

Strategic Reading in the Content Areas, Focus Area: Mathematics Classroom, Ft. Lauderdale, FL May 2007.

Increasing Rigor and Relevance in the Mathematics Classroom, Orlando, FL. February 2007.

Data Analysis for Schoolwide Improvement, Ft. Lauderdale, FL, October 2006.

Pathwise Leadership Workshop Series, St. Croix, USVI, Summer 2004-Spring 2005.

Understanding Reading First!, San Juan, Puerto Rico, Summer 2003.

The Fabulous 5 of Reading First!, San Juan, Puerto Rico, Summer 2003.

Reading Success Network Program, Ft. Lauderdale, FL, Spring 2003.

SYLVETTE SANTIAGO-RAMÍREZ

Client Manager, Florida and the Islands Comprehensive Center

AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Building human and organizational capacity with the SEA and LEA's
- School Improvement
- Turn around underperforming schools
- Data-based decision making
- Project Management
- Compliance of federally funded program
- Direct and coordinate federal grant programs
- Grant writing
- Leadership with-in SEA staff
- Professional Development
- Systems of support
- Collaborating with various national, state, and local educational agencies to leverage resources and provide targeted technical assistance.
- Building capacity at the SEA and LEA levels.
- Monitor and evaluate federal program implementation
- Strategic planning and implementation
- Policy development
- Level 5 proficiency in Spanish

EDUCATION

Juris Doctorate, 2000
InterAmerican University Law School, San Juan, PR

Master of Arts, Labor Relations, 1998
InterAmerican University of Puerto Rico, San Juan, PR
Study Abroad: Universidad de Mondragón, Mondragón, Spain (Spring 1998)

Bachelor of Arts, Political Science, 1996
InterAmerican University of Puerto Rico, San Juan, PR

PROFESSIONAL HISTORY

Educational Testing Service ***January 2018 – Present***

Client Manager, Florida and the Islands Comprehensive Center

Abacus Educational Services Co. ***September 2017 – December 2018***

Consultant

Puerto Rico Department of Education ***June 2012 – December 2016***

Special Assistant, Office of Federal Affairs

SYLVETTE SANTIAGO-RAMÍREZ Page 2 of 5

Microsoft Caribbean, San Juan, PR ***November 2009 –November 2010***

April 2010 – November 2010

Central Marketing Group Lead

November 2009 – April 2010

Business Planning and Operations Manager

Puerto Rico Department of Education ***May 2002 – November 2009***

January 2009 – November 2009

Executive Director, Corporate Alliance Pro Education Office (career professional position)

August 2003 – December 2008

Special Assistant, Corporate Alliance Pro Education Office

May 2002 – July 2003

Executive Director, Corporate Alliance Pro Education Office (career professional position)

Puerto Rico Senate, San Juan, PR ***January 2001 – May 2002***

Legislative Advisor

Puerto Rico Senate, PR ***October 1998 – December 2002***

Executive Director & Administrative Supervisor of Proposal Programs

Cadillac Uniforms, Bayamón PR ***September 1998 – December 1998***

Labor Relations Advisor

Bayamón Medical Facilites, Bayamón PR ***October 1997 – November 1998***

Human Resources Advisor

PROFESSIONAL EXPERIENCE

Florida and the Islands Comprehensive Center

- Served as Client Manager, providing technical assistance to the Puerto Rico Department of Education on multiple initiatives.
- Served as a thought partner in the development of the organizational structure and management plan for the Institute for Professional Development.
- Served as thought partner for PRDE's Undersecretary of Academic Affairs in key academic initiatives.
- Co-developed 2018-2019 B2S program with PRDE's Institute of Professional Development.
- Designed frameworks, and development, for work-plans aligned with goals of the Secretary of the PRDE.
- Served as thought partner in the design, planning, corresponding action steps, and implementation of an academy, and a series of activities, for PRDE's school principals.
- Provided training and TA on the Culture Shift Initiative for LEA career professionals and leadership staff.
- Served as a thought partner on an Alternative Certification Program for active teachers.
- Provided guidance on the appropriate use of funds.

SYLVETTE SANTIAGO-RAMÍREZ Page 3 of 5

- Co-led the implementation of the School Improvement Initiative in PRDE. Offered training and targeted TA to LEA SI Auxiliary Superintendents, Chief Academic Officers, Accountability leads, Curriculum Specialists, Operations managers. Also provided continuous, on-going, support to SI SEA Lead.
- Building Capacity for State Education Agencies.
- Guided SEA – Institute of Professional Development in Federal Grants Management.
- Conducted needs assessments.
- Monitored and evaluated progress and implementation.
- Worked directly with the PRDE Secretary of Education to ensure compliance and correct implementation of priority strategic strategies.

Puerto Rico Department of Education – Office of Federal Affairs (OAF)

- Served as Special Assistant, leading operational aspects in the successful implementation of over $500 million in federal grant programs (School Improvement Grant, Title I-Part A, Neglected and Delinquent, Discretional Set Aside for ¨RAD¨ Program funded by Title I funds).
- Federal funds management – responsible for the proper and effective use of funds/budget resources ensuring compliance with all grant requirements.
- Led and assisted in monitoring processes presented to the Department of Education of the United States (USDE).
- Collaborated closely in the development of innovative projects undertaken by the PRDE.
- Wrote the components related to OAF for the Flexibility Plan
- Responsible for the writing and submitting the SIG Continuation Application.
- Designed and developed Requests for Proposals (RFPs).
- Assisted in the reengineering process of the Title I personnel in (OFA).
- Provided leadership and direction in the successful implementation of outsourcing strategies which resulted in improved efficiency of PRDE grant management, including negotiation of provider contracts.
- Coordinated within the P.R.D.E organizational structure services and technical assistance related to federally funded programs.
- Presided over meetings and conferences held by the USDE.
- Prepared, conducted root cause analyze and evaluation of program reports.
- Served as an integral collaborator in the definition and design of corrective action plans, when necessary.
- Prepared PRDE´s responses to USDE monitoring reports.
- Assisted in the design and monitoring strategies, work-flows and plans to ensure compliance by the PRDE policies and regulations.
- Evaluated 1,200 school comprehensive plans.
- Supervised Title I-Part A, SIG, RAD, Neglected and Delinquent, and Homeless Children and Youth programs personnel. Also supervised Professional Services Providers and contractors that provided counsel to the mentioned Programs.
- Project management and strategic planning of SIG, RAD, Title I-Part A, Neglected and Delinquent, and Homeless Children and Youth Program's.

SYLVETTE SANTIAGO-RAMÍREZ Page 4 of 5

Microsoft Caribbean, Guaynabo, PR

- Served as Central Marketing Group (CMG) Lead, responsible for strategic identification and execution of Business Leadership.
- Responsible for World Class execution of Customer/Product Campaigns and Product Launches, Operational Excellence, Drive perception-changing thru public relations initiatives and public relations nurturing.
- Elaboration and responsible of Marketing budget.
- Responsible for the marketing execution plan of internal (23) and external customers.
- Responsible for execution of Multi-Country launches.
- Created and executed internal and external events.
- Supervised the Puerto Rico CMG personnel.
- Served as Business Planning and Operations Manager, responsible for Puerto Rico FY10 Rhythm of the Business (ROB) and monthly P&L process, calendar and framework; driving the PR monthly ROB cycle including connections with MCA HQ, subsidiary scorecard management.
- Participated in mid-year review and planning process, and in FY11 Financial and Strategic Planning.
- Responsible for the marketing budget management process, the management and development of market insights and deliverance of MI analysis and data for key Planning Processes.
- Coordinated the logistics and objectives of the Executive visits (logistics efforts, including media, client, partners and government relations, for the following executives).

Puerto Rico Department of Education – Corporate Alliance Pro Education Office

- Served as Special Assistant to the Secretary of Education, responsible of the establishment of educational partners with private and public sector for PRDE.
- Supervised and lead PRDE partnership personnel.
- Member of various boards.
- Participated in media events, wrote press communications, and provided interviews to media promoting the benefits of educational partnerships/alliances.
- Served as liaison amongst high level government officials.
- Served as Executive Director, providing support to the director and Regional Coordinators in identifying, developing, and organizing effective strategies for the implementation of educational projects in all of the public schools of the DEPR.
- Prepared reports assessing the standing and growth of the Office.
- Supervised personnel at the central office and the 10 coordinators of the Educational Regions.
- Liaison between the DEPR and Secretaries of other government agencies for the establishment of collaborate agreements for the benefit of the public schools.

Puerto Rico Senate – Office of Senator Sixto Hernández

- Served as Legislative Advisor, responsible in advising the Senator on labor laws and procedures, assisted in the preparation of the Senators daily workload and provided support in the Administrative Area.
- Attended meetings with Government Agency Officials in representation of the Senator.

SYLVETTE SANTIAGO-RAMÍREZ

- Established the *Rules and Regulation Manual for the Committee of Municipality Affairs*, which the Senator presided.
- Organized and co-led public hearings.
- Assisted the Senator on the preparation of Bills and the presentation of these on the Senate Floor.
- Responsible for organizing and attending legislative meetings.
- Assisted and advised the Senator in the distribution of assigned funding for the constituents' of his District.
- Prepared press communications and organized press participation at the Senators activities.

Puerto Rico Senate – Office of Senator Carlos Pagán

- Served as Executive Director and Administrative Supervisor of Proposal Programs, assisting and advising the Senator in all issues relating to labor laws and procedures, personnel staff, the hiring of personnel, preparation of Bills, distribution of Pork Barrel funds, and with the proposals that were assigned, and referred, to the Natural Resources Committee he presided.
- Supervised personnel staff (20 employees).
- Responsible for the maintaining and distribution of the Senators Pork Barrel fund; which exceeded $700,000.00 yearly.
- Designed and implemented Pork Barrel applications, which became the document that the majority of the Senators have their constituents complete.
- Responsible for the distribution of the Senators 4-year term Administrative budget.
- Represented the Senator in official activities.
- Organized and coordinated public hearings and attended legislative meetings to discuss creation and/or status of Bills.
- Advised the Senator in trouble-shooting sensitive issues.
- Orientated and assisted the constituents that visited the office and worked to resolve the diversity of issue they presented.
- Strategic planning of bills writing and scheduling to be presented and discussed on floor.
- Project management.
- Monitored and evaluated legislative donations, ROB.

ENID V. MADERA-TORO
Off Counsel

EDUCATION

Juris Doctor, May 2007
Interamerican University School of Law, San Juan, PR, 2004 – 2007
Magna cum Laude
Class Top Ten Percentile
Deans Honor List, 2004 – 2007

BBA in Human Resources Management May 2000
Interamerican University, San Germán, PR

PROFESSIONAL HISTORY

LC2 Corporation ***February 2017 – Present***

Off counsel

Department of Education, Commonwealth of Puerto Rico (PRDE) ***February 2014 – October 2016***

November2014 – October 2016

Director of the Office Federal Affairs

February 2014 – August 2014

Special Assistant/advisor to the Secretary for the approval of Flexibility Plan

Program manager

Office of the Governor, Commonwealth of Puerto Rico ***February 2013 – February 2014***

Governor's Auxiliary Advisor: Education Policies

Sole Practitioner ***October 2009 – January 2013***

Attorney

Department of Correction and Rehabilitation, Commonwealth of Puerto Rico ***2008 – 2009***

Advisor-Legislative Affairs

Charlotten & Arana P.S.C. San Juan, Puerto Rico ***2007 – 2008***

Attorney

PROFESSIONAL EXPERIENCE

Building Capacity for State Education Agencies

- Established clear roles and responsibilities of tenured employees based on agencies needs as well as their skill sets.
- Provided the necessary authority, trust and tools for them to be able to execute their tasks.
- Implementation of voluntary rotation of employee, providing the trainings and capacitation, for bargaining unit employees, as well as tenured/management employees.

ENID MANERA

Federal Grants Management

- Overseeing, reviewing, analyzing, and evaluating grants/assistance applications, plans, and estimates.
- Determining awardee eligibility using methodology and established eligibility criteria, such as prior experience and tangible results, among others.
- Experience working hands on with compliance for local and federal regulatory requirements.
- Supervision and administration of federal funds, allocated to the commonwealth of Puerto Rico for Tittle I, II, III, 21st century Program.
- Significantly reduced OFA external contract spending, as well as general operational cost, approximately 39% in two years by optimizing human resources and services that were available to PRDE.
- Review and evaluation of grants/assistance adequacy (policies and procedure).

Strategic Planning

- Requested and established the first PRDE operational & systems risk analysis at the federal affairs office.
- Created a model and a transition process for best practices, leading employees as well as management, to understand the importance of its implementation and execution.
- Recommend standards and guidelines to assess administrative procedures in agencies' programs to determine their compatibility with the objectives and priorities of the Proposed ESEA Flexibility waiver.
- Collaborated, with PRDE head departments, which included approximately seventeen subdivisions at State level as well as with external advisors in the elaboration of the ESEA Plan.
- Lead and directed strategy to effectively resolve deficiencies and findings that were outstanding for a period of over six years. Efforts conducted during a two-year period led to the closing of approximately 85% of findings and resulted on an average savings of 20% on attorney's fees.

Plan Implementation (Project Management)

- Established/Coordinated plan for deliverables as well as weekly meetings to discuss progress/execution regarding ESEA (now ESSA) Flex plan which were directly reported to the Secretary.
- As program manager for the Secretary, worked hands on with a team of inhouse and external professionals (the US Department of Education extended twice the waiver requested).
- Conducted regular meetings with policy makers and advisors, from the governor's office, to guaranty support of the implementation of the approved plan.

Monitoring and Evaluation, Conducting Needs Assessments

- Analyzed program monitoring tools to redesign processes to assure compliance with local and federal policies regarding ESEA Flexibility waiver.
- Worked closely with other state advisors to ensure efficient and effective operations and compliance with policies and procedures.

MIGDALIA NÚÑEZ QUILES, Ph.D.

ETS Consultant for Florida and the Islands Comprehensive Center Project

AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Collaborating with various national, state, and local educational agencies to leverage resources and provide targeted technical assistance.
- Building capacity at the SEA and LEA levels.
- Research and providing services to build capacity of SEA y LEA personnel on implementing, comprehensive needs assessments, planning aligning models and strategies to evidence based practices, as well as monitoring and evaluations.
- Research to develop programs and implement innovative strategies to attend a diverse student population.
- Locating the appropriate resources from federally funded technical assistance centers to identify practices, strategies and current tendencies to support SEA and LEA personnel.
- Designing on line professional development modules for principals. This includes research and developing the content, pre and posttests, blogs, evaluations using evidence based practices on topics, such as shared leadership, developing human resources, professional learning communities and other topics to build leadership knowledge and skills.
- Designing on line professional development modules for teachers, including research and development of content, pre and posttests, blogs, evaluations using evidence based practices. Some topics developed include, differentiated instruction, problem and project based, teaching the whole child, among others.
- Providing workshops on a variety of educational topics.
- Adult education and strategies, mentoring, coaching, building capacity, self-sufficiency and sustainability for professional improvement programs..
- Use and management of data to interpret results using quantitative and qualitative methodology and statistics software to prepare reports for instructional decision.

EDUCATION

Ph.D., Interamerican University of Puerto Rico, Metropolitan Campus, 2013

M.Ed., Interamerican University of Puerto Rico, Metropolitan Campus, 2007

M.Ed., Special Education, University of Puerto Rico- Rio Piedras Campus, 1987

B.A., Social Work, Catholic University of Puerto Rico, Ponce Campus, 1980

B.A., Elementary Education, Catholic University of Puerto Rico, Ponce Campus, 1980

PROFESSIONAL HISTORY

Educational Testing Service (ETS) ***2016 – Present***

Consultant for Florida and the Islands Comprehensive Center Project.

Provided workshops to PRDE high level staff

- Differentiation Instruction, Culture Shift, Effective School Improvement
- Teacher and Principal Induction
    - Researched induction program in other states, Provided report and design model induction program for teachers and principals
    - Developed and provided framework the teachers and principals induction programs
    - Provided draft of pipeline induction program to teacher and principals
    - Developed examples of content for induction program modules for teachers and principals on topic such as: School Climate, Classroom climate, Project based Learning, and Differentiation Instruction
- Teacher and principals professional development
    - Researched pipelines and provided summaries on teachers and principals professional development
    - Presented a model framework for teacher and principal professional development
    - Design a model for a mentoring component of the teacher induction model, including a mentor teacher profile.
- Researched developed content, designed principals' professional development on line modules and prepared draft of report on participation. The topics include:
    - Shared Leadership
    - Leadership and Emotional Intelligence
    - Team Building
    - Professional Learning Communities
    - Human Capital Development
    - Educating the Whole Child
    - The School Principals and ESSA
    - The Practice of Change
    - Instructional Technology
    - The School Principals role in Special Education
- Translator documents to Spanish
- Provided training for trainers for the PRDE Academic Data Coach, School Improvement and Culture Shift Initiatives
- Design six professional development modules on the WA Data Coach Toolkit
- Designed a guide to school management program for principals
- Reviewed resources and content from ED Funded Centers and prepared summary for PR FLICC staff.
    - Reviewed ED Data and prepared excel sheet summaries requested

Ana G, Méndez University Santa Isabel Campus ***2014 – Present***

Part Time Faculty

- Teach Courses on education, humanities and history
- Design and evaluate online courses

MIGDALIA NÚÑEZ QUILES, Ph.D.

Interamerican University of Puerto Rico, Metropolitan Campus ***2008 – Present***

Part-time Faculty

- Teach courses on teacher preparation, humanities and history
- Lead Doctoral Thesis
- Supervise clinic practices

Forward Learning ***2014 – 2015***

Spanish Coach and Modules Designer

- Coaching to Spanish teacher in strategies, techniques, planning and evaluate the teaching and learning
- Design curriculum for Spanish teachers
- Workshop to Spanish teachers
- Capacity to Spanish teachers about strategies and practices in the classroom

Interamerican University of Puerto Rico, Barranquitas Campus ***2001 – 2008***

Cooperator Teacher. Mentor teacher for teacher preparation program.

Puerto Rico Department of Education ***1980 – 2013***

1990 – 2013 **Elementary Teacher.** Taught Spanish, social studies, mathematics and sciences courses.

1985 – 1990 **Coordinator,** extracurricular activities

- Student interviews (Vermont and Puerto Rico)
- Cultural Experiences (Educational tours with students)
- Students Organizations

1980 – 1985 **Social Worker, Special Education**

PROFESSIONAL EXPERIENCE

- Building Capacity for State Education Agencies
- School Improvement
- Rural Populations
- Federal Grants Management
- Conducting Needs Assessments
- Strategic Planning
- Plan Implementation (Project Management)
- Monitoring and Evaluation
- Adults learning
- Workshops

FAITH D. GEORGE-BOONE
Educator/Instructional Leader

PROFESSIONAL SUMMARY

Dedicated and self-directed educator with over 14 years of expertise in managing supervisory, administrative and instructional staff and programs. An instructional leader focused on building capacity in administrative and instructional staff using strong interpersonal and communication skills.

EDUCATION

M.A. in Education- Supervision and Administration, 1992
University of the Virgin Islands, St. Croix, VI

B.A. in Elementary Education, 1988
University of the Virgin Islands, St. Thomas, VI

CERTIFICATION

Board of Education Educational Administration Certification I

Board of Education Educational Administration Certification II

AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Data-based decision making
- Diversity and special populations
- Early Learning
- Federal Grants Management
- Leadership for system improvement
- Literacy Development
- Professional Development
- Strategic Performance Management
- Systems development
- Systems of support
- Teacher, Leader Effectiveness
- Turn around low performing schools

PROFESSIONAL EXPERIENCE

St. Croix USVI ***January 2015 – December 2018***

Deputy Superintendent of Schools

- Acted for, represented, and exercised the authority of the Superintendent in directing the implementation of school system plans, policies, instructional programs, and services

FAITH GEORGE-BOONE

- Assisted the Superintendent in coordinating the activities of the St. Croix district for the effective and efficient operation of elementary schools and offices Superintendent
- Led the State Strategic Performance Management process
- Monitored and evaluated federally funded district-wide programs
- Collaborated with various local and national agencies to leverage resources and provide targeted technical assistance for programs

Claude O. Markoe Elementary School, St. Croix ***2004 – 2015***

Assistant Principal

- Duties included providing instructional leadership within the school and community
- Supervised and evaluated instructional and support staff
- Wrote monthly and annual reports, staff scheduling

Ricardo Richards Elementary School, St. Croix ***1988 – 2004***

Classroom Teacher

- Taught Primary Multi-Age 1st – 3rd Class
- Taught 3rd Grade
- Language Arts Resource Teacher

Lockhart Elementary School, St. Thomas ***1988***

Substitute Teacher

- Foreign Language Experience (FLEX) 4th – 6th Grade

CURRENT PROFESSIONAL/CIVIC SERVICE

Virgin Islands Advisory Panel for Special Education, Member 2007-Present

Child Identification and Procedural Safeguards Committee, Chair 2007-Present

MCCA Circuit Organization & Education Committee Chair, St. Croix

MCCA Methodist Teachers Fellowship Chair, St. Croix

PROFESSIONAL RECOGNITION

Cambridge Who's Who of Executives and Professionals, 2007-2008

Manchester's Who's Who of Executives and Professionals, 2005-2006

Ricardo Richards Elementary School Teacher of the Year, 2004-2005

PROFESSIONAL ORGANIZATIONS

National Alliance of Black School Educators

St. Croix Council of the International Literacy Association

Project Promise Organization

FAITH GEORGE-BOONE **Page 3 of 3**

RECENT PROFESSIONAL SEMINARS

AVID District Directors Institute, FL

DALI Superintendents Summit, IL

Harvard Leadership Institute for Superintendents and District Leaders, MA Educational Administration Association Annual Conference, St. Croix

National Institute on Legal Issues of Educating Individuals with Disabilities

Virgin Islands Advisory Panel for Special Education Conference, USVI

VIDE Leadership Academy, USVI

ASCD Conference Presenter, St. Maarten

APRIL MUNROE PHILLIPS

Virgin Islands State Manager – ETS

EDUCATION & CERTIFICATION

1999 – Present: Remain current on issues related to Assessment, Early Childhood Education, Literacy and Teacher/Leader Effectiveness through membership in Professional Organizations, webinars and professional development

Professional Educator License, Coordinator, Primary, 2009
VI Board of Education, St. Thomas, VI

Professional Educator License, Elementary Education, 2006
VI Board of Education, St. Thomas, VI

Master of Arts, Early Childhood Education, 1987
University of the Virgin Islands, St. Thomas, VI

Bachelor of Arts Education, 1976
Millersville State University, Millersville, PA

PROFESSIONAL HISTORY

Educational Testing Service, Tampa, FL ***2012 – Present***

VI State Manager, Florida and the Islands Comprehensive Center at ETS

AMP Educational Consulting Services, St. Thomas, VI ***2011 – Present***

Educational Consultant

Member/Manager AMP, LLC

Community Foundation of the Virgin Islands (CFVI), St. Thomas, VI ***2011 – 2013***

Early Childhood Educational Consultant

University of the Virgin Islands (UVI), St. Thomas, VI ***1999 – 2012***

Part-time Professor, Virgin Islands Center for Excellence in Developmental Disabilities

Government of the Virgin Islands, St. Thomas, VI ***1978 – 2011***

1999 – 2011 **Primary Grades District Coordinator, Department of Education**

1978 – 1999 **Elementary Teacher, Department of Education**

REGIONAL COMPREHENSIVE CENTER PROFESSIONAL EXPERIENCE

Build the capacity of the VIDE to:

- Implement the VIDE Strategic Performance Management system (SPM) with fidelity
- Implement the VI System of Support for Schools (VI-SOS)
- Implement, monitor and report progress on the development and use of the Accountability State Plan
- Implement and monitor the School Collaborative Success Process

APRIL MUNROE-PHILLIPS

- Sustain a cycle of piloting, implementing, monitoring, and adjustment to sustain the VIDE Employee Effectiveness System (EES)

Provide Technical Assistance to the VIDE to:

- Develop an alternative certification program focused on paraprofessionals and other staff who currently hold a college degree not in the field of education
- Create an aligned, high-quality Consolidated Grant Application (CGA)
- Implement, monitor and report progress on all CGA funded projects
- Develop a new accountability state plan and a system of support as required by ESSA
- Implement and monitor personalized learning in the classroom

TRAINING/ACCOMPLISHMENTS

Annual Insular Areas Technical Assistance Meeting, US Department of Education, Office of Elementary and Secondary Education; Attendee and Team-time facilitator (2013, 2014, 2015, 2016, 2017, 2018, 2019)

Annual National Title I Conference (2017, 2018)

Center on Innovations in Learning: Annual Conversations with the League of Innovators (2015, 2016, 2017, 2018)

Joint Center Planning Meetings and trainings; Building State Capacity and Productivity Center (BSCP), College and Career Readiness and Success Center at AIR (CCRS), Center on School Turnaround (CST) , 2013 – 2016

Center on Enhancing Early Learning Outcomes – National Association for the Education of Young Children (CEELO/NAEYC) Round Table and Conference (June 2013)

PROFESSIONAL ACTIVITIES

Preschool Development Grant Birth through Five (PDG B-5) USVI State Advisory Council (SAC) member, USVI, 2019

Engineers for Tomorrow Outreach, Inc. Vice President, Board of Directors, USVI, 2017 – Present

VI Children and Youth Task Force member, USVI, 2017 – Present

Early Childhood Advisory Council (ECAC) member, USVI*,* 2009 – 2012

Professional Development Presenter, St. Thomas-St. John, VI: *AFT Local 1825 Annual Mini-Quest, Best Beginnings Annual Conference*, *Department of Education*, and *Department of Human Services: Office of Child Care and Regulatory Services and Head Start,* 1998 – 2012

Part-time Professor, UVI, St. Thomas, V.I.: EDU 109, 113, 114, 214, 215, 216, 217 and 305, 1999 – 2012

ORGANIZATIONS

Association for Supervision and Curriculum Development (ASCD)

National Association for the Education of Young Children (NAEYC)

SUSAN TRAVILLA

Educational Consultant, Florida and the Islands Comprehensive Center

SUMMARY OF QUALIFICATIONS

- Experienced Title I Administrator and Educational Consultant with over thirty-five years of experience in the education industry with strong skills in Every Student Succeeds Act, Federal Programs finance, and School Improvement Program Implementation.
- Experienced teacher with 17 years in Title I classroom settings, 4 years as a Reading Specialist with the Accelerated Literacy Learning Program, 13 years as a Title I Administrator, and 6 years as an Educational Consultant.
- Current knowledge of Title V, Part B: Rural and Low-Income Schools Program of the Elementary and Secondary Education Act (ESEA)
- Expertise in developing School Improvement Plans, Monitoring implementation of plans in compliance with Federal and State laws.
- Providing technical assistance to the State Department of the Virgin Islands for all aspects of the Title V, Part B grant.
- Assists in the planning and implementation of budgets in Title I, Parts A and D.
- Knowledgeable in areas of grant writing and funding acquisitions with a solid understanding of compliance monitoring in all grant areas of responsibility.
- Instrumental in the implementation of progress monitoring and data analysis in order to monitor and evaluate grant programs.
- Strong written, verbal, and interpersonal communication skills with the ability to interact with students, teachers, administrators, parents, and community members.

