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 # S283B190023

Gramts.gov Tracking#: GRANT12860917

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

Closing Date: May 24, 2019

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
Attachment - 1 (1236-SF424 Question 15 Descriptive Title)	e6
Attachment - 2 (1237-Q16additionaldistrictsRegion7)	e7
2. Standard Budget Sheet (ED 524)	e8
3. Assurances Non-Construction Programs (SF 424B)	e10
4. Disclosure Of Lobbying Activities (SF-LLL)	e12
5. ED GEPA427 Form	e13
Attachment - 1 (1240-Section 427 GEPA_FINAL For Region 7)	e14
6. Grants.gov Lobbying Form	e16
7. Dept of Education Supplemental Information for SF-424	e17
8. ED Abstract Narrative Form	e18
Attachment - 1 (1234-Abstract 5.20.19)	e19
9. Project Narrative Form	e21
Attachment - 1 (1239-R7CC Part 4 Project Narrative)	e22
10. Other Narrative Form	e139
Attachment - 1 (1238-R7CC All Appendices)	e140
11. Budget Narrative Form	e410
Attachment - 1 (1235-R7CC Budget Narrative)	e411

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.).

OMB Number: 4040-0004
Expiration Date: 12/31/2019

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: NA

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: RMC Research Corporation

* b. Employer/Taxpayer Identification Number (EIN/TIN): 520819071

* c. Organizational DUNS: 1465895930000

d. Address:

* Street1: 3550 Buschwood Park Drive, Suite 130
Street2:
* City: Tampa
County/Parish:
* State: FL: Florida
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 33618-4435

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: Everett
Middle Name:
* Last Name: Barnes
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: 603-422-8888
Fax Number: 603-436-9166

* Email: ebarnes@rmcres.com

Tracking Number:GRANT12860917 Funding Opportunity Number:ED-GRANTS-040419-001 Received Date:May 23, 2019 10:56:55 AM EDT

Application for Federal Assistance SF-424

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

Q: For-Profit Organization (Other than Small Business)

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:**

The Region 7 Comprehensive Center

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT12860917 Funding Opportunity Number:ED-GRANTS-040419-001 Received Date:May 23, 2019 10:56:55 AM EDT

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant FL-014 * b. Program/Project FL-ALL

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

1237-Q16additionaldistrictsRegion7.pdf 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	3,378,769.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	3,378,769.00

*** 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: Dr. * First Name: Everett

Middle Name:

* Last Name: Barnes

Suffix:

* Title: President

* Telephone Number: 603-422-8888 Fax Number: 603-436-9166

* Email: ebarnes@rmcres.com

* Signature of Authorized Representative: Everett Barnes * Date Signed: 05/23/2019

Tracking Number:GRANT12860917 Funding Opportunity Number:ED-GRANTS-040419-001 Received Date:May 23, 2019 10:56:55 AM EDT

SF-424 – Question #15: Descriptive Title of Applicant's Project

The Region 7 Comprehensive Center (R7CC): to provide services in the Implementation of ESSA to Florida, Alabama and Mississippi

The Region 7 Comprehensive Center (R7CC) is part of a network of twenty (20) centers created by the US Department of Education to provide technical assistance and capacity building services to Clients (Chief State School Officers and Executive Leadership) and Service Recipients (SEAs, Regional Intermediate Agencies, Districts and School) in the implementation of the programs and requirements of ESEA/ESSA. With an emphasis on "State led Change" and the use of research/evidence based strategies.

The R7CC will deliver technical assistance, training/professional development and consultative services in the States of Florida, Alabama, and Mississippi using each State's respective, approved ESSA plan, which emphasizes the use of research/evidence based strategies to reduce the achievement gap and promote continuous improvements in education for all students.

Comprehensive Centers Program

CFDA 84.283B

Region 7 Comprehensive Center

Application for Federal Assistance SF-424

Question 16. Congressional Districts of:

b. Program/Project

Additional list of Program/Project Congressional Districts.

FL – ALL

MS – ALL

AL – ALL

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

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

Name of Institution/Organization

RMC Research Corporation

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	758,513.00	785,077.00	785,077.00	785,077.00	785,077.00	3,898,821.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	127,518.00	127,518.00	127,518.00	127,518.00	127,518.00	637,590.00
4. Equipment	4,000.00	3,214.00	3,214.00	3,214.00	3,214.00	16,856.00
5. Supplies	4,060.00	2,780.00	2,780.00	2,780.00	2,780.00	15,180.00
6. Contractual	1,430,000.00	1,380,000.00	1,380,000.00	1,380,000.00	1,380,000.00	6,950,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	22,140.00	22,140.00	22,140.00	22,140.00	22,140.00	110,700.00
9. Total Direct Costs (lines 1-8)	2,346,231.00	2,320,729.00	2,320,729.00	2,320,729.00	2,320,729.00	11,629,147.00
10. Indirect Costs*	1,032,538.00	1,058,040.00	1,058,040.00	1,058,040.00	1,058,040.00	5,264,698.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	3,378,769.00	3,378,769.00	3,378,769.00	3,378,769.00	3,378,769.00	16,893,845.00

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: 01/01/2019 To: 12/31/2019 (mm/dd/yyyy)

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

The Indirect Cost Rate is 96.00 %.

(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 ____ %.

Name of Institution/Organization	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.	
RMC Research Corporation		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Tracking Number:GRANT12860917 Funding Opportunity Number:ED-GRANTS-040419-001 Received Date:May 23, 2019 10:56:55 AM EDT

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
Everett Barnes	President
APPLICANT ORGANIZATION	DATE SUBMITTED
RMC Research Corporation	05/23/2019

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

Tracking Number:GRANT12860917 Funding Opportunity Number:ED-GRANTS-040419-001 Received Date:May 23, 2019 10:56:55 AM 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* N/A

** Street 1* N/A *Street 2*

** City* N/A *State* *Zip*

Congressional District, if known:

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

6. * Federal Department/Agency:

N/A

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* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* N/A *Street 2*

** City* N/A *State* *Zip*

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

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* N/A *Street 2*

** City* N/A *State* *Zip*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of 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:** Everett Barnes

***Name:** *Prefix* ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

Title: **Telephone No.:** **Date:** 05/23/2019

Federal Use Only:

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

Tracking Number:GRANT12860917 Funding Opportunity Number:ED-GRANTS-040419-001 Received Date:May 23, 2019 10:56:55 AM 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.

1240-Section 427 GEPA_FINAL For Region 7.p | Add Attachment | Delete Attachment | View Attachment

Section 427, General Education Provision Act (GEPA).

RMC Research Corporation is proposing to operate the Region 7 Regional Comprehensive Center in response to CFDA 84.283B, Application for New Grants Under the Comprehensive Centers Program. The primary purpose of the Region 7 Regional Comprehensive Center is to provide capacity-building services that improve educational outcomes for all students, close achievement gaps, and improve the quality of instruction to the State educational agencies, regional educational agencies, local educational agencies and schools in Florida, Alabama, and Mississippi

As required, the following steps will be taken to ensure equitable access to and equitable participation in the project by addressing the access needs of students, teachers, and other program beneficiaries to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.

RMC is committed to a policy of nondiscrimination and equal opportunity. RMC will encourage applications for employment from members of groups who have been traditionally underrepresented based on race, color, national origin, gender, age, or disability. RMC's proposed staff for the Center have experience working with the following: students with disabilities, students and families from economically disadvantaged backgrounds, English learners, minorities, homeless children, youth in foster care, or migrant students.

RMC is committed to implementing specific strategies for ensuring equal access to and participation in the Center's proposed activities and deliverables to reduce and eliminate access barriers based on gender, race, national origin, color, disability, and age to maximize participation in the Center. The Center will adopt a diversity plan that will be integral to our hiring, promotion, retention, and evaluation processes. All Center staff will be held accountable

for taking concrete affirmative steps to guarantee the equitable treatment of all employees in the workplace, all working partners and all clients. The Center will require compliance with the policies, procedures and intent of Affirmative Action, Equal Employment Opportunity, and the Americans with Disabilities Act.

RMC will submit names to OESE of potential Advisory Board members who will represent a diversity of individuals and provide input and feedback on the Center's products and services to ensure that they meet the needs of intended Clients and recipients.

The Center will provide a barrier-free and accessible Web site that is Section 508 compliant and accessible to all persons, including those with virtual, hearing, cognitive, and/or learning disabilities, as is the standard practice of RMC.

The Center will design all project activities and products to be accessible to all persons. Products will be available in a variety of formats, and in languages, in addition to English, as practical and feasible. The Center will disseminate culturally relevant and sensitive materials that can be understood and accessible to all potential participants, regardless of their unique challenges or backgrounds.

All Center professional development sessions/activities will be held in Americans with Disabilities Act (ADA) accessible and compliant facilities.

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

RMC Research Corporation

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Everett Middle Name:

* Last Name: Barnes Suffix:

* Title: President

* SIGNATURE: Everett Barnes * DATE: 05/23/2019

Tracking Number:GRANT12860917 Funding Opportunity Number:ED-GRANTS-040419-001 Received Date:May 23, 2019 10:56:55 AM EDT

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Sheryl		Turner	

Address:

Street1: 3550 Buschwood Park Drive, Suite 130
Street2:
City: Tampa
County:
State: FL: Florida
Zip Code: 33618
Country: USA: UNITED STATES

Phone Number (give area code): 813-915-0010
Fax Number (give area code):

Email Address:
sturner@rmcres.com

2. Novice Applicant:

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

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

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

☐ Yes ☒ No

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

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

☐ No Provide Assurance #, if available:

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

Add Attachment | Delete Attachment | View Attachment

Abstract

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

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

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

You may now Close the Form

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

* Attachment: 1234-Abstract 5.20.19.pdf | Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT12860917 Funding Opportunity Number:ED-GRANTS-040419-001 Received Date:May 23, 2019 10:56:55 AM EDT

PART 3 ABSTRACT

Region 7 Comprehensive Center (R7CC)

The Region 7 Comprehensive Center (R7CC), proposed by RMC Research Corporation (RMC), is designed to provide capacity building service to Alabama, Florida, and Mississippi, that is high-quality, evidence-based and outcomes-driven. R7CC will support these three states with intensive TA and capacity building services focused on high leverage problems identified by each state's superintendent or chancellor. R7CC will use evidence-based strategies and implementation science to achieve systemic change, continuous improvement, and improved outcomes for students who are disadvantaged, come from low-income backgrounds, are attending low-performing schools, or are living in rural communities.

With the passage of ESSA, states are now positioned as "The Leaders of Change," for education reform and improvement. As a result, the National Network of Regional Comprehensive Centers, including the R7CC, is tasked with supporting states' leadership efforts by providing intensive capacity building and TA services focused on the implementation of approved ESSA Plans. These ESSA Plans reflect the high leverage opportunities identified by each state, from which high leverage problems are identified and approaches using evidence-based strategies are implemented, to produce outcomes that significantly impact educator and student performance.

As the Applicant for the R7CC, RMC's proposal incorporates a number of important features:

- ***Regional Experience.*** R7CC leadership, and key personnel from RMC Research and its subcontractors, have extensive knowledge, expertise, and experience in understanding the needs, systems/structures, current on-going organizational initiatives, capacities, and key stakeholders in Region 7. Through past and current TA projects, evaluation and research projects and special initiatives with SEAs, LEAs, and schools in Region 7, RMC and its subcontractors are regarded as recognized, trusted, and respected TA providers, valued resources, and dependable collaborators.
- ***Content Expertise.*** RMC's approach to delivering intensive TA to build capacity reflects a solid understanding of the research and evidence-base that exists, as well as the lessons learned from over more than 40 years of providing TA services from the national to school building levels.
- ***Personalized Solutions.*** The proposed State Service Delivery Plans presented by RMC are based on facts, research, on-going collaborations, and personal meetings with the CSSO and other influencers

in each state, who know first-hand, about the highest priority needs. They are the result of extensive face-to-face interactions with CSSOs and Executive Leadership, as well as other key stakeholders, in each SEA. The Plans also reflect a thorough analysis of each state's approved ESSA Plan, State Strategic Plan, and current, on-going initiatives. R7CC's Logic Model and Conceptual Framework for TA Project Design, present a comprehensive plan for how intensive TA/capacity building will be organized, delivered, managed and evaluated in response to ESSA plans and State Service Delivery Plans.

In order to provide high-quality, responsive and relevant assistance, RMC will implement proven TA approaches that utilize personnel with deep knowledge and demonstrated expertise in specific content areas and in service delivery; embed R7CC personnel in high level client teams responsible for planning, implementing, and analyzing efforts; and continue to build relationships based on trust, mutual respect, and shared goals. Where appropriate, R7CC will employ intensive assistance across Region 7 states which will engage SEAs/LEAs in working together, as they have historically, on areas of common shared concern and need. R7CC proposes to do this in Priority #3 – Educational Choice, especially for students in rural and high poverty areas. This is a high leverage problem identified as a priority need by both Florida and Mississippi.

- ***Strategic Partnerships.*** In addition to its own personnel and those of the proposed subcontractor/ consultant pool, RMC has secured the support of a number of Collaborating Partners with MOUs. These are organizations that are also actively engaged with Clients/Recipients in Region 7 and who wish to collaborate, coordinate and share resources. RMC will also establish Partnerships with the Regional Lab – Southeast and other Federally funded TA providers. R7CC will also collaborate with, and support, the activities of the National Center (NC) to strengthen the capacity of the entire Comprehensive Center Network and to provide maximum support to Clients/Recipients in Region 7.

RMC designed this proposal for the R7CC to incorporate features that span all levels of the system including state, regional, local educational agencies and schools. R7CC plans to continuously build and implement intensive, sustainable capacity at each level, a strategy which is essential to initiating and sustaining effective systems change.

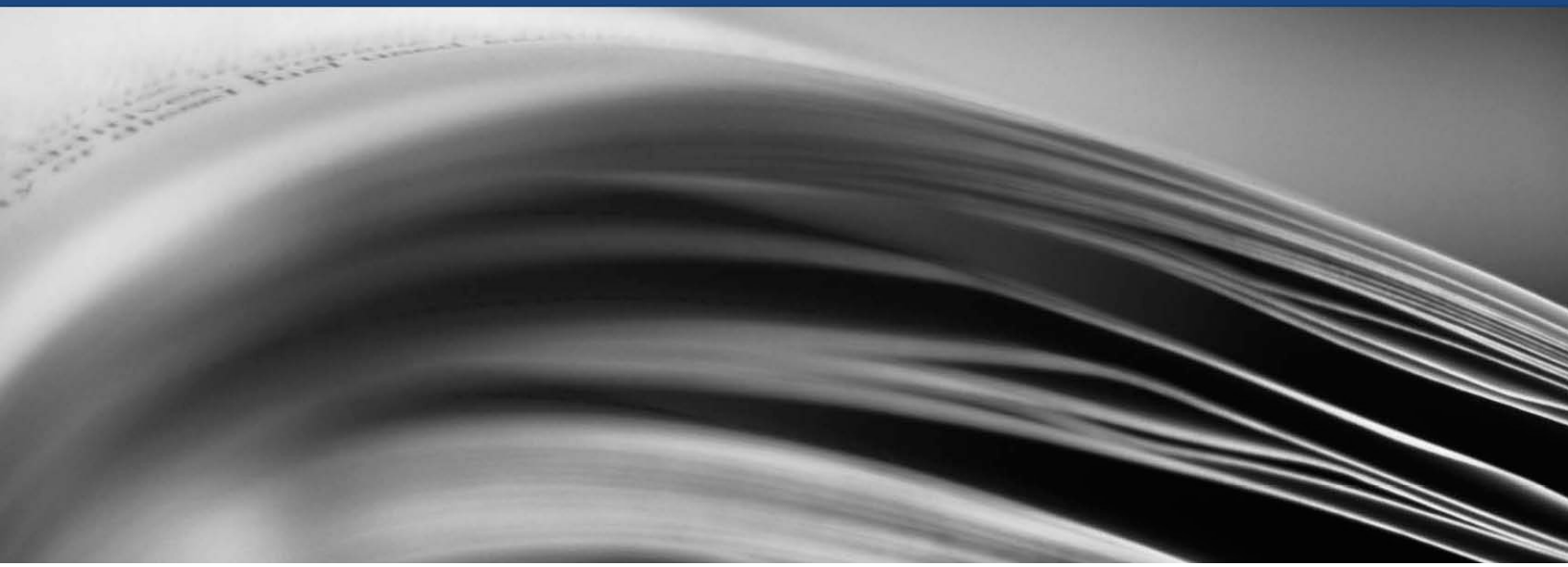
Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** 1239-R7CC Part 4 Project Narrative.pdf

Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

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

Add Optional Project Narrative File | Delete Optional Project Narrative File | View Optional Project Narrative File



Technical Proposal

The Region 7 Comprehensive Center (R7CC)

Alabama, Florida and Mississippi

May 24. 2019

Submitted electronically to:
U.S. Department of Education
Washington, DC 20202-4260
Attn: CFDA 84.283B

Submitted by:
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618
813-915-0010
800-762-5001

Region 7
In response to 34CFR 75.126, RMC Research declares that it is also an Applicant for Region 1CC, Region 2cc and Region 12CC.

TABLE OF CONTENTS

I. SIGNIFICANCE 1
1.1 A Historic SEA Change: From NCLB to ESSA 2
1.2 Systems Change Driven by Intensive Capacity-Building 4
1.3 Systems Change Driven by Implementation Science and Improvement Science 6
1.4 Systems Change Driven by a Focus on Sustainability 9
1.5 Systems Change Supported by Up-to-Date Knowledge on Adult Learning and Coaching 10
1.6 Systems Change Focused on Evidence-Based Decision-Making and Up-to-Date Knowledge of Evidence-Based Practices 12
1.7 Systems Change Facilitated by the Role of Policy 15
1.8 Systems Change Situated in Deep Knowledge of the Region 15
1.9 Summary 18
II. PROJECT DESIGN 21
2.1 Logic Model for R7CC 21
2.2 Our Conceptual Framework and Approach to TA 22
2.3 Additional Guides for Developing and Implementing State Plans 28
2.4 R7CC Proposed TA Plans 35
2.5 Organizational Design 71
III. PROJECT PERSONNEL 76
3.1 Qualifications of Leadership: Principal Investigator and Project Director 77
3.2 Qualifications of Key Personnel 88
3.3 Key Personnel Matrices 112
IV. EVALUATION 115
4.0 Logic Model, Communication Plan, Evaluation Plan 115

1.0 SIGNIFICANCE

This competition for the Region 7 Comprehensive Center (R7CC) represents a historic opportunity to support Alabama, Florida, and Mississippi in their work to improve educational outcomes for students, close achievement gaps, and improve the quality of instruction. The educational needs faced by the students in these states, especially students living in poverty and/or in rural areas, are large and complex. The high-leverage problems that State Departments of Education, districts, and schools must address in order to offer classroom teachers sufficient support to meet these students' needs are more daunting than ever.

Providers of technical assistance (TA) to these states must recognize that impacting educational outcomes requires in-depth knowledge of the systems that surround the classrooms where learning takes place. Providers should have a deep knowledge of the keys to system change; of the effective and sustainable implementation of evidence-based educational practices and interventions, and strategies for scaling across unique contexts. This knowledge of systems change must be accompanied by a deep and wide understanding of the history, culture and conditions that make Region 7 unique. It must also acknowledge the importance of establishing or expanding stakeholder relationships in order to ensure that projects are powered by the priorities of state leaders and integrated into existing funding streams and established organizations already working on related issues.

To meet this TA challenge, RMC Research collaborated with state leaders in Alabama, Florida, and Mississippi and assembled a suite of subcontractors and partners who complement the extensive depth of knowledge and experience that RMC has acquired over more than 40 years of service as a TA provider. Through the leadership of the RMC Tampa office, this proposed R7CC is uniquely positioned to support true and lasting change in the region, led by projects aimed at increasing knowledge and skills systemwide. Our approach is designed to build capacity throughout the entire education system, enabling those within the system at all levels to increase their understanding of educational problems and to overcome them by utilizing effective evidence-based strategies for learning and continuous improvement. In the following sections we will highlight why we believe this proposed R7CC is positioned for success.

1.1 A Historic SEA Change: From NCLB to ESSA

RMC brings to the proposed R7CC a clear understanding of why federally funded TA, grounded in evidence-based practices, interventions, and programs is even more essential than in past years, given the context of the Every Student Succeeds Act (ESSA).

The 2015 passage of ESSA came after years of Congressional inaction to reauthorize the Elementary and Secondary Education Act (ESEA), followed by the strengthened federal role in education reform that the Obama Administration adopted to advance policy priorities through the Race to the Top and the ESEA Flexibility programs. For the first time in more than a decade, Congress has clearly and explicitly redefined the federal government's role in K–12 education in ESSA, rolling back some of the more prescriptive elements of No Child Left Behind and handing states increased authority over school accountability and improvement strategies (Jochim & Gross, 2016).

While ESSA has retained No Child Left Behind's (NCLB's) emphasis on standards and accountability, improving low-performing schools, and ensuring all students have access to effective educators, it reflects a historic shift in authority away from Federally directed reform to one of, "States Leading Change" and provides greater flexibility to states in key policy areas. These changes have had, and continue to have, significant implications for states and districts in Region 7. One of the key challenges faced by State Education Agencies (SEAs) has been the shift in their roles from being primarily compliance offices to taking greater initiative on innovation, while simultaneously organizing and providing technical and strategic support to districts and schools. Another challenge is the high level of SEA staff turnover. The average tenure of state chiefs, many of whom earn only half the salary of an urban superintendent, is just 3.2 years (Burnett, 2016). Finally, while ESSA has provided the impetus and opportunity for SEAs to reorganize to support more focused, coherent and consolidated efforts, SEA staffing levels have essentially stayed at Recession period levels. On average, half or more of SEA budgets derive from the federal government (Burnett, 2016). A summary of major shifts in federal policy promulgated by ESSA that distinguish it from NCLB and Obama era policies is provided below:

Figure 1. Shift in Emphasis: NCLB to ESSA

	FROM	TO
Standards	Allow federal government to influence adoption of standards • Require states to apply the same academic standards to all schools and children.	Require that standards remain challenging • Prevent the federal government from influencing a state's decision • Allow states to develop alternate academic achievement standards for students with the most significant cognitive disabilities.
Assessments	Restrict test options to each state's own tests. • Allow an unlimited number of students to take "alternate" tests • Make no provision for reducing time students spend in testing • Make no provision for competency-based assessment systems.	Allow states to use nationally recognized tests, such as the SAT and ACT • Restrict "alternate" test provisions to 1 percent of all students • Provide funding to audit current testing systems to reduce the time students spend in testing. • Provide funds for seven states to explore "innovative" tests aligned with personalized learning and competency-based education.
Accountability	Require 100% of students be proficient in reading and math by the end of school year 2013–14 • Require schools make adequate yearly progress (AYP) for all students and for subgroups.	Eliminate AYP and the 100% proficiency requirement • Prohibit the Secretary from prescribing any aspect of the state's accountability system, including indicators, weighting, and differentiation methodology.
School Improvement	Trigger corrective action for schools that fail to meet AYP in consecutive years • Prescribe corrective action and restructuring.	Require states, once every three years, to identify a category of schools for comprehensive support and improvement • Require states to implement more rigorous actions if those schools don't meet a state's improvement criteria within four years • Prohibit the Secretary from prescribing any specific school supports or improvement strategies • Require districts to develop evidence-based strategies for school improvement • Require districts to identify resource inequities.
Teachers and Leaders	Require 100% of teachers in core academic subjects to be "highly qualified" • Require schools to ensure that poor and minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other children • Require states to provide scientifically based professional development for teachers of core academic subjects • Require states that received NCLB waivers to create or improve their teacher evaluation systems.	Eliminate Highly Qualified Teacher (HQT) requirement • Require districts to ensure that low-income and minority students do not have disproportionate numbers of inexperienced or ineffective teachers • Expand access to professional development under Title II to include teachers of all subjects, not just core subjects as under NCLB, as well as school leaders, administrators, and other school staff • Require that professional development programs and activities be evidence-based • If Title II funds are used to create or change school district evaluation systems, they must be based "in part" on student achievement and must use multiple measures • Preclude the Secretary from prescribing any aspect of educator evaluation systems or measures of effectiveness.

RMC believes that public education overall has been strengthened by ensuring accountability for academic performance; by improved standards for teaching, learning, and leadership; and by the increased attention to the needs of historically underserved students. RMC recognizes that the passage of ESSA requires significant changes in state and local education agency roles and responsibilities, mindsets, policies, systems, and practices. With the historic shift of authority now granted to states by ESSA, SEAs in Region 7 are working very hard to assume their new responsibilities under circumstances of greatly constrained capacity. This is why Federally funded high quality technical assistance (TA) and Capacity Building is so necessary and why a Regional Comprehensive Center's experience and success in helping states and districts manage those shifts are essential.

To achieve effective and sustainable change in the context of ESSA, RMC Research Corporation's proposed R7CC is designed with an approach toward systems change that includes the following features:

- Informed by a deep knowledge of the region.
- An emphasis on intensive capacity-building services.
- Committed to evidence-based decision-making and the utilization of current knowledge of evidence-based programs and practices.
- Informed by implementation science and improvement science.
- Guided by a goal of sustainability.
- Facilitated by the role of policy.
- Supported by up-to-date knowledge of adult learning and coaching.

Each of these features, and the assets behind them, are described below.

1.2 Systems Change Driven by Intensive Capacity-Building

RMC brings to this proposed R7CC, the knowledge that effective TA must be designed and enacted based on what we know to be true about systems change. As Fullan (2006) posits, "change theory or change knowledge can be very powerful in informing education reform strategies, and, in turn, getting results – but only in the hands (and minds and hearts) of people who have deep knowledge of the

dynamics of how the factors in question operate to get particular results." Through RMC's knowledge of change theory and our extensive experience in supporting change at the state and local levels, we are well-suited to help educational agencies achieve results.

RMC's approach to TA is consistent with definitions in the research literature that have moved away from the notion of technical, one-time or short-term assistance, to TA that is focused on capacity building through enduring sustained, intensive engagement (Katz & Wandersman, 2016; West, Clapp, Averill, & Cates, 2012; Fullan, 2006). TA defined by West and colleagues (2012) is "a dynamic, capacity-building process for designing or improving the quality, effectiveness, and efficiency of specific programmes, research, services, products, or systems." Fullan (2006) defines TA as "any strategy that increases the collective effectiveness of a group to raise the bar and close the gap of student learning. It is helping to develop individual and collective knowledge and competencies (human capacity), resources, and motivation." He goes on to say that to be successful "capacity building, with a focus on results, is crucial."

Notably, all of the top state leaders RMC consulted in designing this proposal (Mississippi Superintendent Carrie Wright, Alabama Superintendent Eric Mackey, and Florida K-12 Chancellor Jacob Oliva) expressed to us that they were either completely unaware (Dr. Wright and Mr. Mackey) or only vaguely aware (Mr. Oliva) of the technical assistance services being delivered to them by their current Regional Comprehensive Center. We described and discussed with them a different vision of Comprehensive Center services, driven by ongoing, on-site relationships at every level of the system, including the importance of Client (CSSO)-focused relationships at the top of the state system to ensure project alignment with state priorities and a coordinated system of support from all levels (SEA, REA, LEA, School), in order to build systemwide capacity to support the daily interactions between teachers and students where learning takes place. Just as students' growth comes from intensive, long-term student-teacher interactions, so growth in understanding educational issues and solutions and the capacity to maintain and implement this understanding comes from intensive, collaborative activities between TA providers and the entire system surrounding student learning, including close relationships established

and sustained through face-to-face collaborations with state leaders. Each of the state leaders RMC consulted for this proposal supports this change in their relationship through RMC's proposed Region 7 Comprehensive Center (R7CC) and its systemwide approach to capacity-building and change.

RMC and its subcontractors bring to the proposed R7CC experience in providing long-term, intensive TA in supporting states and districts in the Southeast. For example, beginning in 2012, through management of the REL – Southeast Research Alliance on Improving Schools in Mississippi RMC provided, and continues to provide, ongoing, intensive TA to the Mississippi Department of Education (MDE) and five rural school districts within the state. The results of this TA have increased capacity in several domains, from understanding the issues in recruiting and retaining qualified teachers, to district capacity in designing customized teacher surveys, analyzing their survey results, and using the data to inform decision-making. In Alabama, RMC is currently working to increase SEA capacity to support English Language Learners. Our proposed subcontractor at the University of Mississippi's, Center for Excellence in Literacy Instruction (UM/CELI), has worked for over ten years with schools in some of the state's most economically impoverished areas, providing teachers with intensive professional development and mentoring support that has resulted in dramatic literacy gains in those schools. We describe that work more fully in Section 2.0 – Project Design.

1.3 Systems Change Driven by Implementation Science and Improvement Science

To further supplement the R7CC's collective experience with successful, systemwide change, RMC has proposed a subcontract with the National Implementation Research Network (NIRN) at the University of North Carolina. NIRN works at the forefront of Implementation Science, which has been called the "missing ingredient" in work to improve student outcomes in state systems of education (Fixsen, Blase, Metz, & Van Dyke, 2013; Fixsen, Blase, Ward, Jackson, & Coffey, in preparation).

Within Implementation Science, researchers study effective methods to promote the use of research and evidence-based findings in practice. These methods or techniques enhance the adoption, implementation, and sustainability of practices shown by research to be effective (Proctor, Powell, & McMillen, 2013). The methods and techniques championed by Implementation Science are based on

evidence from multiple disciplines, including education, and are applicable within a broad range of human services (Blase, Fixsen, Naoom, & Wallace, 2005; Nilsen, 2015).

Findings from Implementation Science indicate that to achieve a socially significant impact, practices need to be supported by evidence that is matched to organization goals and implemented in a deliberate and adaptive manner, while being supported by a hospitable environment and intentional learning.

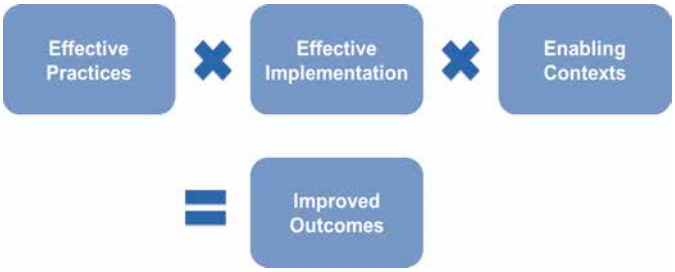


Figure 2. Active Implementation (NIRN; Fixsen, Blase, Metz, & Van Dyke, 2015)

Crucial to attaining and sustaining socially significant outcomes is the use of a stage-based approach to guide general and specific capacity development and infrastructure (Metz, Naoom, Halle, & Bartley, 2015); responsiveness to iterative data cycles; and the use of bidirectional feedback loops (Fixsen et al., 2015). Effective TA delivery includes attending to implementation tasks; TA relationships; intervention life cycles; learning processes; and TA facilitation skills (Katz & Wandersman, 2016). Finally, Implementation Science stresses that it is paramount to align initiatives (e.g., ESSA, SSIP, improvement plans) in ways that leverage already existing resources (Coburn, Hill, & Spillane, 2016; McIntosh, Sterrett, Nese, Strickland-Cohen, & Hoselton, 2016).

Like Implementation Science, Improvement Science is aimed at improving the use of evidence-based practices. The Carnegie Foundation for the Advancement of Teaching has been engaged in embedding improvement science into its work on Networked Improvement Communities (NIC) for education, with promising results (Bryk, Gomez, Grunow, & LeMahieu, 2015). Common elements of Improvement Science used in Networked Improvement Communities (NIC) include root-cause analysis and the Plan-Do-Study-Act (PDSA) cycle. Derived from industrial quality control, PDSA cycles are used to inspect the

effects of purposeful and planned transformations to a system, examine new ways of working, and study how policies and guidelines align with new practices or processes. PDSA cycles are used widely across human service areas, including education (Rowland, Feygen, Lee, Gomez, & Rasmussen, 2018).

Recent collaborations between Implementation Science and Improvement Science researchers have led to frameworks for bringing the two together to produce socially significant outcomes on an even greater scale. One approach for this integration used by NIRN is to stress the importance of nested PDSA Improvement cycles within the processes for creating "enabling contexts" in the larger system of implementation and sustainability. The expanded NIRN implementation formula, below, further illustrates these important tenets:

- Practices must be selected based on evidence, local need, and fit.
- Implementation must start small and proceed in stages.
- Learning from data gathered in PDSA Improvement cycles is critical before scaling to further implementation.

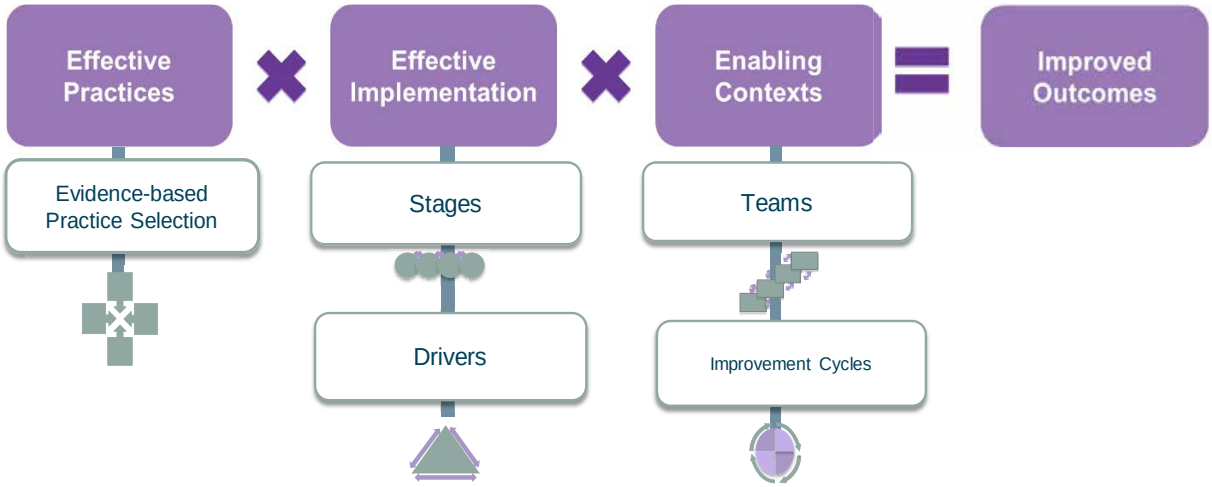


Figure 3. Expanded Active Implementation Formula (NIRN)

Our subcontractor at NIRN will ensure that R7CC will be connected to, and supported by, the most up-to-date knowledge on research and effective practices in the implementation science/improvement science arena. Through NIRN, R7CC will have access to the latest tools for assessing organizational readiness and capacity for systems change. These implementation capacity assessments measure core

implementation components at multiple levels of a state education system (state, regional, district, and school). In addition, they address the four dimensions of capacity building including human, organizational, policy, and resources.

In summary, RMC's proposed R7CC TA will use approaches supported by Implementation and Improvement Science to provide optimal opportunities for SEAs and LEAs to achieve important educational goals and avoid the common implementation failures experienced by education reformers in the past. Appendix K contains an expanded description of Implementation Science, more information about the capacity assessments, and an infographic that further demonstrates the linkages between Implementation and Improvement Science.

1.4 Systems Change Driven by a Focus on Sustainability

Even when projects begin with a strong focus on the use of evidence-based practices and the use of Implementation and Improvement Sciences, too often little attention is paid to the importance of the sustainability of systems change. In consultation for this proposal, Florida's K-12 Chancellor Jacob Oliva, expressed to RMC a common complaint of TA Recipients: "The troops come in, the funding ends, the troops leave"—with no plans for the continuing support of student improvement.

RMC has extensive experience in focusing on sustainability of improvement. For example, in 2013, RMC's Tampa office formed a partnership with the Georgia Department of Education (GaDOE) to support LEAs, with schools in the School Improvement Grant (SIG) federal program, in reviewing capacity, level of implementation of evidence-based practices, and readiness for sustainability of effective practices once the 3-year Federal funding ended. Georgia SIG schools were folded into the Federal program in three cohorts. RMC trained state-level school improvement staff on implementation and sustainability tenets and collaborated with them in developing year-long training sessions for district and school leaders to support district/school leaders with scaling-up planning through self-assessments of implementation, ability to meet full implementation, and plans to sustain effective programs over time. With intensive TA from RMC and the GaDOE, 100% of Georgia districts and schools participating in the SIG program were able to review and revise their implementation processes and develop sustainability

plans to continue the work begun under the SIG program.

Afterward, RMC provided ongoing support at the state, regional, and local levels as these plans were enacted. The project leadership/management structures created for effective project implementation and ongoing cycles of continuous improvement included: (1) quarterly meetings of GaDOE and RMC staff for accountability and support; (2) bi-annual meetings with SIG district and school leaders, and; (3) consultative support and coaching by RMC to GaDOE staff as they supported this work in each school.

1.5 Systems Change Supported by Up-to-Date Knowledge on Adult Learning and Coaching

RMC's experts have produced several comprehensive guides and reports on the research on adult learning and coaching (Center on Instruction, 2008; National Reading Technical Assistance Center, 2010; Sutton, Burroughs, & Yopp, 2011). RMC has used its knowledge extensively in providing TA to states and districts on effective school-based coaching. In a recent coaching-related project, RMC collaborated with leadership in the Georgia, Fulton County Schools (FCS) to develop a literacy plan for the district. Previous to this work, large numbers of FCS students were not meeting proficiency levels in literacy. On the 2015 Georgia Milestones English Language Arts (ELA) assessment, 27% of FCS third graders and 25% of eighth graders were reading below grade level. In 11th grade, 26% of FCS students were performing below grade level on American literature and composition. These results propelled the district to closely examine its literacy program.

RMC first supported the renewed commitment to literacy by facilitating a district-level meeting to develop a vision, mission, and theory of action for the district. RMC coached district staff in developing their K-12 FCS Literacy Framework. Next, to build district capacity, RMC provided train-the trainer sessions for foundational reading professional development. With district staff, RMC co-presented the professional development sessions for school literacy coaches and classroom teachers in low-performing schools. This process was revisited the following year when, after review, FCS decided to unify coaching pedagogy across the district. Based on extensive knowledge of the research on coaching and adult learning, RMC facilitated a district meeting to initiate the consolidation of 11 different coaching models used across schools into one cohesive FCS Coaching Framework.

Though there is still much to do, there has been improvement in all three grade levels. On the 2017 Georgia Milestones English Language Arts (ELA) assessment, the percentage of FCS third graders reading below grade level dropped by 1%, and the percentage of eighth graders reading below grade level dropped by 10%. The percentage of FCS 11th graders performing below grade level on American literature and composition also dropped by 10%. The Fulton County School district (FCS) is looking forward to continued student improvement in literacy now that the district and schools have an evidence-based implementation and sustainability plan to follow.

Below are some key concepts from the research on adult learning and coaching that will be infused by RMC into the work of the R7CC.

Key concepts and findings from research and practice on adult learning and coaching. RMC designs its TA based on the foundation for adult learning theory developed by Malcolm Knowles (Knowles, Holton, & Swanson, 2015). His research shows that adult learners: (1) prefer self-direction in learning, (2) bring a vast reservoir of experience that should be considered in planning learning experiences, (3) exhibit a readiness to learn that is based on a need to know or do something, (4) exhibit an orientation to learning that is task or problem-centered rather than subject-centered, (5) exhibit a relatively high degree of internal motivation, and (6) need to know why they need to learn something. We strive to engage adults in ways that reflect these basic understandings so that our Clients and Recipients are truly assisted in gaining the knowledge and skills they need.

Aligned with this theory are findings from cognitive psychologists, neuroscientists, and educators about how learning occurs. This body of knowledge highlights the use of important common elements including active engagement, modeling, reflection, metacognition, application, feedback, ongoing support, and formative and summative assessment (Learning Forward, 2011). Understanding and being able to carefully select and embed these practices into a program of skilled assistance is a hallmark of this work. Additionally, knowledgeable experts consistently use the research-based practice of serving as proactive mediators and facilitators of learning who work alongside participants as collaborative colleagues (McCall, Padron & Andrews, 2018).

The widely-used Standards for Professional Learning developed by Learning Forward (2011) emphasize the importance of active engagement in adult learning and respecting adults as professionals, giving them significant voice and choice in shaping their own learning. Through active engagement, adult learners construct personal meaning of their learning, are more committed to its success, and identify authentic applications for their learning.

The most up-to-date approaches to professional development for teachers and principals also include frequent, job-embedded coaching. Research shows strong positive impacts of coaching on both teacher practice and the consistent application of new classroom practices. The level of classroom application from most "stand and deliver" professional learning is, at most, around 5%. When staff learning includes coaching in the training design, the level of application rises to around 95% (Joyce & Showers, 2002). Further research shows that that new teachers benefit from working at schools with strong coaching programs, and coaching programs could have an added benefit in urban schools with high staff turnover (Matsumura, Garnier, Correnti, Junker, & DiPrima Bickel, 2010). Research also shows that in schools where coaches spend more time coaching (as opposed to administrative or planning tasks), a higher percentage of students demonstrate proficiency in reading (Bean, Draper, Hall, Vandermolen, & Zigmond, 2010). At the elementary and middle school levels, studies have found that coaching positively impacted student achievement on state-level assessments during the first and second years of a coaching program (Coniam, 2010; Zolligner, Brosnan, Erchick, & Bao, 2010). Additional studies at the elementary and middle school levels focused on the impact on student achievement after four years of a coaching program and showed even stronger results (Balfanz, MacIver, & Byrnes, 2006; Brosnan & Erchick, 2010; Campbell & Malkus, 2011).

1.6 Systems Change Focused on Evidence-Based Decision-Making and Up-to-Date Knowledge of Evidence-Based Practices

The Regional Comprehensive Center program's absolute priority is to provide high-quality intensive capacity-building services to Clients (CSSO) and Recipients that will help identify, implement, and sustain effective evidence-based programs, practices, and interventions that support improved educator

and student outcomes. *Evidence-based* characterizes an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on: (1) strong evidence from at least one well-designed and well-implemented experimental study, (2) moderate evidence from at least one well-designed and well-implemented quasi-experimental study, (3) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias, or (4) a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

The required evidence-based provisions in ESSA provide an opportunity to improve student outcomes and increase the return on investments, encouraging more resources to be targeted toward evidence-based practices likely to have a positive impact. SEAs are discovering both the flexibilities and challenges of evidence-based decision-making and the identification of evidence-based practices as they proceed to implement their approved ESSA state plans. The Center on Education Policy (Rentner, Kober, & Braun, 2019) recently interviewed states and found these common challenges: (1) lack of capacity in applying knowledge of research methodology, (2) limited access to usable research, (3) low bandwidth of SEAs to provide assistance to districts and schools, (4) unexpectedly large numbers of schools that have been identified for improvement, and (5) the potential disruption of replacing long-standing programs that do not meet the evidence threshold. Barriers to district use of evidence include staff time, financial resources, and difficulty accessing relevant and timely evidence.

RMC's understanding of the challenges that can arise in providing TA to states and districts is informed by extensive experience in many related projects, such as the National Reading Technical Assistance Center (2003-2011) and the management and operation of ESEA Technical Assistance Centers since 1975. RMC has also been a subcontractor to the current Southeast Comprehensive Center (2012-2019). One of RMC's most valuable recent experiences in building the expertise needed to overcome these TA challenges arises from our experience with the Regional Educational Laboratory – Southeast, as

a subcontractor in both the 2012-2017 cycle and the current 2017-2022 cycle. RMC brings to the proposed R7CC not only the latest knowledge about evidence-based practices that the RELs and others provide, but also the already-established close relationships required to coordinate the activities of R7CC with REL activities going forward, where applicable. This proposed continuum of REL-Comprehensive Center service may also identify opportunities to strengthen subsequent REL studies, based on information from Comprehensive Center implementation work.

The U.S. Department of Education, in responding to questions about the current CC competition, clarified the distinct roles of the RELs and CCs:

> RELs help SEAs, LEAs, schools, state higher education agencies, postsecondary institutions and other education stakeholders solve problems using research, data analysis, or evidence-based practices. RELs work with education stakeholders to solve an education problem or program by providing technical support for: data collection, data analysis, research studies, and understanding the implications of data and study findings that were produced with REL support and taking the next steps to identify and implement an appropriate evidence-based practice or policy.
>
> In contrast, CCs help SEAs and LEAs implement ESSA programs using evidence-based practices. CCs work with SEAs, REAs, LEAs, and schools to implement ESSA programs and continually improve those programs by supporting the SEAs/LEAs in the selection and implementation of evidence- based practices and the use of improvement science to improve those practices over time.

This clarification highlights the natural continuum between RELs and CCs that can maximize and leverage the work of these two large federal programs, while minimizing the usual lag between research and practice. For example, the REL – Southeast is currently developing videos and Professional Learning Communities (PLCs) that highlight evidence-based practices in reading identified through the REL's earlier work. The REL has resources and a charge to disseminate these products to high-levels of the state system but cannot work intensively with states on implementation of practices.

A coordinated REL-R7CC effort could ensure a continuum from knowledge production to deep implementation to address, for example, Alabama's expressed need for intensive TA support aimed at district and school implementation and sustainability of evidence-based literacy instruction. A close relationship between the REL – Southeast and the R7CC will also ensure that knowledge gained from

field implementation of practices can be quickly shared with the REL and inform subsequent studies intended to drive further research-to-practice improvements.

1.7 Systems Change Facilitated by the Role of Policy

State education systems operate within legislative contexts, and no significant transformations of educational systems can occur without recognizing and understanding the importance of policy in facilitating educational change. In the policy domain, RMC has recently led work for the Foundation for Excellence in Education (ExcelinEd), an organization that cultivates policy conditions to advance student-centered education systems. That collaboration examined perceptions of SEA staff, district staff, and teachers in seven states, including Mississippi, on legislative policies tied to third-grade reading performance. Our reports are available on the ExcelinEd website and provide key insights about the effects of state context on the impact of reading legislation. In recognition of ExcelinEd's unique and high level of expertise in policy and systems change, R7CC proposes to engage ExcelinEd as a Memorandum of Understanding (MOU) partner.

1.8 Systems Change Situated in Deep Knowledge of the Region

RMC's knowledge of the region has grown with the opening of the RMC Tampa office in 2003. Focused on serving states and districts in the Southeast, the RMC Tampa office has developed deep roots and relationships with Clients (CSSO) and Recipients in Alabama, Mississippi, and Florida through TA work, including RMC's 2012-2019 work as a subcontractor in the Southeast Comprehensive Center.

The subcontractors we selected for R7CC also bring extensive additional regional experience and relationships to the proposed work. For example, since 2004 AEM Corporation has provided TA to U.S. Department of Education projects, including projects with Alabama and Mississippi state stakeholders, on educator equity plans. WestEd has conducted leadership transformation academies in Alabama and Mississippi and has worked in numerous Florida districts on the implementation of Academic Parent-Teacher Teams for increasing student achievement. The University of Mississippi/CELI has worked extensively to improve literacy, with a special emphasis on low-performing schools.

Based on our collective experience in the region, RMC and its subcontractors recognize that the needs of the states in Region 7 are diverse and challenging. While geographically very close, each state has very different educational histories, successes, and needs. Student populations among the three states also vary greatly. The student population for the 2018-2019 school year in Alabama is 722,212 (Alabama State Department of Education [ALSDE], 2018), while Florida's student population is 2,846,857 (Florida Department of Education [FLDOE], 2018). Mississippi has the smallest student population of the three states with 470,668 (Mississippi Department of Education [MDE], 2018b).