EDUCATION AND TRAINING

Master's Degree, Curriculum and Instruction, 2001
National Louis University, Bradenton, FL

Elementary Education, 1971
West Virginia Wesleyan, Buckhannon, WV

PROFESSIONAL EXPERIENCE

Florida and the Islands Comprehensive Center (FLICC) ***October 2013 – Present***

Educational Consultant

- Assisted the state educational agency (SEA) and local educational agency (LEA) in the United States Virgin Islands (USVI) with writing, implementing, and monitoring of the Title V, Part B: Rural and Low-Income Schools Program of the Elementary and Secondary Education Act (ESEA) consolidated grant application.
- Provided training and technical assistance on the Strategic Plan and Performance Management system at the SEA and LEA level in the USVI.
- Provided training on Personalized Learning to District leaders, Administrators, and teachers in the USVI.

SUSAN TRAVILLA

- Assisted with the development and training of the Virgin Islands System of Support for School Improvement.
- Assisted with the development and Implementation of the Teacher Residency Instructional Program (T.R.I.P.) for alternative certification.

School District of Manatee County, Bradenton, FL ***August 1998 – June 2013***

Title I Coordinator/Specialist

- Creating, implementing, and monitoring Title I compliance under Improving America's Schools Act and No Child Left Behind.
- Maintain excellent communication and relations between the Florida Department of Education personnel, district administrators, and Title I principals and school staff members.
- Member of multiple grant writing teams securing funding for a variety of funding opportunities.
- Successfully served on a variety of School Support teams implementing programs raising student achievement.
- Created the Learning in Motion program bringing literacy activities to students in Title I schools and the surrounding communities.
- Initiated a variety of Parent Involvement programs which included parenting classes, literacy and math nights and Title I Annual Meetings.
- Mentored and tutored students for 25 years in Manatee County Title I schools.

Tillman Elementary, School District of Manatee County, Bradenton, FL ***August 1994 – August 1998***

Accelerated Literacy learning (ALL) teacher

- Instructed first grade students in a one on-one-setting in all areas of early literacy.
- Provided professional development in reading and diagnostics to Tillman staff members.
- Created lesson videos that were provided to the parents of students in the ALL Program.
- Provided training to parents in reading strategies to use with their children at home to support classroom instruction and improve reading skills.
- Coordinated the implementation process of becoming a Title I school and the writing of a Title I plan to meet compliance with the Florida Department of Education.

Palmetto Elementary, School District of Manatee County, Bradenton, FL ***August 1982 – August 1994***

Title I Reading Teacher

- Organized and Implemented Title I Reading Program for 250 students at all grade levels.
- Created and maintained schedules for all teachers and staff to provide services for at-risk students.
- Provided quarterly parent training opportunities in all areas of literacy.
- Implemented pre and post tests for all Title I students to meet school improvement criteria.

SUSAN TRAVILLA **Page 3 of 3**

PROFESSIONAL ASSOCIATIONS

National Association of Federal Education Program Administrators

East Coast Technical Assistance Consortium

International Reading Association

ADDITIONAL EXPERIENCE

- Provided tutoring services for 25 years in the local community.
- Certified trainer in a variety of professional development areas.
- Presented at 2 International Reading Association conferences.

PROFESSIONAL DEVELOPMENT

- **National Title I Conference**: Current Title I Laws and Programs 2000-2017
- **National ESEA Conference**: Current Every Student Succeeds Act Law
- **National Association of Federal Education Program Administrators**, Washington D.C. 2004-2009
- **Data Driven Decision Making**, Mark Rolewski
- **Learning Focused Schools**, Max Thompson
- **Leadership Certificate**, University of South Florida
- **Balanced Literacy**: Accelerated Literacy Learning, Janet Allen Adolescent Literacy, Kyleen Beers, Adolescent Literacy, Karyn Carlson, Reading Comprehension and Writing Workshop
- **School Improvement**: Various School Reform Models, School Improvement Plans, Smart Goals, Florida Continuous Improvement Model
- **Grant Writing**
- **Content Area Coaching and Effective Coaching Strategies**
- **FAIR Training**
- **Strategic Performance Management** training and implementation
- **Personalized Learning and Lesson Design Studio,** Center on Innovations in Learning
- **Virgin Islands System of Support,** Academic Development Institute

SAM REDDING, Ed.D.

Chief Learning Scientist – Academic Development Institute

AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Synthesizing research and applying it to practice
- Developing projects and services with a systems approach
- Organizational development and capacity
- School improvement, instructional transformation, and school community & culture
- The science of teaching and learning
- Building students' personal competencies

EDUCATION

Ed.D., Educational Administration, Illinois State University, 1976
Supporting Areas: Special Education

M.S., Psychology, Illinois State University, 1970

M.A., English, University of Illinois, 1996

B.A., History, Illinois State University, 1968
Supporting Areas: Special Education

Post-Doc., Harvard Institute for Educational Management, 1981

PROFESSIONAL HISTORY

Academic Development Institute ***1984 – Present***

2017 – Present **Chief Learning Scientist**

1984 – 2017 **Executive Director**

Center on School Turnaround ***2012 – Present***

Associate Director

Center on Innovations in Learning ***2012 – Present***

Senior Learning Specialist

Building State Capacity & Productivity Center ***2012 – Present***

Consultant

Center on Innovation & Improvement ***2005 – 2012***

Director

Laboratory for Student Success ***1995 – 2006***

Senior Research Associate

SAM REDDING, Ed.D. Page 2 of 4

Illinois Family Education Center ***1997 – 2005***

Director

School Community Journal ***1991 – Present***

Executive Editor

Lincoln College ***1972 – 1976***

1976 – 1983 **Vice President and Dean**

1972 – 1976 **Associate Professor**

LeRoy High School ***1968 – 1972***

Teacher

PROFESSIONAL EXPERIENCE

Building Capacity for State Education Agencies

- For the past 14 years, primary work has been in building capacity for SEAs, with onsite consultation and training in more than 35 states.
    - Director of national content center—Center on Innovation & Improvement
    - Associate Director of national content center—Center on School Turnaround
    - Senior Learning Specialist with national content center—Center on Innovations in Learning
    - Consultant with national content center—Building State Capacity and Productivity Center
- Many publications, including *Change leadership: Innovation in state education agencies* which won award for Excellence in Evidence-Based Education

School Improvement

- Many publications on this topic
- Developed school improvement program for Puerto Rico
- Consulted with more than 35 SEAs on systems of support for school improvement

Rural Populations

- Consultation, training, and program development for several rural states and Native American tribes and organizations
- Redding, S., & Walberg, H. (2012). *Promoting learning in rural schools*.
- Redding, S. & Walberg, H. (2013). *Building Rural District Capacity for Turnaround* (2013)

Conducting Needs Assessments

- Corbett, J. & Redding, S. (2017). *Using needs assessments for district and school improvement*. Washington, DC: Council of Chief State School Officers.

Strategic Planning

- Co-developer of Strategic Performance Management with three foundational publications and a technical assistance process that we have implemented in six states and agencies

SAM REDDING, Ed.D. Page 3 of 4

Plan Implementation

- Developed Indistar, an online planning and implementation platform in use in 13 states
- Developed SPM Online tool to facilitate plan implementation in Strategic Performance Management
- Developed Lesson Design Studio for online lesson planning

PUBLICATIONS/CONFERENCE PRESENTATIONS

Brown, J., Muirhead, M., Redding, S., & Witherspoon, R. (2011). *Changing the conversation: Parental involvement in low-achieving high schools*. Lincoln, IL: Center on Innovation & Improvement.

Corbett, J. & Redding, S. (2017). *Using needs assessments for district and school improvement*. Washington, DC: Council of Chief State School Officers.

Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., & Redding, S. (2008, May). *Turning around chronically low-performing schools.* Washington, DC: U.S. Department of Education, National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences.

Kerins, T., Perlman, C., & Redding, S. (Eds.) (2009). *Coherence in statewide systems of support.* Lincoln, IL: Center on Innovation & Improvement.

Layland, A., & Redding, S. (2017). *Casting a statewide strategic performance net: Interlaced data and responsive supports*. San Antonio, TX: Building State Capacity and Productivity Center.

Murphy, M., Redding, S., & Twyman, J. (Eds.) (2014). *Handbook on innovations in learning*. Charlotte, NC: Information Age Publishing.

Murphy, M., Redding, S., &Twyman, J. (Eds.) (2016). *Handbook on personalized learning*. Charlotte, NC: Information Age Publishing.

Patrikakou, E. N., Weissberg, R. P., Redding, S. & Walberg, H. J. (Eds.) (2005). *School-family partnerships for children's success.* New York: Teachers College Press.

Perlman, C. & Redding, S.(Eds.) (2010). *Handbook on effective implementation of school improvement grants.* Lincoln, IL: Center on Innovation & Improvement.

Redding, S. & Keleher, J. (2010). Evaluating parent programs. In D. Hiatt-Michael (Ed.). *Promising practices to support family involvement in schools*. Charlotte, NC: Information Age Publishing.

Redding, S., Murphy, M., & Sheley, P. (Eds.). (2011). *Handbook on family and community engagement*. Charlotte, NC: Information Age Publishing.

Redding, S. & Nafziger, D. (2013). *Functional coherence in the state education agency: A structure for performance management.* San Antonio, TX: Edvance Research.

Redding, S. & Sheley, P. (2005). Grassroots from the top down. In E. Patrikakou, R. Weissberg, S. Redding, and H. Walberg, *School-family partnerships for children's success.* New York: Teachers College Press.

Redding, S. & Walberg, H. (Eds.) (2008). *Handbook on statewide systems of support*. Charlotte, NC: Information Age Publishing.

Redding, S. (2006). Que piensan padres y profesores de la escuela y unos de otros, *Cultura y Educacion*, Oct.-Dec.

Redding, S. (2006). *The mega system: Handbook for continuous improvement within a community of the school*. Philadelphia: Laboratory for Student Success and Academic Development Institute.

Redding, S. (2007). How parents and teachers view their school communities. *Marriage and Family Review*.

SAM REDDING, Ed.D. Page 4 of 4

Redding, S. (2007). Indicators of successful restructuring. In H. Walberg (Ed.), *Handbook on restructuring and substantial school improvement*. Charlotte, NC: Information Age Publishing.

Redding, S. (2007). Systems for learning. In H. Walberg (Ed.), *Handbook on restructuring and substantial school improvement*. Charlotte, NC: Information Age Publishing.

Redding, S. (2009). The support of coherence in pursuit of student learning. In T. Kerins, C. Perlman, & S. Redding, *Coherence in statewide systems of support.* Lincoln, IL: Center on Innovation & Improvement.

Redding, S. (2011). Application of *Improving Student Learning*. In H. Walberg, *Improving student learning: Action principles for families, classrooms, schools, districts, and states*. Charlotte, NC: Information Age Publishing.

Redding, S. (2011). School improvement and baseball: Both take a strong team*,* commentary in *Education Week*, February 23, 2011.

Redding, S. (2012). *Change leadership: Innovation in state education agencies*. Oakland, CA: Wing Institute

Redding, S., & Walberg, H. (2012). *Promoting learning in rural schools*. Lincoln, IL: Center on Innovation & Improvement.

Redding, S. (2013). *Through the student's eyes*. Philadelphia, PA: Temple University, Center on Innovations in Learning.

Redding. S. (2013). *Getting personal: The promise of personalized learning*. In M. Murphy, S. Redding, & J. Twyman (Eds.), Handbook on innovations in learning (pp. 113–130). Charlotte, NC: Information Age Publishing.

Redding, S. (2014). *The something other: Personal competencies for learning and life.* Philadelphia, PA: Temple University, Center on Innovations in Learning.

Redding, S. (2014). *Personal competencies in personalized learning*. Philadelphia, PA: Temple University, Center on Innovations in Learning.

Redding, S. (2014). *Personal competency: A framework for building students' capacity to learn*. Philadelphia, PA: Temple University, Center on Innovations in Learning.

Redding, S. (2018). *Instructional design*. Philadelphia, PA: Center on Innovations in Learning at Temple University.

Redding, S. (2019). *Jump-starting instructional transformation for rapid improvement: A guide for principals*. San Francisco, CA: WestEd.

Redding, S. & Corbett, J. (2018). *Shifting school culture to spark rapid improvement: A quick-start guide for principals and their teams*. San Francisco, CA: WestEd.

Redding, S. & Layland, A. (2015). *Strategic performance management: Organizing people and their work in the LEA and SEA of the future*. San Antonio, TX: Building State Capacity & Productivity Center.

Redding, S., & Layland, A. (2017). *Strategic performance for your branch: Organizing people and their work in an LEA or SEA division or strand*. San Antonio, TX: Building State Capacity and Productivity Center

Redding, S., McCauley, C., Ryan Jackson, K., & Dunn, L. (2018). *Four domains for rapid school improvement: Indicators of effective practice.* San Francisco, CA: WestEd.

Redding, S. & Twyman, J. (2018). *Learning habits*. Philadelphia, PA: Center on Innovations in Learning at Temple University.

Rhim, L., Hassel, B., & Redding, S. (2008). State role in improving school improvement. In S. Redding & H. Walberg (Eds.), *Handbook on statewide systems of support*. Charlotte, NC: Information Age.

Rhim, L., & Redding, S. (2011). *Fulcrum of change: Leveraging 50 states to turn around 5,000 schools*. Lincoln, IL: Center on Innovation & Improvement.

Rhim, L. & Redding, S. (2014). *The state role in school turnaround*. Charlotte, NC: Information Age Publishing.

DEBRA ALLISON LAYLAND, Ph.D.

Chief Education Strategist – Academic Development Institute

AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Collaborating with various national, state, and local educational agencies to leverage resources and providing targeted and intensive technical assistance based on needs identified by performance (e.g., district, school and student) and compliance (e.g., audit findings, monitoring reports) data, and requests aligned with capacity building to implement ESSA and IDEA.
- Building capacity at the SEA and LEA levels in systems solutions to increase productivity, efficiency and results.
- Reviewing and providing guidance on Department of Education required plans, applications and reporting including Consolidated Grant Applications, ESSA State Plans, and State Performance Plans and Annual Performance Reports.
- Facilitating and providing response to systems impacted by natural disasters that impact day to day education services.

EDUCATION

Ph.D. in Education Leadership and Policy Studies, June 2009
University of Denver, Denver, CO

M.A. in Special Education, May 1979
James Madison University, Harrisonburg, VA

B.A. in Social Sciences, Elementary and Special Education, May 1977
Mt. St. Mary's College, Newburgh, NY

PROFESSIONAL HISTORY

Academic Development Institute

Chief Education Strategist. Technical assistance provider, specializing in rural and remote areas, building the capacity of states, districts and schools in performance management, strategic communication, school improvement, personalized learning, addressing compliance issues, including GAO findings.

Florida and the Islands Comprehensive Center at ETS

Education Specialist. Technical assistance to state education agencies U.S. territories and school districts on topics including strategic performance management, employee evaluation systems, school improvement, and managing Consolidated Grant Applications.

Maryland State Department of Education

Branch Chief-Programmatic Support and Technical Assistance, Division of Special Education/Early Intervention Services. Supervisor of assessment, specialized instruction and early learning projects and staff, and State Personnel Improvement Grant Project Manager.

University of Kentucky

Mid-South Regional Resource Center Associate Director. Technical Assistance provider and supervisor for topics related to the Individuals with Disabilities Act (IDEA) including student

performance and results, systems improvement priority resources, technical assistance planning, and technology.

Colorado Department of Education, Denver, CO

Senior Consultant. Technical assistance provider to districts and schools regarding compliance with state and federal regulations; program effectiveness and school reform; adolescent literacy, math interventions for students with disabilities; transition services; and Colorado State Assessment Program alternate tests in reading and writing.

AT&T Broadband, Englewood, CO

Director of Electronic Communications. Merged two company Intranet sites and managed video streaming project to increase internal communications; implemented technology solution for television production, "Opening the Doors to Diversity", a Court TV and Middle School Education Association program about teaching tolerance to students in Middle School; authored articles AT&T Broadband custom page in "Cable in the Classroom" magazine.

PROFESSIONAL EXPERIENCE

Research-based Instruction and Intervention

- Research, training and coaching on implementing Response to Intervention, research-based reading and math strategies, personalized learning, integrating technology to enhance instruction, secondary transition services, and family and student engagement.

School Improvement

- Managed, organized and implemented complex education programs by managing time effectively to design and develop analytical project plans, designing evaluation data collection and analysis of project activities, and solving education initiatives to address education issues.
- Provided targeted and intensive assistance in designing and implementation of state and district wide school improvement systems than integrate performance management strategies and routines.

Rural Populations

- Provided technical assistance, professional learning and coaching in rural districts and schools, including U.S. territories and the Bureau of Indian Education Tribal schools, in building capacity to assess and address the needs of underserved students and communities, implementing standards aligned, culturally relevant instruction and fostering student self-advocacy skills.
- Conducted training to rural and high poverty, high minority middle schools on the implementation of lesson plans developed by the National Middle School Association and the Anti-defamation league to help students tolerate and appreciate diversity.
- Extensive experience in designing and implementing tiered instruction and research-based interventions for Tier 1, Tier 2 and Tier 3 in rural schools.

Conducting Needs Assessments

- Analyzed SPP/APR, NAEP and State performance, monitoring reports and findings to prepare and coach staff on data discussions with state and district clients.
- Conducted SWOT analyses with states, and districts to identify priorities and strategies to address needs.
- Conducted and trained technical assistance providers, state and district staff on root cause analysis to identify actionable causes related to low district, school and student performance.

DEBRA ALLISON LAYLAND

- Provided support to technical assistance providers and state staff in learning and utilizing the Implementation Science including measuring capacity using the State Capacity Assessment.

Strategic Planning

- Created and implemented Strategic Performance Management process for state and district education agencies, including training and consultation to clients, assisting with content development, and promoting performance management to other entities to expand client base and revenue.
- Maintained performance management data base and reporting system to assure data quality and continuous improvement of reporting processes, and use of data to increase efficiency and effectiveness of activities and products produced as a result of the activities.

Plan Implementation

- Provided leadership to project managers and analysts in the design and analysis of projects and activities for effective implementation and impact.
- Managed the State Personal Development Grant and a Regional Resource Center Grant including annual reporting.

Monitoring and Evaluation

- Conducted regular and ad hoc research and analysis using a variety of methods and creates recommendations and findings based on the research and analysis data.
- Monitored states, districts and schools for compliance with IDEA and ESEA.
- Provided technical assistance to state project and program managers on identifying measures and evaluating program implementation and effectiveness.

PUBLICATIONS/CONFERENCE PRESENTATIONS

Layland, A. & Corbett, J. (2017). Utilizing integrated resources to implement the school and district improvement cycle and supports: Guidance for schools, districts and state education agencies (in press).

Redding, S., & Layland, A. (2017). Strategic performance for your branch: Organizing people and their work in an LEA or SEA division or strand. San Antonio, TX: Building State Capacity and Productivity Center.

Layland, A., & Redding, S. (2017). Casting a statewide strategic performance net: Interlaced data and responsive supports. San Antonio, TX: Building State Capacity and Productivity Center.

Layland, A., & Redding, S. (2016). States chart new directions for education with a little help from their friends. (Solutions No. 8). San Antonio, TX: Building State Capacity and Productivity Center at Edvance Research.

Redding, S., & Layland, A. (2015). Strategic performance management: Organizing people and their work in the SEA of the future. San Antonio, TX: Building State Capacity and Productivity Center.

Layland, A. (2014). VI Teacher Professional Growth Plan Guidance and Examples. Tampa, FL: Florida and the Islands Comprehensive Center at ETS.

Layland, D. (2009) Examination of universal screening in response to intervention at the secondary level. Unpublished doctoral dissertation, Denver, CO: University of Denver.

JULIE E. CORBETT

President & Founder, Corbett Education Consulting, LLC

EDUCATION

M.P.A., State and Local Management & Education Policy, May 2007
Biden School of Public Policy and Administration, formerly SUAPP
University of Delaware, Newark, DE

B.A., Sociology/Anthropology and International Studies, May 2004
Denison University, Granville, OH

PROFESSIONAL EXPERIENCE

Corbett Education Consulting LLC ***February 2010 – Present***

August 2012 – Present

President & Founder

February 2010 – August 2012

Principal Consultant & Founder.

Areas of focus: strategic planning, organizational change management, technical assistance, and implementation support school/district improvement/turnaround & state systems of support; case study research and publication creation; district/organizational strategic planning; grant writing; research; policy analysis & creation; and, advocacy for education reform, school turnaround organizations, lead and supporting external partners, districts, and state education agencies. The company is based in Lincoln, IL and is registered as a foreign entity in Norwalk, CT.

- Full management of consulting practice, including publicity, contracting, proposal creation, provision of services, management of subcontractors, budget/finance, and formation of partnerships
- Acts as a strategic partner for the Center on School Turnaround (WestEd) funded by the U.S. Department of Education
- Acted as the Advisor to the School & District Improvement state collaborative working group (SDI SCASS) managed by the Council of Chief State School Officers for 4 years
- Has been a member of U.S. Department of Education's State Support Network and the Race to the Top Reform Support Network Expert Databases
- Peer reviewer for the ESSA Implementation Review for the Collaborative for Student Success, ESSA plan review, and the Race to the Top – District Competition
- Sample clients include: Academic Development Institute; American Institutes for Research, Academy for Urban School Leadership; Center on Innovation & Improvement; Center on School Turnaround; Council of Chief State School Officers; The KIPP Foundation; National High School Center; National Alliance for Public Charter Schools; and, the Illinois, Virginia, and Louisiana Departments of Education

Mass Insight Education and Research Institute, Boston, MA ***May 2007 – February 2010***

Program Manager, School Turnaround Group

Areas of focus: transformational turnaround vs. incremental school improvement; systems of accountability; state and district systems of support; ultimate consequences; school level

implementation of turnaround; key levers of high performing high poverty schools; outreach and advocacy; marketplace analysis and development.

- Lead staff on all outreach activities
- Lead staff on technical assistance contracts with several State Education Agencies
- Lead project management on the Meeting the Turnaround Challenge Initiative, including creation of dozens of publications, tools and templates for districts, states and organizations
- Support for ongoing development, foundation research, & grant proposals (multiple $1M+ grants received)
- Support in creation of board of trustees, fundraising, and launch of Massachusetts Math & Science Initiative (MMSI)

Rodel Foundation of Delaware, Wilmington, DE ***January 2006 – May 2007***

Graduate Research Assistant

- Data analyses, analytical summaries, and research on educational performance, organizational structure for non-profits, and public opinion polling in support of Vision 2015, a statewide education reform effort
- Stakeholder engagement, community meetings, website development, and creation of public resources
- Lead staff writing and editing the 2006-07 college guide for distribution throughout Delaware

Brader Elementary School, Newark, DE ***Fall 2005***

Graduate Research Assistant

- Mentor coordinator for youth mentoring programs
- Fundraising and donation coordination
- Bilingual third grade classroom assistance

AmeriCorps*VISTA placement – Delaware Mentoring Council, Dover, DE ***July 2005 – July 2005***

Community Mobilizer for Mentoring

- Lead staff in creation of Governor's Executive Order for state employee mentoring (signed by Gov. Minner, Sept. 2005)
- Ongoing briefings to state legislators, the Governor's Office, and federal legislators (and staff) on Delaware mentoring
- Organization of statewide National Mentoring Month activities

PROFESSIONAL AFFILIATIONS

Global Education Policy Fellowship Program (Fall 2013 – Spring 2014)
Senior Fellow of the global Institute for Educational Leadership program, participated in an abroad research trip to England to examine the policies, procedures and structures of the English education system

Education Policy Fellowship Program (Fall 2007 – Spring 2008)
Fellow with the Massachusetts program, an affiliate of the Institute for Educational Leadership and housed at Northeastern University, led by Dr. John Portz and Governor Michael Dukakis

JULIE CORBETT

BEP Vendor, Illinois Department of Central Management Services
Female Business Enterprise, 2012 – Present

SWaM Vendor, Commonwealth of Virginia
Small, Woman- and Minority-owned Business, 2010 – 2017

ACADEMIC/PROFESSIONAL PUBLICATIONS & PRESENTATIONS

Breakout Session with Carlas McCauley – *Differentiated Supports for CSI and TSI Schools.* Implementing Systems of Continuous Improvement Meeting. Sponsored by the Council on Chief State School Officers, Tampa, FL. Dec. 13, 2018.