This NIA – Comprehensive Center Program clearly sets forth an imperative to focus TA on building SEA and LEA capacity to ensure equitable opportunity and achievement for students living in poverty, attending low-performing schools, and those living in rural communities. Table 1 displays the number and percentages for two of the Comprehensive Center's focus categories: children living in poverty and students living in rural communities:

Table 1. Children living in poverty and in rural communities

	Children living in poverty[1]	Students living in rural communities
Mississippi	224,940 (31%)	215,234 (44%)
Alabama	285,284 (26%)	264,760 (36%)
Florida	923,045 (23%)	115,776 (4%)

[1] The first measure includes all children, not only students, and the percentage reflects the amount of all children in the state. (National Center for Children in Poverty, 2018)

Notably, in *A Report by The Rural School and Community Trust and Our Partners: Institute for Child Success and Save the Children, 2015-2016*, all three states were listed among the "10 Highest Priority States in Rural Education" (Showwalter, Klein, & Hartman, 2016). Mississippi ranked first, meaning it is the highest priority rural state in the country. Alabama and Florida ranked third and eighth, respectively. That report used five gauges to rank states: (1) Importance as defined by the number of rural students, schools, and districts in a state, (2) Student and Family Diversity as defined by the numbers of students who have high mobility rates, are minority, of low socio-economic status, are English Language Learners, or have disabilities, (3) Educational Policy Context as defined by per pupil instructional expenditures, revenue to schools per local dollar, and salary expenditures per instructional FTE, (4) Educational Outcomes as defined by grades four and eight math and reading NAEP scores, and (5)

College Readiness as defined by graduation rates for the overall rural population as well as rural minority and low-income students, and the percent of juniors and seniors taking the ACT, SAT, and at least one AP course.

The data across the region for numbers and percentages of low-performing schools (2018-2019) are illustrated in Table 2, which divides low-performing schools into those that are implementing comprehensive support and improvement activities (CSI schools); those that are implementing targeted support and improvement activities, including schools identified as Targeted Support and Improvement (TSI) schools; and those identified as Additional Targeted Support and Improvement (ATSI) schools (Rentner et al., 2019).

Table 2. Numbers and percentage of low-performing schools.

State	Total Number of Schools	CSI		TSI		ATSI	
		N	Percent	*N*	Percent	*N*	Percent
Alabama	1,463	76	5%	0	0%	0	0%
Florida	3,642	553	15%	1,952	54%	0	0%
Mississippi	893	39	4%	44	5%	112	13%

The exact criteria by which schools are labeled as CSI or TSI vary by each state's approved ESSA plan. Compared with other states in the report, Florida named a relatively large number of schools. Alabama, on the other hand, was on the lower extreme in the report, naming only 5% of schools. However, Alabama did not identify TSI schools this year; but it will do so beginning in 2019-20, and their overall percentages will look similar to the average state in the study. A possible reason that Florida may have named so many schools is that its accountability system only looks at status measures and does not incorporate growth for subgroups, as is included in the identification of schools in Mississippi. Mississippi is the only state in the region to identify ATSI schools, where the performance of any subgroup on its own would lead to CSI designation.

There are also important similarities across the states in policies and priorities. For example, all three states have, or are in the process of writing, legislation for K-3 literacy, including third grade retention for students who do not meet standards. Florida began the quest to improve early literacy education more than fifteen years ago, with the introduction of the *Just Read, Florida* initiative championed by Governor

Jeb Bush. Alabama began its early literacy initiative during that same period and recently renewed its efforts with a bill requiring third grade students to meet proficiency. Mississippi began efforts in this area in 2013 with the passage of the Literacy Based Promotion Act, amended in 2016. All three states continue their efforts in this area of instruction, as the need for literacy improvement is viewed as critical in all three Region 7 states.

Appendix B includes details of each state's Grade 4, Grade 8, and High School NAEP performance and details of each state's Grade 4, Grade 8, and High School Math performance. We provide additional data and policy information for each state in Section 2.0 – Project Design, with the proposed service plans, to validate that each of our proposed projects conforms not only to the needs and priorities expressed to RMC by state leaders, but also to the state's current policy context and demonstrated needs for support directed toward students living in poverty, students living in rural communities, and students attending low-performing schools.

1.9 Summary

Under ESSA, SEAs, as The Leadership of Change, must provide more support than ever to districts to support effective evidence-based decision-making. These expectations of SEAs assume high-level and inter-related capacities to conduct and/or support LEAs through the five phases associated with implementing evidence-based interventions and practices as identified in the U.S. Department of Education's 2016 non-regulatory guidance on using evidence to strengthen educational investments:

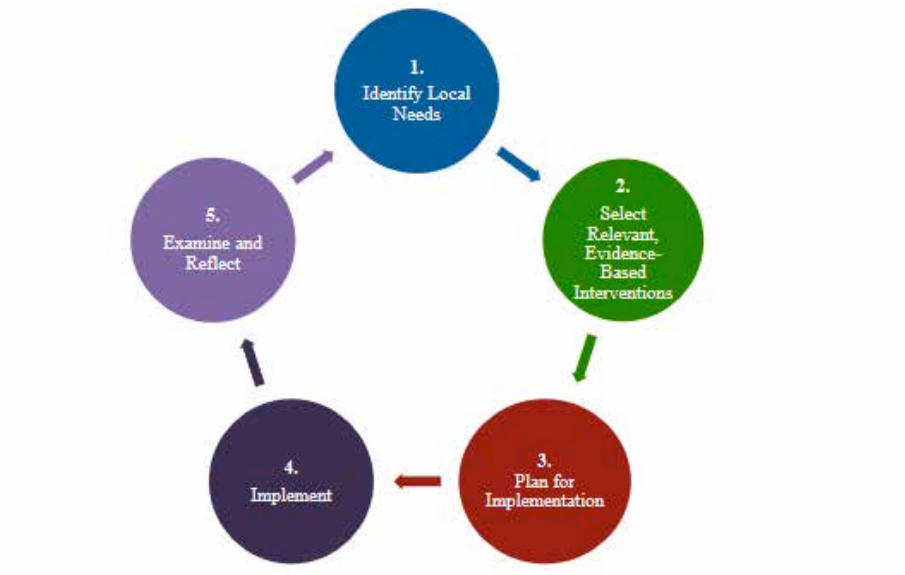


Figure 4. Five Phases for Evidence-Based Implementation

1. Support the **identification of local needs** through needs assessment, data analysis, and root cause analysis work at the school and LEA level to set priorities for reforms, taking into consideration local context and the voices of all relevant stakeholders (requires SEA human, resource, policy capacities);

2. Support the identification and **selection of relevant, evidence-based strategies and interventions** appropriate to address specific school needs, using ESSA evidence tiers as guides (requires SEA human, resource capacity);

3. Design and **plan for implementation**, including taking steps such as developing a logic model, setting well-defined, measurable goals, outlining roles and responsibilities of people involved, setting implementation timelines, marshalling required resources, and setting up strategies to collect data, monitor progress, and ensure continuous improvement (requires SEA human, organizational, policy);

4. Support LEAs in **assessing implementation progress** through continuous improvement methods, by monitoring progress and collecting information and making-mid course corrections as implementation unfolds (requires SEA human, resource capacity); and

5. Support LEAs in **examining and reflecting upon implementation** outcomes, through

performance monitoring on the extent to which the intervention is meeting benchmarks and goals, or through rigorous program evaluation measuring the effect of the strategy or intervention upon relevant outcomes (requires SEA human, policy capacity).

Through the proposed R7CC, RMC and its subcontractors have laid the groundwork for a TA center poised for success in helping Alabama, Florida, and Mississippi achieve systems change and gain increased systemic knowledge and understanding about current barriers to high student achievement for students living in poverty and rural areas, along with greater knowledge of how to overcome these barriers through the design of sustainable, scalable, systems of support and improvement. Key assets for this Center to ensure outcomes of significant and lasting system improvement are:

- Experience in, and commitment to, intensive, capacity-building TA in the Southeast.
- Extensive knowledge about the region, with established relationships in place.
- A long-term, ongoing relationship with the REL Southeast for establishing a continuum between the latest research knowledge of effective, evidence-based educational strategies to implementation support for effective use and sustainability.
- A subcontracting relationship with the National Implementation Research Network to further bolster the research-to-practice continuum based on the latest knowledge of implementation science.
- An MOU with the Foundation for Education Excellence for support in addressing the role of policy in systems change.
- Extensive and up-to-date knowledge from research and effective practice related to adult learning.

2.0 PROJECT DESIGN

This section describes the approach RMC Research and its subcontractors in the Region 7 Comprehensive Center (R7CC) will follow in designing and delivering intensive technical assistance (TA) to our Clients—the Chief State School Officers (CSSO) and their designees within the State Education Agencies (SEA)—as well as to eligible service Recipients that will increase their capacity to assist schools in improving outcomes and close achievement gaps for low-income students, those attending low-performing schools, and students in rural communities. The design of the proposed Region 7 Comprehensive Center project reflects RMC's knowledge of TA that is informed by research, evidence-based strategies, our past and current TA experience as the primary applicant or subcontractor in numerous Comprehensive Centers since 1975, and our understanding of the region as described in Section 1.0. Bringing this knowledge to bear on building the capacity of SEAs, regional education agencies (REAs), and local educational agencies (LEAs) and schools to achieve their specific goals and outcomes requires purposeful design, rigorous implementation, continuous improvement processes, and ongoing feedback and evaluation.

In this Section 2.0 – Project Design, we: (1) present and describe RMC's Logic Model for the R7CC, (2) present RMC's R7CC Conceptual Framework and describe the key components of our high-quality TA approach, (3) highlight our commitment to integrating our services with similar work and to collaborating with appropriate partners to leverage existing funding streams and maximize the effectiveness of our services, (4) outline our proposed state projects plans, and (5) describe the design of our organizational/operational processes.

2.1 Logic Model for R7CC

Based on the FY 2019 CC Logic Model provided in the Notice Inviting Applications (NIA), RMC's R7CC Logic Model is also informed by research and evaluation findings from RMC's previous and current Comprehensive Center work and has been designed based on nationally accepted guidance on logic model development (J. Sands, personal communication, April 4, 2019; REL-NEI, 2015; W.K. Kellogg Foundation, 2004). RMC's R7CC Logic Model will provide a master plan for connecting the

needs of Clients and Recipients with practices that will lead to the desired outcomes. The R7CC Logic Model includes the specific inputs, processes, outputs, short-term, mid-term, and long-term outcomes that are directly tied to our proposed R7CC TA plan. We also include features of our TA approach that will be employed in carrying out the processes and activities of the Logic Model. The Logic Model is located in Appendix H, along with an explanation and the Theory of Action that undergirds it.

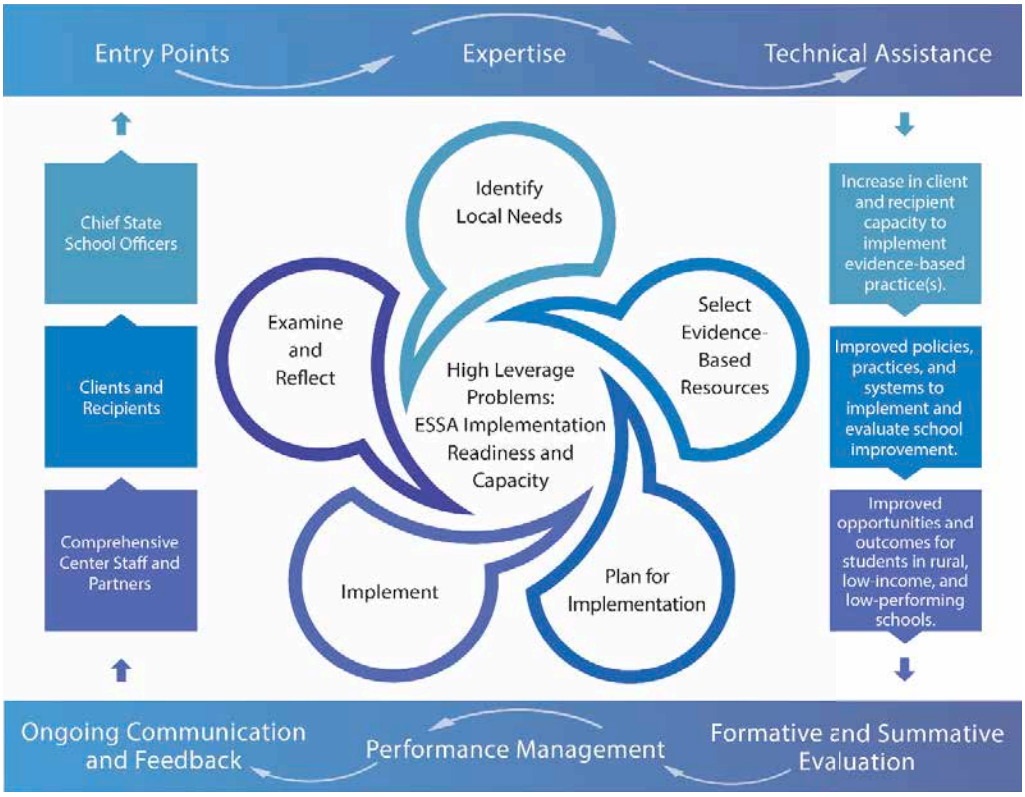
While the Logic Model shows the proposed sequence of inputs, outputs, activities, and outcomes for the project, it is insufficient by itself for understanding how the work is enacted to accomplish the desired outcomes. Therefore, we also present a Conceptual Framework designed to illustrate the key features of RMC's TA approach and to illustrate how our work will address the program requirements for Regional Comprehensive Centers in the NIA.

2.2 Our Conceptual Framework and Approach to TA

RMC's Conceptual Framework (Figure 5) depicts our high-quality TA approach for enabling the R7CC to implement the Logic Model effectively. What distinguishes the Conceptual Framework from the Logic Model is its focus on how we deliver TA through the dynamic action and interplay among key project components. We describe below the core activities we will undertake to design and carry out long-term, intensive projects that are effective in addressing high-leverage problems and achieving intended outcomes.

At the heart of our Framework is the work that RMC, (CSSO), Clients, subcontractors, and Recipients will be doing in order to identify and address high-leverage problems. As described in Section 1.0, this is the cycle of implementation and improvement in the use of evidence-based practices. Entry points in this cycle are determined by: (1) whether a project is building on existing work and if so, what stage the work is in, and (2) the assessment of capacity and readiness of Recipients to intensely, consistently successfully engage in the work. Throughout the cycle of implementation and improvement, R7CC will ensure Clients and Recipients have access to our TA providers, and other partners and consultants as needed. Described in more detail later in this section, R7CC will plan for and use formative (on-going) and summative (annual) data to assess progress and to communicate with stakeholders about progress and outcomes.

Figure 5. RMC's Conceptual Framework for TA Project Design



The intensive TA service from RMC and subcontractor staff will support a process of implementation that progresses from identifying local needs; identifying and selecting evidence-based resources and practices; planning for implementation; implementing; evaluating and reflecting; to adjusting implementation features as needed to meet outcome goals.

Our TA approach has several features that are key to ensuring that R7CC develops Client and Recipient capacity to accomplish desired outcomes effectively. We describe these features below.

High-quality processes for needs identification. Each year RMC will consult with CCSOs to discuss their needs related to the implementation of needs and determine which of those needs the Comprehensive Center could best support through a carefully designed, intensive, and long-term TA project. To leverage resources to resolve what are usually complex problems, we investigate other funding streams, program initiatives, and partners for potential collaborative TA. CSSOs then determine which SEA Client(s) will be responsible for carrying out the agency's role in the project. R7CC will work

closely with the SEA Client throughout the life of the project. Letters of support from our SEA Clients, our Recipients, and others are located in Appendix C.

High-quality processes for identifying project Recipients. Determining the intended Recipients of our TA will be based on several factors. First, in collaboration with the CCSO and SEA Client(s), we will look at what the data are telling us about where the high-leverage problems are most acute. Second, we will engage in a careful process of determining where these efforts have the best chance of success, based on local readiness, capacity, and leadership buy-in and support. This process is critical in creating conditions for success.

High-quality processes for assessing readiness and capacity. A critical first step in addressing Clients' and Recipients' high-leverage problems and achieving desired outcomes, is to evaluate their readiness to engage in the full planning and implementation process. Teams and organizations at sufficient levels of readiness are best suited to long-term, intensive planning, implementation, and ongoing continuous improvement. They are also better positioned to leverage existing capacity and close achievement gaps. RMC proposes to use readiness and capacity assessment tools available through the National Implementation Research Network (NIRN), one of our subcontractors in this proposal, and/or those that may be available in the new National Comprehensive Center with each CSSO and the Executive Leadership Team to assess the readiness and capacity of the SEA Client and service Recipients in order to identify a designated executive level project lead (deputy, associate, or assistant commissioner) and other service Recipients (REAs, LEAs, and schools). Ensuring the capacity and readiness for change of the designated Client and service Recipients will be critical to ensuring the success of the project as the R7CC will work collaboratively and responsively with them throughout the life of the project, reporting at least bi-annually to the CSSO on the project status, progress, and outcomes. The capacity assessments include the following:

- State Agency Capacity Assessment (SCA; Ward, Cusumano, Metz, Louison, & Lopez., 2019),
- Regional Capacity Assessment (RCA; St. Martin, Ward, Fixsen, Harms, & Ruseell, 2015),
- District Capacity Assessment (DCA; Ward et al., 2015), and

- School-Level Drivers Best Practices Assessment (DBPA; Ward et al., 2019).

These capacity assessments will provide a snapshot of each organization's infrastructure, roles, and functions, and allow teams within the organizations to leverage opportunities and build robust systems conducive to supporting systemic change through new ways of work. Additionally, repeated use of these measures will enable the R7CC to monitor systemic change over the 5-year project period. Details on these assessments are included in Appendix K.

High-quality support in developing Logic Models. Having consulted with SEA Clients, the R7CC project lead will then work with Clients and Recipients to develop a Logic Model that sets forth the project's underlying assumptions, beliefs, and theories of action and shows how a project's inputs, processes and activities, and outputs lead to the accomplishment of short-, mid-, and long-term outcomes. RMC has used Logic Models to help Clients in a variety of cases. Recently, through our partnership with REL Southeast, RMC staff developed Logic Models for the Improving Schools in Mississippi Research Alliance to support the recruitment, development, and retention of effective teachers. This Logic Model enabled the team to become clear about outcomes and the inputs and activities needed to accomplish them.

High-quality support in collaborative design of service plans. The plan will be reviewed and revised as needed and agreed upon by CSSOs, SEA Clients, and partners. Plans will describe long-term intensive TA with long-, mid-, and short-term outcomes, capacity-building services, milestones, and fidelity benchmarks and measures. Within 90 days of the project award, RMC will submit all service plans and MOUs for Client and partnership commitments to U.S. Department of Education (USED) for approval.

High-quality selection of evidenced-based strategies. RMC has staff trained as What Works Clearinghouse (WWC) reviewers, which will ensure that the evidenced-based strategies and interventions for implementation selected will be informed by the latest information from educational research. Strategy selection will also be informed by a deep understanding of and consideration for the unique features of the implementation context and student population.

High-quality phased implementation consistent with principles of Implementation Science. During initial implementation of evidence-based strategies by a select group of Recipients, R7CC TA providers will assist in developing and implementing a plan to monitor ongoing progress. Based on the examination of and reflection on data from initial implementation, SEAs and Recipients will be assisted in making needed improvements and changes to implementation process to scale up these strategies. To ensure that our process of implementation incorporates the formula for success arising from recent work in implementation science, our support process for each project will follow the NIRN Phases of Implementation, embedded in the conceptual model above as follows:

- **Exploration** - Assess Client/Recipient readiness and capacity: identify critical needs; select "good fit evidence" matched to identified needs; conduct consultations among researchers, service providers, and public agencies to identify and articulate effective approaches, the core components of these approaches, and how fidelity of implementation is assessed
- **Installation** - Making preparations: identify, install, and improve an implementation infrastructure that results in increased competency, alignment, and sustainability
- **Initial Implementation** - Using New Practices: conduct stage-based work that aligns implementation activities to the developmental phases of implementation; develop implementation teams to provide an accountability structure to design, test, and problem solve
- **Full Implementation** - Use the Model and Assess the Outcome: intentional use of data drives decision-making and continuous quality improvement
- **Innovation** - Refining the Practices: integration of evidence-based practices with ongoing policy, regulatory, evaluation, and monitoring processes to ensure compliance, competence, and continuous improvement within publicly funded agencies
- **Sustainability** - Building Support for Practices: support developed from various systems – personnel, budget, professional development, evaluation, communication

Other key examples of high-quality components within our approach to TA include:

Commitment to and experience in establishing respectful, positive, and productive relationships supported by ongoing communication and feedback systems. To collect, use, and respond to feedback from Clients and Recipients on an ongoing basis, we will design and administer both formative and summative online feedback surveys. We have found Clients appreciate the use of immediate feedback systems that collect honest responses that can inform and improve our services. An example is given in our Communication Plan located in Appendix I.

Meeting design and facilitation based on adult learning principles and the use of a wide range of techniques to support effective group work. RMC has deep and highly regarded expertise in designing large, mid-sized, and small group engagements that deepen Client and Recipient knowledge and skill in achieving desired outcomes. Staff have been, and will continue to be, trained in a range of processes and tools from well-known professional developers and consultants (Lipton & Wellman, 2011) to design professional learning sessions and meetings and use effective facilitation and consultant strategies (Schwarz, 2005).

Flexibility and responsiveness to changing needs and contexts while maintaining a focus on results. A critical capability throughout RMC's years of operating TA programs serving state and local education organizations, has been to provide ongoing and effective support through changes in context, people, and priorities within these organizations. The turnover rates among leaders in state and local education agencies have increased such that we are often challenged to ensure efforts continue despite these changes. We have employed strategies that have helped us address this. First, once we have negotiated our service plans with CSSOs, we collaborate with SEA leaders at the mid-management, cross-agency levels. More often than not, this enables us to sustain the efforts through changes in chief executive leadership. In addition, as described elsewhere, working across levels of the system, from the SEA to the district and school levels, ensures that we can continue to collaborate with leaders at one or more levels to continue the work while changes occur at one level. Finally, our relentless focus on results – from gaining them to communicating them to stakeholders – builds the will and commitment across agencies to continue support for the work.

Summary of the quality of our Conceptual Framework and approach to TA. RMC's Conceptual Framework is firmly rooted in established consensus on the five elements of effective cycles of implementation and improvement in the use of evidence-based practices: (1) Identify local needs, (2) Select Evidence-Based Resources, (3) Plan for Implementation, (4) Implement, (5) Examine and Reflect. Through its subcontracting partnership with NIRN, RMC is also embedding within this cycle the phases of implementation identified in NIRN's formula for improved outcomes. These phases of implementation—Exploration, Installation, Initial Implementation, Full Implementation, Innovation, and Sustainability—are intended to ensure effective practices are implemented effectively in enabling contexts.

In addition, RMC's approach to TA for implementing their Conceptual Framework contains the following high-quality components:

- High-quality processes for needs-identification.
- High-quality processes for identifying Project Recipients.
- High-quality processes for assessing Client and Recipient readiness and capacity.
- High-quality support in developing Logic Models.
- High-quality support in collaborative design of service plans. High-quality selection of evidenced-based strategies.
- High-quality phased implementation consistent with principles of Implementation Science.
- Commitment to and experience in establishing respectful, positive, and productive relationships supported by ongoing communication and feedback systems.
- Facilitation based on adult learning principles and employs a wide range of techniques to support effective group work.
- Flexibility and responsiveness to changing needs and contexts while maintaining a focus on results.

2.3 Additional Guides for Developing and Implementing State Plans

In addition to basing our service plans and processes for developing those service plans on the

Conceptual Framework noted above, R7CC will use two additional guides to proposing and carrying out its work:

- Integrating with and building on similar and related efforts to improve relevant outcomes using existing funding streams from other programs or policies supported by community, State, and Federal resources and
- Collaborating with appropriate partners to maximize the effectiveness of project services.

2.3.1 Integrating and building on related work. SEAs are often challenged to ensure that diverse streams of work that unfold over time and across different parts of the agency are aligned or, better yet, are working in tandem to pursue related goals. This common challenge, coupled with what we know about the high efficacy of TA that is intensive and enduring, enables R7CC to encourage SEAs in leveraging related funding and initiatives, when feasible and appropriate. Our overall TA approach and the design of specific projects aim to integrate and build on related work that SEAs have undertaken. The opportunities to integrate and build on related and existing work are noted in the individual State Service Plans in this section.

The Region 7 states, Alabama, Florida, and Mississippi have in place a myriad of educational strategies designed to improve the academic achievement of the students they serve. RMC has first-hand experience in assisting these states in implementing many of these strategies through a variety of its previous and current research and TA projects. As described below in our State Service Plans, all of our proposed projects are designed to build on and integrate with related work. The following pages in this section highlight and provide key examples of RMC's qualifications to provide TA and support in integrating and building on these existing efforts to improve student academic achievement.

Example 1: Mississippi. In Mississippi, a persistent area of need is providing equitable access to high-quality teachers and leaders in rural and low-income areas. In 2017, 40% of the total districts in Mississippi had a teacher shortage (Mississippi Department of Education). The state legislature and the Mississippi Department of Education (MDE) have provided incentives to attract teachers to work in Mississippi, as well as enacting legislation, such as the Critical Teacher Shortage Act of 1998, to address

this issue.

Our subcontractor AEM has worked with Mississippi to facilitate efforts to identify root causes and strategies to address the unique issues associated with inequitable access to excellent educators in rural contexts. AEM has collaborated with MDE to identify and implement state-level solutions and strategies to address teacher supply, teacher retention, the reach of great educators, and the role of school leaders in schools with a high proportion of minority students and students living in poverty. The University of Mississippi (UM/CELI), our subcontractor, has developed teacher preparation programs that educate future teachers on the needs of rural students. The Southeast Comprehensive Center (SECC) has worked with MDE to implement the Mississippi Talent Management project, which includes teacher and leader mentoring and induction, recognizing and addressing opportunity gaps, and sharing resources to guide the planning process for the development of the Culturally, Linguistic, Responsive Teaching Council. Despite past efforts, there is still a tremendous discrepancy in equitable access: Many teachers and leaders in rural and low-income areas are under-qualified and inexperienced because of the difficulty in attaining high-quality personnel.

RMC will address MDE's High-leverage Problem of Difficulty in recruiting and retaining effective teachers and principals so that all students have access, including rural and disadvantaged students, through RMC's High-leverage Opportunity of the Equitable Access to Quality Teachers and Leaders project. RMC and its subcontractors will build on the work done by MDE and AEM, which has various state and community funded education projects, to identify root causes to improve implementation of evidence-based strategies for effective teachers and leaders in rural and low-income areas. RMC will also support MDE in building capacity to improve current teacher and leader initiatives and build on UM/CELI, which has related efforts that are federally, state, and community funded, to "grow" their own work force in rural and low-income areas, improve current teacher preparation initiatives, and expand them to other Institutes of Higher Learning. This support and expansion will impact educator preparation program outcomes, including learning how to better prepare teachers and leaders for rural and low-income schools and improve the outcomes for equitable access to high-quality teachers and leaders.

Example 2: Alabama. In 1998, Alabama began a K-12 reading initiative to improve literacy skills. The impetus was a compelling statistic: more than 100,000 students in Grades 3-11 had scored at the lowest levels on the Stanford Achievement Test (ALSDE, 2019). The Alabama State Department of Education (ALSDE) employed the Alabama Reading Initiative (ARI), a statewide initiative committed to developing high-quality instruction to prepare all students with the literacy skills needed to meet or exceed grade-level standards.

ARI provided on-going research-based professional development that trained teachers to help students to achieve high levels of literacy through onsite support, professional development, and literacy coaches. ARI professional development continues to be designed to help teachers identify struggling readers, support those readers to become proficient readers through effective interventions, and expand the reading skills of all students.

Most recently, the Alabama House of Representatives passed the Alabama Literacy Act (HB 388), which focuses on pre-k to third grade reading, allocates funding and resources to improve reading instruction, requires stronger teacher preparation for science-based reading instruction, and uses early identification to support students with dyslexia and other specific needs. Both Superintendent Eric Mackey and Assistant State Superintendent Tony Thacker have both stated to RMC that building on the earlier efforts of ARI is the strategy they want to employ in aligning the state's work with this new policy initiative. Our plan to integrate and build on this effort is described in Alabama's state plan for the Building Excellent Readers project.

RMC is proposing to work with ALSDE to integrate and build on the related efforts of ARI, which is state funded by ALSDE, to assist and support ALSDE to achieve its Excellent Readers goal. RMC will address ALSDE's High-leverage Problem of Low student proficiency in K-12 literacy through RMC's High-leverage Opportunity of the Building Excellent Readers project to improve program and policy outcomes. RMC will partner with REL Southeast, which is federally funded by USED, to assist ALSDE in reviewing its current ARI practices and policies and will build on updating ARI's research and evidence-based literacy strategies. In order to efficiently and effectively build on past ARI efforts, RMC

and its subcontractors will focus on updating and strengthening supports and scaling up effective literacy practices, policies, and procedures. RMC's plan to integrate and build on this effort is described in Alabama's state service plan, in the Building Excellent Readers project.

Example 3: Florida. In Florida, increasing and promoting choice options for students is a high priority of the Florida Department of Education's (FLDOE) Office of K-12 School Choice. The Choice Office's work includes promoting and distributing information on available choice programs, predominantly through its website and web-based applications. Since parents who live in rural or small-town districts are less likely to be aware of or have access to opportunities to use web-based information, rural students may be less likely to participate in these opportunities (Google Inc. & Gallup Inc., 2017).

RMC has experience working with choice efforts through work with the Florida Virtual School (FLVS) Partnership for Student Success in Online Learning through REL – Southeast focused on learning in virtual classrooms. In Florida, three regional consortia, Panhandle Area Education Consortium (PAEC), North Eastern Florida Education Consortium (NEFEC), and Heartland Education Consortium (HEC) are geared to serving rural districts in areas such as choice. Our subcontractor, WestEd, has provided services to rural schools and districts in planning, developing, and implementing a research-based system of family engagement that has meaningfully and strategically connected families and schools in advancing options for student learning and achievement. Using our experiences and expertise and those of our subcontractors, RMC proposes to address FLDOE's High-Leverage Problem of Lack of Capacity around supporting choice in rural areas, through the "High-leverage Opportunity for Empowering Rural Families to Create High-Quality Personalized Paths for Learning Project" in the Florida State Plan.

RMC is proposing to work on this project with FLDOE to integrate and build on the related efforts of FLDOE's Office of K-12 School Choice. This project will focus on improving relevant choice outcomes by implementing effective family engagement practices for empowering rural families about choice. RMC will utilize existing consortia partners PAEC, NEFEC, and HEC, all of which are state funded by FLDOE and/or LEAs, to build and expand on related TA efforts provided to schools and LEAs around

choice options. RMC will continue its collaborative work with REL – Southeast, which is federally funded by USED, and its partnership with FLVS, which is state funded by FLDOE, to support and improve the Office of School Choice's efforts to empower rural families around choice. This project will also work in tandem with the Mississippi project, "Increasing Educational Choice Especially for Students in Rural and High Poverty Areas," which arises out of Superintendent Carrie Wright's priority to expand choice in areas with most need and builds on several existing projects and policies, including Mississippi's strategic plan to expand virtual learning opportunities in rural and underserved areas.

2.3.2 Collaborating with partners. R7CC's projects will be designed so that they are further supported through the National Center and through partnerships with other organizations outside the SEA and Comprehensive Center Network. Identifying and engaging these organizations will be determined by the resources and expertise required to support the use of evidence-based practices to address high-leverage problems. RMC has a history of, and reputation for, seeking and forming collaborative partnerships to help states implement priority initiatives.

Projects that engage Recipients in the use of research, data, or the design of an evaluation process will be well-suited to a partnership with the REL – Southeast. Because RMC is a highly valued subcontractor on the REL – Southeast, we can provide a continuum of services from research to policy to practice. For example, in our service plans for Mississippi and Alabama, REL – Southeast will provide analytical technical support on a variety of literacy topics such as evidence-based literacy practices, effects of extended school days on reading performance, the effectiveness of adolescent literacy programs and practices, and preparing a school-ready child. R7CC will provide TA services in disseminating research and resources to Clients and supporting Recipients' use of literacy research and evidence-based practices. As a subcontractor to Florida State University on the REL – Southeast, RMC's close association ensures a strong collaboration to stay abreast of any changing needs for Region 7 states through frequent communication with state partnerships, boards, and alliances.

RMC has formed commitments through Memorandum of Understanding (MOUs) with a range of experts and organizations that will be available to assist us, as needed (see Appendix D). Partners

identified by the CSSOs are also included in the individual service plans for each state. For example, The Foundation for Excellence in Education (ExcelinEd) is an MOU partner on education policies and practices that impact state education reform efforts. ExcelinEd was instrumental in supporting education policy that resulted in Mississippi's K-3 literacy legislation and implementation and will be equally vital in extending education reforms to Grades 4-12.

Mississippi State University's Research and Curriculum Unit is another MOU partner that complements R7CC staff by providing expertise and TA in mathematics to build ALSDE's capacity to support LEAs as they implement evidence-based math instructional practices.

Other Federally funded centers with expertise in areas such as special education, social and emotional evidence-based programs, and choice/educational options will be contacted and engaged as appropriate. For example, the Equity Assistance Center-South provides research and resources to assist SEAs and LEAs build capacity to recruit and retain a racially and ethnically diverse and effective teaching and leader force in rural districts. Table 3 illustrates how RMC will use collaborating partners with MOUs.

Table 3. Collaborating MOU Partners and Projects

Partner	Alabama	Florida	Mississippi
REL Southeast	Building Excellent Readers	Using Implementation Science to Guide the Implementation of Florida's New ELA and Math Standards	Improved Literacy Outcomes for Grades 4 to 12
ExcelinEd	Building Excellent Readers	Access to Equitable Choice Options Especially in Rural and Low-Income Areas	Empowering Rural Families to Create High-Quality Personalized Paths for Learning
Mississippi State	Improving Student Excellence in Mathematics		
Equity Center South	Providing Access to Strong Teachers and Leaders		Equitable Access to Quality Teachers and Leaders
National Research Center for Career and Technical Education		Access to Equitable Choice Options Especially in Rural and Low-Income Areas	Empowering Rural Families to Create High-Quality Personalized Paths for Learning
National Center for Improving Educational Assessment		Building Capacity, Culture, and Infrastructure for Principal Coaching in D and F schools	Equitable Access to Quality Teachers and Leaders
AdvancEd/Measured Progress	Improving Student Excellence in Mathematics	Using Implementation Science to Guide the Implementation of Florida's New ELA and Math Standards	

2.4 R7CC Proposed TA Plans

The following R7CC service delivery plans are based on a solid understanding of each state's needs and an in-depth analysis of state data. RMC met with two state superintendents and one K-12 chancellor to further develop these plans based on needs and priorities identified by CCSOs and their leadership teams.

Our needs assessment is a two-step process informed by the ongoing, stable, and on-site relationships we have developed over 16 years of providing TA in Region 7. First, we conducted a desk review of all state strategic plans, approved ESSA consolidated state plans, state equity plans, applicable state board of education materials, applicable state legislative activity, federal monitoring and audit findings, and state and local data. Second, we conducted needs-sensing meetings with CSSOs, their designees, and other intended Clients and Recipients. During both steps, attention was paid to the continued need to build state and local capacity to implement and scale up evidence-based programs, practices, and interventions. No Client requested help with programmatic corrective actions based on audit/monitoring findings. Should Clients request that help in the future, we will modify our service plans accordingly. On the following pages we provide the results of our needs sensing, the identification of high-leverage problems, and our proposed service plans.

2.4.1 Competitive priorities. Our service plan addresses both Competitive Preference Priority 2 and Competitive Preference Priority 3, with at least two projects aimed directly at each priority. In fact, all nine projects in the plan represent an intersection of states' high priority needs and competition priorities, as depicted in Tables 4 and 5.

Competitive Priority 2. Our proposed service plans include two long-term, intensive projects designed to support ALSDE and MDE in increasing access to quality teachers and leaders for all students. In addition, R7CC will assist FLDOE and MDE to focus on strategies to ensure students in rural and high poverty schools experience increased and equitable access to educational options that meet their individual needs.

RMC provides a white paper in Appendix K that summarizes research on teacher and principal

effectiveness, describes common strategies to reinvigorate the teacher pipeline, and tracks the recent shift to ensure all teachers and leaders are culturally competent. This paper connects the historical development of inequitable access to high-quality teachers and leaders to the ESSA plans for the three Region 7 states.

Table 4. Projects Addressing Competitive Priority 2

Competitive Preference Priority 2: Promote Effective Instruction in Classrooms and Schools and Increase the Number of Students who have Access to Effective Teachers and Leaders:			
Competitive Priority 2.1 *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.* ***Competitive Priority 2.2*** *Promoting innovative strategies to increase the number of students who have access to effective educators in schools that will be served by the project.*			
State	**Project Title**	**2.1**	**2.2**
Alabama	Building Excellent Readers	X	X
	Improving Student Excellence in Mathematics	X	X
	Providing Access to Strong Teachers and Leaders	X	X
Florida	Building Capacity, Culture, and Infrastructure for Principal Coaching in D and F Schools	X	
	Using Implementation Science to Guide the Implementation of Florida's New ELA and Math Standards		X
Mississippi	Equitable Access to Quality Teachers and Leaders	X	X
	Improved Literacy Outcomes for Grades 4 to 12		X

Competitive Priority 3. While a growing number and range of options offer more opportunities for students and their families to find coursework, programs, and schools suited to their needs, there are real and pervasive issues of inequitable access for students and families in rural areas. Accordingly, our proposed service plan includes two intensive projects that address this important need and meet this competitive priority. In the state service plans we describe our proposed long-term, intensive plan to build on that work.

RMC's white paper in Appendix K summarizes the historical development of choice. The paper outlines reasons why students in rural and high-poverty schools may lack the ability to take advantage of schools of choice or even options such as dual enrollment, virtual school, or career/technical education.

Table 5. Projects Addressing Competitive Priority 3

Competitive Preference Priority 3: Empowering Families and Individuals to Choose a High-Quality Education that Meets their Unique Needs	
State	**Project Title**
Florida	Empowering Rural Families to Create High-Quality Personalized Paths for Learning
Mississippi	Access to Equitable Choice Options Especially in Rural and Low-Income Areas

2.4.2. State Service Delivery Plans

ALABAMA

Background. Alabama is a medium-sized state with more than 46,715 teachers and nearly 2,662 principals serving the 742,444 students who attend the state's 1,473 schools in 137 districts at an average per pupil cost of $9,213 (ALSDE, 2018a). Alabama is the nation's third highest-priority rural state (Showalter et al., 2017). Forty-five percent of the state population lives in rural areas, which is far above the national average of 14.7%. Sixty-five percent of the state's schools are in rural areas, while the national average is 28.5%. Close to 60% of the state's rural students live in low-income families (USED, n.d.). Instructional spending (about $4,800 per pupil) and educator salaries (an average of just under $50,000) are among the lowest in the nation. The state has the nation's lowest scores for rural students in both 4th and 8th grade math (Showalter et al., 2017). Performance gaps exist amongst race/ethnicities across all grade levels and for key subgroups.

Data on student performance has driven Alabama's superintendent, Dr. Eric Mackey, to create a new vision for Alabama, and he is in the process of developing a new strategic plan, called, "Stars Rising on Alabama," to describe that vision and the steps the state will initiate to make it happen. In discussions with RMC, Dr. Mackey shared that this plan will replace former "Plan 2020" and "Alabama Ascending" state plans. The new plan outlines three major goals for Alabama students: Excellent Readers; Excellence in Mathematics; and Healthy, Productive, Life-Long Learners. While "Alabama Ascending" also speaks to literacy and mathematics, the new strategic plan will lay a strong foundation to meet all three major goals. This underlying foundation includes: Strong Teachers and Leaders; Rigorous Courses of Study; Comprehensive Assessments and Accountability; and Stable, Secure Student Information Systems. In a

recent meeting with RMC, Dr. Mackey noted that these foundational tenets must be strengthened in Alabama and that the services and TA a Regional Comprehensive Center provides should support the effective implementation of these efforts.

ESSA Consolidated State Plan. The draft strategic plan aligns with the foundational tenets in Alabama's 2018 ESSA Plan. As noted in the plan, Alabama has rededicated its efforts to hiring, growing, and retaining effective teachers and leaders, building strong principals, and mentoring first-year teachers. Their goals are to have 69.6% of students proficient in reading, 72% of students proficient in math, and the number of students not proficient in each subgroup reduced by half by 2030 (USED, 2017).

High-Leverage Problems and Opportunities. Alabama's service delivery plan is organized around the three high-leverage problems and opportunities summarized below. While ALSDE has recently begun to address each of these high-leverage problems, in order to assess capacity and readiness to support LEAs with new strategies, these projects will begin at the exploration phase of implementation.

High-leverage Problem	**High-Leverage Opportunity**
Low student proficiency in K-12 literacy	Building Excellent Readers
Low student proficiency in K-12 numeracy (mathematics)	Improving Student Excellence in Mathematics
Difficulty in recruiting, developing, and retaining effective teachers and leaders in order for all students to have access, especially in rural and low-income schools	Providing Strong Access to Teachers and Leaders

High-leverage Problem 1: Low student proficiency in K-12 literacy. According to the 2017 *Nations Report Card*, Alabama is tied for 39th in the US in 4th grade reading and tied for 46th in 8th grade reading. In 2017, 31% of students in 4th grade were proficient in reading and 28% of students in 8th grade were proficient in reading (USED, n.d.). While the state has had a literacy initiative in some form since 1998, the funding and focus on reading have ebbed and flowed with the changing demands of leadership, legislators, and the slow creep of change. At its strongest, from 2003 to 2011, the ARI made great strides in moving student achievement forward, making more progress than any other state in the nation. The number of students reading below grade level was cut in half. While ARI is still housed in ALSDE, literacy progress stalled as other initiatives took over. Long-held effective program components, such as state and regional literacy coaches to support LEAs and schools, were eliminated or reduced when budget

constraints or new initiatives took funding from literacy efforts. Superintendent Mackey's new administration has vowed to renew the focus on literacy. There are plans to increase the number of state and regional literacy coaches from the current eight coaches to 50 coaches in the next year. Existing practices and policies are to be reviewed and revised. While Alabama once had great success in moving the needle forward in literacy, they have a need for updating the research and evidence-based practices and policies. They will also need to plan for readiness and capacity at the state and LEA levels to support classroom implementation and prepare to sustain evidence-based literacy practices, policies, and procedures. RMC is nationally known for literacy expertise and TA through its management of the previous National Reading Technical Assistance Center and Center on Instruction. RMC also has a vast repository of literacy resources, tools, research, and evidence-based practices developed for use with states, LEAs, and schools.

RMC will work with the REL Southeast to identify research on evidence-based literacy strategies and the ExcelinEd to identify effective literacy policies and procedures. In collaboration with subcontractors, NIRN and UM/CELI, RMC proposes to use implementation and improvement sciences to rebuild capacity at the state and district levels and support enhanced literacy practices across the state. Collaboration among the state, districts, and a Comprehensive Center with expertise in literacy will be vital in increasing capacity and rebuilding ARI supports.

Project Title	**Building Excellent Readers**
The Need	Provide intensive TA that enables ALSDE to effectively support district and school implementation and sustainability of evidence-based literacy instruction.
Client	Dr. Eric Mackey, Alabama State Superintendent and/or Designee: Dr. Daniel Boyd, Deputy State Superintendent of Education, Division of Instruction; Dr. Elisabeth Davis, Assistant State Superintendent of Education, Student Learning
Builds on Existing Work	ARI has worked to build strong readers since 1998. The REL Southeast has provided the state and region with literacy research and resources.
Project Description	RMC proposes to build on past work the state has conducted to improve teacher and leader practices and student reading achievement. We will conduct capacity-building and coordination activities with ARI designed to promote and scale up effective literacy practices, policies, and procedures.
Recipient(s)	Division of Instruction, State and district literacy coaches, district and school leadership, classroom teachers
Capacity Building Services	RMC proposes to increase the number of students who have access to effective literacy/reading teachers and leaders by building on the momentum started in the state around literacy practices implementation with ARI.
Dimension	• Provide self-assessing tools to determine state readiness to support REAs and LEAs with

Project Title	Building Excellent Readers
Capacity ☑ Human ☑ Organizational ☑ Policy ☑ Resource	effective literacy instruction. • Provide SEA with guidance and support in building effective system of support to REAs and LEAs for building capacity in literacy instruction within each LEA. This will include supporting literacy coach development. • Collaborate with SEA in identifying evidence-based materials and resources geared to the specific needs of teachers and administrators to ensure effective literacy instructional approaches are implemented in schools. • Collaborate with SEA to train and support REAs and LEAs in review of continuous use of data and subsequent decision-making to improve literacy instruction. • Collaborate with SEA in identifying and overcoming roadblocks to successful literacy implementation. • Support SEA, REAs, and LEAs in developing policies to pave the way for full implementation and sustainability. • Collaborate with SEA in supporting REAs and LEAs in developing sustainability plans for effective implementation strategies.
Staff	Angel Meeks, Kim McWhirter, Patricia Cox, Ruth Gumm
Partners	REL Southeast, Foundation for Excellence in Education
Expected Outcomes ➢ Short term—after 1 year ➢ Mid-term—after 2 to 3 years ➢ Long term—after 4 or more years	Short term: • 95% of ALSDE staff will increase their knowledge and understanding of effective literacy practices. • 95% of ALSDE staff will increase their knowledge of how to support REAs and LEAs in developing effective literacy coaches, teachers, and leaders. Mid-term: • ALSDE will have policies and practices in place to support improved effectiveness of literacy coaches, teachers, and leaders in REAs and LEAs. • 100% of LEAs and 85% of classroom teachers will implement effective literacy practices through coaching, professional development, and fidelity to the practices. Long term: • The number of Alabama students proficient in literacy will increase to 69.6%. • The number of students not proficient in literacy in each subgroup will decrease by 50%.
Expected Outputs: 5-year plan	• Meet monthly with CSSO designee to discuss project progress. • Facilitate session to introduce implementation and improvement science and the use of NIRN self-assessing tools for readiness. • Review and provide feedback on current ARI evidence-based practices, policies, and procedures. • Co-develop updated coaching guide for up to 50 ARI coaches. • Facilitate coaching sessions to identify roadblocks and develop ways to overcome roadblocks in supporting teacher implementation of evidence-based practices. • Review and provide feedback on SEA policy documents regarding implementation. • Facilitate annual meetings with SEA, REAs, and LEAs to assess implementation of literacy practices and procedures. • Facilitate sustainability workshops for SEA/LEA on literacy practices, policies, and procedures.
Milestones Year 1	• Provide and facilitate use of NIRN self-assessing tools to determine state readiness and capacity to support LEAs with effective literacy instruction. (First Quarter (Q1)) • Review and provide feedback on current ARI evidence-based literacy practices and resources geared to the specific needs of teachers and administrators to ensure effective literacy instructional approaches are implemented in schools. (Q2) • Co-develop guide and module for SEA and LEA literacy coaches to support effective coaching in the classroom. (Q4) • Review and provide feedback on SEA policy documents regarding implementation. (Q4)
Milestones Year 2	• Facilitate Train-the-Trainer (TOT) with coaching guide and module. (Q1). • Develop and implement communications plan between coaches, SEA, and LEAs. (Q2)

Project Title	Building Excellent Readers
	• Co-develop guide and module for SEA, LEA leaders, and principals to support effective literacy coaching in the classroom. (Q4) • Review and provide feedback on SEA policy documents regarding implementation. (Q4)
Milestones Year 3	• Facilitate train-the-trainers (TOT) with principal literacy guide and module. (Q2) • Revise coaching TOT modules based on Year 1 and 2 feedback and outcomes. (Q3) • Facilitate coach and administrator joint session to identify roadblocks through mid-assessment of implementation and develop strategies to overcome roadblocks in teacher implementation of evidence-based literacy practices in the classroom. (Q4) • Review and provide feedback on SEA policy documents regarding implementation. (Q4)
Milestones Year 4	• Revise administrative TOT modules based on Year 3 feedback and outcomes. (Q2) • Identify cadre of SEA and LEA staff to lead coaching training and TOT modules. (Q3) • Identify cadre of SEA and LEA staff to lead future administrative training and TOT modules. (Q3) • Transition all training and TOT modules to ALSDE staff for continuing revision and delivery based on program outcomes. (Q4)
Milestones Year 5	• Facilitate a sustainability workshop with SEA and LEAs in developing sustainability plans for effective implementation of literacy practices and strategies in the classroom. • Review and provide feedback on SEA and LEA sustainability plans.