Plenary Presentation – *Embracing the Continuous Improvement Cycle to Leverage Change.* i3 Innovate, Inspire, Ignite: The Measure of a Leader Convening. Sponsored by the Mississippi Department of Education. Vicksburg, MS. Nov. 9, 2018.

Redding, S. and J. Corbett. *Shifting School Culture to Spark Rapid School Improvement: A Quick Start Guide for Principals and their Teams.* Center on School Turnaround @ WestEd. 2018.

Garland, J., with Layland, A. and J. Corbett. *Systems Thinking Leadership for District and School Improvement*. Illinois Center on School Improvement at American Institutes for Research. 2018.

Garland, J., with Layland, A. and J. Corbett. *The Role of Equity in School Improvement.* Illinois Center on School Improvement at American Institutes for Research. 2018.

Garland, J., with Layland, A. and J. Corbett. *A Practical View of MTSS*. Illinois Center on School Improvement at American Institutes for Research. 2018.

Corbett, J. & C. McCauley. *Recommendations for Differentiating Services to Support Schools Designated for Targeted Support and Improvement*. Council on Chief State School Officers and Center on School Turnaround at WestEd. 2017.

Layland, A. & J. Corbett. *Utilizing Integrated Resources to Implement the School and District Improvement Cycle and Supports Guidance for Schools, Districts, and State Education Agencies*. Council on Chief State School Officers. 2017.

Corbett, J. *Ann Arbor, MI: Focusing on Achievement Gaps*. Center on School Turnaround at WestEd. 2017.

Workshop Facilitation – *Needs Assessments and Differentiating Supports for Schools*. ESSA Implementation Meeting. Sponsored by CCSSO and the State Support Network. Sept 26-27, 2017.

Corbett, J. & S. Redding. *Using Needs Assessments for School and District Improvement: A Tactical Guide.* Center on School Turnaround at WestEd and Council on Chief State School Officers. 2017.

Corbett, J. & L. Morando Rhim. *School Boards Driving Turnaround: Case Study - Wichita Public Schools.* Center on School Turnaround at WestEd. March 2016.

Corbett, J. & L. Morando Rhim. *School Boards Driving Turnaround: Case Study – New Haven Public Schools.* Center on School Turnaround at WestEd. March 2016.

Corbett, J. *Chartering Turnaround: Leveraging Charter School Autonomy to Address Failure*. National Alliance for Public Charter Schools and the Center on School Turnaround at WestEd. August 2015.

Presentation -- Implementation Strategies and Promising Practices. Sponsored by the New York State Education Department, Office of Accountability for the Receivership Conference. July 23, 2015.

Corbett, J. *State Policy Brief: Florida's Extended Time Policy.* Center on School Turnaround at WestEd. Mar. 2015.

Corbett, J. & S. Redding. *State Provided Supports to Districts and Schools: How SEAs Rate Their Impact.* Council of Chief State School Officers. Jan. 2015.

JULIE CORBETT

Corbett, J. *State Practice Brief: New Mexico's Principals Pursuing Excellence.* Center on School Turnaround. Jan. 2015.

Corbett, J. *State Policy Brief: Mississippi's Children First Act of 2009.* Center on School Turnaround. Dec. 2014.

Workshop Facilitation -- *The Role of School Boards in Turnaround and Steps a District to Support Turnaround.* Sponsored by the New Mexico Public Education Department, Aug. 25, 2014.

Corbett, J. *Policy Perspective: School Turnaround in England -- Utilizing the Private Sector.* Center on School Turnaround. 2014.

Workshop Facilitation – *The Role of School Boards in Turnaround.* Sponsored by the Center on School Turnaround, VA Department of Education, and the VA School Board Association, Jan. & Apr. 2014.

Corbett, J. *Navigating the Market: How State Education Agencies Help Districts Develop Productive Relationships with External Providers.* Chapter 12 in *The State Role in School Turnaround: Emerging Best Practices*. Eds. L. Morando Rhim & S. Redding. 2013.

Workshop Facilitation – *The Role of Lead Partners and other External Vendors*. Sponsored by U.S. Department of Education (Office of School Turnaround) and the National Center on School Turnaround, for the SIG Convening, September 24-25, 2013.

Corbett, J. *Lead Turnaround Partners: How the Emerging Marketplace of Lead Turnaround Partners is Changing School Improvement.* Center on Innovation & Improvement, October 2011.

Corbett, J. *The Montana Story: Providing Support to Frontier Communities Through State Oversight, Embedded Coaching, and Community Engagement.* Center on Innovation & Improvement, May 2011.

Corbett, J. *The Oklahoma Story: Situating School Improvement Grants within a Coherent System of Support,* Center on Innovation & Improvement, March 2011.

Corbett, J. *The Virginia Story: Forging Strong Working Relationships Among the State, District, School, and External Lead Partners for the Implementation of School Improvement Grants,* Center on Innovation & Improvement, October 30, 2010

Corbett, J. 2010 Illinois School Improvement Grant (SIG): FAQs for district and school, board members and teacher and staff union leaders, Consortium for Educational Change, May 2010.

Presentations – *Technical Assistance Sessions on Implementation of SIG Requirements.* Sponsored by Virginia Department of Education (2010-2015).

Presentation – *Governor's Summit on Turning Around Underperforming Schools*, Jackson, MS (Sept. 16, 2009).

Presentation – Policy Practitioner Work Group of The Breakthrough Center, MSDE, Annapolis, MD (Jul. 16, 2009).

Calkins, A. & J. Corbett. Written testimony for the Little Hoover Commission's public hearing on Educational Governance and Accountability. "Intervention in California's Underperfoming Schools." Mass Insight Education & Research Institute. January 24, 2008.

University of Delaware, School of Urban Affairs and Public Policy, Analytical Paper for MPA Degree Candidacy (May 2007) "Adding or Subtracting: The Subtractive Nature of Schools and How Dual Language Programs Transform the System for Latino Student Achievement."

Hawaii International Conference of Education (Jan. 2007), Waikiki Beach, HI Paper presentation "Dejar Todos los Niños Atrasados (Leave Every Child Behind): U.S. Education Policy for Students of Limited English Proficiency"

Caribbean Studies Association Conference (June 2004), St. Kitts, West Indies Thesis presented "Dreams Deferred: Adolescent Motivations and Perceived Community Expectations, a Comparative Study of the U.S. and Nicaragua"

KIMBERLY D. GOOD, Ph.D.

Managing Evaluator – McREL International

AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Developing and using logic models as a part of program planning and evaluation.
- Methods for evaluating implementation and outcomes of programs (e.g., mixed, experimental and quasi-experimental).
- Methods for data collection aligned with evaluation methods and questions, including interviews, focus groups, surveys, and observations.
- Strategies for organizing and managing data.
- Use of quantitative and qualitative methods for analyzing data to explore findings and respond to evaluation questions, including qualitative coding and analyses, descriptive and comparative statistics.
- Providing formal and informal written and oral reports of evaluation findings.
- Employing utilization-focused, participatory approach to evaluation including working with clients to develop evaluation capacity.

EDUCATION

Ph.D., Educational Leadership with emphases in evaluation, measurement, and research design, 1997
Western Michigan University, Kalamazoo, MI

M.A., Educational Psychology with emphases in statistics and research design, 1994
University of South Dakota, Vermillion, SD

B.A., Science Education, 1990
University of Northern Iowa, Cedar Falls, IA

PROFESSIONAL HISTORY

McREL International, Denver, CO ***2013 – Present***

Managing Evaluator. Serve as the evaluation director for several multi-year, large scale projects funded through federal and state agencies. Conceptualize research designs, develop proposals and budgets. Collect and conduct analysis of quantitative and qualitative data, summarize data, prepare written deliverables, and present findings at national conferences.

Edvantia (formerly Appalachia Educational Laboratory), Charleston, WV ***2003 – 2013***

Senior Research and Evaluation Specialist, Research and Evaluation Specialist I and II. Conceptualized designs for and conducted evaluation projects. Collected quantitative and qualitative data. Developed/maintained databases and conducted statistical analyses. Summarized data and wrote evaluation reports, quarterly/annual reports, and technical papers. Developed papers and presented at national conferences.

Saginaw Valley State University, University Center, MI ***2001 – 2002***

Director, Sponsored and Academic Program Support and Evaluation. Oversaw the submission of faculty and staff proposals for external funding. Provided support in finding funding sources appropriate to proposed ideas, assisted in the development of proposals, and delivered workshops on proposal development. Administered the general education program assessment

plan. Collected, analyzed and reported on student assessment data. Coordinated the university-wide academic assessment plan. Facilitated the development and implementation of departmental assessment plans. Served on the university's North Central Association Steering Committee and Editorial Board.

North Central Regional Educational Laboratory, Naperville, IL ***1996 – 2001***

Evaluation Associate. Project manager for several internal and external federally and state-funded program evaluations. Responsibilities included designing and implementing evaluation plans, instrumentation development, data collection and analysis, and report writing and presenting. Provided ongoing, sustained technical assistance to the Iowa Department of Education on the redesign of accreditation process for local education agencies and intermediate unit agencies. Served as a team member for many other evaluation projects especially projects involving the integration of technology into teaching and learning.

The Evaluation Center, Western Michigan University, Kalamazoo, MI ***1994 – 1996***

Research Associate. Member of the external evaluation teams for several multi-year evaluation contracts funded by state department of educations and foundations. Involved in numerous activities including survey design and analysis, site visits, technical report writing, evaluation planning, observation and documentation, constructing databases and utilizing the Internet for input evaluation.

Belvidere Community School District, Belvidere, IL ***1993 – 1994***

Teacher. Taught six sections of secondary earth science. Assisted in the development of outcomes, objectives, and assessments for science curriculum as part of the Illinois School Improvement Plan.

University of South Dakota, Vermillion, SD ***1991 – 1993***

1992 – 1993 **Research Assistant, Office of the Dean, School of Education.** Compiled and reviewed NCATE reports as well as handled daily office operations.

1991 – 1992 **Graduate Assistant for the Center for Interactive Technology in Education and Corporations.** Assisted in the editing and production of educational videotapes.

Lyons-Decatur Community School District, Lyons, NE ***1990 – 1991***

Teacher. Taught half-time three sections of seventh grade science and two sections of secondary journalism. Was the faculty advisor of the yearbook and junior high girls track coach.

PROFESSIONAL EXPERIENCE

Building Capacity for State Education Agencies

Florida and the Islands Comprehensive Center evaluation (2014 – Present)
Client: Educational Testing Service
Provided technical assistance to develop the evaluation capacity of the U.S. Virgin Islands Department of Education to assess the implementation of its Employee Effectiveness System. This included assistance in the design of surveys and interview protocols, analysis of data, and report writing.

Iowa Department of Education technical assistance (1999 – 2001)
Client: Iowa Department of Education
Assisted the Iowa Department of Education school improvement staff in establishing processes, procedures to conduct desk audits and site visits as a part of its accreditation for public schools. Facilitated meetings of

representatives from the intermediate units and state department of education staff to focus on improving communication and reducing duplication of services across the educational system.

Monitoring and Evaluation (Select Projects)

Comprehensive Center evaluation projects (2005 – Present)
Client: Edvantia, Educational Testing Service
Managed the evaluation of Edvantia's Appalachia Regional Comprehensive Center (ARCC) (2005–2012) and Educational Testing Service's Florida and the Islands Comprehensive Center (FLICC) (2007–current). Oversaw design and implementation of evaluation plans for state and regional initiatives and attended to federal reporting requirements; member of the ARCC Leadership Team; co-developed ARCC Suite of Technical Assistance Tools and wrote informational briefs.

Enhanced Assessment Grant evaluation projects (various periods from 2010 – Present)
Clients: Pacific Metrics, University of Kansas, University of Wisconsin-Madison
Conceptualized and wrote evaluation plans for and managed four Enhanced Assessment Grant projects for which clients receiving funding by the U.S. Department of Education. Mixed method evaluation employed that included artifacts and project documentation review, key project staff interviews, and an expert review.

The Orthotics, Prosthetics & Pedorthics (HOPE) Careers Consortium TAACCCT evaluation (2013– 2016)
Client: Century College, MN
Managing a U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) evaluation study of Century College's HOPE project using a mixed-method, quasi-experimental, cohort-based longitudinal design with matched comparisons.

The Library of Virginia's Summer Reading Program Evaluation Study (2013–2015)
Client: The Library of Virginia
Managed a three-year evaluation to study the impact of the 2013 Summer Reading Program (SRP) offered by the Virginia Public Libraries, on children and teens and, to a lesser extent, young children (i.e., preschool age and below) who participate. The evaluation uses a quasi-experimental design to document and explore reading achievement and outcomes for participants and nonparticipants.

Saxon Grade K-3 Quasi-experimental Research Study (2005–2006)
Client: Harcourt Achieve
Conducted a randomized effectiveness evaluation of the Saxon Math Program in Grades K-3 to determine its effects on children's mathematics performance. The quasi-experimental research design which included several measures to assess teacher implementation of the Saxon Math Program and student outcomes including The Stanford Achievement Test, Ninth Edition (SAT 9); records of Saxon Math student assessment data for participating students at three points throughout the school year (beginning, middle, and end); levels of use telephone interviews; videotaped classroom lessons; and a teacher implementation survey. A total of 33 experimental and 24 comparison schools across 16 states participated in the study.

PUBLICATIONS

Hawkes, M., & Good, K. (2000). Evaluating professional development outcomes of a telecollaborative technology curriculum. *The Rural Educator, 21*(3), 5–11.

KIMBERLY GOOD **Page 4 of 4**

CONFERENCE PRESENTATIONS

Donahue, T. & Good, K. *Building community and technical colleges' capacity to sustain evaluation efforts beyond the life of the grant.* Roundtable presentation at the American Evaluation Association Annual Meeting, November 2018, Cleveland, OH.

Good, K. & Davis, N. (2016). *Engaging stakeholders in evaluation design and implementation: Impact on the 3Es (evaluation capacity building, evaluative thinking and evaluation use).* Roundtable presentation at the American Evaluation Association Annual Meeting, October 2016, Atlanta, GA.

Fiore, T., Good, K., S. Brenda N., Riley, D., & Bourexis, P. (2013). *Evaluating and measuring the impact of technical assistance.* Panel presentation at the Leveraging Resources Conference, March 2013, Washington, D.C.

Bradley, K. L., Cowley, K. S., Good, K., Finch, N., & Maser, R. (2012). *Developing evaluators' capacity through a community of practice.* Paper presented at the American Evaluation Association Annual Meeting, October 2012, Minneapolis, MN.

Cowley, K. S., Good, K., Finch, N. (2011). *The best laid plans... often go astray: Conducting a mixed-methods evaluation of a changing project.* Paper presented at the American Evaluation Association Annual Meeting, November 2011, Anaheim, CA.

Cowley, K. S., Good, K., & Harsh, S. (2011). *Benchmarking capacity building through Levels of Use.* Paper presented at the American Evaluation Association Annual Meeting, November 2011, Anaheim, CA.

Bradley, K. L., D'Brot, J., Cowley, K. S., Good, K., Finch, N., & Hixson, N. (2008). *CC3: Lessons learned from the evaluation of three Comprehensive Centers.* Paper presented at the American Evaluation Association Annual Meeting, November 2008, Denver, CO.

SUSAN SHEBBY

Managing Evaluator – McREL International

AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Collaborating with state and local educational agencies and schools to provide research, program evaluation and technical assistance services on a variety of initiatives, including school improvement, teacher and leader preparation, and student mental health.
- Developing and using logic models to guide program planning, implementation, and evaluation.
- Providing evaluation capacity building and technical assistance services to educators, state and local education agency staff, and community members (e.g., Plan-Do-Study-Act, developing evaluation questions, logic models).
- Examining fidelity and evaluating the implementation and outcomes of interventions in K-12 educational settings.
- Using culturally responsive practices to work with diverse partners and audiences; bilingual (English and Spanish).

EDUCATION

Ed.M., Education Policy and Management, 2008
Harvard Graduate School of Education, Cambridge, MA

B.A., Ecology and Evolution, 1992
University of California at Santa Barbara

CERTIFICATION

State of California Multiple Subjects Teaching Credential, 1997 (expired) Bilingual
Cross-Cultural, Language, and Academic Development Emphasis (Spanish)
California State Polytechnic University, Pomona, CA

PROFESSIONAL HISTORY

McREL International, Denver, CO ***2008 – Present***

2014 – Present **Managing Evaluator**

2011 – 2013 **Senior Researcher**

2010 – 2011 **Researcher**

2008 – 2010 **Research Associate**

Responsible for managing research and evaluation projects in a variety of areas, including principal support and preparation, personalized learning, capacity building, and science education. Secures external funding through grants and contracts, and leads teams in research/evaluation design, data collection and analysis, and reporting.

Massachusetts Center for Charter Public School Excellence, Boston, MA ***2008***

Development Project Manager (Internship). Researched best practices in expanding school capacity and grant opportunities to create an online fundraising resource for charter schools in Massachusetts.

Trash for Teaching, Gardena, CA ***2006 – 2007***

Director of Education. Oversaw an arts education program serving students at 60 Los Angeles area schools. Co-created two comprehensive arts education programs approved for use in the Los Angeles Unified School District and Los Angeles County by their respective vetting committees.

Chiang Mai International School, Chiang Mai, Thailand ***2005 – 2006***

Grade 5 Teacher; Elementary Department Head. Prepared and presented curriculum across all subject areas to equip students with the skills and knowledge they needed to successfully complete American standardized and achievement exams. Served as Elementary Department Head.

Burma Project Education Office, Chiang Mai, Thailand ***2001 – 2004***

Science Teacher. Conducted a needs assessment as a precursor to the development and implementation of a general education diploma (GED) science curriculum for refugee students. Participated in all aspects of the school's operations, including admissions, instruction, governance, and postsecondary supports.

American School Foundation of Chiapas, Chiapas, Mexico ***2000 – 2001***

Grade 1 Teacher. Prepared and presented curriculum across all subject areas. Incorporated a variety of teaching strategies and assessments and utilized positive reinforcement techniques in classroom management systems to promote student achievement.

Eagle English Language School, Erdenet, Mongolia ***1999 – 2000***

English Teacher. Prepared and presented curriculum to meet national standards for English as a Foreign Language learning to students of all ages.

Grandview Elementary School, La Puente, CA ***1996 – 1999***

Grade 2 Teacher. Incorporated a variety of teaching strategies and assessments, and utilized positive reinforcement techniques in classroom management systems to promote student achievement. Organized and facilitated parent involvement opportunities in mathematics and literacy.

PROFESSIONAL HISTORY

Building Capacity for State Education Agencies
(Including Providing Support for Audit and Monitoring Findings)

Evaluation of the North Central Comprehensive Center (NCCC) (2008–present)
Sponsored by the U.S. Department of Education (ED)
Lead evaluator for the NCCC, a regional center that provides research-based services to state education agencies (SEAs) in Nebraska, North Dakota, South Dakota, and Wyoming to implement the Elementary and Secondary Education Act (i.e., Every Student Succeeds Act, as well as its predecessor, No Child Left Behind). The goal of this evaluation is to determine whether grant activities build capacity in the regional SEAs. Responsibilities include overseeing all aspects of the design and conduct of the evaluation including instrument development, data collection, data analysis, and reporting, as well as supporting staff in developing and using logic models to guide technical assistance and support evaluation efforts.

Territories and Freely Associated States Education Grant (T&FASEG) Program Technical Assistance (2013–2017)
Funded by the U.S. Department of Education (ED)

Provided evaluation technical assistance to grantees of the T&FASEG program: American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, Palau, and the U.S. Virgin Islands. Technical assistance included helping grantees clarify project goals and objectives, developing logic models to identify pathways between activities and outcomes, and identifying evaluation timelines and instruments to inform key project outputs and outcomes.

Characteristics of Tribal Education Departments (TEDs) (2010–2011)
Funded by ED under the REL Central (Contract #ED-06-CO-0023)
Team member on a study intended to describe TEDs that have partnerships with state and local education agencies. Central Region state education chiefs with TEDs operating in their states asked REL Central to provide additional information about TEDs and how they work with education agencies on behalf of American Indian students. This included a description of how TEDs function, how they are constituted, and how they work with public schools and school districts.

Rural Populations
Computer Science Colorado Learning and Identity Collaborative *(2018–present) Funded by the National Science Foundation (Award Number:1738183).* Lead researcher for the Computer Science Colorado Learning and Identity Collaborative (CS-CLIC), a collaboration between the Colorado Education Initiative (CEI) and McREL International to develop and implement CS-CLIC in partnership with school staff while examining its impact on teacher instruction, student identity, and student achievement. The goal of CS-CLIC is to develop, implement, test, and revise a model of CS education focused on dramatically increasing equitable success in rigorous CS coursework.

Strategic Planning

Lago Vista Community Evaluator (2019–2020)
The Colorado Trust
Lead empowerment evaluation activities to design and inform strategic planning for the community health equity plan focused on issues of community safety (both physical and social) as well as youth educational and job attainment in for the Lago Vista mobile home community.

NASA Planetary Science and Education Public Outreach (E/PO) Forum (2009–2015)
National Aeronautics and Space Administration (NASA) Science Mission Directorate
Supported NASA's Planetary Science and E/PO Forum, a federal initiative to increase coherence within the Science Mission Directorate's E/PO Program and participation with the Planetary Science E/PO Community with evaluation and strategic planning. Responsibilities included coordinating with the Principal Investigator to conduct a SWOT analysis and re-scope priorities.

Evaluative Audit of English Language Learner (ELL) Support Model (2012–2013)
Denver Public Schools (DPS), Denver, CO
Contributed to an evaluative audit to support diagnostic and planning work with identified DPS Priority I schools to inform the model that DPS will use to support Priority 2 schools and other schools serving ELLs. Specific responsibilities included drafting classroom observation, interview, and focus group protocols for use with stakeholders; training district and school staff on the protocols; collecting data to diagnose the current context, strengths, and challenges related to academic achievement; contributing to data analyses and interpretation; and supporting the development of school-level diagnostic reports. This project also included support for school leaders in ensuring school improvement plans reflect necessary goals and supports for ELLs.

Monitoring and Evaluation

Evaluation of Project AWARE Iowa (2015–present)
Funded by the Substance Abuse and Mental Health Services Administration (Award # SM061872-01)
Lead evaluator for the Iowa Department of Education's Project AWARE grant, which aims to help schools implement sustainable systems that lead to positive student behaviors. Grant activities include (1) increasing

awareness of mental health issues among school-aged youth; (2) providing training for school personnel and other adults who interact with school-aged youth to detect and respond to mental health issues; and (3) connecting children, youth, and families who may have behavioral health issues with appropriate services. As PI, primary responsibilities include the evaluation design; management of timelines and budgets; instrument development; communication with state, district, school, and external stakeholders; development and oversight of research strategies and analytic models; data management and analyses; and reporting of results to funders and stakeholders.

Evaluation of Reimagination at the University of New Mexico (UNM) (2016–2018)
Funded by the W.K. Kellogg Foundation through UNM's College of Education
Supported UNM with two complementary efforts: W.K. Kellogg Foundation-funded Supporting Transformation Action in Reciprocity Together (START) efforts to develop innovative and effective educator preparation models that meet the needs of aspiring educators, schools, and students in New Mexico, and internal efforts to restructure UNM's college of education (Reimagination). As the lead evaluator, primary responsibilities include the evaluation design; management of timelines and budgets; instrument development; communication with university, school, and external stakeholders; data collection oversight; leading data management and analyses; and reporting of results to funders and stakeholders.

Evaluation of the Alliance for Leading and Learning (ALL) (2011–2015, 2017)
Funded by ED's Office of Innovation and Improvement through Albuquerque Public Schools (Award # U363A100029)
Led the evaluation of the outcomes of a School Leadership Program grant, including analyses of the implementation and impact of ALL's collaborative activities with the project's goals and objectives. This evaluation also provided program decision makers with objective, informative, and timely data to help the ALL collaborative and other grant stakeholders identify both anticipated and unanticipated program outcomes and make midcourse project revisions. Responsibilities included overseeing all aspects of the evaluation, including instrument development, data collection, data analysis, reporting, and project management.

Evaluation of Albuquerque Public Schools' Smaller Learning Communities (SLC) Grant (2011–2013)
Funded by ED's SLC Grant Program through Albuquerque Public Schools (Award # S215L080522)
Evaluated progress toward goals and implementation strategies of a SLC grant. Project goals included enhancing advisory activities in freshman academies, piloting sophomore academies, and expanding career academy choices for students. The evaluation of this project included an examination of grant implementation in the seven SLC schools, including academic rigor in core subject curricula, the creation of integrated career pathways, and access to Advanced Placement and dual credit courses. Responsibilities included overseeing all aspects of the evaluation, including instrument development, data collection and analyses, reporting, and project management.

Evaluation of Student-Centered Learning in an Expeditionary Learning (EL) School (2012–2013)
Funded by the Nellie Mae Education Foundation via EL.
Contributed to an evaluation of student-centered learning in a highly implementing EL mentor school. The project included both experimental and quasi-experimental design components to examine growth in academic achievement of students attending the EL mentor school compared to students attending alternative district schools.

A Study of Differential Effects of ELL Training and Materials (2008–2012)
Funded by ED under the Regional Educational Laboratory (REL) Central (Contract #ED-06-CO-0023)
Research team member for an effectiveness study of the combined use of a curriculum and teacher professional development on the language skills of ELLs in three Central Region states. In this randomized controlled study, 53 schools were assigned to a treatment or control condition. Responsibilities included serving as the point-of-contact for the study's 17 participating schools; developed and implemented instruments used to monitor fidelity of

implementation and describe the implementation context; administered assessments of student language proficiency; and contributed to the study's analytic plan and required federal reports.

Evaluation of Teaching and Learning Resources (2011–2012)
Funded by Dell Computers
Co-PI for an evaluation of a teaching and learning intervention aimed at changing educational practices and interpretations of teaching and learning at selected schools. Through interviews of teachers and administrators, observations of classroom practices, surveys, and an examination of extant documents articulating school expectations, prepared cases of six schools to examine changes in educational practices following implementation of the client's intervention.