High-leverage Problem 2: Low student proficiency in K-12 numeracy (mathematics). Currently, Alabama is tied for 46th in the US in 4th grade mathematics scores and tied for 49th in 8th grade mathematics (USED, n.d.). Results from the 2017 administration of the National Assessment of Educational Progress (NAEP) show Alabama to be well below the national average. Thirty-one percent of 4th graders scored at or above proficiency; the national average is 40% (USED, n.d.). Twenty-one percent of 8th graders scored at or above proficiency; the national average is 34% (USED, n.d.). While there is room for improvement with all students, the outlook is especially dire when examining the gaps in achievement between white and black and Hispanic students. Among 4th grade students in Alabama, 43% of white students were at or above proficient in math, while only 15% of black and Hispanic students reached this level in mathematics (USED, n.d.). In 4th grade, there was a 22-point difference between those eligible for free and reduced-price lunch and those not eligible (USED, n.d.). Low performance by Alabama students persists through their secondary years. Only 23% of students in Alabama passed the career- and college-ready benchmark on the ACT; 41% of students nationally (ACT, 2017).

The Alabama Math, Science, and Technology Initiative (AMSTI) was developed to counteract this dispiriting trend in mathematics, as well as science and technology. The initiative is developing state and local programs and practices to support student achievement in mathematics. The focus on mathematics

will continue, as it will be a strong focus of the draft strategic plan and the ESSA consolidated plan. As a subcontractor for the current comprehensive center, RMC assisted in identifying effective practices in mathematics and science for AMSTI staff. While identifying evidence-based practices is vital, the implementation of those practices in the classrooms is also critical, especially in low-income schools. Identifying state support strategies that schools with high percentages of disadvantaged and low-income students and families can use will help bridge this achievement gap. Assessing readiness and capacity-building at the SEA and LEA levels for planning and developing a system of support will be a strong priority, as will planning for implementation effectiveness and the sustainability of evidence-based mathematics practices, policies, and procedures at the SEA, LEA, and school levels. RMC will collaborate with the REL Southeast to identify evidence-based mathematics strategies. RMC, along with subcontractors UM/CELI, NIRN, and WestEd, will be able to provide intensive mathematics and systems supports to build state-level capacity and assist in scaling up current and future effective practices across LEAs and schools.

Project Title	**Improving Student Excellence in Mathematics**
The Need	Provide intensive TA that enables ALSDE to effectively support district and school implementation and sustainability of evidence-based mathematics instruction.
Client	Dr. Eric Mackey, Alabama State Superintendent and/or Designee: Dr. Daniel Boyd, Deputy State Superintendent of Education, Division of Instruction; Dr. Elisabeth Davis, Assistant State Superintendent of Education, Student Learning
Builds on Existing Work	Alabama Math, Science, and Technology Initiative (AMSTI); REL Southeast support of the AMSTI initiative. SECC/RMC research on evidence-based practices
Project Description	RMC proposes to build on past work the state has conducted to improve teacher practices and student mathematics achievement. We will conduct capacity building and coordination activities with AMSTI designed to promote and scale up effective mathematics practices, policies, and procedures.
Recipient(s)	Division of Teaching and Learning, State and district mathematics leaders, district and school leadership
Capacity Building Services	RMC proposes to increase the number of students who have access to effective mathematics teachers and leaders by building on the momentum started in the state around mathematics practices implementation.
Dimension Capacity ☑ Human ☑ Organizational ☑ Policy ☑ Resource	• Provide self-assessing tools to determine state readiness to support LEAs with effective mathematics instruction. • Provide SEA with guidance and support in building effective system of support to LEAs for building capacity in mathematics instruction within each LEA. • Collaborate with SEA in identifying evidence-based materials and resources geared to the specific needs of teachers and administrators to ensure effective instructional approaches are implemented in schools. • Collaborate with SEA to train and support LEAs in review of continuous use of data and subsequent decision-making. • Collaborate with SEA in identifying and overcoming roadblocks to successful

	implementation. • Support SEA and LEAs in developing policies to pave the way for full implementation and sustainability. • Collaborate with SEA in supporting LEAs in developing sustainability plans for effective implementation strategies.
Staff	Angel Meeks, Jose Franco, Archie Hill
Partners	Mississippi State, AdvancEd/Measured Progress
Expected Outcomes ➢ Short term—after 1 year ➢ Mid-term—after 2 to 3 years ➢ Long term—after 4 or more years	Short term: • 95% of ALSDE staff will increase their knowledge and understanding of effective mathematics practices. • 95% of ALSDE staff will increase their knowledge of how to support LEAs in developing effective mathematics teachers and leaders. Mid-term: • ALSDE will have policies and practices in place to support improved effectiveness of mathematics teachers and leaders in LEAs. • 100% of LEAs and 85% of classroom teachers will implement effective math practices through coaching, professional development, and fidelity to the practices. Long term: • The number of Alabama students proficient in mathematics will increase to 72%. • The number of students not proficient in math in each subgroup will decrease by 50%.
Expected Outputs: 5-year plan	• Meet monthly with CSSO designee to discuss project. • Facilitate session to introduce implementation and improvement science and the use of NIRN self-assessing tools for readiness. • Develop rubric and identify evidence-based practices. • Co-develop guide for use of data and subsequent decision-making. • Facilitate SEA/LEA session to identify roadblocks and identify strategies to overcome roadblocks. • Review and provide feedback on SEA policy documents regarding implementation. • Facilitate sustainability workshop for SEA/LEA.
Milestones Year 1	• Provide and facilitate use of NIRN self-assessing tools to determine state readiness and capacity to support LEAs with effective math instruction. (Q1) • Review and provide feedback on current AMSTI evidence-based math practices and resources geared to the specific needs of teachers and administrators to ensure effective literacy instructional approaches are implemented in schools. (Q2) • Develop rubric and collaborate with SEA to identify evidence-based mathematics materials and resources geared to the specific needs of teachers and administrators to ensure effective mathematics instructional approaches are implemented in schools. (Q3) • Review and provide feedback on SEA policy documents regarding implementation. (Q4)
Milestones Year 2	• Develop and implement communications plan between SEA and LEAs. (Q2) • Co-develop guide for LEAs to review continuous use of data and subsequent decision-making. (Q3) • Review and provide feedback on SEA policy documents regarding implementation. (Q4)
Milestones Year 3	• Identify roadblocks through mid-implementation assessment. (Q1) • Facilitate SEA meeting to identify ways to overcome barriers (Q2) • Co-develop guide and module for SEA and LEA leader, and principals to support effective math instruction in the classroom. (Q4) • Review and provide feedback on SEA policy documents regarding implementation. (Q4)
Milestones Year 4	• Revise administrative TOT modules based on Year 3 feedback and outcomes. (Q2) • Identify cadre of SEA and LEA staff to lead future administrative training and TOT modules. (Q3) • Transition all training and TOT modules to ALSDE staff for continuing revision and delivery based on program outcomes (Q4)
Milestones Year 5	• Facilitate a sustainability workshop with SEA to support LEAs in developing sustainability plans for effective implementation strategies. (Q2)

High Leverage Problem 3: Difficulty in recruiting, developing, and retaining effective teachers and leaders in order for all students to have equitable access to a high-quality education, especially in rural and low-income schools. While the nation as a whole is experiencing a teacher shortage in specific content areas, Alabama has a teaching shortage in many core subject areas, including: English/Language Arts (Grades 6–12), Mathematics (Grades 6–12), Science (Grades 6–12), and Special Education (Cross, 2017). For example, 2,408 teachers, or 5% of the total teacher workforce in Alabama, are working under emergency or provisional certificates in middle or high school in the 2018-2019 school year (ALSDE, 2018b). Superintendent Mackey has called the shortage a crisis for Alabama and suggested that Alabama increase the "grow your own" program of recruiting teachers in underserved communities.

While the pool of those certified and eligible to be principals is fairly stable, *effective* leaders are in short supply in Alabama, as they are across the nation (Roza, Celio, Harvey, & Wishon, 2003). While Alabama has many effective principals, some 20% of the state's schools will experience principal turnover annually (Goldring & Taie, 2018). Many low-performing schools have inexperienced principals or frequent changes in principals, preventing the school from full implementation and sustaining benefits of evidence-based practices and policies (Latterman & Steffes, 2017; Rangel, 2018). Multiple studies show school leadership is crucial in retaining high-quality teachers and improving student achievement (Herman et al., 2017; Rangel, 2018). Inexperienced principals need professional development through training and mentoring.

This shortage of teachers and leaders affects rural and low-income districts and schools particularly hard (NASSP, 2017; Rangel, 2018; Roza et al., 2003). To counteract this trend, a new statewide task force was created to find solutions to increase the number of effective teachers. Recommendations from the ALSDE Teacher Shortage Task Force include recruiting students to enter the profession and recruiting new teachers to work in hard-to-staff areas. As LEAs look to implement recommendations, they will need SEA support in planning readiness, implementation, and sustainability of evidence-based practices. Supports will need to come from multiple ALSDE program offices. The Office of Teaching and Leading will need to review and revise supports in the areas of Educator Assessment, Educator Certification,

Educator Preparation, and Educator Recruitment and Placement. The Office of Professional Learning Gateway will need to review program elements in Educator Effectiveness and New Teacher Mentoring. The Division of Teaching and Learning Improvement will also need to review professional development for teachers and leaders. RMC will collaborate with REL Southeast to identify evidence-based policies and practices in developing effective principals. RMC will also collaborate with Historically Black Colleges and Universities (HBCUs) to support ALSDE in teacher and leader recruitment and development. It is essential to have a strong pipeline for teachers and leaders from local institutes for higher learning available to rural and low-income schools. RMC, along with subcontractors, UM/CELI, AEM, and NIRN, will provide supports to bring these ALSDE offices together in a plan to move forward with evidence-based practices, programs, and policies that will support districts in recruiting, developing and retaining effective teachers and leaders.

Project Title	**Providing Access to Strong Teachers and Leaders**
The Need	Provide intensive TA that enables ALSDE to effectively support district and school recruitment and retention of effective teachers and principals for rural and low-income schools.
Client	Dr. Eric Mackey, Alabama State Superintendent and/or Designee: Dr. Daniel Boyd, Deputy State Superintendent of Education, Division of Instruction; Dr. Elisabeth Davis, Assistant State Superintendent of Education, Student Learning
Builds on Existing Work	ALSDE Teacher Shortage Task Force recommendations, ALSDE professional development for teachers and principals, HBCUs and other Alabama institutes of higher education teacher preparation programs.
Project Description	The underlying foundation for the ALSDE draft strategic plan and its corresponding ESSA strategies includes Strong Teachers and Leaders. This project will support the SEA in growing their own work force. The R7CC will help build capacity of the SEA as it looks to develop and improve teacher and leader supports, including: implementing recommendations from the Teacher Shortage Task Force, streamlining certification pathways, professional development, evaluation systems and protocols that share data on effective teachers and leaders, exemplary teacher preparation programs, and explore effective professional pathways.
Recipient(s)	SEA and LEA leaders
Capacity Building Services	RMC proposes to increase the number of students who have access to effective teachers and leaders by building on the momentum started in the state around the Teacher Shortage Task Force.
Dimension Capacity ☑ Human ☑ Organizational ☑ Policy ☑ Resource	• Provide self-assessing tools to determine state readiness to support LEAs with recruiting and retaining effective teachers and leaders in rural and low-income schools. • Collaborate with SEA in identifying evidence-based strategies geared to the specific needs of recruitment, development, and retention of effective teachers and administrators to rural and low-income schools. • Provide SEA with guidance and support in building effective system of support to rural LEAs and LEAs with high proportion of low-income schools for building capacity in recruiting and retaining teachers and leaders within each LEA. • Collaborate with SEA to train and support LEAs in review of data (e.g. teacher surveys, new teacher surveys) and subsequent decision-making to improve recruitment and

	retention of effective teachers. • Collaborate with SEA in identifying effectiveness of different pathways to teacher and leader positions. • Support SEA and LEAs in developing policies to pave the way for full implementation and sustainability of effective strategies to grow a strong work force. • Collaborate with SEA in supporting LEAs in developing sustainability plans for effective recruitment and retention strategies.
Staff	Angel Meeks, Ruth Gumm, Angela Rutherford, Tricia Cox, Trudy Hensley,
Partners	REL Southeast, Equity Center South
Expected Outcomes ➢ Short term—after 1 year ➢ Mid-term—after 2 to 3 years ➢ Long term—after 4 or more years	Short term: • 95% of ALSDE staff will increase their knowledge and understanding of effective recruitment and retention strategies for rural and low-income schools. • 95% of ALSDE staff will increase their knowledge of how to support LEAs in recruiting, developing, and retaining effective teachers and leaders in rural and low-income schools. Mid-term: • ALSDE will have policies and practices in place to support improved effectiveness of educator and leaders in rural and low-income schools within LEAs. • 90% of LEAs will implement effective practices and use data to review and revise plans for recruitment, development, and retention of effective teachers and leaders. Long term: • The number of effective teachers in rural and low-income schools will increase by 50%. • The number of effective leaders in rural and low-income schools will increase by 50%.
Expected Outputs: 5-year plan	• Meet monthly with CSSO designee to discuss project. • Facilitate session with ALSDE Division of Instruction staff to introduce implementation and improvement science and the use of NIRN self-assessing tools for readiness. • Review the Job Shortage Task Force recommendations and provide feedback on implementation of strategies to support LEAs. • Facilitate session with ALSDE Division of Instruction staff to plan implementation of the Job Shortage Task Force recommendations. • Co-develop with ALSDE a guide for LEAs for using data and subsequent decision-making on recruitment, development, and retention of effective teachers and leaders in rural and low-income schools. • Facilitate SEA/LEA session to introduce guide and discuss implementation phases. • Support SEA in providing TA to LEAs as they implement recommendations. • Facilitate SEA/LEA session to identify roadblocks and strategies to overcome roadblocks during implementation. • Review and provide feedback on SEA policy documents regarding implementation. • Facilitate sustainability workshops for SEA/LEA on practices, policies, and procedures for recruitment, development, and retention of effective teachers and leaders in rural and low-income schools.
Milestones Year 1	• Facilitate session with ALSDE Division of Instruction staff to introduce implementation and improvement science and the use of NIRN self-assessing tools for readiness and capacity. (Q1) • Review the Job Shortage Task Force recommendations and provide feedback on implementation of strategies to support LEAs. (Q2) • Facilitate session with ALSDE Division of Instruction staff to plan implementation of the Job Shortage Task Force recommendations. (Q3) • Review and provide feedback on SEA policy documents regarding implementation. (Q4)
Milestones Year 2	• Co-develop with ALSDE a guide for LEAs for using data and subsequent decision-making on recruitment, development, and retention of effective teachers and leaders in rural and low-income schools. (Q1) • Develop LEA Performance Plan template and provide guidance and TA delivered to LEAs. (Q2) • Facilitate SEA/LEA session to introduce guide and discuss implementation phases. (Q2)

	• Facilitate SEA/LEA session to identify roadblocks and identify strategies to overcome roadblocks during implementation. (Q3) • Review and provide feedback on SEA policy documents regarding implementation. (Q4)
Milestones Year 3	• Provide TA to SEA and LEAs in collecting data from teachers and school leaders (Q1) • Facilitate sessions for mid-project implementation self-assessment and next steps in implementation (feedback loop). (Q2) • Direct support to LEAs with difficulty recruiting, developing, and retaining teachers and leaders. (Q3) • Review and provide feedback on SEA policy documents regarding implementation. (Q4)
Milestones Year 4	• Provide TA to LEAs in collecting data from teachers and school leaders. (Q1) • Provide direct support to LEAs with difficulty recruiting, developing, and retaining teachers and leaders. (Q2-3) • Review and provide feedback on SEA policy documents regarding implementation. (Q4)
Milestones Year 5	• Transition all direct TA to SEA. (Q1) • Facilitate sustainability workshops for SEA/LEA on practices, policies, and procedures for recruitment, development, and retention of effective teachers and leaders in rural and low-income schools. (Q3)

FLORIDA

Background. Beginning in January 2019, Florida's new governor, Ron DeSantis, and new Commissioner of Education, Richard Corcoran, brought a list of new education priorities to the state: improving curriculum; increasing choice options; expanding vocational and technical programs; ensuring that 80 percent of education funding is spent in classrooms; and re-evaluating and revising education standards.

For the most part, these policies are closely aligned with Florida's Strategic Plan (2016-2020), created under the prior administration that focuses on four major goals: Student Achievement, Maximum Access, Skilled Workforce, and Quality of Efficient Services. The strategies that the state has been using to meet these goals are to (1) implement high-quality standards and assessments, (2) improve educator effectiveness, (3) incentivize institutions to provide opportunities, (4) improve accountability systems, (5) improve career preparation, (6) promote student and family choice, (7) strengthen stakeholder participation/communication, and (8) increase quality and efficiency of services.

In many areas, Florida is on target to meet the student outcome goals of the current strategic plan. For example, graduation rate has reached a 15-year high, the percentage of students achieving grade level English Language Arts (ELA), Math, Science, and Social Studies scores are increasing, and the state's 2017 NAEP scores improved. Florida's students moved from 10th among states to 5th in Grade 4 Reading,

from 32nd to 25th in Grade 8 Reading, from 18th to 7th in Grade 4 Math, and from 42nd to 34th in Grade 8 Math. However, the state's achievement gaps are not closing at a sufficient rate to meet the state's targets. In 2018, the gap between economically disadvantaged and non-economically disadvantaged students scoring at grade level in ELA and Math remained at 26% and 23% respectively, down from gaps of 28% and 24% in 2015, but still far from the 2020 targets of 19% and 16%. Similarly, ELA gaps between African American and White students, and between Hispanic and White students are decreasing but not at a rate to meet the 2020 target. Math gaps for these groups did not show a decrease from 2015 and 2018.

Contrary to its popular image as a state of beach communities and densely populated cities, Florida stands to benefit significantly from the importance that the Regional Comprehensive Center competition places on services to address the unique educational obstacles faced by rural and low-income populations. Due to Florida's large concentrated urban areas, rural students comprise a small proportion (four percent) of the entire state's student population; however, the total rural student population in Florida is 115,776, the 23rd largest rural student population of any state. Over half of Florida's 75 districts are rural, and rural schools appear in most Florida districts, which are geographically large. The total number of rural schools in Florida across all districts is 540. Close to 40 % of the rural students in Florida are members of minority groups, making them one of the most diverse rural student populations in the country. More than half (55%) of Florida's rural students are from low-income families.

To aid Florida's rural districts, three regional consortia (PAEC, NEFEC, and HEC) provide services to 35 of Florida's districts, including professional and leadership development, online course offerings, and assistance with legislative requirements. In meetings with RMC staff, Florida's K-12 Chancellor Jacob Oliva stressed that supporting these consortia is key to supporting the state's rural districts. In addition, as a liaison between the state and the district or school, these regional structures enable an important level of support in the NIRN implementation science model.

ESSA Consolidated State Plan. Florida's ESSA plan was approved in September 2018, the last state plan approved by ED. Florida's plan focuses heavily on how it will implement a new ESSA accountability plan while maintaining the current A – F school rating system. Florida will employ two

separate accountability systems going forward; the original A – F system, plus an ESSA system ("Federal Percent of Points Index") that uses school grade measurements and tracks the progress of English Learners as an outcome indicator. Florida's ESSA plan also lists goals to support principals through the high-quality professional learning informed by data and embedded in statewide communities of practice that "engage in meaningful job-embedded and actionable professional learning with clearly articulated and measurable outcomes" (p. 48, Florida Department of Education Every Student Succeeds Act State Plan, 2018).

High-leverage Problems and Opportunities. Florida's service plan is organized around three high-leverage problems and opportunities summarized below. While FLDOE has recently begun to address each of these high-leverage problems, in order to assess capacity and readiness to support LEAs with new strategies, these projects will begin at the exploration phase of implementation.

High-Leverage Problem	High-Leverage Opportunity
Lack of capacity in leadership coaching for Florida's D and F schools	Building Capacity, Culture, and Infrastructure for Principal Coaching in D and F schools
Lack of capacity for implementation of new Florida Standards	Using Implementation Science to Guide the Implementation of Florida's New ELA and Math Standards
Lack of capacity in supporting choice in rural areas	Empowering Rural Families to Create High-Quality Personalized Paths for Learning

High-Leverage Problem 1: Lack of capacity in leadership coaching for Florida's D and F schools. In conversations with RMC, SEA K-12 Chancellor Jacob Oliva described leadership coaching in Florida's D and F schools as a high-leverage opportunity for intensive support from a new R7CC, noting that principals in these schools tend to have fewer years of experience than leaders of other schools. Seven percent of Florida's schools are D and F schools, a total of 252 schools. In these schools, on average, 79% of the students are members of minorities and 92% are economically disadvantaged. Sustaining initiatives to increase student achievement at D and F schools is of special concern to Chancellor Oliva and other state leaders, who recognize that even when gains are made, plans and structures for sustainability are usually missing from the planned initiative, and gains are often short-lived.

Related to the SEA's expressed need for support in coaching principals at D and F schools, in recent

years The Florida and Islands Comprehensive Center (FLICC) (2012-2019) has partnered with the FLDOE and three rural consortia to address instructional leadership with professional learning opportunities at four different rural state locations. However, of the 134 D and F schools that are also considered "high priority" schools, only 9.7% are rural. FLICC support on instructional leadership has not extended to any of the other D and F schools that are not rural. Addressing the varied and unique contexts and challenges of D and F schools across rural, urban, and other areas will be critical for strengthening a sustainable, scalable coaching system for these principals, and the proposed R7CC will work across these contexts so that this project can scale.

The Florida Association of School Administrators (FASA), founded in 1977, operates across the state "to support administrators in providing high-quality education to the students in Florida." FASA utilizes a regional structure of four state regions (Northwest, Northeast, Central, and South) that may provide a potential regional structure for the NIRN model of support to D and F schools not supported by the three rural consortia. In addition, the East Coast Technical Assistance Center (ECTAC), with 45-member districts, offers support to districts regarding ESSA and may offer another regional-level structure for support to D and F schools outside of the rural consortia regions (see Letters of Support, Appendix C). To address the high-leverage state priority for strengthening coaching supports for principals at D and F schools, R7CC will also follow the NIRN Implementation Science model (see Appendix K) for building the state's capacity to create and sustain highly effective models of coaching across diverse contexts, including the unique challenges faced by D and F schools in urban and rural areas, to ensure that these challenges can be addressed before scaling new coaching supports.

In addition, RMC will draw on supports available from the REL Southeast (e.g., Osborne-Lampkin, Folsom, & Herrington, 2015) for evidence-based practices in leadership, coaching, and instruction to inform the design of principal supports. Lessons learned from the recent Principal Pipeline initiative (Gates, Baird, Master, & Chavez-Herririas, 2019), implemented in Florida's Hillsborough County, will also inform this work. Key elements of this project include an analyses of the capacity, culture, and infrastructure for implementing and sustaining the work; review and feedback on existing leadership

standards, data systems, and supports already in place; the development of a customized support guide for principals at D and F schools, the development of a customized support guide for mentors of principals at D and F schools; identification of unique barriers and strategies for overcoming them in rural and urban schools, and the development of systemic processes for tailoring principal supports to evaluation findings.