Evaluation of Professional Learning Communities (PLC) Coaching Academies (2010–2011)
Wyoming Department of Education
Evaluation support for the Wyoming Department of Education's efforts to study the implementation and impact of statewide PLC coaching academies. Contributed to instrument design, data collection, data analyses, and reporting.

A Case Study of Denver Public Schools' Alternate Licensure Pilot Program (2011)
The New Teacher Project, Denver, CO
Contributed to a case study of DPS' Alternate Licensure Pilot Program. The case study documented the successes and challenges of implementing the licensure pilot, assessed the perceived impact of this work in schools, as well as other factors that DPS might consider as it works to scale effectiveness-based decision-making across the district. Responsibilities included contributing to all aspects of the design and conduct of the evaluation including instrument development, data collection, data analyses, and reporting.

PUBLICATIONS

Dean, C. B., Stone, B., Hubbell, E., & Pitzer, H. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement (2nd ed.). Alexandria, VA: ASCD.

Goodwin, B. (2011). Research says: Grade inflation: Killing with kindness? Educational Leadership, 69(3), 80–81.

CONFERENCE PRESENTATIONS

Shebby, S., & Davis, K. (2015, November). *Identifying high performing schools serving Native American students.* Paper presented at the annual conference of the American Evaluation Association, Chicago, IL.

Shebby, S., Andersen, K., & Arens, S. (2015, November). *Perspectives on banner relationship management for student advising.* Poster session presented at the annual conference of the American Evaluation Association, Chicago, IL.

Shebby, S., & Rainey, J. (2015, November). *Identifying and communicating values in the proposal process.* Poster session presented at the annual conference of the American Evaluation Association, Chicago, IL.

Shebby, S., Cobb, W. H., Buxner, S., & Shipp, S. (2015, December). *Best practices in the evaluation of large-scale public STEM-focused events: A review of recent literature.* Poster session presented at the American Geophysical Union Fall Meeting, San Francisco, CA.

Shebby, S. (2015, December). *From implementation to outcomes to impacts: Designing a comprehensive program evaluation.* Poster session presented at the American Geophysical Union Fall Meeting, San Francisco, CA.

Shebby, S., Cobb, W., Buxner, S. R., & Shipp, S. (2015, March). *Best practices in the evaluation of public outreach events.* Poster session presented at the Lunar and Planetary Science Conference, The Woodlands, TX.

SUSAN SHEBBY

Shipp, S., Shebby, S. M., Buxner, S. R., Boonstra, D., & CoBabe-Ammann, E. (2014, December). *NASA's Planetary Science E/PO Forum: Reflections on five years of effort to support an E/PO community.* Poster session presented at the annual meeting of the American Geophysical Union, San Francisco, CA.

Shebby, S. M., Shipp, S., & Buxner, S. R. (2014, March). *Findings from a five-year evaluation of the Planetary Science, Science Education and Public Outreach Forum.* Poster session presented at the annual meeting of the Lunar and Planetary Science Conference, San Francisco, CA.

Shebby, S. M., Maier, S. M., & Hill, A. (2013, October). *The role of human, material, organization, and structural capacity in systematic educational reform.* Paper presented at the annual meeting of the American Evaluation Association, Washington, DC.

Shebby, S. M., Arens, S. A., & Rainey, J. (2012. October). *English language skills: A K-5 effectiveness study.* Paper presented at the annual meeting of the Colorado Teachers of English to Speakers of Other Languages Conference, Denver, CO.

Beesley, A. D., & Shebby, S. M. (2012, October). *Are we there yet? Evaluating capacity building in education.* A presentation at the annual conference of the American Evaluation Association, Minneapolis, MN.

Arens, S. A., & Shebby, S. M. (2012, April). *Effects of curriculum and teacher professional development on the language proficiency of elementary English language learners in the Central Region*. Roundtable discussion at the annual meeting of the American Education Research Association, Vancouver, British Columbia.

Arens, S. A., Beesley, A. D., & Shebby, S. M. (2011, November). *Evaluating large-scale grant initiatives in a district: Helping districts create space for sustainability.* Paper presented at the annual meeting of the American Evaluation Association, Anaheim, CA.

Shebby, S. M., Arens, S. A., Barker, J. E., Wang, X., & Rainey, J. (2011, November). *The art of evaluating common constructs that are commonly misunderstood.* Roundtable discussion at the annual meeting of the American Evaluation Association, Anaheim, CA.

Williams, J., Shebby, S. M., & Arens, S. A. (2009, June)*. The Differential Effects of ELL training and materials: Collecting data from teachers.* Poster session presented at the annual research conference of the Institute of Education Sciences, Denver, CO.

VERA J. BLAKE, Ed.D.
Leadership Coach & Consultant

EDUCATION

Ed.D. Administration and Supervision, 1992
Vanderbilt University, Nashville, Tennessee

M.Ed., Administration and Supervision, 1977
University of Virginia, Charlottesville, Virginia

B.S., Business Education, 1972
Saint Paul's College, Lawrenceville, Virginia

PROFESSIONAL EXPERIENCES

Florida and the Islands Regional Comprehensive Center (FLICC) ***2015 – 2016***

Leadership Coach and Consultant for Educational Testing Service. Serve as a leadership development consultant, coach and curriculum writer in partnership with FLICC for the US Virgin Island curriculum coordinators and new school-based administrators. Responsibilities included researching, designing and creating training protocols and materials and teaching the work to District Curriculum Directors, Professional Developers, and State leaders to enable them to modify, re-teach and build additional capacity for growth throughout St. Thomas, St John and St. Croix school districts.

Educational Consultant ***2002 – Present***

Member of the Association for Supervision and Curriculum Development's Faculty (ASCD) member and Differentiated Instruction and formerly What Works In Schools Cadres member; serves as a School Improvement Consultant to numerous Schools, School Districts and State Departments of Education internationally; Professional Developer, presenter and Executive Coach for numerous schools and districts internationally; provides capacity building training to teachers and administrators that includes leadership, research-based instruction, and other support; Keynote speaker for numerous schools and districts nationwide; presenter at ASCD international conferences and to schools and districts to improve student outcomes; contributes to writing projects for ASCD, and develops marketable educational products. In addition, served as professional development coach, writer and trainer for all US Virgin Island K-12 Public Schools; working closely with Superintendents, Directors and Coordinators to provide improved services to all schools.

Discovery Education & Washington International Academy ***2013 – 2015***

Education Leadership Coach and Trainer. Serve as a leadership development consultant and coach to support Discovery's coaches and consultants who work with school and district leaders nation-wide. Provide training and curriculum support that is designed to increase their effectiveness as they help each school faculty transition towards the implementation of more digital resources that positively impact student achievement. In addition, serve as consultant and trainer on differentiated instruction to the Washington International Academy comprised of Muslim students and faculty.

VERA BLAKE, Ed.D. Page 2 of 5

Leadership Coach and Curriculum Writer ***2012 – 2013***

On-site Leadership Coach to principals and vice principals at selected schools, for the Abu Dhabi Education Council; wrote curriculum for leadership seminars and training sessions for principals, vice principals and heads of faculty that included designing effective school improvement plans, strategic plan implementation, collaborating with parents, strengthening teacher leadership and evaluation, leading the use of differentiating instruction as a tool to increase rigor, relevance and clarity of what students needed to know, understand and do; worked on changing school cultures to strengthen learning, increase parental involvement; prepared schools for successful Irtiqa'a inspection; and, to align instruction to standards similar to Common Core Standards in the US.

Educational Consultant and Teacher-Leader Trainer ***2010 – 2012***

Leadership Consultant to the Head of School and the principals at Koc School (K-12) in Istanbul; coached and taught leadership skills to department heads and team leaders; taught differentiated instruction to K-12 faculty as a tool to improve instruction for more consistent core understanding/implementation of the curriculum; and, served in as a coach to school leaders to support the school's goals of increasing students' college and career readiness preparation.

Educational Consultant ***2008 – 2009***

On-site Consultant to ASCD-Middle East and the Ministry of Education of Dubai, consultant to the Model American International School in Qatar and consultant to American Creative Schools K12 in Kuwait (2017). Responsibilities in Dubai included co-writing and facilitating the training curriculum for all of the zone supervisors and writing the training curriculum for the teacher leaders in the country; researching and helping to draft the teacher certification protocol for the country's k-12 teachers; training the k-12 principals in Dubai on the Art and Science of Teaching, differentiated instruction, brain based instruction, and leadership. Responsibilities in Qatar included classroom observations to improve instruction, coaching the school administrators, meeting with parents, conflict resolution supervising and establishing content curriculum for k-6 science, language arts and math.

Educational Consultant ***2002 – 2005***

Consultant to the Porter Center at Learning Point Associates (formerly NCREL) and as an independent lead consultant; professional development coach and trainer for all US Virgin Island K-12 Public Schools working closely in an advisory capacity to the Insular Superintendents, Central Office staffs, and Principals; designed and delivered leadership training to K-12 principals, teacher leaders, and school faculties on the islands and nationwide; supervised and trained 14 School Improvement Coaches each assigned to 3-5 schools, to work in a variety of capacities on site. In addition, served as a lead consultant to the Islamic Saudi Academy in Alexandria, VA with responsibilities that include Executive Coaching with the boys' and girl's Principals and the Director of Education, hired, supervised and collaborated with other consultants to work with and train teacher leaders, analyzed, organized and interpreted data to provide school staff stronger anchoring in decision making, and helped revise the curriculum to prepare for the International Baccalaureate (IB) approval, and numerous other duties.

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Fairfax County Public Schools ***1972 – 2002 (Retired)***

1999 – 2002 **Principal, Falls Church High School** with 1500 diversely populated students (grades 9–12, with large numbers of learning disabled, physically disabled, emotionally disabled, and English as Second Language students). Highlights of my work include: successfully lead and managed a school and community through a grieving process necessitated by the sudden passing of the previous principal; supervised the revision and restructuring of the school's day, calendar year, and core academic program; successfully secured and managed grants (totaling $1,000,000+) that supported the instructional program; provided increased staff development opportunities; expanded the Advanced Placement (AP) Curriculum to become an AP designated school; and successfully maintained an inclusive learning culture that fostered improved student achievement that dramatically raised the school's standardized test scores.

1987 – 1999 **Principal, Holmes Intermediate School** with 400 homogeneously populated students (grades 7-8); lead its transition to Holmes Middle School w/850 highly diversely populated students (grades 6, 7, & 8, with large numbers of special education, and ESL students). Highlights of my work performance that exceeded typical middle level principal duties included: lead and managed a strong instructional program that experienced and maintained an overall significant pattern of growth on ITBS, VLT, and SOL scores through dramatically changing demographics; established two school/university partnerships that included college scholarships for eighth graders; initiated a highly beneficial school/business partnership; created and maintained a positive school climate that supported academic achievement as 100% of the students participated in extra- and co-curricular activities; successfully secured annual grants that supported instruction ranging from $20,000 to $50,000; increased from 18 to more than 150 students who successfully completed Algebra I or Geometry GT annually in the eighth grade; researched and prepared the foundation and curriculum to transition to the Middle Years Program (MYP) and, successfully created and maintained a warm, inclusive learning climate that resulted in high teacher morale, student achievement and recognition from the state's Department of Education as a high achieving middle school

1986 – 1987 **Associate Principal, Hayfield Secondary School** with 3,000 students (Grades 7-12). Performed those duties delegated by the principal that included but were not limited to: hiring and evaluating professional and support staff, curriculum review, staff development, intermediate and high school master schedule, fiscal management for the entire school, supervising student activities, and grant writing and implementation.

1979 – 1986 **Assistant Principal, West Potomac High School** with 2,000 students (grades 9-12), **Groveton High School** (grades 9-12), **Bryant Intermediate School** (grades 7-8). Performed those duties required of an Assistant Principal that included, but were not limited to: student discipline, staff development, grant writing and implementation, textbook and supply procurement and management, textbook adoption, substance abuse prevention, fire and building safety, building use scheduling, and supervision and hiring of personnel in a variety of subject disciplines and support staff. Highlights of work performance that exceeded typical Assistant Principal duties included: successful grant writing to support minority students' achievement; and, developed a program that helped teachers better collaborate on student management.

1978 – 1979 **Human Relations Specialist, Central Office.** District-wide duties included but were not limited to: crisis intervention workshops for teachers and administrators in Administrative Areas IV and I (grades K-12); taught the FCPS required graduate credited Human Relations Course for all educational staff through the University of Virginia; consulted with principals and area

superintendents to audit and improve school climates; and conducted community relations workshops.

1972 – 1978 **Business Teacher, Falls Church High School.** Taught typing, clerk typing (blocked class), business law, stenography (blocked class), business management and general business; Coached girls' J.V. basketball, Varsity track and tennis; worked closely with the PTA; sponsored FBLA and created clubs and other activities.

RELATED PROFESSIONAL EXPERIENCE

University of the District of Columbia ***2006 – 2007***

Adjunct Professor. Teacher Seminar; reviewed principles, purposes, determinants, organization and content underlying the development and operation of effective classroom instruction with ongoing translating of physical, neurological, psychological, and social characteristics of students into curriculum design, implementation and evaluation.

George Mason University ***2000 – 2001***

Adjunct Professor. EDLE 631 Supervision and Evaluation of Instruction, focused on practical strategies to support student achievement through relevant instruction, mentoring colleagues, multiple assessments, teacher research, and staff development.

Virginia Polytechnic Institute and State University, Northern Virginia ***1998 – 2002***

Adjunct Professor. EDCI 5774 Problems in Education: Strategies for Improved Student Achievement, focused on practical ways to modify or differentiate instruction to improve student achievement for diverse populations including special education students and English as a Second Language (ESL) students; EDCI 5484 Middle School Curriculum and Instruction: Emphasis on translating physical, neurological, psychological, and social characteristics of early adolescents into middle school curriculum design, implementation and evaluation.

Fairfax County Public Schools ***1998 – 1999***

Instructor. Mentor Trainer - Course for Secondary Mentors in the Beginning Teacher Induction Program.

SPECIAL COMPETENCIES AND CAPABILITIES

Leadership, training and Consulting Skills
Facilitated individual, small and large seminars, workshops and coaching sessions that supported schools and Districts as they: fostered more powerful learning cultures; helped leaders utilize stronger evidence-based protocols that strengthened faculty leadership; helped school personnel manage and implement strong instructional programs that increased student achievement for all groups and subgroups; ensured that talent development, and training was aligned with data-defined school and/or District needs; strengthened processes that helped leaders support, supervise, and evaluate staff; developed and strengthened positive school-community relations;

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Presentation Topics at National (ASCD, National Middle School, Learning Forward [formerly National Staff Development Council], National Gifted Education), Workshops, and Seminars
Teambuilding; Educating Diverse Populations; Communications Skills; Creating and Implementing Exemplary Middle Schools; Minority Student Achievement; School/Business Partnerships, School/University Partnerships; Managing Effective Organizational Change; Diversity Appreciation and Understanding; Closing the Achievement Gap; Using Data to Make Decisions; Instructional Leadership, Interdisciplinary Instruction; Standards Based Classrooms; What Works in Schools, Leadership for Literacy; and Leadership for Differentiated Instruction.

Presentation Topics at International Conferences/Seminars (ASCD Middle East in Istanbul, Differentiated Instruction Conference in Rome, Leadership for Zone Supervisors in Dubai, American Creativity School in Kuwait
Leadership Skills, Building and Sustaining School Cultures for Learning, Leadership for School Literacy, Effective Change Management, Leading Differentiated Instruction, What Really works in Schools, The Art and Science of Teaching, Involving Parents and Community, and School Improvement Planning – Essential Blueprints.

SELECTED ACCOMPLISHMENTS

October, 2017	Co-authored book: Fearless Conversations School Leaders Have to Have
March, 2010	Authored Article: Communicating with Parents and Community Stakeholders
November 2009	Authored Article: 5 Ways Teachers Can Close the Achievement Gap
November 2002	Contributing author to the book, Transforming Ourselves, Transforming Schools: Middle School: Middle School Partnerships: The More, the Better
September 1999	Co-authored article, "Middle School Partnerships: The More, the Better", Principal Magazine.
May 1998 – May 2000	Consultant to Bermuda Middle Schools –Evaluating the effectiveness and success of middle school implementation in Bermuda. Member of 3-person team.

PROFESSIONAL AFFILIATIONS

Association for Supervision and Curriculum Development: Consultant, Presenter, Cadre member 1995 – Present)

Delta Kappa Gamma: Past First Vice President; Coordinating Council Chairperson; and, Legislative Chairperson

Northern Virginia Secondary School Administrators Associations: Past member of Executive Board as Corresponding Secretary

American Association of University Women: National Membership Committee, National Equity Task Force, advisor/consultant to Board of Directors; Diversity Chair - Virginia AAUW

National Alliance of Black School Educators and Fairfax Alliance of Black School Educators

National Association of Secondary School Principals: Member

National Middle School Association: Member; Past Presenter and Site-Based Services Cadre Training Member

Virginia Admissions Council of Black Concerns: Past member Executive Board and Statewide Newsletter Editor

Phi Delta Kappa Life Member, Member Chapter 1144

Alpha Kappa Alpha Sorority, Incorporated

SELECTED AWARDS AND HONORS

2000 - 2001	Virginia Middle School Principal of the Year Award – VASSP/NASSP
1999 – 2000	Washington Post Distinguished Educational Leadership Award
1999 - 2000	Fairfax County Public Schools Principal of the Year Award

KETTY FUENTES TORRES

Consultant, Florida and the Islands Comprehensive Center

EDUCATION

Masters degree in Administration and Supervision of Elementary & Secondary School, 2003
University of Puerto Rico, Río Piedras, PR

Masters degree in Education. Concentration: Counseling, 1997
University of Puerto Rico, Río Piedras, PR

Bachelors degree of Education Arts. Concentration: Special Education, 1979
University of Puerto Rico, Río Piedras, PR

PROFESSIONAL EXPERIENCE

Educational Testing Service, Hato Rey, PR ***2015 – Present***

Consultant, Florida and the Islands Comprehensive Center

- Edit work documents, in-line modules for school principals and documents for training PRDE staff
- Conduct research on induction programs for teachers and school principals in several states
- Review and edit design model of an induction program for principals
- Collaborate in designing a framework and pipeline for a teacher induction program
- Conduct research on professional development of principals to collaborate in the design of a framework and a professional development program through online modules
- Review resources available in ED funded Centers for information and prepare summary on school administrator and teacher preparation.
- Prepare reviews, analysis and synthesis on proposals of submitted by institutions of higher Education (IES) for the professional development of teachers
- Review of the teacher certification process through the National Board Certification Program (NBCP) and the National Board Core propositions and Standards (NBPCS) to provide PRDE models and guidance.
- Review and summarize PRDE policy on teacher certification and alternate certification.
- Collaborate in the preparation and conduction of trainings on Data Coaching, Differentiated Instruction, School Improvement, School Culture Shift, and ESSA
- Review, analyze and prepare synopsis of PRDE catalogs of professional development service providers to gauge their alignment with the PRDE priorities.

Ana G. Méndez University (UAGM), Bayamón, PR ***2008 – Present***

Counselor

- Offer Counseling services to the Program's Upward Bound (TRIO Program) participants subsidized by the Federal Department of Education
- Offer and coordinate counseling and mentoring on college readiness, career and work force readiness

KETTY FUENTES TORRES

PR Department of Education (PRDE), Hato Rey, PR ***2006 – 2012***

Administrative Assistant III. Learn and Serve America Program Coordinator (Federal Department of Education grant). Collaborated on monitoring school project implementation and professional development workshops.

Mercedes García School, Cataño, PR ***1998 – 2010***

Counselor. Offer Counseling Services

PR Department of Education (PRDE), Hato Rey, PR ***2004 – 2005***

Special Assistant to the Student Support Services Area Director

- Assist the director in the administrative tasks related to the Programs of the Area.
- Represent the Director in committees, appointments and meetings when delegated
- Draft required views around PR Legislature Bills
- Guide system officials and the general public on matters relating to Area Programs

PRDE Regional Office (ORE), Bayamón, PR ***1997 – 1998***

Vocational Counselor

- Counselor in Student Assistance Services Area
- Link Program Social Work and PRDE

José Nevares Landrón School, Toa Baja, PR ***1992 – 1997***

Counselor. Offered orientation and counselling services.

Various schools in Toa Baja School District, Toa Baja, PR ***1981 – 1992***

Special Education Teacher. Teach Special Education Program students.

LICENSE

Professional Counselor (CPL 266), PR Department of Health

CERTIFICATIONS

School Principal Elementary and Secondary (DEPR)
Facilitator (a) Guidance and Counseling Program (DEPR)
School Counselor (DEPR)
Special Education Teacher (DEPR)
Basic Typing Computerized (30 hours), UPR Bayamón Campus

PROFESSIONAL ASSOCIATIONS

Puerto Rican Association of Professional Counseling, (Branch of the American Counseling Association, ACA)

Caribbean Association of Educational Opportunities Programs (ACPOE)

SKILLS

Basic knowledge of Office Suite; proficient in writing and reading English and Spanish; group leader; trainer

MARILYN D. KLINE

Consultant & Associate Director, National Literacy Project

EDUCATION

Completed Doctoral Coursework. Specialization: Adult Education
College of Education, University of South Florida

Ed.S., Educational Leadership. Specialization: Organizational Change, 1999
Nova Southeastern University

M.Ed. Curriculum and Instruction. Specialization: Effective Instructional Practices, 1981
Tufts University

B.A., English. Specialization: Secondary Education, 1980
Boston State College

PROFESSIONAL EXPERIENCE

National Literacy Project, Tallahassee, FL ***2003 – Present***

2009 – Present **Associate Director**

2003 – 2009 **Literacy Consultant**

Educational Consultant ***2017 – Present***

Consultant for Florida and the Islands Comprehensive Center

University of South Florida, Tampa, FL ***2001 – 2017***

2013 – 2017 **Project Manager,** David C. Anchin Center. Partnership with Florida and the Islands Comprehensive Center.

2009 – 2012 **Adjunct Professor,** Tutoring and Learning Center. REA2105 Critical Reading and Writing and REA2604 Strategic Learning.

2006 – 2011 **Senior Research Associate/Program Director,** David C. Anchin Center. PI or Co-PI for 11 state leadership grant projects.

2008 – 2011 **External Evaluator,** Heartland Educational Consortium, Grant to Reduce Alcohol Abuse.

2004 – 2006 **Co-Director, Florida Partnership for Literacy.** Co-PI for 2 Florida Reading First evaluation grants.

2001 – 2003 **Regional Professional Development Consultant,** Suncoast Area Center for Educational Enhancement.

Charlotte County Public Schools, Port Charlotte, FL ***1983 – 2001***

1995 – 2001 **Curriculum and Instruction Specialist.** Language Arts, Foreign Language, Fine Arts, Social Studies

1989 – 1995 **Department Chair/Language Arts Teacher,** Grades 6-8, Murdock Middle School

1983 – 1989 **English Teacher,** Grades 9-12, Port Charlotte High School

Zuni Public Schools, Zuni, NM ***1981 – 1983***

Language Arts Teacher, Grades 9-10

Chapter I Language Arts Teacher, Grades 7-8

MARILYN KLINE

PROFESSIONAL ROLES AND RESPONSIBILITIES

Associate Director

Serve as a member of the leadership team that guides the work of the National Literacy Project.

- Securing funding for projects
- Identifying evidence-based literacy practices
- Collecting data and drafting reports
- Reviewing and updating literacy instruments
- Providing technical assistance and professional development in literacy as described below

Literacy Consultant

Provide technical assistance and professional development in literacy to improve student achievement.

- Providing evidence-based, foundational knowledge on literacy learning
- Collecting data and examining current literacy practices
- Identifying school-wide literacy goals and formulating an action plan
- Delivering professional development based on research to address identified needs
- Providing classroom-based support through modeling, observation, feedback

Project Manager

Provide technical assistance:

- Review and update current procedural documents and templates
- Facilitate Employee Evaluation System Task Force subcommittees to develop processes, procedures and protocols for additional evaluations
- Develop guidebooks for additional evaluations
- Support the development and implementation of a VIDE 5-year strategic plan
- Assist in the development and delivery of professional development
- Assist in the completion of the VIDE Consolidated Grant Application
- Assist with collecting evaluation data for the project.

Senior Research Associate

Provide evaluation services for several David C. Anchin grants:

- Developing instruments and protocols
- Conducting interviews and focus groups
- Analyzing data and drafting reports

Director/Co-Director

Determine the mission and strategy for the project; managing resources in accordance with priorities, time, and budget; monitoring and reporting progress; and supervising staff.

Administer grant project:

- Authoring proposal
- Coordinating and communicating with key stakeholders
- Monitoring and reporting progress
- Budgeting and managing expenditures
- Hiring and supervising staff

MARILYN KLINE **Page 3 of 6**

Implement grant project:

- Reviewing and researching effective professional practices
- Developing measurement instruments
- Recruiting, training, and scheduling observers to collect data
- Compiling and analyzing data
- Providing individual performance feedback
- Publishing a final report

Professional Development Consultant

Provide technical assistance and professional development to improve student achievement.

- Consulting with school leadership to analyze data, assess needs, and focus school improvement efforts
- Developing and delivering professional development to support state initiatives
- Consulting with district and school leadership to obtain grant funding
- Developing methods for implementing current research into classroom practice
- Reviewing grant applications for the Florida Department of Education

Curriculum and Instruction Specialist

Support the development and implementation of the language arts curriculum for the Charlotte County Public Schools.