Project Title	**Building Capacity, Culture, and Infrastructure for Principal Coaching in D and F Schools**
The Need	Provide intensive TA to the Florida Department of Education for a system of scalable, sustainable coaching supports that can be tailored for principals at D and F Schools.
Client	Education Commissioner Richard Corcoran and/or his designee: Jacob Oliva, Chancellor K-12 Schools
Builds on Existing Work	Wallace Foundation Principal Pipeline project in Hillsborough County, FL; REL Southeast; FASA, ECTAC
Project Description	RMC proposes intensive support at the SEA level, with support for coordination activities with LEAs, around the design and implementation of a scalable system of on-the-job support for principals at Florida's D and F schools.
Recipient(s)	Division of Public Schools, LEA staff, Principals at D and F schools
Capacity Building Services	RMC proposes to increase the number of students who have access to effective school leaders by building on existing state level and district level supports around school leadership for low-performing schools with D and F letter grades from the state.
Dimension Capacity ☑ Human ☑ Organizational ☑ Policy ☑ Resource	• Provide self-assessing tools to determine state readiness to support REAs and LEAs with effective leadership supports. • Provide self-assessing tools to determine unique barriers to success at D and F schools across urban and rural areas. • Review and provide feedback on existing supports for principals at D and F schools across the state. • Provide SEA with guidance and support in building effective system of support to REAs and LEAs for building capacity in school leadership within a target group of LEAs. This will include supporting coach/mentor development. • Collaborate with SEA in identifying evidence-based materials and resources geared to the specific needs of school leaders to ensure effective instructional approaches are implemented in schools. • Collaborate with SEA to support REAs and LEAs in supporting principals' use of data and subsequent decision-making to improve instruction. • Collaborate with SEA in identifying and overcoming roadblocks to successful principal support/coaching. • Support SEA, REAs, and LEAs in developing policies to pave the way for full implementation and sustainability. • Collaborate with SEA in supporting REAs and LEAs in developing sustainability plans for effective implementation.
Staff	Sheryl Turner, Angel Meeks, Trudy Hensley, Archie Hill, Rachel Goins
Partners	REL Southeast; Foundation for Excellence in Education; NCIEA
Expected Outcomes ➢ Short term—after 1 year ➢ Mid-term—after 2 to 3 years ➢ Long term—after 4 or more years	Short term: • 95% of FLDOE participating staff will increase their knowledge and understanding of effective leadership practices. • 95% of FLDOE participating staff will increase their knowledge of how to support REAs and LEAs in developing effective school leaders. Mid-term: • FLDOE will have the policies and practices in place to support improved effectiveness of principals in D and F schools, and improved effectiveness of REAs and LEAs in supporting them.

	• 100% of participating LEAs and 85% of participating principals in D and F schools will implement effective instructional leadership and management leadership practices through coaching, professional development, and fidelity by principals to the practices. Long term: • The percentage of Florida schools with D and F ratings will drop by 20%.
Expected Outputs: 5-year plan	• Meet monthly with CSSO and/or designee to discuss project progress. • Facilitate SEA session to introduce implementation and improvement science and the use of NIRN self-assessing tools for readiness. • Review and provide feedback on current evidence-based leadership practices, policies, and procedures. • Co-develop updated leadership guides for principals at D and F schools and coaches/mentors of these principals. • Facilitate coaching session to identify roadblocks and develop ways to overcome roadblocks in supporting implementation of evidence-based leadership practices • Review and provide feedback on SEA policy documents regarding implementation. • Facilitate annual meetings with SEA, REAs, and LEAs to assess implementation of leadership practices and procedures. Facilitate sustainability workshop for SEA/REA/LEA on leadership practices, policies, and procedures.
Milestones Year 1	• Provide and facilitate use of NIRN self-assessing tools to determine state readiness to support REAs and LEAs with effective leaderships supports. (Q1) • Review and provide feedback on current evidence-based leadership and instructional practices and resources geared to the specific needs of principals in D and F schools (Q2) • Co-develop guide and module for SEA, REA, and LEA principal coaches to support effective coaching of principals. (Q3) • Review and provide feedback on SEA policy documents regarding implementation. (Q4)
Milestones Year 2	• Facilitate Train-the-Trainer (TOT) with coaching guide and module for coaches of principals (Q1) • Communications plan between coaches, SEA, and LEAs developed and implemented (Q2) • Co-develop guide and module for SEA, LEA leaders and principals to support effective leadership. (Q4) • Review and provide feedback on SEA policy documents regarding implementation. (Q4)
Milestones Year 3	• Facilitate TOT with principal guide and module (Q2) • Coaching TOT modules revised based on Year 1 and 2 feedback and outcomes (Q3) • Facilitate coach and principal joint session to identifying roadblocks through mid-assessment of implementation and identify ways to overcome roadblocks in supporting implementation of evidence-based leadership practices. (Q4) • Review and provide feedback on SEA policy documents regarding implementation. (Q4)
Milestones Year 4	• Administrative TOT modules revised based on Year 3 feedback and outcomes (Q2) • Identify cadre of SEA and LEA staff to lead future coaching training and TOT modules (Q3) • Transition all training and TOT modules to FLDOE staff for continuing revision and delivery based on program outcomes (Q4)
Milestones Year 5	• Facilitate a sustainability workshop with SEA, REAs, and LEAs in developing sustainability plans for effective implementation of leadership practices and strategies in Florida's D and F schools.

High-Leverage Problem 2: Lack of capacity for implementation of new Florida Standards.

Adding to the many challenges facing leaders of D and F schools is the new Governor-led initiative to update Florida's academic standards through extensive outreach to the state's educational stakeholders, including parents and teachers. These updates are planned for finalization in Spring 2020 and may require

substantial changes to curriculum and assessment, placing an extra requirement on principals in D and F schools as instructional leaders and offering another high-leverage opportunity for intensive implementation support from R7CC.

The rollout of new standards presents challenges. Other states have similarly invested heavily in a public review process of Common Core-based standards in response to charges that the original standards were not developmentally appropriate and were excessive in number, particularly in the early grades. These states have committed to a slow rollout of their new standards, with ample time for awareness and capacity-building, and with stronger support materials to better describe the standards themselves and prepare the field for implementation. Florida will face similar needs once the standards review and recommendation process is completed. In conversations with RMC, Florida's K-12 Chancellor has asked for support to ensure that the implementation of the new standards is strategic and based on implementation science.

RMC proposes to work with the state to build capacity in implementation science use in the context of the new state standards for English Language Arts (ELA) and Math. Working initially in "transformation zones," we will collaborate with the state to establish teams that can identify and overcome obstacles to implementation in Florida's varied school contexts, beginning in the early grades, with later supports for scaling to middle and high school standards implementation.

Project Title	**Using Implementation Science to Guide the Implementation of Florida's New ELA and Math Standards**
The Need	Provide intensive TA to the Florida's Department of Education to ensure that teachers understand and can implement Florida's new ELA and Math standards effectively, beginning in the early grades.
Client	Education Commissioner Richard Corcoran and/or his designee: Jacob Oliva, Chancellor K-12 Schools
Builds on Existing Work	Florida's new governor, Ron DeSantis, has made the revision of Florida's standards a priority. The state is currently undergoing a phase of input from stakeholders and the public to inform the standards revision. This revision phase will be complete in Spring 2020.
Project Description	This project will focus on co-producing materials and resources specifically geared to supporting the professional learning of educators and leaders to strengthen K-3 standards implementation.
Recipient(s)	Bureau of Standards and Instructional Support, district and school leadership, classroom teachers
Capacity Building Services	RMC proposes to increase the number of students who have access to effective educators by building on the momentum in the state around the effective implementation of new standards, guided by implementation science. Activities will include:

Dimension Capacity ☑ Human ☑ Organizational ☑ Policy ☑ Resource	• Supporting the state in identifying "transformation zones" for initial implementation roll-out. • Administering capacity assessments for implementation. • Providing guidance and support to a cross-agency group that includes staff from the Bureau of Standards and Instructional Support and the Office of Early Learning to build common language and understanding of K-3 standards implementation. • Co-producing materials and resources geared to the specific needs of educators and administrators to ensure effective instructional approaches within a standards-based framework for K-3. • Capturing and sharing effective practices and interventions through vignettes, panel discussions, and workshops. • Facilitating the transition of activities and lessons learned to teams for middle and high school standards support.
Staff	Sheryl Turner, Ruth Gumm, Trisha Cox, Angie Caldwell, Jose Franco
Partners	Florida's Office of Early Learning, REL Southeast, AdvancED/Measured Progress
Expected Outcomes ➢ Short term—after 1 year ➢ Mid-term—after 2 to 3 years ➢ Long term—after 4 or more years	Short term: • 95% of FLDOE participating staff will increase their knowledge and understanding of new K-3 ELA and Math standards. • 95% of FLDOE participating staff will increase their knowledge of how to support REAs and LEAs in supporting the implementation of new K-3 ELA and Math standards. Mid-term: • FLDOE will have increased materials and assets to support educator and leader K-3 standards implementation efforts Long-term: • 85% of teachers in Transformation Zones will implement new K-3 ELA and Math standards with evidence-based instructional supports. • FLDOE will scale implementation efforts to middle and high school teams.
Expected Outputs: 5-year plan	• Meet monthly with CSSO designee to discuss project. • Facilitate session with FLDOE Bureau of Standards and Instructional Support to introduce implementation and improvement science and the use of NIRN self-assessing tools for readiness. • Review the new K-3 ELA and Math standards and provide feedback on implementation of strategies to support classroom teachers in standards implementation. • Co-develop with FLDOE a guide for LEAs, school leaders, and classroom teachers about the new K-3 ELA and Math standards. • Collaborate with FLDOE in identifying evidence-based materials and resources geared to the specific needs of teachers and administrators to ensure effective instructional approaches are implemented in schools in support of the new standards. • Co-develop with FLDOE vignettes, panel discussions, and workshops for capturing and sharing effective standards-aligned practices and interventions for new K-3 ELA and Math standards. • Collaborate with FLDOE to support REAs and LEAs in review of continuous use of data and subsequent decision making. • Collaborate with SEA in identifying roadblocks to successful implementation and develop ways to overcome roadblocks. • Co-develop with FLDOE a guide for middle and high school teams formed to scale support for new standards at the middle and high school level. • Support SEAs and LEAs in developing policies to pave the way for full implementation and sustainability.
Milestones Year 1	• Provide and facilitate use of NIRN self-assessing tools to determine state readiness to support REAs and LEAs with effective standards supports. (Q1) • Review and provide feedback on new ELA and Math standards. (Q2) • Co-develop with FLDOE a guide for LEAs, school leaders, and classroom teachers about the new K-3 ELA and Math standards. (Q4)

	• Review and provide feedback on SEA policy documents regarding implementation of new standards. (Q4)
Milestones Year 2	• Facilitate sessions in identified Transformation Zones for initial implementation of standards supports. (Q1) • Communications plan between SEA and LEAs developed and implemented. (Q2) • Co-develop initial set of vignettes for new K-3 ELA and Math standards. (Q3) • Review and provide feedback on SEA policy documents regarding implementation. (Q4)
Milestones Year 3	• Facilitate teams in NIRN transformation zones with Plan-Study-Act-Do improvement science modules. (Q2) • Vignettes revised based on Year 2 feedback and outcomes. (Q3) • Facilitate joint SEA, REA, and LEA panel discussions and workshops on roadblocks and ways to overcome them. (Q3) • Communications plan revised based on feedback. (Q4)
Milestones Year 4	• Facilitate teams in expanded transformation zones with Plan-Study-Act-Do improvement science modules. (Q2) • Identify cadre of SEA and LEA staff to lead future panel discussions and workshops. (Q3) • Co-develop with FLDOE a guide for middle and high school teams formed to scale support for new standards at middle and high school levels. (Q4) • Transition all training to FLDOE staff for continuing revision and delivery based on program outcomes. (Q4)
Milestones Year 5	• Facilitate a sustainability workshop with SEA, REAs, and LEAs in developing sustainability plans for effective scaling of standards support to middle and high school levels and to other districts at the elementary level

High-Leverage Problem 3: Lack of capacity to support choice in rural areas. High among the new educational priorities championed by the governor and Education Commissioner is the goal of empowering families with increased choice options. The Florida legislature has created new funding mechanisms that allow families to use public funds for a wider array of educational pathways, leading to increased needs to educate families about their options. This challenge is particularly high in rural areas, where highly visible choice options such as charter and private schools are often in short supply, prompting SEA K-12 Chancellor Jacob Oliva to describe some rural areas of the state as “choice deserts.” In these areas, educating families about less visible choice options, such as public and private virtual course providers, dual enrollment through community colleges, private tutoring (face-to-face or virtual), online credit-recovery, and apprenticeships will be vital to the state’s mission to expand choice throughout the state.

Florida does not have a federal Statewide Family Engagement Center to assist the SEA in efforts to educate rural families about how to provide their students with a personalized education pathway that meets their needs. However, the FLDOE has an Office of K-12 School Choice, with a mission to “support

quality public and private educational choice programs by providing information and assistance to promote successful outcomes for students, families, institutions, and communities." The Office of School Choice disseminates information about charter schools, magnet schools, additional public-school choice options, virtual course/virtual school options, and scholarship opportunities for private education. Other aspects of personalized educational pathways, such as private tutoring, internships, apprenticeships, and learning in the workplace are not currently included in the office's mission and as a result, likely need even more support as topics in efforts to empower families around choice.

In addition, RMC is currently a partner with the REL Southeast (See Letters of Support, Appendix C) and manages the REL's FLVS Partnership for Student Success in Online Learning. Founded in 1996, FLVS is the largest state-run virtual school in the country and serves over 200,000 students with more than 150 courses. Work in development between REL Southeast and FLVS addresses the challenge of building strong relationships between teachers and students in virtual classrooms, a challenge that includes the need to engage students' families. In another project, REL Southeast is producing materials for families about their role in providing evidence-based strategies at home for their children's literacy growth. RMC will explore possibilities for adapting lessons learned from this project to engage rural families in learning about options and evidence-based strategies for their children as part of their personalized educational pathways. RMC will also build on our relationship with the Tampa-Hillsborough County Public Library (see Letters of Support, Appendix C), which is in one of the state's and nation's largest districts, and which serves rural areas. RMC will work with the library system as a partner to empower rural families with resources on choice and strengthening educational pathways. Lessons learned from the work in Hillsborough County will be used to scale up support in partnership with library systems across the state.

In RMC's proposed work to empower rural families in creating personalized educational pathways for their children, we will work with Florida's three rural consortia to identify key barriers to rural families and build the capacity of the consortia to create and sustain mechanisms for effectively informing and engaging with rural families on choice. Following the NIRN Implementation Science model, we will

begin by engaging stakeholders to identify practices to empower rural families to take advantage of choice options; design coaching systems for rural consortia, districts, and schools to engage with families on choice; and work with teams to develop enabling contexts, using data to gauge system fidelity and success. For rural schools in Florida's large and primarily urban districts, which are not supported by the state's rural consortia, we will work with SEA leaders to develop additional supports that may be necessary for these schools.

Project Title	Empowering Rural Families to Create High-Quality Personalized Paths for Learning
The Need	Provide intensive TA that enables FLDOE to effectively support Florida's Rural Consortia and rural LEAs in empowering families around choice options for their students, increasing families' knowledge about how to create high-quality personalized paths for learning.
Client	Education Commissioner Richard Corcoran and/or his designee: Jacob Oliva, Chancellor K-12 Schools
Builds on Existing Work	REL Southeast partnership with FLVS; FLDOE Office of School Choice dissemination efforts
Project Description	RMC proposes intensive support at the SEA level, with support for coordination activities with Florida's three rural consortia and the state's library systems, around the design and implementation of a scalable system for informing and empowering rural families around less traditional choice options that overcome barriers to choose in rural areas.
Recipient(s)	Office of School Choice; Bureau of Family and Community Outreach; Tri-Consortia REAs; County Libraries; rural LEAs, schools, and families
Capacity Building Services Dimension Capacity ☑ Human ☑ Organizational ☑ Policy ☑ Resource	RMC proposes to increase the number of rural families who are empowered to create high-quality personalized educational pathways for their children through greater access to information about choice options, including public and private virtual course providers, dual enrollment through community colleges, private tutoring (face-to-face or virtual), online credit recovery, and apprenticeships in their communities. • Provide self-assessing tools to determine state readiness to support REAs and LEAs with effective family engagement supports. • Provide self-assessing tools to determine unique barriers to choice and family engagement in rural areas. • Review and provide feedback on existing supports for family engagement around choice in rural areas. • Provide SEA with guidance and support in building effective system of support to REAs and LEAs for building systems of support for families around choice, in partnership with public libraries and schools. • Collaborate with SEA in identifying evidence-based materials and resources geared to the specific needs of rural families to ensure effective family engagement approaches are implemented in LEAs and schools. • Collaborate with SEA to support REAs and LEAs in supporting use of data and subsequent decision-making to improve family engagement activities. • Collaborate with SEA in identifying roadblocks to successful family engagement around choice and develop ways to overcome roadblocks. • Support SEA, REAs, and LEAs in developing policies to pave the way for full implementation and sustainability of systems to empower rural families around choice. • Collaborate with SEA in supporting REAs and LEAs in developing sustainability plans for effective implementation.
Staff	Sheryl Turner, Karyn Lindsay, Jeff Sellers, Rachel Goins, Angela Rutherford
Partners	Tampa-Hillsborough County Public Library; Tri-Consortia for Rural Districts; ExcelinEd, NRCCTE

Expected Outcomes ➢ Short term—after 1 year ➢ Mid-term—after 2 to 3 years ➢ Long term—after 4 or more years	Short term: • 95% of FLDOE participating staff will increase their knowledge and understanding of effective rural family engagement practices around choice. • 95% of FLDOE participating staff will increase their knowledge of how to support REAs and LEAs in engaging rural families around choice. Mid-term: • FLDOE will have the policies and practices in place to support improved engagement of rural families around choice, and improved effectiveness of REAs and LEAs in engaging rural families around choice. • 100% of participating LEAs will implement effective family engagement practices for empowering rural families around choice. Long term: • 85% of rural families who participate in empowerment activities will select high-quality choice alternatives for their children to provide them with a personalized pathway for learning.
Expected Outputs: 5-year plan	• Meet monthly with CSSO designee to discuss project. • Facilitate session with FLDOE Office of School Choice and Bureau of Family and Community Outreach to introduce implementation and improvement science and the use of NIRN self-assessing tools for readiness. • Facilitate session with Tampa-Hillsborough County Public Library on strategies for SEA/REA/LEA/Library partnerships around rural families and expanded choice. • Review the new Florida policies on choice and provide feedback on implementation of strategies to support rural families. • Co-develop with FLDOE a guide for REAs, LEAs, schools, and public libraries about family engagement strategies around choice in rural areas. • Collaborate with FLDOE in identifying evidence-based materials and resources geared to the specific needs of rural families to ensure effective family engagement approaches are implemented. • Collaborate with FLDOE to support REAs and LEAs in review of continuous use of data and subsequent decision making. • Collaborate with SEA in identifying roadblocks to successful implementation and develop ways to overcome roadblocks. • Support SEA, REAs, and LEAs in developing policies to pave the way for full implementation and sustainability.
Milestones Year 1	• Provide and facilitate use of NIRN self-assessing tools to determine state readiness to support REAs and LEAs with effective engagement strategies for rural families around choice. (Q1) • Review and provide feedback on current evidence-based family engagement practices geared to the specific needs of rural families. (Q2) • Meet with Tri-Consortia and Hillsborough County Library to examine choice alternatives and existing supports in identified Transformation Zones. • Review and provide feedback on SEA policy documents regarding choice in rural districts. (Q4)
Milestones Year 2	• Communications plan between SEA, REAs, Public Libraries, and LEAs developed and implemented. (Q2) • Co-develop guide and module for SEA, REAs, LEAs, and schools to support family engagement practices for rural families around choice. (Q3) • Facilitate TOT with coaching guide and module for REAs and LEAs. (Q4) • Co-develop guide and module for Public Libraries and Schools. (Q4) • Review and provide feedback on SEA policy documents regarding implementation. (Q4)
Milestones Year 3	• Facilitate Train-the-Trainer (TOT) with coaching guide and module for Public Libraries and schools. (Q4). • Family Engagement TOT modules revised based on Year 2 feedback and outcomes. (Q3) • Facilitate SEA/REA/LEA/Public Library joint session to identifying roadblocks through

	mid-assessment of implementation and develop ways to overcome roadblocks in supporting implementation of evidence-based family engagement practices. (Q4)
Milestones Year 4	• TOT modules revised based on Year 3 feedback and outcomes. (Q2) • Identify cadre of SEA, REA, and LEA staff to lead future training and TOT modules. (Q3) • Transition all training and TOT modules to FLDOE staff for continuing revision and delivery based on program outcomes. (Q4)
Milestones Year 5	• Facilitate a sustainability workshop with SEA, REAs, Public Libraries, and LEAs in developing sustainability plans for effective implementation of family engagement practices around empowering rural families in selecting choice options and providing their children with personalized learning pathways.

MISSISSIPPI

Background. The *Mississippi Succeeds State Plan for Implementing ESSA* is a signature work from Dr. Carey M. Wright's tenure as Superintendent of the Mississippi Department of Education (MDE). Dr. Wright's vision, represented in *Mississippi Succeeds*, is strongly aligned with the Mississippi Board of Education's *Strategic Goals*. With literacy at the forefront, *Mississippi Succeeds* creates high expectations for all educational constituents in the state. The primary long-term goals of *Mississippi Succeeds* are to (a) attain 70% proficiency on reading and math tests for all students and subgroups, (b) achieve a 90% graduation rate for all students, and (c) assist 70% of English Learners in achievement adequate growth in reading. Literacy has been a key vehicle for attaining these goals. With the passage of the *Literacy-Based Promotion Act* (LBPA, 2013), long-range proficiency targets were set by projecting the proficiency rates of the first cohort of third graders who were subject to the LBPA.

Mississippi has made strong gains on NAEP progress in recent years, though its students still lag significantly behind their peers in the nation. Only 22% of Grade 8 students and 31% of Grade 4 students in Mississippi scored at or above proficient on NAEP in 2017 (USED, n.d.). Likewise, only 25% of Grade 8 and 27% of Grade 4 Mississippi students scored at or above proficient on NAEP reading in 2017 (USED, n.d.). There are also significant achievement gaps among key subgroups of students, none of which have closed since 2013 (USED, n.d.). In fact, the gap between students with and students without a disability has statistically significantly widened for Grade 8 and Grade 4 students in Mississippi. Tables B7, B8, and B9 show the percentage of students proficient by key subgroup. On the whole, Mississippi students have improved their performance on the NAEP, but improvement remains to be seen for key student subgroups in the state.

RMC staff met with Dr. Wright to discuss Mississippi's needs to extend beyond 2020. She discussed the need to carry forward the successes associated with early literacy and apply them to Grades 4 through 12. In addition, several concerns were expressed related to needs for rural and low-income areas. An enduring need for the state is to provide equitable access to quality teachers and leaders in rural and low-income areas. In recent years, the state legislature and the MDE have increased incentives for teachers to work in Mississippi. In addition, Mississippi has sought innovative pathways for teachers to take into the profession, such as the *Grow Your Own* and *Male Educators of Color* initiatives, along with the Teacher Residence Program with the Kellogg Foundation.

Another need the state identified was inequitable college and career readiness for all the state's students. Students in rural and low-income areas have less access to "advancement" opportunities such as dual enrollment, advanced (i.e., AP or IB) coursework, and career/technical education.

ESSA Consolidated State Plan. Approved in March 2018, the Mississippi Consolidated State Plan presents rigorous goals for student academic growth in reading and mathematics. Along with the previous academic goals, Mississippi also sets a goal for every child in Mississippi to have access to a high-quality early childhood program, and for every community to use a world-class data system effectively to improve student outcomes.

High-leverage Problems and Opportunities. Mississippi's service plan is organized around three high-leverage problems and opportunities summarized below. While MDE has recently begun to address each of these high-leverage problems, in order to assess capacity and readiness to support LEAs with new strategies, these projects will begin at the exploration phase of implementation.