- Facilitating Strategic Planning and School Improvement Plans
- Coordinating implementation of READ 180 Program
- Serving on DOE Item Review Committee, FCAT Reading
- Serving on DOE Grade Level Expectations Committee
- Facilitating district curriculum writing teams
- Writing and managing grants:
    - Reading Enhancement
    - Reading Initiative
    - Arts and Humanities Grants
- Facilitating district textbook adoption in literature
- Developing and delivering professional development:
    - District-level CRISS Training
    - FCAT Reading and Writing Training
    - Understanding by Design
    - Assessment Training
    - English Vertical Teaming
    - Connections Training for School Restructuring
    - Cambourne's Literacy Frameworks Training
- Chairing State Literature Adoption Committee 6-12 (1996)
- Serving on Charlotte County Curriculum Leadership Council
- Coordinating of SAT Prep Classes
- Coordinating of Advanced Placement Programs
- Facilitating Middle School Task Force on Advanced Classes
- Coordinating production and publication of district literary and fine arts student publications
- Serving as an EXCEL Teacher/Mentor for classroom teachers

MARILYN KLINE **Page 4 of 6**

CURRICULUM DEVELOPMENT AND PUBLICATIONS

Linder, P., & Kline, M. (2007, Winter). Measuring the effectiveness of professional development training. *ERS Spectrum*, 25(1), 1-30.

Oropallo, K., Linder, P., & Kline, M., (2005). Super learning in a super city: NFL youth outreach academic K-12 interdisciplinary super bowl program.

Oropallo, K., Linder, P., & Kline, M., (2003). Super learning in a super city: NFL youth outreach academic K-12 interdisciplinary super bowl program.

EVALUATIONS

External Evaluator (with Patricia Linder) 2010-2011 Implementation of several Hillsborough district initiatives, including AVID, Choice, Small Learning Communities, and Project Bridge

External Evaluator (with Patricia Linder) 2008-2011 Implementation of federal *Grant to Reduce Alcohol Abuse* in eight Florida high schools - Heartland Educational Consortium

External Evaluator (2008, with Patricia Linder) 2007-08 Florida implementation of federal *Reading First* initiative - Florida Department of Education, Office of Just Read, Florida!

External Evaluator (2007, with Patricia Linder) 2006-07 Florida implementation of federal *Reading First* initiative - Florida Department of Education, Office of Just Read, Florida!

External Evaluator (2005, with Patricia Linder) Delivery of Professional Development in Florida Reading Academies – Florida Department of Education, Office of Just Read, Florida!

External Evaluator (2004, with Patricia Linder) Delivery of Professional Development in Florida *Reading First* K-3 Academies – Florida Department of Education, Office of Just Read, Florida

PROFESSIONAL AFFILIATIONS

International Literacy Association

Association of Adult Literacy Professional Developers

PROFESSIONAL DEVELOPMENT AND PRESENTATIONS

- Manageable Vocabulary Instruction, 2019
  (Based on the research of Beck, Mckeown, & Kucan)
  Literacy Innovations for Neighborhoods in Kentucky
  Kentucky Educational Development Corporation
- Academic Vocabulary: Evidence-Based Strategies, 2017
  Literacy Innovations for Neighborhoods in Kentucky
  Kentucky Educational Development Corporation
- Using Evidence-Based Strategies for Literacy in the Content Areas, 2017
  Literacy Innovations for Neighborhoods in Kentucky
  Kentucky Educational Development Corporation
- Collaborative Structures and Student Engagement, 2017
  Literacy Innovations for Neighborhoods in Kentucky
  Kentucky Educational Development Corporation
- Developing and Implementing Employee Evaluation Processes
  U.S. Virgin Islands Department of Education, 2014-2016 Teacher, Principal, Assistant Principal, Coordinator, Librarian, Guidance Counselor, Paraprofessional, Special Education Supervisor
- Portfolio Scoring Calibration: U.S. Virgin Islands Department of Education, 2016

MARILYN KLINE **Page 5 of 6**

- Developing an Approvable Grant Application: U.S. Virgin Islands Department of Education, 2014, 2015
- Calibrating the Scoring of Student Writing
  - Heartland Educational Consortium, 2014, 2015
  - Lake County Schools, 2013
  - Hillsborough County Schools, 2013
- Literacy Design Collaborative Framework for Standards-Based Instruction
  - National Workshop, Orlando, 2015
  - National Workshop, Orlando, 2014
  - Lake County Public Schools, 2012, 2013, 2015
- Looking at Student Work: Spoto High School (Hillsborough), 2014
- Text Complexity: Mesa Literacy Project, 2013
- Crafting Higher Order Questions: Mesa Literacy Project, 2013
- Anticipation Guides: Mesa Literacy Project, 2012
- Disciplinary Literacy: Mesa Literacy Project, 2012
- Reading Between the Lines: Mesa Literacy Project, 2012
- Meeting the Needs of English Language Learners: Mesa Literacy Project, 2012
- Academic Vocabulary: Mesa Literacy Project, 2011
- Written Response to Text: Hillsborough Literacy Design Collaborative, 2010, 2011
- The Anatomy of a Question: Pinellas Literacy Project, 2010
- Fostering Conversation in the ESOL Classroom: Florida Literacy Conference, 2008
- Literature in the Social Studies Classroom: Charlotte County (FL) Public Schools, 2008
- Effective ESOL Strategies: University of South Florida, Migrant Student Summer Institute, 2007
- Observer Training: Reading First Summer Academy, 2004, 2005
- Fostering Fluent Readers
  - St. Lucie County Reading Conference, 2005
  - Just Read, Florida! Coaching Academy, 2004
  - National Literacy Project/Pinellas Literacy Project, 2002, 2003, 2004
  - Hillsborough Secondary Literacy Conference, 2003
  - Florida Secondary Literacy Conference, 2002, 2003
  - FlaRE Literacy Institute (Charlotte), 2002
- Getting Your Words' Worth

PERSONAL PROFESSIONAL DEVELOPMENT

- Literacy Design Collaborative Module Jurying
- Scoring Student Work with the LDC Rubric
- Implementing the Common Core State Standards
- Literacy Design Collaborative Training
- What Really Matters: Understanding the Contexts and Critical Issues in Adolescent Literacy (J. Allen)
- Professional Study Groups - Facilitator's Training
- DIBELS - Facilitator's Training
- Informal Reading Assessment (S. Homan)
- Curriculum Mapping: Aligning Curriculum and Assessment to the Standards (Jacobs)
- Data Analysis for Classroom Decision Making - Facilitator's Training
- FCAT Performance Task Scoring - Facilitator's Training
- Florida Literacy Project
- Developmental Reading Assessment (Joetta Beaver)
- Creating Independence Through Student-owned Strategies - Facilitator's Training
- SAT Training for Administrators
- Understanding by Design (Wiggins and McTighe) - Facilitator's Training

MARILYN KLINE

- It's Never Too Late Literacy Institute (Janet Allen)
- DOE Scoring Training for FCAT Writing
- Early Literacy Inservice Course (ELIC)
- Teachers as Leaders
- Connections Training for Restructuring Schools - Facilitator's Training
- Facilitative Leadership
- Cambourne's Literacy Frameworks - Facilitator's Training
- Clinical Educator Training

SHARYN S. FOSTER

Consultant, Florida & the Islands Comprehensive Center

AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Extensive experience with programs under the Elementary and Secondary Education Act (ESEA)
- Building state capacity to assist districts and schools
- Standards, Assessment and Accountability
- Diversity and Special Populations
- Teacher and Leader Effectiveness
- Professional Development
- Early Learning
- Data-based decision making
- Turning around low performing schools

EDUCATION & CERTIFICATION

Administration/Supervision Certification, 1981
University of South Florida, Tampa, FL

Early Childhood Certification, 1979
Florida Southern College, Lakeland, FL

M. Ed., Education/Reading, 1974
Delta State University, Cleveland, MS

B.S. 1968: University of North Carolina at Pembroke, Pembroke, North Carolina. Elementary Education.
Certification Period in above areas: July 1, 2009-June 30, 2014.

PROFESSIONAL HISTORY

Educational Testing Service ***2004 – Present***

Consultant, Florida & the Islands Comprehensive Center

East Coast Technical Assistance Center (ECTAC) ***2012 – 2013***

Technical Assistant Consultant

(Florida) Panhandle Area Educational Consortium (PAEC) ***2006 – 2007***

Consultant

NCLB Florida Regional Technical Assistance Center (RTAC) ***2005 – 2006***

Consultant, NCLB Florida Regional Technical Assistance Center at University of South Florida (RTAC)

Syrf Corporation ***2004 – 2005***

Consultant, "I Can Learn Classrooms"

Florida Heartland Consortium ***2004 – 2005***

Technical Assistant Consultant

SHARYN FOSTER **Page 2 of 5**

Professional Development Institute Inc. ***2003 – 2005***

Consultant, Literacy First Process

District School Board of Polk County, FL ***1985 – 2003***

Director of Title I programs

Southern College, Lakeland, FL ***2000***

Adjunct Professor, "Introduction to Correctional Reading" Florida

Teacher ***1968 – 1985***

1972 – 1985 Title I Program Manager, Reading and Math Specialist, Title I Reading Teacher, Basic Reading and Literacy Skills Adult Teacher (Evening Program)

1968 – 1972 Classroom Teacher Grades 2 & 4

PROFESSIONAL EXPERIENCE

Delivering Technical Assistance to State Education Agencies

- Consultant for Florida and the Islands Comprehensive Center (FLICC), reviewing daily/weekly news organizations' publications and compiling an ESSA Monthly Newsletter to keep staff abreast of current updates/issues related to the ESSA.
- Member of the FASFEPA's Board, planning, conducting and evaluating a bi-annual Statewide Forum in collaboration with the FLDOE to ensure technical assistance and support for districts/schools in the implementation of the titles under the ESSA.
- FASFEPA Board member, facilitating/co-facilitating conference sessions to promote networking/collaboration among districts in sharing best practices to ensure a quality, equitable education for all students.
- Consultant for Florida and the Islands Comprehensive Center (FLICC), providing technical assistance to the FLICC team in Florida, U.S. Virgin Islands and mostly in Puerto Rico.
- Consultant, providing job embedded training to Florida State Department Title I staff in validating the district's project application process to ensure alignment with the federal requirements and an outcome to ensure that all children have a fair, equal and significant opportunity to obtain a high quality education; providing assistance in the re-establishment of Florida's Committee of Practitioners and facilitated the initial meetings of the committee; project lead in the development of a State Title I Handbook which was distributed to districts to support their work in implementing Title I and other related program initiatives.
- Consultant, providing technical assistance to the FLICC team and the Puerto Rico Department of Education staff in developing monitoring instruments for the federal Title grants including the School Improvement Grant (SIG).
- Consultant, providing technical assistance to the FLICC team and PRDE in setting up the initial Statewide System of Support (SSOS) and providing guidance in the development and implementation of the school improvement efforts including SIG (the development of the grant application, the design of the training and the preparation of the presentations for a series of Residential trainings).
- Consultant, providing assistance to PRDE in the development of the Statewide System of Support Operational Guide.
- Served as a consultant, providing assistance to PRDE in the development of PR's School Site Review Process and with the training and implementation of the initiative [Center of Innovation and Improvement (CII) Model].

SHARYN FOSTER **Page 3 of 5**

- Served on the team that provided *Pathwise Leadership Workshop Series* training to St. Thomas and St. Croix education leaders.
- Served as a consultant, providing technical assistance in reviewing the U. S. Virgin Islands' federal programs project application.
- Served as part of a team in Florida's initiative to conduct school site visits to identify distinguished schools for recognition.
- Served as a consultant, providing assistance to Florida Title I staff in reviewing comparability reports to ensure equity among Title I schools.
- Served as a consultant, providing assistance to Florida in the monitoring of Leon County and Escambia County.
- Served as a reviewer for Florida's Supplemental Educational Services (SES) provider applications.

Standards, Assessment and Accountability

- Provided continuous support to Resource teachers developing pacing and curriculum guides aligned with the standards and on-going assessments.
- Served on the district's Assessment and Accountability Committee.
- Provided assistance to the Title I team in the planning and delivery of "adequate yearly progress" training—the accountability framework.

Diversity and Special Populations

- Supervised and directed the Migrant Programs K-12 which included advocates, staff responsible for the identification and recruitment of migrant families, the Pre-Kindergarten programs for 3 & 4-year old children and the family involvement initiatives.
- Served on the Eastern Stream Center on Resources and Training (ESCORT) Migrant Needs Assessment Committee.
- Taught in schools with high minority high poverty populations, lack of English language proficiency, and high numbers of special education students.
- Provided leadership and support for Neglected and Delinquent program staff to improve their instructional practices.

Teacher/Leader Effectiveness

- Served on the FLICC team that provided Pathwise Leadership Workshop Series training in the U.S. Virgin Islands.
- Provided assistance to Puerto Rico's School Improvement office in developing the successful school indicators for effective teachers and school directors in the School Site Review Initiative.
- Provided assistance to Puerto Rico school improvement staff in determining the criteria and instruments for interviewing and selecting school directors in the SIG schools.
- Conducted Interaction Associates' Facilitative Leadership Training for principals and district leaders.
- Served as an observer/evaluator for the District's Level II Procedure for Teacher Dismissal.

Professional Development for Teacher and Leader Effectiveness

- Provided assistance in the design, development of presentations and materials to Puerto Rico staff in the areas of school improvement, monitoring, statewide system of support, data driven decision making and SIG (School Improvement Grant).
- Developed presentations for Puerto Rico Department of Education on federal requirements of the Title programs and the means to comply with those requirements.

- Participated as a District Cadre trainer for principals and teachers in school improvement, Title I Reading and Math, Classroom Organization and Management, Concerns-Based Adoption Model (CBAM), Preparing Educational Training consultants, and the Systematic Needs Assessment Process.
- Certified as a trainer for *Teacher Expectations and Student Achievement* (TESA), *Project CRISS* (*Creating Independence through Student-owned Strategies),* Ruby Payne's *Understanding the Frameworks of Poverty and Interaction* Associate's *Facilitative Leadership.*
- Provided training for the Eastern Stream Center on Resources and Training (ESCORT) Interstate Migrant Center in Oneonta, New York to their migrant summer school staff (New York and Michigan) to facilitate the sharing of migrant students.

Early Learning

- Supervised and directed the Migrant Pre-Kindergarten program for 3 & 4-year olds and the corresponding family involvement initiatives.
- Served on the district's Early Childhood Interagency Board as representative for the Migrant Pre-K program.
- Served on the First United Methodist Child Development Center's Board of Directors as community representative and educator in Early Childhood.

Data-based Decision Making

- Provided assistance to Puerto Rico school improvement staff in the development of training for the district school support teams in (1) the data review and analysis process (2) determining the root cause (3) alignment of needs with the appropriate strategies for improvement and with the necessary budget/resources.
- Provided assistance in the development of on-going assessment instruments for low performing schools (Grades K-6).
- Conducted school planning data workshops with Title I schools' leadership teams.

Turning Around Low Performing Schools

- Provided technical assistance to Puerto Rico with the School Improvement Grant (SIG) in designing and implementing a system improvement process aligning the state, districts and school improvement efforts.
- Certified as a trainer in Florida's analytical process (*DART model: Disaggregate data, Assess, Review, Target*) designed to drive instruction and provide guidance toward school-wide reform.
- Coordinated training and support for district's low performing Title I schools to ensure an improved environment conducive to learning and being successful.
- Facilitated school improvement efforts in designated schools working with school improvement teams, the administration and entire faculties.

SPECIALIZED TRAINING

Literacy Leadership (SREB module)
Florida's Continuous Improvement Model
Certified Grants Specialist (Research Associates)
Stephen Covey's First Things First
Principle Centered Leadership and 7 Habits of Highly Effective People
Sue Miller Hearst's Dialogue
Deming's Total Quality Management, and Interaction Associate's Coaching
Larry Lezotte's *A Guide to the School Improvement Process* based on Effective Schools Research

SHARYN FOSTER **Page 5 of 5**

OTHER RELATED PROFESSIONAL EXPERIENCE

- Presented the NAFEPA State Leadership Award for dedication and commitment to serving the NAFEPA, educational programs and most important, our children.
- Serve on Executive Board for Florida Association for State and Federal Education Program Administrators (FASFEPA).
- Member of the National Association of Federal Education Program Administrators (NAFEPA).
- Member of the "Effective Schools Task Force".
- No Child Left Behind (NCLB) presentations for colleges and other Florida districts.
- Federal Programs Presentations for Rotary Clubs and Chambers of Commerce.
- Served on State Oversight, Steering and Planning Committees.
- State Reviewer of Comprehensive School Reform (CSR) Grants.
- Served on district committees such as test selection, elementary curriculum, textbook selection, Workforce Development, Reading First, K-12 Developmental Reading.

LAURA TAYLOR

Senior Study Director and Technical Assistance Provider, Westat

AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Specializes in collaborating with various national, state, and local educational agencies to leverage resources and provide targeted technical assistance, with significant expertise in bringing stakeholders together to effectively communicate.
- Works with SEAs, LEAs, and community organizations on developing and implementing evidence-based interventions.
- Collaborates with SEAs, LEAs, and community organizations on issues related to communication and stakeholder engagement, educator effectiveness and quality, special education and early learning.

EDUCATION

M.A., Education and Human Development, 2011
The George Washington University

B.A., Psychology and Studio Arts, 2000
The Mary Washington University

PROFESSIONAL HISTORY

Westat ***2015 – Present***

Senior Study Director and Technical Assistance Provider

Kratos Learning ***2014 – 2015***

Research Associate

RMC Research Corporation ***2010 – 2014***

Research Associate

Chungdahm Institute ***2008 – 2010***

Teacher

United States Peace Corps ***2006 – 2008***

Education Volunteer

PROFESSIONAL EXPERIENCE

Building Capacity for State Education Agencies

- Managed, wrote, reviewed, and disseminated technical assistance products to SEAs and LEAs on stakeholder engagement, educator professional learning, culturally relevant interventions and pedagogy, evidence-based interventions, and program evaluation.
- Collaborated with SEAs (through the Appalachia Regional Comprehensive Center in Virginia, Kentucky, West Virginia and Kentucky; Great Lakes East Comprehensive Center and the Mid-Atlantic Comprehensive Center) and LEAs in-person and virtually via formal and informal meetings on early learning, career and technical education, career pathways, stakeholder communication and engagement, human capital

management, student growth, program evaluation, educator professional learning, educator evaluation systems, and college readiness and access.

- Developed surveys to assess the charter school leader recruitment and selection processes and needs to help direct the work (Mid-Atlantic Comprehensive Center).
- Assisted New Jersey Department of Education on a national and international scan of recruitment and retention strategies. Specifically, focused on innovative teacher and principal preparation, and recruitment and retention programs across the United States and abroad. Virtual technical assistance was provided at the conclusion of the national and international scan (Mid-Atlantic Comprehensive Center).
- Served as Appalachia Comprehensive Center liaison for the Center on Enhancing Early Learning Outcomes (CEELO) and Center on Great Teachers and Leaders (GTL) to the Mid-Atlantic Comprehensive Center.
- Revised and strengthened the Tennessee's plan to embrace virtual education among the K-12 field through legislative analysis, and providing guidance, best practices and technical support at the state and local levels (Appalachia Comprehensive Center).
- Collaborated with a learning community of SEAs to share promising practices in-person and virtually via interactive webinars on educator effectiveness and quality, early learning career pipelines and innovations in learning.
- Led an Early Learning Roundtable for the Mid-Atlantic Comprehensive Centers with state directors and early learning leads to share best practices, network and provide targeted technical assistance.
- Through the IDEA Data Center (IDC), an OSEP-funded national TA data center, provides targeted and intensive technical assistance to state directors, data teams and other key stakeholders, including supporting data retreats with local programs and documenting state-level data collections and reporting requirements.
- Through the U.S. Department of Education's Teacher Incentive Fund program, worked with SEAs and LEAs on using evidence-based school improvement strategies, including developing communications plans and documenting internal processes.
- As part of the Teacher Incentive Fund (TIF) program, worked with SEAs and LEAs on implementing surveys to use the data to make changes to improve school outcomes.
- Through U.S. Department of Education's Inventing in Innovation programs, worked with LEAs and community organizations to improve capacity of sustaining project implementation in early science programs.
- Delivered ongoing program support and development services for ED, HHS, and DOL through the Early Learning Career Pathways Initiative.
- Coordinated and provided technical and training assistance to more than 50 STAR trainers across 21 states who were actively involved in certification and recertification in the STudent Achievement in Reading program.
- Co-led evaluation of the Virginia Pay for Performance Initiative.

Rural Populations

- As part of the Investing in Innovation and Education Innovation and Research programs, lead the Rural Achievement Community of Practice.

Monitoring and Evaluation

- Co-led evaluation of the Virginia Pay for Performance Initiative.
- For the Maryland STEM Portfolio Project, Anne Arundel County Public Schools, served on the Evaluation team and developed protocols, led and analyzed teacher, principal, and district coordinator interviews across 32 sites in Maryland. Conducted qualitative analysis of research findings

LAURA TAYLOR

- For the Ohio's Statewide Framework for 21st Century Community Learning Centers, Ohio Department of Education, served on the Evaluation team and developed protocols, scheduled, observed and conducted follow-up for site visits to randomly selected after-school programs, led and analyzed teacher, principal, and district coordinator interviews for visits and Monitored program implementation for 21st CCLC sites across Ohio.
- For Curriculum 2.0, Montgomery County Public Schools Investing in Innovation Grant, U.S. Department of Education, Office of Innovation and Improvement, served on the Evaluation team and conducted several multi-day site visits to randomly selected elementary schools and conducted walk-throughs and stakeholder interviews. Worked on the qualitative analysis for the interviews and observations, and developed a spreadsheet to automatically calculate the fidelity score used for each of the schools.

PUBLICATIONS/CONFERENCE PRESENTATIONS

Bitterman, A., and Taylor, L. (2016, August). Measuring Part C participation rates: Results, feasibility, and utility of the birth cohort methodology. Improving Data, Improving Outcomes, New Orleans, LA.

Limardo, C., Sweeney, T., and Taylor, L. (2016). Early Learning Career Pathways Initiative: Credentialing in the early care and education field. Washington, DC: U.S. Department of Education and U.S. Department of Health and Human Services. Available at: http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/pathways/elpathways.pdf.

Mattson, B., Taylor, L., Eisenhart, C., and Evan, A. (2014). Delaware charter school teacher recruitment and selection toolkit (for Teacher and Leader Effectiveness Unit, Delaware Department of Education). Washington, DC: Mid-Atlantic Comprehensive Center, WestEd.

Sanders, K., Jurich, S., Mittapalli, K., and Taylor, L. (2013). Evidence-based practices in special education: A review of literature. Marion, OH: Ohio Coalition for the Education of Children with Disabilities.

Taylor, L. (2015, April). A new era for STAR (panel presentation presenter). Coalition of Adult Basic Education, Denver, CO.

Taylor, L. (2012). Evaluation studies on STEM@Meade 2009-2012. Bethesda, MD: Military K-12 Partners-Evaluation of Technical Assistance Centers.

Taylor, L., Poliakoff, A., Malitz, J., and Howley, C. (2013). Implement reform: An annotated bibliography. Charleston, WV: Appalachia Regional Comprehensive Center.

Williams, W., Taylor, L., and Hicks, S. (2016, July). Problems of practice protocol hosted by the i3 Early Learning Community. Investing in Innovations Project Director’s Meeting, Washington, DC.

LEE ANNE SULZBERGER

Senior Study Director and Technical Assistance Provider, Westat

AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Develops in-depth knowledge of state contexts and systems critical to providing effective technical assistance (TA), with specialized expertise on effective communication and stakeholder engagement
- Coordinates and collaborates with TA providers, both internally and at other national TA centers, working on similar or related issues in states
- Extensive experience with special education, adolescent literacy, multi-tiered systems of support, and systems change
- Collaborates effectively with states, districts, schools, families, and community members in order to meet the needs of students and ensure successful attainment of school and post-school outcomes
- Serves as the managing editor and primary author for the *IDEA* Data Center's bi-monthly newsletter

EDUCATION

M.Ed., Educational Administration and Higher Education, 1991
College of William & Mary

B.A., Spanish (minor in Education), 1988
College of William & Mary

CERTIFICATIONS AND LICENSURES

Virginia Community College System—Teaching Online Program course completion
Certified Professional Developer—Content Enhancement Routines, University of Kansas Center for Research on Learning
Post-Graduate Courses, College of William & Mary
(Educational Policy, Planning & Leadership (EPPL) Program)
EPPL 501 (Educational Leadership and Organizational Dynamics)
EPPL 502 (Educational Leadership)
EPPL 536 (Supervision and Professional Development)

PROFESSIONAL HISTORY

Westat ***2016 – Present***

Senior Study Director and Technical Assistance Provider

College of William & Mary ***2002 – 2016***

Specialist, Training and Technical Assistance Center

York County School Division ***1988 – 2002***

1997 – 2002 **Coordinator of Licensed Professional Development**

1991 – 1998 **Teacher**

1988 – 1990 **Teacher**

LEE ANNE SULZBERGER

College of William & Mary ***1990 – 1991***

Full-time Graduate Student in the M.Ed. Program

PROFESSIONAL EXPERIENCE

Building Capacity for State Education Agencies

- Developed a wide range of TA communication products to support state and local education personnel, including webinars, instructional videos, topical briefs, online learning modules, newsletter articles, and podcasts. Topics included effective instructional practices, inclusive practices, and collecting, reporting, and using high-quality IDEA data.
- Assisted states in developing and enhancing data infrastructures, implementing high-quality data validation strategies, and analyzing and reporting IDEA data to inform improvement activities.
- Served as a member of collaborative teams at the state, division, and school level in order to design and deliver effective professional development using research-based strategies related to curriculum and instruction in grades K-12 (e.g., self-determination and multi-tiered system of supports).

School Improvement

- Supported implementation of required school improvement plans in Priority and Focus Schools (as defined by the No Child Left Behind Act) by providing technical assistance designed to improve outcomes for students with disabilities.

Rural Populations

- Led long-term technical assistance agreements in three rural Virginia school districts seeking to improve co-teaching and co-planning practices with limited resources.