High-Leverage Problem	**High-Leverage Opportunity**
Difficulty in recruiting and retaining effective teachers and principals in order for all students, including rural and disadvantaged students, to have equitable access.	Equitable Access to Quality Teachers and Leaders
Limited access to choice options in rural and high poverty areas	Increasing Educational Choice Especially for Students in Rural and High-Poverty Areas
Lack of capacity in literacy instruction Grades 4-12	Improved Literacy Outcomes for Grades 4-12

High-leverage problem 1: Difficulty in recruiting and retaining effective teachers and principals in order to give all students, including rural and disadvantaged students, access to high-quality

teachers. This is a persistent concern in Mississippi schools. Though only 6% of Mississippi's teachers hold provisional licenses, that rate is nearly double (12%) in high-poverty schools (MDE, 2018b). In high-poverty areas, teachers are less experienced than those in other schools. More than 12% of teachers in high-poverty schools have less than a year of experience compared with 6% in the rest of the state (MDE, 2018b). In 2017, the MDE identified 58 school districts, or 40% of the total districts in the state, as having a teacher shortage. Another challenge is that 51% of the state's schools are in rural areas (Showwalter et al., 2017). In several rural districts, more than 30% of teachers are provisionally certified (MDE, 2018b).

Mississippi's need for high-quality, experienced teachers in its teaching force is well established. In fact, several legislative initiatives (e.g., Mississippi Great Teachers Act of 2019, the Mississippi Employer-Assisted Housing Teaching Program, *Grow Your Own* program, Mississippi Teacher Residency Model) attempt to recruit and retain more teachers. Goal 4 of the *Strategic Plan* envisions a Mississippi where a high-quality teacher is available in every classroom. *Mississippi Succeeds* also emphasizes future efforts to make equitable access to high-quality teachers more equitable (see ESSA Plan, Title II). Some of the state initiatives were designed to provide financial incentives to teachers to work in the state, such as reimbursements for housing or bonuses for working in high-needs areas. Other programs, such as the fledgling Grow Your Own and Teacher Residency Model, are intended to provide supports to early career educators to ensure their success in the same high-poverty and rural schools and districts. In addition, the state developed a new approach by launching an aggressive campaign to recruit minority male teachers in critical teacher shortage districts (USED, 2018) since research indicates that male minority teachers increase learning by minority students (Casey, Di Carlo, Bond, & Quintero, 2015; Gershenson, Hart, Lindsay, & Papageorge, 2017; Goldhaber & Hansen, 2010). The state's long-range goal is to increase the number of teachers from minority groups by 25%. Equitable access to high-quality teachers is still a high-leverage need despite the historical emphasis placed on this issue.

Mississippi must also ensure equitable access to effective school leaders. Similar to Alabama, most districts in Mississippi are in rural, high-poverty areas. With an average of 20% of principalships turning

over each year (Goldring & Taie, 2018) and 50% of principals leaving within three years (Latterman & Steffes, 2017), the challenge for is to find enough qualified applicants to fill the positions (NASSP, 2017; Rangel, 2018; Roza et al., 2003). Both *Mississippi Succeeds* (Title II) and Goal 4 of the state Board's *Strategic Goals* address the need to improve access to effective leaders in Mississippi. The many initiatives and programs to create equitable access to teachers and leaders in the state are relatively new. R7CC can help in these early stages by ensuring successful implementation and sustainability using the NIRN framework. The TA that LEAs receive will increase their capacity to support successful implementation, including evaluation train to determine program impacts. The state has yet to conduct an evaluation of the initiatives and programs to determine their impacts. The Comprehensive Center can help carry this new work forward, support the relevant constituents in understanding the feedback, and support any alterations to optimize the effectiveness with the end goal of more qualified teachers in Mississippi schools.

Project Title	**Equitable Access to Effective Teachers and Leaders**
The Need	Rural and low-income areas have more difficulty hiring and retaining teachers and leaders. In order to meet their teaching needs, these areas may be more likely to hire inexperienced and underqualified staff.
Client	Dr. Carey M. Wright, Mississippi State Superintendent of Education and/or Designee: Dr. Phelton Cortez-Moss, Director of Educator Talent Acquisition & Effectiveness; Dr. Debra Burson, Director of Educator Preparation
Builds on Existing Work	Critical Teacher Shortage Act of 1998, Mississippi Talent Management (SECC), Mississippi's *Grown Your Own* Task Force, Teacher Residency Program (Kellogg Foundation), Male Educators of Color Initiative
Project Description	Mississippi's plan for the Every Student Succeeds Act (ESSA), and the State Board of Education *Strategic Plan* include providing equitable access to quality teachers for students in rural and low-income areas. This project will support the SEA in growing their own work force. The CC will help build capacity of the SEA as it looks to develop and improve teacher and leader supports, to include a more extensive view of the high-leverage problem, streamlining certification pathways, professional development, evaluation systems and protocols that share data on effective teachers and leaders, convene a Task Force to address exemplary teacher preparation programs and/or include this work in one Task Force, and review the multiple professional pathways already utilized in MS.
Recipient(s)	LEAs, building principals, classroom teachers, educator preparation programs
Capacity Building Services	RMC proposes to increase the number of students who have access to effective teachers and leaders by building on the momentum started in the state by the Grow Your Own Task Force and the MS Plan for Equitable Access. • Provide self-assessing tools to determine state readiness to support LEAs with recruiting and retaining effective teachers and leaders in rural and low-income schools. • Collaborate with SEA in identifying evidence-based strategies geared to the specific needs of recruitment, development, and retention of effective teachers and administrators to rural and low-income schools. • Collaborate with SEA to identify evidence-based strategies, including the research base
Dimension Capacity ❑ Human ☑ Organizational ☑ Policy ☑ Resource	

	from the learning sciences, to incorporate into teacher preparation. Build SEA capacity for working with teacher preparation programs to effectively train teachers for rural and disadvantaged students. • Provide SEA with guidance and support in building an effective system of support to rural LEAs and LEAs with high proportion of low-income schools for building capacity in recruiting and retaining teachers and leaders within each LEA. • Collaborate with SEA to train and support LEAs in review of data (e.g. veteran teacher surveys, new teacher surveys) and subsequent decision-making to improve recruitment and retention of effective teachers. • Collaborate with SEA in identifying effectiveness of different pathways to teacher positions. • Support SEA and LEAs in developing policies to pave the way for full implementation and sustainability of effective strategies to grow a strong work force. • Collaborate with SEA in supporting LEAs in developing sustainability plans for effective recruitment and retention strategies.
Staff	Karyn Lindsay, Angel Meeks, Angela Rutherford, Tricia Cox, Trudy Hensley
Partners	Mississippi Public School Consortium for Educational Access, The Kellogg Foundation, Equity Center South, NCIEA
Expected Outcomes ➢ Short term—after 1 year ➢ Mid-term—after 2 to 3 years ➢ Long term—after 4 or more years	Short term: • 95% of MDE staff will increase their knowledge and understanding of effective recruitment and retention strategies for rural and low-income schools. • 95% of MDE staff will increase their knowledge of how to support LEAs in recruiting, developing, and retaining effective teachers and leaders in rural and low-income schools, as well as how to support educator preparation programs in preparing more effective teachers and leaders for rural and low-income schools. Mid-term: • MDE will have policies and practices in place to support improved effectiveness of educator and leaders in rural and low-income schools within LEAs (including educator preparation). • 90% of LEAs will implement effective practices and use data to review and revise plans for recruitment, development, and retention of effective teachers and leaders. Long term: • The number of effective teachers in rural and low-income schools will increase by 50%. • The number of effective leaders in rural and low-income schools will increase by 50%.
Expected Outputs: 5-year plan	• Meet monthly with CSSO designee to discuss project progress. • Facilitate session with MDE staff to introduce implementation and improvement science, and use of NIRN self-assessing tools for readiness. • Review the Grow Your Own Task Force (as well as other initiatives within the MDE) recommendations and provide feedback on implementation of strategies to support LEAs. • Facilitate Task Force to work with educator preparation programs to more effectively prepare educators for work in rural and low-income schools. • Facilitate session with MDE staff to plan implementation of the Grow Your Own Task Force (already completed), as well as the Educator Preparation Task Force recommendations (in proposed work). • Co-develop with MDE a guide for LEAs for using data and subsequent decision-making on recruitment, development, and retention of effective teachers and leaders in rural and low-income schools. • Facilitate SEA/LEA session to introduce guide and discuss implementation phases. • Support SEA in providing TA to LEAs as they implement recommendations. • Facilitate SEA/LEA session to identify roadblocks and identify strategies to overcome roadblocks during implementation.

	• Review and provide feedback on SEA policy documents regarding implementation. • Facilitate sustainability workshops for SEA/LEA on practices, policies, and procedures for recruitment, development, and retention of effective teachers and leaders in rural and low-income schools.
Milestones Year 1	• Provide and facilitate use of NIRN self-assessing tools to determine state readiness and capacity to support REAs and LEAs with effective literacy instruction. (Q1) • Facilitate session with MDE staff to introduce implementation and improvement science and the use of NIRN self-assessing tools for readiness and capacity. (Q1) • Review the Grow Your Own Task Force (as well as other initiatives within the MDE) recommendations and provide feedback on implementation of strategies to support LEAs. (Q2) • Facilitate session with MDE staff to plan implementation of the Grow Your Own Task Force (as well as other initiatives within the MDE). (Q3) • Facilitate Task Force to work with educator preparation programs to more effectively prepare educators for work in rural and low-income schools. • Review and provide feedback on SEA policy implementation documents. (Q4)
Milestones Year 2	• Co-develop with MDE a guide for LEAs on data use and subsequent decision-making on recruiting, developing, and retaining effective teachers and leaders in rural and low-income schools. (Q1) • Develop educator preparation requirements as defined by the Task Force to include the science of learning, as well as evidence-based strategies that prepare educators effectively to work in rural and low-income schools. (Q1) • Develop LEA Performance Plan template and provide guidance and TA to LEAs. (Q2) • Facilitate SEA /LEA session to introduce guide; discuss implementation phases. (Q2) • Facilitate SEA/LEA session to identify implementation barriers and identify strategies to overcome them. (Q3) • Review and provide feedback on SEA policy implementation documents. (Q4)
Milestones Year 3	• Provide TA to SEA and LEAs on collecting data from teachers and school leaders. (Q1) • Facilitate sessions for mid-project implementation of educator preparation requirements as defined by Task Force. (Q1) • Facilitate sessions for mid-project implementation self-assessment and next steps in implementation (feedback loop). (Q2) • Direct support to LEAs experiencing difficulty recruiting, developing, and retaining teachers and leaders. (Q3) • Review and provide feedback on SEA policy implementation documents. (Q4)
Milestones Year 4	• Provide TA to LEAs on collecting data from teachers and school leaders. (Q1) • Provide TA to SEA and/or provide direct support to educator preparation programs regarding educator preparation program requirements. (Q1) • Provide direct support to LEAs experiencing difficulty recruiting, developing, and retaining teachers and leaders. (Q2-3) • Review and provide feedback on SEA policy implementation documents. (Q4)
Milestones Year 5	• Transition all direct TA to SEA. (Q1) • Facilitate sustainability workshops for SEA/LEA on practices, policies, and procedures for recruitment, development, and retention of effective teachers and leaders in rural and low-income schools. (Q3)

High-leverage problem 2: Limited access to educational choice options in rural and high-poverty areas. Rural and high-poverty areas lack educational options both in terms of schools of choice and access to educational programs such as Advanced Placement coursework, dual enrollment, and internships. In 2018, the Thomas Fordham Institute (Saultz, Mensa-Bonsu, Yaluma, & Hodges, 2018)

cited nine regions of Mississippi they dubbed “deserts of choice” due to the lack of elementary charter school options. Even with the passage of the Mississippi Charter School Act of 2013, only five charter schools operate in the state, four them in Jackson. Mississippi Succeeds (Goal 2, Objective 4, Strategy 5) outlines explicit support for school choice especially for identified “districts of innovation.” The intent of this work is to provide flexibility for rural and high-poverty families to use innovative strategies for their students; in reality, only three Title I schools have early college programs and only three districts eligible for the Rural and Low-Income Schools grant are “districts of innovation.” Before applying to become a “district of innovation”, Mississippi districts must participate for a year with the Council for Chief State School Officers (CCSSO) Innovation Lab Network. Most districts are not using the choice options available to them in Mississippi, especially rural districts and those in high-poverty areas.

Dr. Wright sees “educational options” more broadly than simply schools of choice and is interested in promoting less visible choice options such as virtual learning, personalized learning, dual enrollment, college-level coursework (e.g. Advanced Placement), and specialty courses such as computer science. The Mississippi Dual Enrollment and Advanced Placement Task Force (MS DEAP, 2018), established in January 2016, created a recent College and Career Access Pathway among districts, community/junior colleges, and higher education institutions. The goal was to present a clear path for students to earn dual enrollment credit at local institutions and to outline performance standards for advanced coursework. Though the plan was a positive first step for this initiative, it does not overcome some obstacles to access in rural areas. As an example, a recent Google/Gallup (2017) poll found that rural students were less likely to have access to computer science at school and less likely to learn those skills at home. With research such as this as an impetus, the state began the Computer Science for Mississippi Initiative (CS4MS) in 2016. Fifty out of 109 (46%) eligible schools have trained CS4MS educators. However, 63% of Mississippi’s non-eligible schools have trained CS4MS educators. This example highlights the problem of equitable access to educational options for students in rural and low-income schools and districts (CS4MS, 2018).

The state applied a policy lever to educational choice options for districts. Not only would a lack of

options limit students in a district, but a district would earn a lower grade if it did not create access for its students. For schools with Grade 12, participation and success in advanced coursework count for about 5% of a school's grade. In the accountability system, "Acceleration" is measured by advanced coursework (i.e., AP, IB, etc.) enrollment, dual course enrollment, or career and technical education enrollment (USED, 2018). As a state, the overall acceleration rate is 58%, which represents the pass rate for all students taking advanced coursework (Mississippi Succeeds Report Card, 2018). Only 40% of Mississippi's students eligible for advanced coursework actually participated. Goal 1, Objective 4 of the state's *Strategic Plan* seeks to expand virtual learning opportunities in rural and underserved areas. There are many obstacles to ensuring that students in rural and high-poverty areas can access the full gamut of educational options they need to be ready for college and/or career. The CS4MS program implementation is one example of the difficulties students in these locations have in receiving equitable access to critical educational programming.

RMC's state plan for Mississippi will address increasing the capacity of the state and LEAs to improve access to educational choice options especially for students in rural and low-income areas. RMC can help Mississippi ensure implementation of their educational choice options plans with fidelity and to plan to sustain the plans in the future. RMC has experience both in working with institutions of higher learning in Mississippi and personalized learning programs in other states (i.e. South Carolina and Florida). Our expertise will help provide TA, optimize supports, and evaluate the success of Mississippi's initiatives to expand educational choice options especially for those in rural and low-income areas.

Project Title	**Increasing Educational Choice Especially for Students in Rural and High Poverty Areas**
The Need	Provide intensive TA that enables MDE to effectively support rural LEAs in empowering families around choice options for their students, increasing families' knowledge about how to create high-quality choice options for learning.
Client	Dr. Carey M. Wright, Mississippi State Superintendent of Education and/or Designee; Dr. Nathan Oakley, Chief Academic Officer
Builds on Existing Work	Mississippi Charter School Act of 2013; Mississippi Virtual Public School; Rural and Low-Income School Program; Small, Rural School Achievement Program; Equity Dialogues: Increasing Opportunities to Improve Outcomes for Students (SECC)
Project Description	RMC proposes intensive support at the SEA level, with support for coordination activities around the design and implementation of a scalable system for informing and empowering rural families around less traditional choice options that overcome barriers to choose.
Recipient(s)	Rural LEAs, schools, and families

Capacity Building Services Dimension Capacity ❑ Human ☑ Organizational ☑ Policy ☑ Resource	RMC proposes to increase the number of rural families who are empowered to create high-quality personalized educational pathways for their children through greater access to information about choice options, including public and private virtual course providers, dual enrollment through community colleges, private tutoring (face-to-face or virtual), online credit recovery, and apprenticeships in their communities. • Provide self-assessing tools to determine state readiness to support LEAs with effective family engagement supports. • Provide self-assessing tools to determine unique barriers to choice and family engagement in rural areas. • Review and provide feedback on existing supports for family engagement around choice in rural areas. • Provide SEA with guidance and assistance in building an effective system of support to LEAs for informing and empowering families around choice, in partnership with community colleges, universities, and schools. • Collaborate with SEA in identifying evidence-based materials and resources geared to the specific needs of rural families to ensure effective family engagement approaches are implemented in LEAs and schools. • Collaborate with SEA to support LEAs in use of data and subsequent decision-making to improve family engagement activities. • Collaborate with SEA in identifying roadblocks to successful family engagement around choice and identify ways to overcome roadblocks. • Support SEA, as well as LEAs, in developing policies to pave the way for full implementation and sustainability of systems to empower rural families around choice. • Collaborate with SEA in supporting LEAs in developing sustainability plans for effective implementation.
Staff	Ruth Gumm, Archie Hill, Rachel Goins, Karyn Lindsay
Partners	CCSSO, Mississippi Charter School Authorizer Board, Mississippi First, Mississippi Virtual Public School, ExcelinEd, NRCCTE
Expected Outcomes ➢ Short term—after 1 year ➢ Mid-term—after 2 to 3 years ➢ Long term—after 4 or more years	Short term: • 95% of MDE participating staff will increase their knowledge and understanding of effective rural family engagement practices around choice. • 95% of MDE participating staff will increase their knowledge of how to support LEAs in engaging rural families around choice. Mid-term: • MDE will have the policies and practices in place to support improved engagement of rural families around choice and improved effectiveness of LEAs in engaging rural families around choice. • Increase in RLIS eligible districts applying to be a “district of innovation?”. Long-term: • 85% of rural families who participate in empowerment activities will select high-quality choice alternatives for their children in order to provide them with a personalized pathway for learning.
Milestones Year 1	• Provide and facilitate use of NIRN self-assessing tools to determine state readiness to support LEAs with effective engagement strategies for rural families with choice. (Q1) • Review and provide feedback on current evidence-based family engagement practices geared to the specific needs of rural families. (Q2) • Meet with SEA to examine the viability of engaging public libraries as additional supports for families around choice. If viable, engage the library system throughout the process (Q2). • Meet with SEA, LEAs, community colleges, and IHLs, to examine choice alternatives and existing supports across the state in rural districts. (Q3) • Review and provide feedback on SEA policy documents regarding choice in rural districts. (Q4)
Milestones Year 2	• Communications plan between SEA, LEAs, community colleges, IHLs, developed and

	implemented (Q2) • Co-develop guide and module for SEA, REAs, LEAs, and schools to support family engagement practices for rural families around choice. (Q3) • Facilitate Train-the-Trainer (TOT) with coaching guide and module for LEAs (Q4) • Review and provide feedback on SEA implementation policy documents. (Q4)
Milestones Year 3	• Facilitate Train-the-Trainer (TOT) with coaching guide and module for schools. (Q4) • Family Engagement TOT modules revised based on YR 2 feedback and outcomes. (Q3) • Facilitate SEA/LEA/Community Colleges/IHLs joint session to identifying roadblocks through mid-assessment of implementation and identify ways to overcome roadblocks in supporting implementation of evidence-based family engagement practices. (Q4)
Milestones Year 4	• TOT modules revised based on Year 3 feedback and outcomes. (Q2) • Identify cadre of SEA and LEA staff to lead future training and TOT modules. (Q3) • Transition all training and TOT modules to MDE staff for continuing revision and delivery based on program outcomes. (Q4)
Milestones Year 5	• Facilitate a sustainability workshop with SEA, LEAs, Community Colleges, and IHLs in developing sustainability plans for effective implementation of family engagement practices around empowering rural families in selecting choice options and providing their children with personalized learning pathways.

High-leverage problem 3: Lack of capacity in literacy instruction in Grades 4-12. With the success of the Literacy-Based Promotion Act (2013), Mississippi looks forward to replicating its success for Grades 4 through 12. In 2018, 3.6% of third graders were retained in third grade, down from 8.6% in 2015 (MDE, 2018a). In the past three years, nearly 15% more third graders scored at or above proficient on the state test. The pass rate on the state ELA assessment for third graders has steadily risen from 87% in 2016 to 93% in 2018 (MDE, 2018c). In addition, Mississippi fourth graders achieved the second highest gains on reading on the NAEP from 2007 to 2017 (USED, n.d.).

While students in Mississippi have shown a positive trend in literacy achievement, their reading proficiency scores are substantially lower than those of other states. For example, only 27% of Grade 4 students and 25% of Grade 8 students scored proficient in reading on the NAEP in 2017 compared with the national average of 35% (USED, n.d.). Mississippi students in Grade 4 ranked 48th in reading and Grade 8 students ranked 49th in the United States. Likewise, of Mississippi students who took the ACT in 2017, only 47% passed the college and career ready benchmark in ELA (the national average was 61%) and only 29% earned the distinction in reading (47% national average). Despite the recent progress, Mississippi student performance still lags behind that of students across the United States.

With the momentum of the Literacy Based Promotion Act (LBPA), Mississippi released a comprehensive literacy plan from birth to Grade 12 (MDE, 2017). The literacy plan highlights four

high=priority areas for literacy work including (1) collecting and using literacy data to inform instruction and intervention; (2) implementing effective, evidence-based instruction and intervention, (3) building capacity to sustain literacy instruction reform; and (4) continuous professional development to support and refine the reform initiative. The comprehensive literacy plan provides a framework for achieving the state's long-term ESSA goals of 70% proficiency in reading/language arts for all students, increased graduation rates, and improved college and career ready indicators related to literacy.

RMC is particularly well-suited to work with literacy. In fact, RMC recently completed a qualitative study on LBPA in Mississippi (RMC Research Corporation, 2018) and is familiar with the state's policies, practices and vision for literacy. RMC proposes to utilize implementation and improvement science to assist in building capacity at the state and district levels and support the development of the comprehensive literacy plan across the state. RMC will also work with the ExcelinEd to identify effective literacy policies and procedures for Grades 4-12.