Strategic Planning

- Led school and division-level strategic planning teams seeking to improve access to the general education curriculum for students with disabilities.

ADDITIONAL TRAINING

Youth Mental Health First Aid Provider
National Council for Community Behavioral Healthcare, 2015

District Capacity Assessment Administrator Badge
National Implementation Research Network, 2015

eLearning Professional Development Course for Faculty
College of William and Mary, 2012

PUBLICATIONS/CONFERENCE PRESENTATIONS

Sulzberger, L.A., and Harrison, B. (2018, February and March). *Developing data literacy* (invited workshop presenter). Interactive Institutes 2018-Building a Culture of High-Quality Part B Data, Orlando, FL and Austin, TX. Available at: https://ideadata.org/sites/default/files/media/documents/2018-05/AllSlides_H1_Sulzberger-Harrison.pdf.

LEE ANNE SULZBERGER

Sulzberger, L.A. (2015, August). *A seat at the table: connecting students with the IEP process* (invited workshop presenter). Arizona's 15th Annual Transition Conference, Scottsdale, AZ. Available at: http://www.azed.gov/special-education/2015/07/24/a-seat-at-the-table-connecting-students-in-the-iep-process/.

Sulzberger, L.A. (2015, August). Self-determination 101: Tools and strategies to support student success (invited workshop presenter). Arizona's 15th Annual Transition Conference, Scottsdale, AZ. Available at: http://www.azed.gov/special-education/2015/07/23/self-determination-101-tools-strategies-to-support-student-success.

LUIS RICARDO ROMERO

Technical Assistance Provider, Westat

AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Specializes in collaborating with state education agencies (SEAs) and local educational agencies (LEAs) to leverage resources and provide targeted technical assistance, with significant expertise in bringing stakeholders together to effectively communicate.
- Specializes in building capacity at the SEA and LEA levels, with particular expertise in using data via continuous improvement models.
- Works with SEAs, LEAs, and community organizations on developing and implementing evidence-based interventions.
- Collaborates with SEAs, LEAs, and community organizations on issues related to communication and stakeholder engagement, educator effectiveness and quality, college readiness and access, and equity.

EDUCATION

B.A., Business Administration, 2009
University of Maryland University College

PROFESSIONAL HISTORY

Westat ***2002 – Present***

2009 – Present **Technical Assistance Provider**

2004 – 2009 **Data Operation Supervisor**

2002 – 2004 **Data Collector and Trainer**

PROFESSIONAL EXPERIENCE

Building Capacity for State Education Agencies

- Collaborated, wrote, reviewed, and disseminated technical assistance tools to SEAs and LEAs on stakeholder engagement, educator professional learning, culturally relevant interventions, evidence-based practice, and program evaluation.
- Collaborated with SEAs and LEAs in-person and virtually via formal and informal meetings on cultural relevancy, stakeholder communication and engagement, educator professional learning, educator evaluation systems, and college readiness and access.
- Collaborated with a learning community of SEAs to share promising practices in-person and virtually via interactive webinars on educator effectiveness and quality.

School Improvement

- For IDC-IDEA Data Center, worked with SEAs on requirements related to the collection, analysis, and reporting of high-quality data. Worked very closely with Puerto Rico and the U.S. Virgin Islands to understand the unique needs of both SEAs, particularly in the context of Data Visualization and Data Frameworks of their systems.

LUIS ROMERO

Rural Populations

- As a fluent Spanish speaker and writer, served as the primary technical assistance provider to Puerto Rico to actively engage stakeholders and provide capacity building trainings, particularly in rural areas.

PUBLICATIONS/CONFERENCE PRESENTATIONS

Haidee B., Caroline G., & Luis R. (2017). Part C Exiting Data Toolkit Matrix https://ideadata.org/resources/resource/1507/part-c-exiting-data-matrix-categories-with-child-level-examples

Caroline G., Haidee B., Jim H., Siobhan C. & Luis R. (2017). Examining Part C Exiting Data Variation https://ideadata.org/resources/resource/1568/examining-part-c-exiting-data-variation

Haidee B., Caroline G., & Luis R. (2017). Part C Exiting Counts https://ideadata.org/PartCExiting/decision-tree-start/index.html

Luis R. (2016) High-Quality Part B Data & Getting to Know Your 618 Data at IDC Interactive Institutes conference in Savannah, GA.

Luis R. (2015) Using Data Visualization with Stakeholders Training OSEP Pacific Conference in Guam https://www.guamcedders.org/osep-pacific-meeting-held-on-guam/

PALOMA MAYORGA

Training and Communications Specialist, Westat

AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK:

- Specializes in collaborating with various national, state education agencies (SEAs), and local education agencies (LEAs) to produce media communications focused on strengthening community education services.
- Works with SEAs, LEAs, and community organizations on designing and delivering educator professional learning in both virtual and live formats.
- Collaborates with SEAs, LEAs, and community organizations on issues related to communication and stakeholder engagement.

EDUCATION

B.A., Public Relations, Minor in Cinematic Arts, 2015
University of Southern California

PROFESSIONAL HISTORY

Westat ***2018 – Present***

Training and Communications Specialist

Lucky 8 TV ***2017 – 2018***

Development Coordinator

A. Smith & Co. Productions ***2015 – 2017***

Development Assistant

Esquire Network ***2013 – 2015***

Development and Talent Management Intern

FOX Network ***2013***

Publicity Intern

PROFESSIONAL EXPERIENCE

Building Capacity for State Education Agencies

- Writes, reviews, and disseminates technical assistance products to SEAs and LEAs to building capacity on communication and stakeholder engagement, educator professional learning, and program evaluation as part of the 21st Century Community Learning Centers grant.
- Collaborates with SEAs and LEAs in-person and virtually via formal and informal meetings to increase capacity on cultural relevancy, stakeholder communication and engagement, human capital management, student growth, program evaluation, educator professional learning, educator evaluation systems, and college readiness and access through the 21st Century Community Learning Centers grant.

PALOMA MAYORGA

School Improvement

- Collaborates with a learning community of SEAs to share promising practices in-person and virtually via interactive webinars on improving schools through educator effectiveness and quality as part of the 21st Century Community Learning Centers and Texas Education Agency Student Success Initiative Community Partnerships grants.

Rural Populations

- As part of the 21st Century Community Learning Center and Texas Education Agency Student Success Initiative Community Partnerships grants, works with rural LEAs in Texas on using evidence-based strategies to help rural LEAs and schools recruit and retain highly effective teachers, develop high quality community partnerships, and recruit and retain high-risk students and their communities into afterschool programs.

Conducting Needs Assessments

- Developed and designed a Capacity Assessment Tool for the Grantees of the Texas 21st Century Community Learning Centers grant, and then used the tool to assess LEA needs.

Strategic Planning

- Collaborates with SEAs in-person and virtually via formal and informal meetings to plan conferences that would share best practices with LEAs and local educators on strategic planning, especially to align programmatic goals with overarching missions.

SHAWN C. PETTY

Senior Study Director and Training Manager, Westat

AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Specializes in collaborating with various national, state education agencies (SEAs), and local educational agencies (LEAs) to support efforts to use performance management, strategic communication, and productivity approaches in their ongoing work.
- Technical expertise in public relations, market research, and branding for the development, publication, and dissemination of communication products for nationwide education stakeholders, with a special emphasis on building human capital capacity.
- Works with SEAs, LEAs, Community-Based Organizations, & Foundations to build organizational capacity through the effective creation of professional development products that incorporate the latest trends in technology and stakeholder engagement.

EDUCATION

M.P.A., Political Management, 2010
George Washington University

P.M.P., Project Management, 2008
Villanova University

B.S., Business Management, Summa cum Laude, 1999
Brigham Young University - Hawaii

PROFESSIONAL HISTORY

Westat ***2010 – Present***

Senior Study Director and Training Manager

Harris County Department of Education ***2007 – 2010***

Program Coordinator and Teacher

Target Corporation ***2005 – 2007***

Executive Distribution Manager

Walt Disney Company ***1998 – 2005***

Operations Manager

PROFESSIONAL EXPERIENCE

Building Capacity for State Education Agencies

- For the Building State Capacity & Productivity Center (BSCP Center), currently assist with all marketing and dissemination activities to nationwide education stakeholders. The BSCP Center serves all 50 state education offices to support their efforts to use performance management, financial transparency, and productivity approaches in their work.

- Provided technical assistance in editing and videography for a six-part series on behalf of the BSCP Center that included interviewing five state education chiefs and the Education Commission of the States President. The series highlighted the opportunities and challenges leaders may observe under the new Education Student Succeeds Act (ESSA).
- For the BSCP Center, provides technical assistance and training on requested critical issue topics. The most recent was a six-part training series built around Sustainability for the Illinois State Board of Education.
- For the TEA's 21st Century Community Learning Centers (CCLC) program, directs the development, publication and dissemination for all products, embracing and reaching often underserved wider audiences to include students, parents, teachers and business leaders. Guides public relations, market research, and branding for the project. Often requested as a keynote speaker or workshop presenter at conferences.

School Improvement

- Using Articulate Storyline, Adobe Captivate, and Lectora, developed series of online trainings for the Texas Education Agency. These include Innovation Labs around topics such as STEM, Reading Comprehension, Computational Thinking, along with pre-recorded self-guided modules that include topics like Family Engagement, Sustainability, and Evaluation.
- Oversees the creation and implementation of educational training products that incorporate the latest trends in professional development for TEA's 21st CCLC program. As such, provides leadership to a team of instructional designers, trainers, and technical assistance coaches that support the $100 M program to more than 860 afterschool centers, 8,000 after-school professionals, and over 200,000 students annually.
- On behalf of the Texas Education Agency's 21st CCLC program, directs and coordinates the annual conference branded OSTI-CON (the Out-of-School-Initiatives Conference). Over nine years, this conference has become the hallmark youth development conference in Texas and for many other Southwest states. OSTI-CON Project work includes event logistics, scheduling, registration, workshop selection, branding, awards ceremony planning, and all preparation for a 700-person event.

Rural Populations

- For TEA's 21st CCLC program, leads multiple asynchronous/synchronous webinars on a regular basis including embedded livestream trainings. These webinars and livestream trainings are designed to address the many rural areas in Texas that cannot always travel to centralized face-to-face meetings. One such webinar series called the Family Engagement Pair & Share, has assisting with tripling overall family engagement participation in the program based on reported attendance data.

Conducting Needs Assessments

- Twice a year, conducts a Training Needs Assessment for TEA's 21st CCLC program. These needs assessments include a comprehensive electronic survey to over 800 participants administered in a 360-degree feedback fashion and blended with additional focus groups for clarity on training needs. The culminating product from these needs assessments is an annual training plan for the program that highlights critical needs of the field.

PUBLICATIONS/CONFERENCE PRESENTATIONS

Petty, S. (2018, Mar). *Afterschool Escape Room*, Presentation to the National Afterschool Association: Atlanta, Georgia.

Petty, S. (2018, Feb). *Perspectives from the Field – Afterschool Impact.* Panel Facilitated Presentation to the 2018 Beyond School Hours Conference: Orlando, Florida.

SHAWN PETTY

Petty, S. (2017, July). *Sustainability Bootcamp*, Presentation to the 21st CCLC Summer Institute: Philadelphia, Pennsylvania.

Petty, S. (2017, May). *Mysterious Makers.* Presentation to the 2017 Best Out of School Time Conference: Palm Springs, California.

Petty, S. (2016, March). *Coding 101.* Presentation to the 2016 National Afterschool Association Conference: Orlando, Florida.

Official Blogger for *BOOST Breakfast Club Blog.* BOOST Collaborative. (2014–Present).

Additionally, multiple presentations have been made before the following:
Furman University–Riley Institute of Public Policy
Various State Conferences & Local ATD Gatherings

VANESSA OFORI

Digital Media Coordinator, Westat

AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Specializes in website content management, including for the Comprehensive Center Network website.
- Specializes in social media marketing for the Comprehensive Center Network's Twitter account.
- Specializes in email marketing by utilizing Mailchimp, a marketing automation platform, to disseminated blasts of news and announcements related to the work of Comprehensive Center Network.

EDUCATION

M.A., Journalism and digital Storytelling, (in progress)
American University

B.A, Media and Communications, 2017
University of Maryland-Baltimore County

PROFESSIONAL HISTORY

Westat ***2018 – Present***

Digital Media Coordinator

PROFESSIONAL EXPERIENCE

Building Capacity for State Education Agencies

- For the Comprehensive Center Network and Building State Capacity and Productivity Center, assist with all marketing and dissemination activities to comprehensive centers and nationwide education stakeholders.

School Improvement

- For the Community Center Network and Building State Capacity and Productivity Center, disseminate relevant tools and resources to the Comprehensive Center Network's Twitter account related to *School Improvement*.

Rural Populations

- For the Community Center Network and Building State Capacity and Productivity Center, disseminate relevant tools and resources to the Comprehensive Center Network's Twitter account related to *Rural Populations*, including working with rural stakeholders on ways to optimize dissemination.

Strategic Planning

- For the Community Center Network and Building State Capacity and Productivity Center, work with stakeholders on developing user-friendly and targeted methods for engaging in strategic planning. Disseminate relevant tools and resources to the Comprehensive Center Network's Twitter account related to *Strategic Planning*.

Letters of Support – Region 3

Government Officials

1. Lt. Governor Roach (VI)
2. Senator Frett-Gregory (VI)

State and Local Agencies

3. Commissioner Nominee of Education – Racquel Berry-Benjamin (VI)
4. Commissioner of Labor – Gary Molloy (VI)
5. Director of Instructional Development – Yvette McMahon-Arnold (VI)
6. Director of Assessment and Accountability – Alexandria Baltimore-Hookfin (VI)
7. Superintendent Carlos McGregor (VI)
8. Auxiliary Secretary IPD – Damarys Varela (PR)
9. Director of School Improvement – Tom Bailey (PR)
10. Yadira Burgos – Aux. Sup (PR)
11. Rafael Ramon – former Secretary PRDE (PR)
12. Harry Valentin – former Undersecretary PRDE (PR)

Subcontractors/Specific Service Providers

13. ADI
14. McREL
15. Westat
16. National Literacy Project
17. AIR
18. Vera Blake and Associates
19. InterAmerican University
20. University of South Florida
21. University of Puerto Rico

THE UNITED STATES VIRGIN ISLANDS
OFFICE OF THE LIEUTENANT GOVERNOR

Tregenza A. Roach, Esq.
Lieutenant Governor

Commissioner of Insurance
Chairman, V.I. Banking Board

April 16, 2019

Dr. Alice Lindsay, Director
Florida and the Islands Comprehensive Center at
Educational Testing Service
10401 Highland Manor Drive, Suite 220
Tampa, Florida. 33610

Dear Dr. Lindsay:

It is a pleasure to write this letter in support of the proposal being submitted by Educational Testing Service (ETS) for the Regional Comprehensive Center that will serve Puerto Rico and the U.S. Virgin Islands. The U.S. Virgin Islands Department of Education (VIDE) has benefitted greatly from the Florida and the Islands Comprehensive Center's (FLICC/ETS) support of the educators across our Territory during the current grant period.

The VIDE has received high quality technical assistance, resources, and guidance from FLICC at ETS as the department prioritized to improve the education system at all levels by implementing the three state priorities: Improved Student Achievement, Positive Organizational Culture, and Teacher and Leader Effectiveness. FLICC assisted with the design and development of the new VIDE Employee Effectiveness System (EES), updating the evaluation system with a focus on professional growth and support for all VIDE employees, while building the human and organizational capacity of the department to sustain the work. The Center also provided technical assistance to develop the V.I. Accountability State System aligned to Every Student Succeeds Act (ESSA) and the VI System of Support for School Success (VI-SOS); and provided technical assistance and support to the VIDE in the update of its strategic direction, identifying four goals to focus school improvement and systemic change and developing the Strategic Performance Management System (SPM) to track and report progress on the goals.

The VIDE experienced changes in leadership over the years and most recently was greatly affected by two Category 5 hurricanes, but through all of the changes FLICC/ETS remained a constant, helping to orient the new leadership and to keep the projects

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FLICC/ETS support letter, page 2

moving forward. The FLICC/ETS facilitators, under your leadership, have been caring, culturally respectful and professional while supporting the VIDE. I look forward to your continued presence in the Virgin Islands.

I wish you success with your proposal so that the educators of the USVI at all levels of the system can continue to grow and increase their capacity with the assistance of the strong partners on the ETS team.

Sincerely,

Tregenza A. Roach, Esq.
Lieutenant Governor

Legislature of the Virgin Islands

CAPITOL BUILDING, P.O. BOX 1690
ST. THOMAS, U.S. VIRGIN ISLANDS 00804
Office: (340) 693-3686 ● Fax: (340) 693-3642
Email: senatorfrett-gregory@legvi.org

The Honorable
Donna Frett-Gregory
Vice President

CHAIRPERSON
Committee on Finance

VICE CHAIR
Committee on Education
and Workforce Development

MEMBER
Committee on Health, Hospitals
& Human Services

Committee on Economic
Development & Agriculture

April 30, 2019

Dr. Alice Lindsay, Director
Florida and the Islands Comprehensive Center at
Educational Testing Service
10401 Highland Manor Drive, Suite 220
Tampa, Florida 33610

Dear Dr. Lindsay:

As a former Commissioner of the Virgin Islands Department of Education and now serving as a Senator to the 33rd Legislature of the Virgin Islands, I am pleased to support the Educational Testing Service's (ETS) proposal to lead the Region 3 Comprehensive Center providing technical assistance to Puerto Rico and the Virgin Islands.

ETS has many years of technical assistance experience in Puerto Rico and the VI where they have provided high quality technical assistance to the territory, districts, and schools. Most recently with the impact to the islands from Hurricanes Irma and Maria as well as changes to the VI Department of Education's leadership, Florida and the Islands Comprehensive Center at ETS remained as the constant factor that provided support and technical assistance to the VIDE. I believe that this experience makes ETS and your directorship perfectly suited to continue the capacity-building efforts with the state departments of education in Puerto Rico and the VI.

I am confident that ETS, when awarded the Region 3 Comprehensive Center, will continue to provide the same high-quality technical assistance bringing professional experience, expertise, and commitment to all VIDE projects.

I wish you success with your proposal.

Best regards,

Donna Frett-Gregory
Senator, 33rd Legislature

THE VIRGIN ISLANDS
DEPARTMENT OF EDUCATION

Racquel Berry-Benjamin
Commissioner Nominee

Main:
1834 Kongens Gade, Charlotte Amalie
St. Thomas, U.S. Virgin Islands 00802-6746
Tel: 340/ 774-0100

St. Croix:
2133 Hospital Street, Christiansted
St. Croix, U.S. Virgin Islands 00820-4665
Tel: 340/ 773-1095

April 26, 2019

Dr. Alice Lindsay, Director
Florida and the Islands Comprehensive Center at
Educational Testing Service
10401 Highland Manor Drive, Suite 220
Tampa, Florida. 33610

Dear Dr. Lindsay:

On behalf of the Virgin Islands Department of Education (VIDE), I am pleased to support the proposal for the Regional Comprehensive Center serving Puerto Rico and the Virgin Islands that is being submitted by Educational Testing Service (ETS).

During the current grant period, various departments at the VIDE have received on-going technical assistance, resources and support from the Florida and the Islands Comprehensive Center at ETS (FLICC). The FLICC team, under your leadership, has assisted the Office of the Commissioner and the VIDE in a number of projects. FLICC assisted with the design and development of the new VIDE Employee Effectiveness System (EES), updating the evaluation system with a focus on professional growth and support for all VIDE employees, while building the human and organizational capacity of the VIDE to sustain the work; provided technical assistance to develop the V.I. Accountability State System aligned to Every Student Succeeds Act (ESSA) and the VI System of Support for School Success (VI-SOS); and provided technical assistance and support to the VIDE in the update of its strategic direction identifying four goals to focus school improvement and systemic change and developing the Strategic Performance Management System (SPM) to track and report progress on the goals.

The quality of the technical assistance provided by FLICC has proven invaluable to our capacity building efforts. This team has consistently gone the extra mile to ensure that their services are supporting our vision, goals and our three state priorities: Improved Student Achievement, Positive Organizational Culture, and Teacher and Leader Effectiveness. Although we will no longer be able to affectionately call this team the FLICCsters, we are confident that with a new award the long-standing relationship built with our ETS Regional Comprehensive Center partners will provide the same high-quality technical assistance to support the work of the VIDE under my administration. Under my new leadership, the Office of the Commissioner and the VIDE are looking for the expertise of our ETS partners to support our new focus on

THE VIRGIN ISLANDS
DEPARTMENT OF EDUCATION

Racquel Berry-Benjamin
Commissioner Nominee

Main:
1834 Kongens Gade, Charlotte Amalie
St. Thomas, U.S. Virgin Islands 00802-6746
Tel: 340/ 774-0100

St. Croix:
2133 Hospital Street, Christiansted
St. Croix, U.S. Virgin Islands 00820-4665
Tel: 340/ 773-1095

implementing early learning for Pre-K, a new grants management system and strategic reading instruction for all educators. I would be willing to devote time, leadership, and personnel needed to implement the scope of work that will result in success for the students of the Virgin Islands.

ETS is an internationally recognized leader in the fields of assessment, evaluation and research. I can think of no organization better qualified than ETS to assist us in meeting our next set of challenges.

We look forward to future collaboration with ETS and wish you success with your proposal.

Sincerely,

Racquel Berry-Benjamin
Commissioner Nominee

GOVERNMENT OF
THE VIRGIN ISLANDS OF THE UNITED STATES

DEPARTMENT OF LABOR

4401 Sion Farm - Christiansted
St. Croix, VI 00820-4245
Phone: (340) 773-1994
Fax: (340) 773-0094

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St. Thomas, VI 00803-2608
Phone: (340) 776-3700
Fax: (340) 774-5908

Office of the Commissioner

Dr. Alice Lindsay, Director
Florida and the Islands Comprehensive Center at
Educational Testing Service
10401 Highland Manor Drive, Suite 220
Tampa, Florida. 33610

Dear Dr. Lindsay:

As a past St. Croix Insular Superintendent and now appointed as the U.S. Virgin Islands Commissioner Nominee of the Virgin Islands Department of Labor, I am pleased to support the Educational Testing Service's (ETS) proposal to lead the Region 3 Comprehensive Center providing technical assistance to Puerto Rico and the Virgin Islands (VI). ETS has many years of technical assistance experience in Puerto Rico and the VI providing high quality technical assistance to the territory, districts and schools. ETS has been the constant factor providing support and technical assistance to the VIDE when political change or natural disasters occur, most recently with the impact to the islands from Hurricanes Irma and Maria. I believe that this experience makes ETS with your directorship perfectly suited to continue the capacity-building efforts with the state departments of education in Puerto Rico and the VI.

Currently, as the Commissioner Nominee of the Virgin Islands Department of Labor, I'm looking forward to a possible future collaborative effort between the VI Department of Labor, the VIDE and ETS to develop a working plan as part of the VIDE's focus on Career and Technical Education (CTE), pathways and experiential possibilities for the students of the VI. I'm confident that ETS, when awarded the Region 3 Comprehensive Center, will continue to provide the same high-quality technical assistance bringing professional experience, expertise and commitment to all VIDE projects.

I wish you success with your proposal and look forward to future collaboration with ETS.

Sincerely,

Gary Molloy
Commissioner Nominee

Dr. Alice Lindsay, Director
Florida and the Islands Comprehensive Center at
Educational Testing Service
10401 Highland Manor Drive, Suite 220
Tampa, Florida. 33610

Dear Dr. Lindsay:

I am writing this letter in support of the proposal being submitted by Educational Testing Service (ETS) for the Regional Comprehensive Center that will serve Puerto Rico and the U.S. Virgin Islands. Florida and the Islands Comprehensive Center at ETS (FLICC) has been a friend and outstanding technical assistance provider to the U.S. Virgin Islands and the VI Department of Education (VIDE).

The VIDE has received high quality technical assistance, resources and guidance from FLICC in redesigning the employee evaluation system and in redesigning the school improvement process. VIDE's commitment to implementing the three state priorities: Improved Student Achievement, Positive Organizational Culture, and Teacher and Leader Effectiveness led to the request for FLICC to assist with the revamping of the VIDE teacher and school administrator evaluations. What began as the Virgin Islands Teacher and Leader Effectiveness System (VITaLE), evolved into the VIDE Employee Effectiveness System (EES). FLICC facilitated the process to design and develop the VIDE EES, updating the evaluation system with a focus on professional growth and support for all VIDE employees, while building our capacity to sustain the work.

FLICC's coordination and supports to continuously improve education services for all students throughout the U.S. Virgin Islands led to the creation of the new school improvement process, the U.S. Virgin Islands System of Support for School Success (VI-SOS), and to the implementation of the Collaborative Success Process. The Collaborative Success Plan, formerly the school improvement plan, has been designed to assist schools in the management of a collaborative success process by school leadership teams.

My colleagues and I have been impressed with the expertise and quality work of the FLICC team and consultants. ETS has consistently provided quality technical assistance, training and consultation that have improved teaching and learning in the U.S. Virgin Islands. I am sure, if awarded the grant, educators in Puerto Rico and the Virgin Islands can expect the same high quality service that we received from ETS over the years.

ETS is recognized internationally as a leader in the field of assessment, evaluation and research, all areas of importance to states, districts and schools. I can think of no organization better qualified than ETS to help support systemic change.

I wish you success with your proposal and look forward to future collaboration with ETS.

Sincerely,

Yvette McMahon-Arnold

Yvette McMahon-Arnold, Ph.D.
State Director of Instructional Development
Virgin Islands Department of Education
2133 Hospital Street
Christiansted, VI. 00820
Tel. 340 773-1095

GOVERNMENT OF THE UNITED STATES VIRGIN ISLANDS
DEPARTMENT OF
EDUCATION
State Office of Curriculum and Instruction
Assessment

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Alexandria Baltimore-Hookfin
State Director

Dr. Alice Lindsay, Director
Florida and the Islands Comprehensive Center at
Educational Testing Service
10401 Highland Manor Drive, Suite 220
Tampa, Florida. 33610

Dear Dr. Lindsay:

It has come to my attention that Educational Testing Service (ETS) is submitting a proposal for the Regional Comprehensive Center that will serve Puerto Rico and the U.S. Virgin Islands. It is my pleasure to write this letter of support for the ETS proposal.

During the current Regional Comprehensive Center contract period, the Virgin Islands Department of Education (VIDE) has collaborated extensively with the Florida and the Islands Comprehensive Center at ETS (FLICC) to develop the U.S. Virgin Islands Accountability System, an accountability system grounded in college- and career-readiness standards that includes a broad set of data to understand school and district performance, uses data to inform school and district supports and leverages stakeholder feedback and expertise to inform the design of the system. As an internal planning team member, FLICC continues to work closely with the Accountability Task Force appointed by our Commissioner and with the Standard Setting Committee, comprised of select task force members that identify specified performance standards for schools using Task Force recommendations. The goals of the Task Force are to clearly define the goals, purposes, and uses of the accountability system and to provide recommendations to the Commissioner and the VIDE leadership team.

With the creation of an accountability system, each state must have a system of supports and interventions for schools when students, or any specific group of students, are struggling. The VIDE has collaborated with FLICC to redesign the school improvement process, now known as the U.S. Virgin Islands System of Support for School Success (VI-SOS), and to implement the Collaborative Success Process. The Collaborative Success Plan, formerly the school improvement plan, has been designed to assist schools in the management of a collaborative success process by school leadership teams. As the State Director of Assessment, I have seen first-hand how our partnership with FLICC has moved teachers and staff forward in their understanding of the critical value of a data-driven approach to school improvement.

The FLICC team and consultants have provided VIDE with high quality technical assistance customized to the unique needs of the islands. I am aware of the reputation of ETS in the fields of assessment, evaluation and research. I hope to continue this relationship with ETS in the future.

I wish you success with your proposal and look forward to future collaboration with ETS.

Sincerely,

Alexandria Baltimore-Hookfin
State Director of Assessment

GOVERNMENT OF THE UNITED STATES VIRGIN ISLANDS
DEPARTMENT OF
EDUCATION
Office of the Insular Superintendent
St. Croix District

2133 Hospital Street, Christiansted
St. Croix, U.S. Virgin Islands 00820-4665
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carlos.mcgregor@vide.vi • www.vide.vi

Carlos McGregor
Insular Superintendent

Victor S. Somme III
Deputy Superintendent

Carla Bastian, Ed.D
Deputy Superintendent

April 29, 2019

Dr. Alice Lindsay, Director
Florida and the Islands Comprehensive Center at
Educational Testing Service
10401 Highland Manor Drive, Suite 220
Tampa, Florida. 33610

Dear Dr. Lindsay:

Thank you for the invaluable services the Florida and the Islands Comprehensive Center at Educational Testing Service (FLICC/ETS) has provided to the Virgin Islands Department of Education and the St. Croix District. We are hopeful that you will be awarded the contract to continue to offer services to the Virgin Islands.

Members of your staff have provided high quality and relevant technical assistance working with us on several projects. My most recent involvement has been as a member of the design team working to update the principal process in the VIDE Employee Effectiveness System (EES), and with the VI System of Support for School Success (VI-SOS).

Educational Testing Service (ETS) is an internationally recognized leader in the fields of assessment, evaluation and research. I can think of no organization better qualified than ETS to assist us in meeting our next set of challenges and am pleased to support the proposal for the Regional Comprehensive Center serving Puerto Rico and the Virgin Islands that is being submitted by ETS.

We look forward to future collaboration with ETS and wish you success with your proposal.

Sincerely,

Carlos McGregor
Acting Superintendent

GOBIERNO DE PUERTO RICO

DEPARTAMENTO DE EDUCACIÓN

INSTITUTO DE DESARROLLO PROFESIONAL

April 23, 2019

Dr. Alice Lindsay
Educational Testing Service
10401 Highland Manor Drive
Tampa, FL 33610

Dear Dr. Lindsay:

Best regards, from my position as Auxiliary Secretariat of the Professional Development Institute, the Educational Testing Service (ETS) work team has been a great collaborator with the Institute. I have received the necessary support for the development and implementation of major projects, such as: Back To School, alternative certification, Manual of Professional Development for the Regional Education Offices (ORE's), RFP's guidance and writing, guidance and technical assistance on writing federally funded work-plans, analysis of information based on data, collaborations with Higher Education Institutions, guiding the creation of stakeholder committees, among others. For this reason, ETS counts with my support and endorsement in the proposal they will be submitting. I hope they will continue offering services to the staff of the Puerto Rico Department of Education (PRDE). We trust that ETS will be awarded this grant to continue supporting the PRDE projects. The services offered are of high quality, punctual, sustainable, of expertise on topics, and an in-depth knowledge of PRDE's structure and organization.

The members of the ETS team are excellent collaborators, have high professional-labor standards, effective communicators, know the areas of opportunity, and of priorities, and adapt their work to guide us in the design of structures, processes, documents and professional development that are systemic and sustainable. The ETS staff is respected by the PRDE personnel. The ETS staff impacts a variety of personnel at PRDE and provides expert knowledge on school improvement, federal programs, the Puerto Rican school system, infallible understanding of federal and state regulations, statues and laws. They offer quality support and technical assistance. They also provide relevant research and evidence-based services. They share resources and strategies to make our work more productive.

The ETS team is very flexible and organized. Their commitment to collaborate with PRDE in improving educational services for our students is constantly demonstrated in their willingness to work nights, weekends and holidays as needed.

As Assistant Secretary of the Institute for Professional Development I have greatly benefited from the guidance and support. I consider the ETS staff a valuable resource and partner, and an extension to our team. We look forward to their continued support with our future work.

Sincerely,

Dr. Damarys Varela
Auxiliary Secretary of the Institute for Professional Development
Puerto Rico Department of Education

GOBIERNO DE PUERTO RICO

DEPARTAMENTO DE EDUCACIÓN

May 2, 2019

Dr. Alice Lindsay
Educational Testing Service
10401 Highland Manor Drive
Tampa, FL 33610

Dr. Lindsay,

It has come to my attention that Educational Testing Service is submitting a proposal for the Regional Comprehensive Center that will serve Puerto Rico. Having worked with ETS over the past year it is my pleasure to write a letter of support for the ETS proposal.

I have collaborated with ETS on the School Improvement Initiative project for the Puerto Rico Department of Education. ETS has demonstrated their capacity to meet the needs of developing projects with multiple levels of support. They have developed practices and strategies that have allowed PRDE to implement specific changes to improve and support the Regional Organizations, Directors of schools and teachers. They understand the State laws and the inner workings of PRDE which allows them to make decisions based on cultural tendencies. ETS is viewed as a highly valued contributor to each of the organizations. Indeed, ETS has provided these organizations with a critical thread of continuity as they maneuver through changes in Administration, organization and educational demands.

ETS understands and practices capacity building as well as or better than any organization with which I've had direct experience. As great educators do, they meet the client where they are and patiently ladder their skills. It is important to appreciate that they accomplish this in a widely diverse cultural setting that requires different approaches to establish sustainable change. They are viewed as a trusted contributor and partner with all they support. The Department of Education has an outstanding organization representing them, one that understands the strategic directions and interest of the Department and who delivers targeted services in a complex and diverse environment.

I look forward to continuing to collaborate with ETS as we meet the challenges of the next school year.

Sincerely,

Thomas Bailey

Thomas Bailey
Director of School Improvement Initiative

P.O. Box 190759, San Juan, PR 00919-0759 • Tel.: (787)773-3060/3064

DEPARTAMENTO DE EDUCACIÓN GOBIERNO DE PUERTO RICO

El Departamento de Educación no discrimina de ninguna manera por razón de edad, raza, color, sexo, nacimiento, condición de veterano, ideología política o religiosa, origen o condición social, orientación sexual o identidad de género, discapacidad o impedimento físico o mental; ni por ser víctima de violencia doméstica, agresión sexual o acecho.

Dr. Alice Lindsay, Director
Educational Testing Service
10401 Highland Manor Drive
Tampa, FL 33610

Dear Dr. Lindsay:

It is a pleasure for me writing a letter of support for the proposal ETS is submitting to continue providing services in Puerto Rico and the Virgin Islands. I am very hopeful that ETS will receive the grant and continue to help us attend to the needs of our schools and districts.

I have received much valuable support from the ETS team since I began in my position as Auxiliary Superintendent in charge of school improvement in the San Juan Regional Education Office. The ETS team members have collaborated intensively with us in by providing needed training and resources on the new school improvement initiative that PRDE is implementing in our lowest performing schools. They have been influential in guiding central office staff in promoting a system of support that has facilitated our work. They treat us with respect, developing meaningful and effective activities, documents and resources based on our needs and priorities; always willing to customize and make suggested changes. In many instances, they have even been our liaison or spokesperson with our superiors to attend the challenges we confront.

I can speak for all the school improvement auxiliary superintendents when I say that the ETS team is highly regarded by us and have been instrumental in helping us implement the initiative with fidelity and making our work more productive. They have made sure we meet monthly and help design agendas that are responsive to our experiences. In between meetings we contact them via email and phone calls and they are always available to attend us. They have helped us become a community of practice, guiding us in helping each other to share effective practices, providng relevant research and evidence based services.

We have all benefited immensely from the knowledge the team has on school improvement, federal programs, the Puerto Rican school system and laws, as well as the guidance and support received from the team in developing and implementing proposals, action plans, and reports.

We have developed a partnership with the ETS staff and consider them part of our team. I truly hope you will approve the proposal they are submitting and we count on their continued support with our schools and districts to attend the needs of our students.

Sincerely,

Yadira Burgos
Auxiliary Superintendent
San Juan Regional Office of Education
Puerto Rico Department of Education

May 9th, 2019

Dr. Alice Lindsay, Director
Educational Testing Service
10401 Highland Manor Drive
Tampa, FL 33610

Dear Dr. Lindsay:

It is my pleasure writing a letter of support for the proposal being submitted by the Educational Testing Service (ETS) to continue the work they have been involved with in Puerto Rico and the Virgin Islands.

During my position as Secretary of Education at Puerto Rico Department of Education, the ETS team provided my team intensive and effective support to meet our priorities and needs. Due to their knowledge of the Puerto Rican school system and laws, as well as federal statutes and requirements their staff and consultants delivered technical assistance that was crucial for us in developing important initiatives. Among them, the PRDE Flexibility and Equity Plan, both having been approved by the USED. In addition, they collaborated with us in developing a customized professional learning community initiative and helped formulate policy.
The ETS team supported us in developing a robust educator evaluation and support system. They provided relevant research and evidence based services, sharing resources and strategies to make our work more productive, guiding us in designing systemic and sustainable structures and processes. I can definitely speak to the quality technical assistance they provide.

They consistently demonstrated their commitment to collaborate with PRDE in improving educational services for our students in their readiness to work after hours to meet PRDE priorities and timelines. I considered them part of my team, including them in advisory committees meetings and work groups developing action plans, reports, policy, and professional learning activities.

I truly hope to hear that ETS is awarded the grant and will continue to provide PRDE, our schools and our districts with the high quality technical assistance they have been known for, as they have for over seventeen years, and throughout various administrations.

If you have any questions, or need more information, please feel free to contact me at 787-407-8671 or through the email: rafaelroman2105@gmail.com .

Sincerely,

Mr. Rafael Roman
Former Secretary PRDE (2013-2016)

Dr. Alice Lindsay, Director
Educational Testing Service
10401 Highland Manor Drive
Tampa, FL 33610

Dear Dr. Lindsay:

I am pleased to hear that the Educational Testing Service is submitting a proposal to continue serving Puerto Rico. It is truly a pleasure writing a letter of support for the proposal. ETS has supported PRDE, our schools and districts for over seventeen years, throughout many administrations.

I received very valuable and intensive support from the ETS team during my position as Undersecretary of Academic Affairs. The ETS team members are great collaborators, responding effectively to our priorities and needs, tailoring their work to guide us in designing structures and processes that are systemic and sustainable. Their staff and consultants are knowledgeable on the Puerto Rican school system and laws, as well as federal statutes and requirements. They provide relevant research and evidence based services, sharing resources and strategies to make our work more productive.

The ETS team worked closely with us on various important initiatives, such as the PRDE Flexibility and Equity Plan, both approved were by the USED. They co-developed with us a customized professional learning community initiative and helped formulate policy for implementation and follow up. In addition, they supported us in developing a robust educator evaluation and support system. As such, I can attest to the quality technical assistance they provide.

Their commitment to collaborate with PRDE in improving educational services for our students was demonstrated constantly in their willingness to work nights, weekends and holidays, as needed. The team I had as Undersecretary of Academic Affairs and I benefited greatly from the guidance and support we received from them with advisory committees meetings and issues and in developing action plans, reports, policy, and professional learning activities.

We will be pleased to hear that ETS received the grant and continue to provide the high quality services they have consistently offered.

Sincerely,

Harry valentin, Ph.D.

Academic Development Institute

ADI

Est 1984

Ingenuity and Service

May 2, 2019

Dr. Alice Lindsay, Director
Educational Testing Service (ETS)
10401 Highland Manor Drive, Suite 220
Tampa, FL 33610

Dear Dr. Lindsay (Alice):

It is with pleasure that I write to commit Academic Development Institute (ADI) as a partner with ETS to support the Region 3 Comprehensive Center, serving the territories of Puerto Rico and the U.S. Virgin Islands. ETS has a long history of providing technical assistance and knows the political and cultural context of the region and is familiar with the educational issues and challenges facing them. ETS is uniquely qualified to operate the Region 3 Comprehensive Center, and ADI is delighted to have the opportunity to continue to work with ETS in this region.

As the lead in a national content center from 2005 to 2012, and a partner in three national content centers since 2012, ADI has had many opportunities to work with ETS through its regional comprehensive center. ETS has provided timely, relevant, and valuable technical assistance to Puerto Rico and Virgin Islands, and ADI has been with ETS for several of those successful projects.

ADI has a long history of providing services to schools, districts, regions, and SEAs in instructional transformation, continuous school improvement, enhancement of student's learning habits, and strategic performance management, as well as a 35-year history of working in family engagement to support children's learning.

ADI has worked closely with ETS on many projects in the Virgin Islands and Puerto Rico. Most recently, our work as been with the Virgin Islands commissioner and leadership in developing and implementing a strategic performance management system and then creating a Virgin Islands system of support dovetailed to their strategic plan. ADI as a partner in the Center on Innovations in Learning has also provided technical assistance and training in the areas of personalized learning and enhanced lesson design in the Virgin Islands. In Puerto Rico, ADI is currently working with ETS on *Culture Shift* to begin a transformation in the culture of the PR schools and implementing a newly designed system of support for their CSI and TSI schools.

We will bring the full resources of ADI to bear as the region works to close the achievement gap and support the highest level of learning for all.

Sincerely,

Pam Sheley

Pam Sheley, Executive Director
Academic Development Institute

121 N. Kickapoo Street | Lincoln, IL 62656 | www.adi.org | T 217-732-6462 | F 217-732-3696

April 10, 2019

Dr. Alice Lindsay, Director
Educational Testing Service (ETS)
10401 Highland Manor Drive, Suite 220
Tampa, FL 33610

Dear Dr. Lindsay (Alice),

It is with great pleasure that I write to commit McREL International as a partner with ETS to support the Region 3 Comprehensive Center (CC), serving the territories of Puerto Rico and the U.S. Virgin Islands (USVI). ETS has a long history of providing technical assistance, knows the political and cultural context of the region, and are familiar with the educational issues and challenges facing them. Thus, I feel that ETS is uniquely qualified to operate the Region 3 CC.

As a nonprofit research-and-development organization founded in 1966, McREL has focused its mission on making a difference in the quality of education for all learners (PreK-12 and higher education) through excellence in applied research, program evaluation, professional learning, technical assistance, product development, and service to those who are committed to improving the life and organizational conditions that facilitate educator and student success. During our 53-year history, research and evaluation services have been an integral component of McREL's work. Specifically, in Puerto Rico and the USVI, McREL staff have been providing external evaluation services to ETS for the comprehensive centers since 2006 and have been evaluating the USVI's Territories and Freely Associated States Educational Grant (T&FASEG) since early 2015.

For the Region 3 CC, I am committing McREL to serve as the external evaluator should ETS be awarded. This will include instituting both formative and summative evaluation measures to assess fidelity of implementation and examining the attainment of short-, mid- and long-term outcomes. McREL will also be responsible for gathering and reporting on performance measure data. Additionally, McREL evaluators will assist Region 3 CC staff in establishing processes and tools to gather feedback that will be used on an ongoing basis to continually improve the delivery of services. To successfully accomplish this work, we will bring the full resources of McREL to bear as the region works to close the achievement gap and support the highest level of learning for all.

We look forward to continuing our partnership!

Sincerely,

Bryan Goodwin
President & CEO

Westat
An Employee-Owned
Research Corporation

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fax: 301-294-2040
www.westat.com

April 10, 2019

Dr. Alice Lindsay, Director
Education Testing Service
10401 Highland Manor Dr.
Suite 220
Tampa, FL 33610

Dear Dr. Lindsay:

This letter confirms Westat's commitment to partner with the Education Testing Service (ETS) and its other partners on the Region 3 Comprehensive Center serving Puerto Rico and the U.S. Virgin Islands. ETS has a long history of providing capacity building services to Puerto Rico and the U.S. Virgin Islands. It is uniquely positioned to serve this region with its deep understanding of the regional context.

Westat has worked closely with ETS in serving Puerto Rico and the U.S. Virgin Islands through our U.S. Department of Education-funded Building State Capacity and Productivity Center. In partnership with ETS, we have worked closely to build the capacity of the region on strategic communications and performance management. In addition, we have supported the region via other U.S. Department of Education-funded technical assistance centers including our present work through the IDEA Date Center (IDC) where we provide support to the region on special education data. We also with the region on issues related to Title II, including educator quality and effectiveness.

We look forward to our partnership with ETS and working collaboratively with Puerto Rico and the U.S. Virgin Islands.

Sincerely,

Allison Henderson

Allison Henderson
Vice President

Judith Irvin, Executive Director
1400 Village Square Blvd #3-227
Tallahassee, FL 32312
850.459.7660
EIN 011-0661139

April 7, 2019

Dr. Alice Lindsay, Director
Educational Testing Service (ETS)
10401 Highland Manor Drive, Suite 220
Tampa, FL 33610

Dear Dr. Lindsay:

It is with pleasure that I write to commit the National Literacy Project (NLP) as a partner with the Region 3 Comprehensive Center in providing technical assistance and professional learning opportunities in the area of literacy. NLP, a non-profit organization dedicated to improving the success of all students, works with schools, districts, and states to facilitate sustainable literacy leadership initiatives. Initiatives are customized to the needs of individual schools and offer evidence-based strategies to address those needs. NLP provides training, tools, and protocols that build the capacity of each school to sustain their efforts to support student growth.

The National Literacy Project has experience working across very diverse environments that have spanned socio-economic bands and included everything from inner city to rural settings in several states. Our recent work in rural eastern Kentucky has included facilitating the development, implementation, and monitoring of literacy action plans for each school in the project. NLP also contributed to an initiative funded by the Bill and Melinda Gates Educational Foundation to address the need for Civics education. Partners developed a series of curricular units that incorporate both Civics and literacy standards that engage students in rigorous reading and writing tasks to build content knowledge. In addition, a member of the NLP Leadership Team has an established rapport with the Virgin Islands Department of Education as a result of technical assistance provided in other areas of need over the last six years.

Our five-stage process for implementing a literacy action plan is described in *Taking the Lead on Adolescent Literacy: Action Steps for Schoolwide Success*, a book that was authored by NLP Partners (Corwin Press, 2010). The process is used widely in schools and districts across the country. Our goal is to develop literacy leadership capacity for systemic improvement of schools. NLP has the institutional capacity to deliver technical assistance and professional learning opportunities because we have a network of highly trained professionals with literacy expertise and many years of working with school improvement efforts in schools and districts.

Sincerely,

Judith L. Irvin

Judith L. Irvin, Ph. D.
Executive Director

AMERICAN INSTITUTES FOR RESEARCH®

May 16, 2019

Alice Lindsay, Ed.D.
Educational Testing Service
10401 Highland Manor Drive, Suite 220
Highland Oaks Building V
Tampa, FL 33610

RE: Region 3 Comprehensive Center (CFDA #84.283B)

Dear Dr. Lindsay,

On behalf of the American Institutes for Research (AIR), I am pleased to confirm our intent to support the work of Educational Testing Service (ETS) as you pursue an application to the U.S. Department of Education (ED) for the Region 3 Comprehensive Center (CFDA #84.283B). This letter confirms our commitment to this effort and support for your application.

I expect our collaboration during the five-year period of performance to be mutually productive and valuable. Your professionalism and efforts to link research, policy, and practice in meaningful and effective ways have solidly established ETS's reputation for conducting quality, evidence-based work that is used by your constituents to improve the lives and work of students, educators, and families.

AIR has a broad range of expertise working nationally and internationally, as well as specifically with the Region 3 educational agencies in Puerto Rico and the U.S. Virgin Islands (USVI). AIR staff have conducted numerous projects and technical assistance activities in the region, including a multi-year project to strengthen educational leadership in USVI schools.

I look forward to leveraging our expertise, experience, and regional knowledge with that of ETS in working on this very important project to ensure that students and families throughout Region 3 have access to high-quality opportunities and equitable outcomes.

Sincerely,

Monique M. Chism

Monique M. Chism, Ph.D.
Vice President, Policy, Practice, and Systems Change

VJ Blake & Associates, Inc.

"Success is the Only Option!"

Dr. Vera J. Blake
Consultant

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Fax: 703.730-0158
E-mail: *verablake@verablake.com*
Website: *www.verablake.com*

March, 2019

Dr. Alice Lindsay, Director
Educational Testing Service
10401 Highland Manor Drive, Suite 220
Tampa, FL 33610

Greetings Dr. Lindsay,

This letter expresses my support for the proposal submitted by the Educational Testing Service (ETS) and provides a summary of the qualifications and experiences that will allow me to help serve schools in several states, Puerto Rico and the United States Virgin Islands, in this endeavor. It also briefly outlines the skills that will help my commitment to working with ETS as they plan to provide evidence-based practices, interventions and capacity-building services that address the unique needs of its clients.

Thirty years of my career in education were served in Fairfax County Public Schools (FCPS), Virginia, where I retired as a high school principal. My current work includes consulting, writing curriculum, facilitating training for teacher leaders, university teaching, coaching principals and other leaders in evidence-based practices for school improvement within the United States and the international community. As the President of VJ Blake and Associates, Inc., I have worked since 2002 as an independent consultant and as a consultant to and faculty member for the Association for Supervision and Curriculum Development, the National Association of Secondary School Principals, Discovery Education and the Florida and the Islands Comprehensive Center @ETS.

Throughout my years of service, I have had a variety of experiences in capacity-building for large and small school districts and in urban and rural schools both in the United States and abroad. These experiences required significant travel as well as temporary residential working situations with individuals, large and small groups. In addition, I worked as an adjunct university professor for four universities and recently accepted an adjunct position again with George Mason University.

The variety of experiences I have had as an educator, educational consultant and business owner will all be useful and valuable to help support the priorities and initiatives outlined by ETS in this proposal. My expertise and skills include (but are not limited to), evidenced-based training and coaching in leadership, instructional support and capacity-building, literacy and technology integration, team building, linking assessment and instruction, middle school implementation, Irtiqa'a Inspection Preparation, and managing organizational change.

As a consultant and president of VJ Blake and Associates, Inc. I support the goals of this proposal would welcome an opportunity to learn, grow and contribute to improving many schools and districts. If more information is needed, please visit www.verablake.com or contact me at verablake@verablake.com or 703-346-5600.

Sincerely,

Vera J. Blake, President

UNIVERSIDAD INTERAMERICANA DE PUERTO RICO
RECINTO METROPOLITANO
FACULTY OF EDUCATION AND BEHAVIORAL PROFESSIONS

April 23, 2019

Dr. Alice Lindsay
Educational Testing Services
10401 Highland Manor Drive
Tampa, Florida 33610

Dear Dr. Lindsay:

I am happy to hear that Educational Testing Services (ETS) is applying to be Puerto Rico's federal technical assistance center again. I have not been at PRDE for a few years, returning to my position as Dean of Education and Behavioral Sciences at the InterAmerican University of Puerto Rico. However, it has been very impressive to know that ETS is working on important initiatives and that ETS is supporting that work with continued guidance and resources. I recognize the technical assistance that the ETS Puerto Rico staff is providing PRDE, as I have been participant in various initiatives that your staff is supporting through the Institute of Professional Development of the PRDE. I know that they are extremely valuable resources in collaborating with the priorities that the Department has set fourth, as well as to the current administration.

ETS's team in PRDE has earned the respect of the personnel, and the Universities, due to their expertise, in-depth knowledge of PRDE's structure, their ability to make information accessible, and in promoting cross-functional workgroups.

I truly hope that ETS is successful in winning this grant, I look forward to continue identifying areas where we can collaborate over the next five years.

Sincerely,

Dr. Carmen A. Collazo Rivera
Dean
Faculty of Education and Behavioral Professions
Metro Campus
InterAmerican University of Puerto Rico

PO Box 191293 • San Juan, PR 00919-1293 • Tel. (787) 250-1912, Exts. 2410, 2293, 2288, 2399 • www.metro.inter.edu

April 24, 2019

Alice Lindsay, Ed.D.
Director
Florida and the Islands Comprehensive Center @ ETS
Highland Oaks V — Suite 220
10401 Highland Manor Drive
Tampa, FL 33610

Dear Dr. Lindsay:

The David C. Anchin Center, College of Education, University of South Florida is pleased to support ETS's proposal for the award of the Region 3 Comprehensive Center under the U.S. Department of Education Comprehensive Centers Program. The Anchin Center and the College of Education is very highly committed to partnering with the Comprehensive Center to provide the technical assistance, expertise, and work requested of us to achieve the goals and objectives of the Region 3 Center as outlined in the proposal.

I am confident that, if funded, the proposed Comprehensive Center will provide high-quality intensive capacity-building services to Puerto Rico and the US Virgin Islands. We stand ready to support this very important and consequential work of the Comprehensive Center. There are number of specific areas in the proposed work of the Region 3 Center in which the Anchin Center and faculty throughout the College of Education have extensive expertise. We look forward to our collaborative work together to realize the outcomes envisioned.

University of South Florida College of Education
4202 E. Fowler Ave., EDU 105 / Tampa, FL 33620 / 813-974-3400 / usf.edu/education

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As you know, the Anchin Center has successfully partnered with the ETS Regional Comprehensive Center on prior initiatives over several years. Our past accomplishments bolster our confidence in the successful implementation of future initiatives. Thus, we look forward to another partnership with you, and are fully committed to supporting the work of the newly funded Region 3 Comprehensive Center.

Sincerely,

Constance V. Hines, Ph.D.
Interim Director
David C. Anchin Center

University of South Florida College of Education
4202 E. Fowler Ave., EDU 105 / Tampa, FL 33620 / 813-974-3400 / usf.edu/education

GRISEL MUÑOZ-MARRERO, Ph.D. *ph: 787.616.9733*

90 Príncipe Guillermo, Guaynabo, PR 00969-5331 grisel.munoz@upr.edu

May 16, 2019

Dr. Alice Lindsay
Director of Florida and the Islands
Regional Comprehensive Center
ETS-FLICC

Dear doctor Lindsay:

It is a pleasure to write this letter of support for the ETS-FLICC proposal to continue providing technical assistance to the educational systems of Puerto Rico, the Virgin Islands and Florida. I know firsthand about the excellent assistance and support that ETS-FLICC personnel have been providing to the Puerto Rico Department of Education (PRDE) administrative and teaching staff thru the last 8 years. Their support and technical assistance allowed the implementation of outstanding academic projects and administrative processes that had improve the quality of the teaching learning process in the schools, District and Regions. I highly recommend FLICC because I have worked with them when I served as Undersecretary of Education.

ETS-FLICC has been instrumental and very successful in improving DEPR organizational and academic ways of operating in the school districts and schools. Their staff are highly qualified, creative, flexible and resourceful regarding the teaching and administrative process. One key asset of the ETS-FLICC personnel is that they are supportive and task oriented. They helped to strength the schools organizational structure, working climate, and the ways in which schools relate to parents and the community. They provide trainings to the staff and in the design of instruments and processes to monitor the success of the academic and administrative projects. They also design and conduct trainings for school teachers which helped them to improve the teaching learning process and improve students' academic performance. FLICC continuous support is a key ingredient in the improvement of the quality of instruction and the educational outcomes for their students.

ETS-FLICC staff are very successful involving DEPR administrative and academic personnel in establishing and implementing long and short-range projects because they know firsthand our school system and what is needed to improve academic performance of the entire system.

I know firsthand that the Puerto Rico Department of Education looks forward to collaborating with the FLICC/ETS team over the next several years. I hope they are funded again.

Sincerely,

Grisel Muñoz Marrero, Ph.D.
University of Puerto Rico in Cayey

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** 1234-ETS Budget Narrative-Region 3.pdf

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Tracking Number:GRANT12860992 Funding Opportunity Number:ED-GRANTS-040419-001 Received Date:May 23, 2019 12:08:07 PM EDT

Budget Narrative Summary – Region 3 (May 24, 2019)

The following budget narrative provides justifications for the project costs and totals in the budget spreadsheets for this project. These estimated costs are for Project Years 1 – 5. Assuming a grant award, the work is anticipated to begin around October 1, 2019 – September 30, 2024.

This section includes an itemized breakdown of the budget for each project year for the required categories covering personnel salaries; benefits; project staff travel, including meeting costs; materials and supplies; consultants and subcontractors; indirect costs; and other project costs over the five Project Years. Full time equivalent (FTE) time is noted for all personnel or contractors.

The following summarizes the costs for all five Project Years:

1. **Personnel and Fringe Benefits:** $2,272,540 for personnel salaries, and $350,088 in fringe benefits for four proposed personnel
2. **Travel:** $313,161 in meetings and trainings along with associated travel costs for project staff and participants
3. **Equipment and Supplies:** $10,000 in supplies
4. **Contractual:** $1,162,172 in contractor-associated costs
5. **Other:** $12,094 in printing, postage, and shipping costs
6. **Total Direct Costs:** $4,120,055 in total direct costs
7. **Indirect Costs:** $879,945 in indirect costs
8. **Total Costs:** a total proposed project budget of $5,000,000

The following sections provide further detail about each of these categories.

1. Personnel and Fringe Benefits—Budget Narrative

ETS is uniquely positioned to lead this project for Region 3 given the existing staff and contractor relationships that have been established to support the needs of Puerto Rico and the U.S. Virgin Islands (USVI). The ETS Region 3 project staff have an existing and successful infrastructure to support this effort in implementing this plan.

The estimated personnel and benefits are based on current similar Comprehensive Center (CC) staff. Project Years 2 – 5 reflect an increase in salary for inflation. ETS's costs of providing fringe benefits are applied uniformly as a percentage of the cost of labor and are allocated to projects directly in proportion to the actual cost of such labor. Fringe benefits include items such as medical, dental, Social Security, Medicare, retirement, and other expenses. Fringe benefits were estimated at 29.00% of the annual salary.

In addition to the Project Director, there will be six Territory Technical Assistance Team (TTAT) Leads and a Project Administrator Associate.

The **Project Director** serves as the official representative of the CC to the Department, key collaborators, specific service providers, and technical assistance providers, and in negotiating memoranda of understanding (MOUs) with each territory. The Project Director secures nominations for the Advisory Board and each territory's coordinating council. The Project Director also facilitates the Advisory Board and state coordinating council meetings twice each year. The Project Director provides management and oversight of the implementation of the territory service plans, develops or approves strategic policy decisions for the CC, conducts staff performance reviews, provides direct staff supervision, provides financial management for the CC, and monitors and provides quality control for the CC. The Project Director is also responsible for financial and evaluation reporting and for providing direct technical assistance services to both jurisdictions. The Project Director is allocated at 0.75 FTE.

The **TTAT Leads** conduct project planning with key collaborators, specific service providers, technical assistance providers, and collaborative planning with state educational agencies (SEAs) for

service delivery. They plan staff development for the CC and for key collaborators, coordinate the delivery of services to the state, and provide reporting for evaluation of activities as required. The TTAT Leads also assist the Project Director with Department-initiated activities, information gathering, and required reports. Two of the TTAT Leads are 1 FTE; three of the TTAT Leads are consultants and are 0.40 FTE.

The **Project Administrator Associate** maintains and updates workshop participant databases; prepares correspondence; produces and disseminates reports; and plans and coordinates meetings, workshops, and institutes through ETS Corporate Meeting Planning. This position creates, assembles, copies, packs, and ships professional staff development materials; and the position maintains workshop, resource, and library files as well as records of travel for the professional staff, key collaborators, and specific service providers. The Project Administrator Associate also maintains and updates the R3CC's Office Operating Procedures Manual. The Project Administrator Associate is allocated at 0.20 FTE.

Personnel and Fringe Benefit Budget Detail **Position/Resource**		**Project Year 1**	**Project Year 2***	**Project Year 3***	**Project Year 4***	**Project Year 5***	**Project Total**
Project Director: One Position	Personnel	173,452	176,921	180,457	184,061	187,749	902,640
	Fringe Benefits	26,720	27,255	27,800	28,355	28,923	139,053
Territory Technical Team Leads: Two Positions	Personnel	241,615	246,446	251,373	256,393	261,530	1,257,357
	Fringe Benefits	37,221	37,966	38,724	39,498	40,289	193,698
Project Administrator Associate: One Position	Personnel	21,626	22,059	22,500	22,949	23,409	112,543
	Fringe Benefits	3,332	3,398	3,466	3,535	3,606	17,337
Personnel Totals	**Personnel Total**	436,693	445,426	454,330	463,403	472,688	2,272,540
	Fringe Benefits	67,273	68,619	69,990	71,388	72,818	350,088
	Total	503,966	514,045	524,320	534,791	545,506	2,622,628

* Years 2 – 5 are inflated at 2% per year.

2. Travel—Budget Narrative

The travel associated with this project is specifically for trainings and client meetings. The following describes the meetings or trainings including the purpose of the activity and how it contributes to the success of the CC. Also defined are the staff participating in the activity and the duration of the meeting or training. The estimated travel and meeting costs are based on current similar expenses for CC staff and participants.

Territory-Wide Trainings: Strategic Reading Instruction for all Educators—USVI

Participants will travel from various locations in the Islands to attend the meetings in St. Croix or St. Thomas, USVI. The estimated yearly costs for participants include hotel, an estimated meeting venue, and per diems for each meeting.

To address **Strategy 1.0:** Two two-day task force meetings will be held per year to plan for a system of professional development for improving reading instruction for all educators. In addition, on-going task force meetings will allow for mid-course revisions and continued support.

- These meetings occur in Project Year 1.
- The base unit cost is $3,541 per meeting for 12 participants.

To address **Strategy 2.0:** Two two-day meetings will be held per year for the Implementation team to research, review, and identify reading strategies and to create and implement professional development modules.

- These meetings occur in Project Years 2 and 3.
- The base unit cost is $3,541 per meeting for 12 participants.

To address **Strategy 3.0:** Two two-day meetings will be held per year for the Monitoring and Evaluation team to develop a monitoring and evaluation plan that will be implemented. Revisions can be made based on data.

- These meetings occur in Project Years 4 and 5.
- The base unit cost is $3,541 per meeting for 12 participants.

To address **Strategies 1.0, 2.0, and 3.0:** Two two-day planning meetings will be held per year for the Region 3 TTAT for this project. These meetings will be held at the ETS office in Tampa, Florida.

- This training occurs in Project Years 1 – 5.
- The base unit cost is $2,738 per meeting for six participants.

Territory-Wide Trainings: Grants Management Project—USVI

Participants will travel from various locations in the Islands to attend the meetings in St. Croix or St. Thomas, USVI. The estimated yearly costs for participants include hotel, an estimated meeting venue, and per diems for each meeting.

To address **Strategy 4.0:** Two two-day meetings will be held per year for the Virgin Islands Department of Education (VIDE) leadership and for leadership from the Department of Property and Procurement to develop, implement, and monitor a system for spending funds in an approvable timeframe.

- These meetings occur in Project Years 2 – 5.
- The base unit cost is $1,180 per meeting for 12 participants.

To address **Strategy 2.0:** Participants will attend the Insular Area Meeting in Washington, DC. This annual meeting, facilitated by the Department, provides information on the consolidated grant application (CGA) and other governmental programs and support.

- The meeting occurs in Project Years 1 – 5.
- The base unit cost is $10,156 per meeting for four participants.

Territory-Wide Trainings: Early Learning for Pre-K Project—USVI

Participants will travel from various locations in the Islands to attend the meetings in St. Croix or St. Thomas, USVI. The estimated yearly costs for participants include hotel, an estimated meeting venue, and per diems for each meeting.

To address **Strategies 1.0, 2.0, and 3.0:** Two two-day task force meetings will be held per year to perform the following: develop and conduct a needs assessment, analyze data, and develop the logic

model; design the implementation plan, develop processes and tools for the pilot, and design monitoring and implementation protocols; monitor implementation of the pilot, make mid-course corrections as needed, design a scale-up plan for all schools, and assess territory-wide implementation.

- These meetings occur in Project Years 1 – 5.
- The base unit cost is $1,632 per meeting for 16 participants.

To address **Strategy 2.0:** Two two-day meetings will be held per year for the Core Early Learning Committee to research and review evidence-based programs.

- These meetings occur in Project Year 2.
- The base unit cost is $3,541 per meeting for 12 participants.

To address **Strategies 1.0, 2.0, and 3.0:** Two two-day planning meetings will be held per year for the Region 3 TTAT for this project. These meetings will be held at the ETS office in Puerto Rico.

- This training occurs in Project Years 1 – 5.
- The base unit cost is $2,738 per meeting for six participants.

Territory-Wide Meetings

Advisory Board Meeting

Once a year, an Advisory Board Meeting will be held to review progress of the CC, evaluation results, and the budget and to make changes to the scope of work when necessary. The meeting is a requirement of the Cooperative Agreement for project evaluation. The estimated yearly costs for participants include costs for transportation and hotel, an estimated meeting venue, and food and beverage costs for each meeting for both attendees and facilitators.

- These meetings occur in Project Years 1 – 5.
- The base unit cost is $5,112 per meeting for 10 attendees.

Required Meetings with the Department

If held, Project Director Alice Lindsay will attend two required meetings with the Department, including but not limited to Director Meetings. The estimated costs for these trips include allowed expenses for transportation, hotel, and food and beverage costs for the Project Director. Dr. Lindsay will travel from Tampa, Florida to Washington, DC.

- These meetings occur in Project Years 1 – 5.
- The base unit cost is $2,539 per meeting for the Project Director, two times per year.

Meetings with CSSO and Territory Coordinating Councils

Each year, Project Director Alice Lindsay will meet with the Chief State School Officers (CSSO) and with the territory coordinating council. This meeting allows the Project Director to obtain (MOUs for SEA commitment and to review and revise the CC scope of work to continually meet needs of SEAs. Dr. Lindsay will travel from Tampa, Florida.

- These meetings occur in Project Years 1 – 5.
- The base unit cost is $1,666 per trip to San Juan, Puerto Rico.
- The base unit cost is $2,230 per trip to St. Thomas, USVI.

Comprehensive Center Staff Meetings: Director/TTAT Leads

Twice each year, Director Alice Lindsay will host Comprehensive Center Staff Meetings. These meetings allow the Center staff to provide updates on territory service plans and also allow time for professional development opportunities to increase the capacity of CC staff supporting all project goals. The Director will travel to San Juan, Puerto Rico two times per year. On average, these meetings are three business days in length. The estimated costs for these trips include allowed expenses for transportation, hotel, and per diems. Dr. Lindsay and TTAT Lead Susan Travilla will travel from Tampa, Florida. TTAT Leads April Munroe-Phillips and Faith George-Boone will travel from the USVI.

- These meetings occur in Project Years 1 – 5.

Territory Travel: Director

The Region 3 Director, Dr. Alice Lindsay, will coordinate monthly travel to the territories with project meetings whenever possible. It is likely that Dr. Lindsay will also need to travel to Puerto Rico and the USVI on a quarterly basis. Dr. Lindsay will combine these quarterly trips, flying to both territories during the same trip.

- These meetings occur in Project Years 1 – 5.
- The base unit cost is $2,846 per trip for Dr. Lindsay.

Travel Detail

Travel/Purpose	Base Unit Cost*	Units/Year	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Project Total
Territory-Wide Trainings: USVI								
Strategic Reading Instruction for all Educators Project								
Two-Day Territory-Wide Meetings (Strategy 1.0): Two meetings per year in St. Croix or St. Thomas, USVI								**$7,082**
12 Participants	$3,541	2	$7,082					$7,082
Two-Day Territory-Wide Trainings (Strategy 2.0): Two meetings per year in St. Croix or St. Thomas, USVI								**$14,596**
12 Participants	$3,541	2		$7,226	$7,370			$14,596
Two-Day Territory-Wide Trainings (Strategy 3.0): Two trainings per year in St. Croix or St. Thomas, USVI								**$15,186**
12 Participants	$3,541	2				$7,518	$7,668	15,186
Planning Meetings with the Region 3 TTAT (Strategies 1.0, 2.0, and 3.0): Two trips per year to Tampa, Florida								**$28,494**
6 Participants	$2,738	2	$5,475	$5,585	$5,697	$5,810	$5,927	$28,494
Grants Management								
Insular Area Meeting: One meeting per year in Washington, DC								**$52,851**
4 Participants	$10,156	1	$10,156	$10,359	$10,566	$10,777	$10,993	$52,851
Two-Day Meetings (Strategy 4.0): Two meetings per year in St. Croix or St. Thomas, USVI								**$9,853**
12 Participants	$1,180	2		$2,408	$2,456	$2,505	$2,484	$9,853

Travel/Purpose	Base Unit Cost*	Units/Year	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Project Total
Early Learning for Pre-K								
Two-Day Task Force Meetings (Strategies 1.0, 2.0, and 3.0): Two meetings per year in St. Croix or St. Thomas, USVI								**$16,982**
16 Participants	$1,632	2	$3,264	$3,328	$3,395	$3,463	$3,532	$16,982
Two-day Core Early Learning Team Meetings (Strategy 2.0): Two meetings per year in St. Croix or St. Thomas, USVI								**$7,082**
12 Participants	$3,541	2	$7,082					$7,082
Planning Meetings with the Region 3 TTAT (Strategies 1.0, 2.0, and 3.0): Two trips per year to San Juan, Puerto Rico								**$28,494**
6 Participants	$2,738	2	$5,475	$5,585	$5,697	$5,810	$5,927	$28,494
Other Meetings and Travel								
One-Day Advisory Board Meeting: One meeting per year in Puerto Rico or USVI								**$26,602**
10 Attendees	$5,112	1	$5,112	$5,214	$5,318	$5,425	$5,533	$26,602
Possible Required Meetings with the Department: Two meetings per year in Washington, DC								**$26,425**
1 Attendee	$2,539	2	$5,078	$5,179	$5,283	$5,388	$5,496	$26,425
Meetings with CSSO and State Coordinating Councils: One trip per year to each territory (San Juan, Puerto Rico and St. Thomas, USVI)								**$20,272**
1 Attendee to Puerto Rico	$1,666	1	$1,666	$1,699	$1,733	$1,767	$1,803	$8,667

Travel/Purpose	Base Unit Cost*	Units/Year	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Project Total
1 Attendee to USVI	$2,230	1	$2,230	$2,275	$2,320	$2,366	$2,414	$11,605
Territory Travel – Region 3 Director: Four trips per year to Puerto Rico and the USVI								**$59,240**
1 Participant	$2,846	4	$11,384	$11,611	$11,843	$12,080	$12,322	$59,240
Travel Totals			**$64,005**	**$60,469**	**$61,678**	**$62,910**	**$64,099**	**$313,161**

** Year 1 Unit Cost is shown. Years 2 – 5 are inflated at 2% per year.*

3. Equipment and Supplies—Budget Narrative

Costs for equipment and supplies include office supplies, which are materials used for preparing technical assistance materials. These supplies support the success of the CC and its staff for normal daily activities and task specific activities. The estimated equipment and supplies are based on current CC expenses to support similar CC staff. No new equipment is anticipated. The following table provides budget detail for supplies and equipment.

Supplies and Equipment Detail

Resource/Purpose	Unit Cost/Year*	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Project Total
Office Supplies	$2,000	$2,000	$2,500	$3,000	$500	$2,000	$10,000
Supplies and Equipment Totals		**$2,000**	**$2,500**	**$3,000**	**$500**	**$2,000**	**$10,000**

** Year 1 Unit Cost is shown. Years 2 – 5 are inflated at 2% per year.*

4. Contractual—Budget Narrative

In order to provide successful technical assistance in both territories supported by the R3CC, we will work in coordination with various contractors. The work completed through support of contractors will directly impact the technical assistance the R3CC provides, which includes building capacity as needed and using resources within the region. In this section, we detail these proposed contractors and the professional services they will provide.

Key Collaborators

Academic Development Institute (ADI)

As a subcontractor, ADI will support multiple projects in Puerto Rico and the USVI. ADI will provide meeting facilitation, project development and coordination, and development of resources. ADI will provide:

- 0.20 FTE for each year – Project Year 1

McREL

McREL will conduct evaluations in support of continuous improvement of CC projects. McREL has experience working as an evaluator for other CCs and has bilingual staff for work in Puerto Rico. For this project, McREL will provide:

- 0.40 FTE for each year in Project Years 1 – 5

Westat

As a subcontractor, Westat will support multiple projects in Puerto Rico and the USVI. Westat will provide meeting facilitation, project development and coordination, and development of resources.

- 0.20 FTE for each year in Project Years 1 and 2

Specific Service Provider: Acolad

As a specific service provider, Acolad will provide translation services for our projects in Puerto Rico.

- 0.05 FTE for each year in Project Years 1 – 4

Consultants

Faith George-Boone

Faith George-Boone will serve as a TTAT Lead for the USVI. A TTAT Lead conducts project planning with key collaborators, specific service providers, and technical assistance providers and conducts collaborative planning with SEAs for service delivery. The TTAT Lead plans staff development for the CC and collaborators, coordinates the delivery of services to state and territories, and provides reporting for evaluation of activities as required. The TTAT Lead also assists the Project Director with Department-initiated activities, information gathering, and required reports. The TTAT Lead is allocated at:

- 0.40 FTE for each year in Project Years 1 – 5

April Munroe-Phillips

April Munroe-Phillips will serve as a TTAT Lead for the USVI. A TTAT Lead conducts project planning with key collaborators, specific service providers, and technical assistance providers and conducts collaborative planning with SEAs for service delivery. The TTAT Lead plans staff development for the CC and collaborators, coordinates the delivery of services to state and territories, and provides reporting for evaluation of activities as required. The TTAT Lead also assists the Project Director with Department-initiated activities, information gathering, and required reports. The TTAT Lead is allocated at:

- 0.40 FTE for each year in Project Years 1 – 5

Susan Travilla

Susan Travilla will serve as a TTAT Lead for the USVI. A TTAT Lead conducts project planning with key collaborators, specific service providers, and technical assistance providers and conducts collaborative planning with SEAs for service delivery. The TTAT Lead plans staff development for the CC and collaborators, coordinates the delivery of services to state and territories, and provides reporting for evaluation of activities as required. The TTAT Lead also assists the Project Director with Department-initiated activities, information gathering, and required reports. The TTAT Lead is allocated at:

- 0.40 FTE for each year in Project Years 1 – 5

Migdalia Núñez-Quiles

Migdalia Núñez-Quiles will serve as a TTAT Lead for Puerto Rico. A TTAT Lead conducts project planning with key collaborators, specific service providers, and technical assistance providers and conducts collaborative planning with SEAs for service delivery. The TTAT Lead plans staff development for the CC and collaborators, coordinates the delivery of services to state and territories, and provides reporting for evaluation of activities as required. The TTAT Lead also assists the Project Director with Department-initiated activities, information gathering, and required reports. The TTAT Lead is allocated at:

- 0.20 FTE for each year in Project Years 1 – 5

The following table provides budget detail for the consultants.

Contractual Budget Detail

Contractor	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Project Total
Key Collaborator						
ADI	$20,000					**$20,000**
McREL	$40,000	$35,000	$38,531	$28,248	$27,895	**$169,674**
Westat	$19,264	$18,974				**$38,238**
Specific Service Provider						
Acolad	$5,150	$5,253	$5,358	$5,465		**$21,226**
Consultants						
Susan Travilla	$37,760	$37,760	$37,760	$37,760	$37,760	**$188,800**
Faith George-Boone	$60,206	$60,277	$60,350	$60,424	$60,500	**$301,757**
April Munroe-Phillips	$60,206	$60,277	$60,350	$60,424	$60,500	**$301,757**
Migdalia Núñez-Quiles	$16,000	$28,240	$28,240	$28,240	$20,000	**$120,720**
Contractual Totals	**$258,586**	**$245,781**	**$230,589**	**$220,561**	**$206,655**	**$1,162,172**
Note: Amounts Exclude Corporate Indirect Costs						

5. Other—Budget Narrative

Included in other costs are the following:

- **Printing:** includes printing of materials needed to provide technical assistance
- **Postage:** includes postage for general mailing of materials to clients and event participants
- **Shipping:** includes shipment of presentation materials and resources to clients in Puerto Rico and the USVI

These supplies support the success of the CC and its staff for normal daily activities and task-specific activities. The estimated costs are based on current CC expenses to support similar CC staff.

Other Costs Detail

Resource/Purpose	Unit Cost/Year	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Project Total
Printing		$1,000	$1,000	$1,000	$500	$1,000	$4,500
Postage		$404	$560	$1,173	$354	$603	$3,094
Shipping		$1,000	$1,000	$1,000	$500	$1,000	$4,500
Other Totals		**$2,404**	**$2,560**	**$3,173**	**$1,354**	**$2,603**	**$12,094**

6. Total Costs including Indirect and Direct Costs

The following is a synopsis of the costs described in this budget narrative. These costs align to the budget summary.

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Project Total
Total Direct Costs	$830,961	$825,355	$822,760	$820,116	$820,863	$4,120,055
Personnel	$436,693	$445,426	$454,330	$463,403	$472,688	
Fringe Benefits	$67,273	$68,619	$69,990	$71,388	$72,818	
Travel	$64,005	$60,469	$61,678	$62,910	$64,099	
Equipment	$0	$0	$0	$0	$0	
Supplies	$2,000	$2,500	$3,000	$500	$2,000	
Contractual	$258,586	$245,781	$230,589	$220,561	$206,655	
Other	$2,404	$2,560	$3,173	$1,354	$2,603	
Indirect Costs	$169,039	$174,645	$177,240	$179,884	$179,137	$879,945
Total Costs	**$1,000,000**	**$1,000,000**	**$1,000,000**	**$1,000,000**	**$1,000,000**	**$5,000,000**

Corporate Indirect Costs

Indirect costs are computed at 25.0% of the ETS staff and related costs and of consultants. The indirect costs consist of those costs which cannot be assigned to a specific project but benefit all projects performed by ETS. The rate is based upon the Provisional Indirect Cost Rate Agreement dated August 15, 2018 and is applied uniformly to all labor and consultants.