Project Title	**Improved Literacy Outcomes for Grades 4-12**
The Need	Provide intensive TA to the Mississippi's Department of Education to ensure that teachers understand and can implement 4-12 evidence-based literacy strategies.
Client	Dr. Carey M. Wright, Mississippi State Superintendent of Education and/or Designee: Dr.Nathan Oakley, CCSO Academic Officer;
Builds on Existing Work	Literacy-Based Promotion Act, 2013 Implementation, State Literacy Plan,
Project Description	We propose intensive support at the SEA level, with support for coordination activities around the design and implementation of a grades 4-12 literacy model based on the science of reading and writing.
Recipient(s)	Office of Elementary Education and Reading, Office of Secondary Education, ELA Content Division, state and district literacy leaders, district and school leadership, literacy coaches, teachers
Capacity Building Services	Building on the K-3 literacy momentum, we propose to increase the number of students who have access to effective educators in the state by effectively implementing an evidence-based grades 4-12 literacy model, guided by implementation science. Activities will include: • Supporting the state in developing a literacy model for grades 4-12. • Administering capacity assessments for implementation. • Providing guidance and support to a cross-agency group that includes staff from the Office of Elementary Education and Reading; Office of Secondary Education, and the Office of Career and Technical Education and Workforce Development to build common language and understanding to implement the literacy model. • Co-producing materials and resources geared to the specific needs of educators and administrators to ensure effective instructional approaches for the Grades 4-12 literacy model. • Capturing and sharing effective practices and interventions through vignettes, panel discussions, and workshops. • Facilitating the transition of activities and lessons learned to teams of middle and high school educators across the state.
Dimension Capacity ❑ Human ☑ Organizational ☑ Policy ☑ Resource	

Staff	Ruth Gumm, Patricia Cox, Kim Mazell McWhirter,
Partners	REL Southeast, Southern Regional Education Board, Foundation for Excellence in Education
Expected Outcomes ➢ Short term—after 1 year ➢ Mid-term—after 2 to 3 years ➢ Long term—after 4 or more years	Short term: • 95% of MDE participating staff will increase their knowledge and understanding of evidence-based literacy instruction based on the science of reading for grades 4-12. • 95% of MDE participating staff will increase their knowledge of how to support LEAs and schools in supporting the implementation of a grades 4-12 literacy framework. Mid-term: • MDE will have a literacy framework for grades 4-12, as well as increased materials and assets to support educator and leader implementation of the framework. Long-term: • 85% of grades 4-12 teachers in the "Literacy Support Schools" will implement the literacy framework with evidence-based supports for literacy instruction and intervention
Expected Outcomes	• Meet monthly with CSSO designee to discuss project. • Facilitate session with MDE to introduce implementation and improvement science and the use of NIRN self-assessing tools for readiness. • Co-develop with MDEE a grades 4-12 literacy framework for the state to include LEAs and schools. • Collaborate with MDE in identifying evidence-based materials and resources geared to the specific needs of teachers and administrators to ensure effective instructional approaches are implemented in schools in support of the new literacy framework. • Co-develop with MDE vignettes, panel discussions, and workshops for capturing and sharing evidence-based literacy instruction and intervention practices for new grades 4-12 literacy framework. • Collaborate with MDE to develop a literacy support network for grades 4-12 educators. • Collaborate with MDE to support LEAs in review of continuous use of data and subsequent decision making. • Collaborate with SEA in identifying roadblocks to successful implementation and identify ways to overcome roadblocks. • Support SEA, as well as LEAs, in developing policies to pave the way for full implementation and sustainability.
Milestones Year 1	• Provide and facilitate use of NIRN self-assessing tools to determine state readiness to support the SEA and LEAs with effective supports. (Q1) • Facilitate a team of SEA and LEA representatives to review the science of reading and writing for grades 4-12. (Q1-2) • Co-develop with team (above) the grades 4-12 literacy framework. (Q3-4) • Review and provide feedback on SEA policy documents regarding implementation of a literacy framework. (Q4)
Milestones Year 2	• Co-develop with MDE an implementation guide for LEAs, school leaders, and classroom teachers for the new framework. (Q1) • Facilitate sessions in identified "pilot" Literacy Support Schools for initial implementation of literacy framework. (Q2) • Communications plan between SEA and LEAs developed and implemented (Q3) • Co-develop initial set of vignettes for new literacy framework. (Q3) • Review and provide feedback on SEA implementation policy documents. (Q4)
Milestones Year 3	• Continue support of pilot Literacy Support Schools for implementation of literacy framework. (Q1) • Facilitate sessions in expanded and identified Literacy Support Schools for initial implementation of literacy framework. (Q1) • Facilitate teams in pilot Literacy Support Schools with Plan-Study-Act-Do improvement science modules. (Q2) • Implementation materials revised based on Year 2 feedback and outcomes (Q3) • Facilitate joint SEA, REA, and LEA panel discussions and workshops on roadblocks and

	ways to overcome them. (Q3) • Communications plan revised based on feedback. (Q4)
Milestones 4	• Facilitate teams in expanded Literacy Support Schools with Plan-Study-Act-Do improvement science modules. (Q2) • Identify cadre of SEA and LEA staff to lead future panel discussions and workshops. (Q3) • Transition all training to MDE staff for continuing revision and delivery based on program outcomes. (Q4)
Milestones 5	Facilitate a sustainability workshop with SEA, as well as LEAs, in developing sustainability plans for effective scaling of the literacy framework across the state.

2.5 Organizational Design

To ensure that R7CC is organized to maximize our resources to carry out a robust body of work as intended in our Framework, we provide an overview of the structures, processes, roles and responsibilities that will ensure effective implementation of the project. Key to the operation of the proposed R7CC will be RMC's direction and strategic deployment of the organizational and personnel resources of (1) our subcontractors: the National Implementation Research Network (NIRN) at University of North Carolina at Chapel Hill; The University of Mississippi, Center for Excellence in Literacy Instruction (UM/CELI); Applied Engineering Management Corporation (AEM); and WestEd; (2) a pool of national/regional expert consultants; (3) collaborating partners under MOUs; and (4) collaborative partnerships with the National Center for the Comprehensive Center Network and other USED funded TA providers, such as the REL – Southeast.

In Section 3, provides biographies on RMC and subcontractors' key personnel. Information about the capacity of RMC and its subcontractors is located in Appendix G.

RMC (Tampa, FL) and our subcontractors, University of Mississippi/CELI (Oxford, MS), and WestEd (Miami, FL) and key staff from AEM (Tallahassee, FL), are located in the R7CC service area, enabling staff to provide intensive and enduring support to Clients and Recipients. Following is an overview of organizational principles, structures, and processes that support these principles operationally. An additional summary of key features of our R7CC Organizational and Operational Structure is provided in Appendix F.

2.5.1 Ensuring enduring access to high-quality TA State Liaisons. R7CC will assign senior staff as State Liaisons to support each CSSO and/or designee within the SEA. Role descriptions provide

detailed responsibilities for State Liaisons and are summarized as being able to: (1) work with CSSOs and SEA Clients to design TA plans, (2) consult with R7CC senior management on a regular basis to report on progress and seek feedback to address challenges, (3) serve as the first point of contact with the CSSOs, SEA Clients, and related education organizations in the state and respond to requests upon consultation with senior management, (4) leverage the expertise needed to support the state through ED-funded centers, the National Comprehensive Center, and other partners, (5) oversee all TA in the state, collaborate with Project Leads to ensure projects are on track and leading to intended results, and (6) ensure all accountability and reporting requirements are completed as required.

Project Leads. As described in our TA plans, each R7CC intensive project will be led by a staff person with the requisite content and leadership capacity to ensure the project is implemented according to plan. Detailed role descriptions lay out what is expected of Project Leads. In general, their role is to: (1) consult with and support the SEA client in on-going planning and implementation, (2) based on SEA consultation, work with project staff and subcontractors to plan and implement services as designed, (3) collect on-going feedback and adjust efforts as needed to ensure milestones, outputs, and outcomes will be met, (4) consult with State Liaisons and Senior Management if plans need to be significantly changed, (5) ensure all project reports are provided as required.

Monthly calls with state liaisons and Project Leads will be led and facilitated by the Project Director to discuss progress and to identify issues for collegial input. All participants will use our online plans and progress reports as the basis for these calls. State Liaisons and Project Leads will regularly communicate and engage with Clients and Recipients of services.

2.5.2 Results-focused budgeting. The processes that R7CC will use to ensure that our limited resources are used to maximum effect in the region will be accomplished as follows: (1) decisions about resource allocations are made by the Project Director in consultation with the PI/Officer-in-Charge (OIC), (2) all state project budgets are reviewed monthly by the Project Director and OIC, and (3) all labor and other direct charges are reviewed monthly by the Project Director and OIC. If we find that projects are not accomplishing milestones, outputs, and outcomes as expected, the Project Director will conduct a review

of progress against expenditures and make recommendations for changes in budget to OIC. If budgeting issues involve a project that is led by a subcontractor staff member, Project Director will work with the manager of that subcontract to make necessary revisions.

Senior Management. Our Senior Management Team will comprise the PI/Officer-In-Charge (OIC), Project Director, Deputy Director, and a Senior Manager from each subcontractor. To ensure that subcontractor organizations fulfill their obligations as set forth in their contracts and in the USED Cooperative Agreement, the Project Director and PI/Officer-In-Charge (OIC) will conduct quarterly Senior Management meetings to: (1) review service plans to monitor progress, staffing, use of resources, and make changes as necessary, (2) generate ideas, identify problems, and collaboratively develop plans and solutions for Region 7 service to states, (3) collaborate in decision-making about staffing, assignment, and expenditures, and (4) assist in gathering and reporting R7CC performance to ED and the Project Evaluator.

2.5.3 Effective Personnel Management System. To ensure that all staff are highly qualified, strategically deployed, and supported in delivering high-quality TA, we include the following three elements in our talent management system:

Hiring/selection. While RMC has proposed all RMC and subcontractor staff to assume leadership, TA, program evaluation, and support functions needed for R7CC, should we need to fill a position, we will first look to staff in our respective organizations. If no staff members have the expertise and experience needed, we will follow RMC's hiring procedures that encourage applicants from persons who are members of underrepresented groups.

Onboarding. The Project Director will be responsible for ensuring effective start-up of the R7CC through an onboarding process. This will involve ensuring all staff (1) clearly understand roles and responsibilities in carrying out the terms of our USED Cooperative Agreement, (2) understand their roles as R7CC staff, (3) be oriented to the systems and procedures they are expected to follow, and (4) be prepared to carry out their responsibilities for ensuring effective implementation of the R7CC project.

Supervision and support. The Project Director will directly supervise all RMC staff on the R7CC.

The subcontractors' Senior Manager will be responsible for supervising subcontractor staff on the project. If RMC has concerns about performance of RMC staff, the Project Director will consult with the PI/Officer-In-Charge (OIC). If RMC has concerns about the performance of subcontractor staff, concerns will be addressed to Senior Manager of that contractor. The Project Director, in collaboration with the subcontractor Senior Manager, will design and co-lead "All Staff" meetings at least twice per year or more often as needed to engage staff in professional learning and growth activities and support collaborative group work to improve our services and operations.

2.5.4 Effective Performance Management Systems. RMC will use its existing systems and procedures for managing project performance to carry out its responsibilities as required through the USED Cooperative Agreement and to ensure that the project is accomplishing its aims as planned and is utilizing resources effectively and within budget. In addition to the regular Senior Management Team and State Liaisons/Project Leaders meetings, R7CC will implement the following:

Online monthly reporting. RMC will support an online comprehensive reporting system used by all project leaders to provide monthly project reports required by USED. The online reporting system is an internal shared system designed to provide the Project Evaluator, Project Director, and Senior Management Team with timely information about the status of all projects. The system provides a direct link to the USED monthly reporting system and our in-depth internal reporting system can provide USED with summary details as required.

Subcontractor performance management. RMC's PI/OIC, in consultation with the Project Director, will assume primary responsibility for ensuring that subcontractors comply with all terms of their respective subcontract and contribute as expected to the overall success of R7CC. The PI/OIC reviews monthly budgets which include expenditure by task – management, individual projects, and other functions. If there are concerns, the PI/OIC confers with the Project Director who will address them with the subcontractor's Senior Manager.

Assurance related to transfer of resources and products. RMC provides the assurance that all products and resources developed under R7CC funding is the property of the U.S. Department of

Education and is under public domain.

For further information on proposal requirements. To aid reviewers of this proposal, RMC has created a guide that provides page numbers where we address all the requirements listed in the NIA for this competition. This guide is located in Appendix A.

3.0 PROJECT PERSONNEL

Designing and delivering high-quality TA is a complex and challenging undertaking. The successful provision of effective, value-added TA depends almost exclusively on the leadership and quality of the personnel delivering the assistance. First, it requires the proposed PI and Project Director have the training, expertise, and experience needed to design and lead an effective, successful TA enterprise. Second, the key personnel proposed to serve as TA providers by RMC Research, and its partners must have a deep understanding of the federal and state legislative initiatives guiding systemic education reform in the region. They must also understand the findings of rigorous research and the emerging evidence-based strategies that underpin those initiatives.

While substantive scholarly and professional knowledge is essential, so is the ability of the assistance provider to recognize and translate how all those pieces fit together to form an effective whole. The assistance provider must be able to help the client translate research and emerging reform findings into practical, actionable policies and plans appropriate within the client's context. All this knowledge and skill is of little value in the absence of a deep sense of mutual trust and respect between the client and the assistance provider that allows for open dialogue, shared responsibility and accountability, and a sense of common purpose. Relationships, as much as substantive knowledge and skills, determine success, and relationships of this nature are only built over time and by proven performance. Finally, it is the corporate capabilities of RMC and its subcontractors that enables proposed staff to achieve success and grow as professionals.

RMC Research believes that the quality of our personnel leads to success. We have amassed what we believe is an amazing team of highly-qualified individuals who demonstrate expert knowledge and experiences in all areas necessary for our TA services to be highly successful. Our proposed staff members are diverse and represent the demographics of our region. Our proposed staff members have in-depth understanding of and first-hand experiences in the region and are known and respected in the region. Furthermore, proposed key staff members are dedicated significant time to the Region 7 Comprehensive Center as indicated by the percent of time they are assigned. The Project Director's

percent of time meets or exceeds the amount required in the NIA. The Project Director resides in the region and has been actively engaged in leading Comprehensive Center or similar services in the Region. Key Personnel from RMC Research also reside in the Region and have been actively engaged in delivering services at the SEA, REA, LEA, and or school levels. Most Key Personnel from proposed subcontractors reside in the Region. Those who do not, have engaged in intensive, sustained, and enduring activities in the region over the past five years.

RMC has the capability to secure consultants who complement our staff and bring additional expertise to our clients. For example, we have several consultants such as Dr. Shelley Billig, Dr. Marcia Kosanovich, and Dr. Joy Eichelberger who are eager to join our team as needed. They all have extensive experience providing TA in the region and have extensive knowledge of ESSA programs.

In this section, we provide information about (1) the training and experience of the PI/OIC and Project Director, (2) the training and experience of Key Personnel, from RMC and our subcontractors, and (3) two (2) matrices showing the depth and extent of key personnel's content knowledge, experience, and expertise as well as their knowledge and expertise in TA and capacity building. The biographies of our leadership and key personnel are sequenced by organization, beginning with RMC, followed by our subcontractors. Each person's proposed responsibility and the percent of time being dedicated to the comprehensive center are indicated. Full resumes of proposed staff are located in Appendix E. The corporate capacity of RMC and its subcontractors are located in Appendix G.

3.1 Qualifications of leadership: principal investigator and project director. RMC's proposed leadership is comprised of the principal investigator and the project director, described below.

Dr. Everett Barnes, Jr. Principal Investigator/Officer-in-Charge – 20%

Background. Dr. Everett Barnes, Jr., the proposed Principal Investigator and Officer-In Charge, has been a professional educator for 54 years. In 1965, after graduating with a Bachelor of Education degree in History and Geography from Plymouth State University in New Hampshire, Dr. Barnes taught for several years in a rural, high poverty high school, eventually becoming chair of the history/social studies department. During that time Dr. Barnes pursued graduate courses in education administration, leadership

and evaluation at Plymouth as well as graduate courses in American History and Far Eastern History and Geography at Dartmouth College. In 1967 Dr. Barnes accepted a position as an elementary school principal in a central New Hampshire community where he introduced a number of innovations related to literacy, math, and science education, extended school time, the implementation of intensive academic interventions, and administrator – teacher quality circles. In 1970, Dr. Barnes joined the University of New Hampshire's Bureau of Educational Research and Testing Services (BERTS) as the coordinator of the New Hampshire Statewide Testing Program. In that position he coordinated and managed standardized testing, scoring and reporting for all school districts in the state. Dr. Barnes developed and presented a series of workshops for school administrators and teachers using these statewide test results to demonstrate how the data could be used to inform decisions at the local level. Dr. Barnes also served as the Deputy Director of a Health Education and Welfare (HEW)-NDEA professional institute designed to train school administrators from across the country in the use of test results and other data to inform educational decisions. As part of the institute Dr. Barnes was directly responsible for working with and mentoring minority district and school level administrators from across the country. The institute engaged some of the leading educational researchers, evaluators, and innovators of the time including Dr. Egon Guba, Dr. Henry Walbesser, Dr. Robert Stake, Dr. John Goodlad, and Dr. Dwight Allen. While at BERTS, Dr. Barnes worked with the New Hampshire State Department of Education and with local school districts on the design and evaluation of ESEA-Title III Innovative Education Programs. Dr. Barnes worked closely with rural school superintendents in the design and evaluation of a cooperative, cost-sharing program known as the "North Country Education Services" (NCES) which became a model for New Hampshire and was replicated by other rural districts in the Northeast. In 1972, Dr. Barnes joined Kappa Systems, Inc. – RMC Research Corporation, as the Director of Northeast Programs, where he was responsible for directing or overseeing more than 60 education evaluation or implementation projects across New England. In 1974 Dr. Barnes became the project director/principal investigator for the New England Region I-Title I Technical Assistance Center, the first in a series of federally funded ESEA TA centers that continue to this day as "Comprehensive Centers". In 1985, Dr. Barnes and Ms. Christine

Dwyer, his business partner, secured ownership of RMC Research Corporation. At this time Dr. Barnes is the President of RMC Research and the Project Director/Officer-In-Charge of several contracts related to reform initiatives including the Northeast Regional Comprehensive Center (NCC) serving New York and New England, and is a Team Leader on the National Center for Improving Literacy (NCIL) as well as the Southeast Regional Lab. Dr. Barnes recently completed a project as Principal Investigator for the US Virgin Islands focused on improving the USVI Department of Education's management of their ESEA programs and the implementation of the Governor's initiative to improve PreK – Grade 3 reading performance.

Experience Designing and Delivering TA. Since 1974 when Congress and the then, U.S. Office of Education, created the first network of ESEA-Title I Technical Assistance Centers, Dr. Barnes has served continuously as a Project Director or Officer-In-Charge of one or more ESEA Technical Assistance Centers. In 1974 Dr. Barnes served as the Project Director for the New England Region I-Title I Technical Assistance Center serving the six New England states and their LEAs. Dr. Barnes has continued in that role through eleven different Presidential administrations, seven reauthorizations of ESEA, and dozens of re-competitions for the operation of federal assistance centers to support SEA/LEA implementation of the programs and policies in federal education legislation. Over those forty-five (45) years of service, Dr. Barnes became recognized at the federal, state, and district levels as a leader in the design, management, and delivery of responsive, high quality, relevant, and value added assistance. Dr. Barnes and RMC Research have employed two fundamental principles in their work over those years that has contributed to the success of their capacity building and improvement efforts. First, that effective TA leading to significant, systemic change has to be done as a partnership in full and active collaboration with the client. Second, that effective TA is a balance of responding to what the client says or thinks they need (reactive) and pressing the client to constantly consider what will make them even better (proactive).

Dr. Barnes has served as an ESEA TA project director continuously since 1974 for regional assistance centers covering the New England states, New York, the Mid-Atlantic States, Puerto Rico, and the Virgin Islands. In addition to managing operations, Dr. Barnes has also been active in the direct

delivery of assistance to clients by either leading state service delivery teams or being a member of policy or implementation teams embedded at the SEA or district levels.

In addition to the ESEA TA centers, Dr. Barnes has also directed federal assistance centers that focused on identifying and disseminating innovative, promising practices (National Diffusion Network); meeting the needs of at-risk students in rural settings (the Chapter 1 – Rural TA Centers); improving the quality of program evaluation (Bilingual Evaluation Assistance Center-East); and the use of scientific research findings and evidence based practice to improve instruction (National Partnership for Literacy/National Reading First Technical Assistance Center on K-3 Reading).

Experience in Providing Assistance in SEA Capacity Building. More than 45 years of successfully directing ESEA TA centers and working directly with senior leadership at the SEA level to plan and support the implementation of programs and policies to address the requirements of the Federal law (ESEA) represents some of the evidence of Dr. Barnes' knowledge, expertise, and experience in capacity building. Examples from Dr. Barnes' work in New York and other states as part of the previous New York Comprehensive Center and the current Northeast Regional Comprehensive Center include leading a NYCC team, in the preparation of a series of White Papers describing how New York State Department of Education (NYSED) could restructure itself to better serve a new mission of support and partnership with LEAs while retaining its mandated monitoring/fiduciary role. Dr. Barnes provided assistance to NYSED in the design, development, and implementation of various tools and processes for examining district-school performance such as the District/Schools Quality Review Protocols, the Commissioner's Reward Schools, and the Middle Schools Initiative, as well as designs for the feasibility of differentiated accountability and support systems, and Supplemental Education Services.

Other examples include assistance to NYSED in designing and implementing a network of collaborative support with the five largest school districts in the state (New York City, Buffalo, Rochester, Yonkers and Syracuse) and supporting initiatives to engage CUNY/SUNY Deans of Education in workgroups on issues related to improving teacher quality and pre-service programs through better alignment with current research/evidence-based teaching and learning practices. Dr. Barnes supported

NYSED in establishing a process for the review of NY Learning Standards in ELA by national experts in preparation for the adoption of new curriculum and content standards.

Experience with Key Initiatives. Over the past several years Dr. Barnes has served on a number key initiative teams that have addressed such topics as the roll out and support of Common Core Standards through SEA alignment with assessments, support tools for building understanding, alignment, and implementation at the district, school, and classroom levels; the incorporation of progress monitoring and formative assessments as part of a comprehensive assessment system; virtual schools and the use of technology to manage and deliver personalized learning; and models for creating differentiated systems of support involving SEA, Intermediate Service Agencies, and District level resources. Most recently, Dr. Barnes worked with several SEAs on interpreting the latest reauthorization of ESEA (ESSA) and the development of their ESSA State Plans.

Ms. Sheryl Turner, Project Director/State Liaison/Technical Assistance Provider – 90%

Background. Ms. Sheryl Turner, proposed Project Director for the R7CC and proposed State Liaison and Technical Assistance Provider, is Director of the RMC Research Tampa office. She has over 32 years of experience in education as a leader and director of educational programs, TA provider, principal investigator, researcher, and teacher. All roles she has filled has been in line with her passion to improve opportunities for traditionally underrepresented students.

Ms. Turner began her career as a teacher in a predominantly high-poverty, low-performing school. This experience led to her quest for research- and evidence-based practices and systems of support to increase achievement, specifically among students from low-income homes. Through the pursuit of effective practices, she earned the credentials as a nationally certified teacher through the National Board for Professional Teaching Standards. Her teaching background provides strong credibility in the field as someone who understands the educational context for achieving high student achievement outcomes and someone who can model and transfer that knowledge to others. While maintaining her responsibilities as a classroom teacher, she also conducted professional development for K-12 teachers in her school district in Foundations of Effective Teaching. She also applied for, was accepted, and completed intensive

training as a “Professional Developer” for Florida’s “Reading Academy,” a massive implementation of research-based literacy professional development training for every K-3 teacher in the state. She conducted numerous training academies across Florida.

From the classroom, Ms. Turner was employed by the Florida Center for Reading Research (FCRR), renown for being on the cutting edge of research-based instruction. For five years, she conducted hundreds of professional development events across the country. She presented at national and state conferences and was in high demand as an on-site TA provider to state departments of education. In this position, she had the opportunity to collaborate with and be mentored by the nation’s leading experts in literacy, special education, and English language learners such as Dr. Joe Torgerson, Dr. Sharon Vaughn, Dr. Barbara Foorman, and Dr. Russell Gersten.

Ms. Turner joined RMC Research Corporation in 2008 as a Research Associate. She advanced to Senior Research Associate, and in 2017, she was promoted to Director of the Tampa RMC Office. Ms. Turner’s early assignments at RMC included providing TA and expertise to state departments of education through the National Reading Technical Assistance Center funded by the U.S. Department of Education and through the Center on Instruction (COI), a content-focused Comprehensive Center operated by RMC Research. For the past seven years, she has managed RMC’s subcontract with the Southeast Comprehensive Center (SECC) while also providing TA to the six states, including Alabama and Mississippi. When Ms. Turner was appointed as the Director of the Tampa RMC Office, she assumed management of all projects operating in the Tampa RMC Office and secured new contracts.

Ms. Turner possesses exemplary expertise and capabilities to lead a program of TA that will meet and exceed the requirements and priorities of the Comprehensive Center Programs. Specifically, she has extensive experience in managing and operating multiple projects; helping states, districts, and schools in their planning, implementation, evaluation, and sustainability of program initiatives; understanding and using data and assessments to improve instruction; providing effective instructional support for state and district leaders, teachers, literacy coaches, interventionists, and administrators in the low-achieving schools; and building capacity through relationships fostered by her deep knowledge and expertise. Ms.

Turner is strategic when working with states and is responsive to Clients' needs. She has the leadership and expertise to diagnose issues and provide solutions to the challenges being presented. Ms. Turner has in-depth content expertise that is critical to the success of federal programs. She has high credibility in the field and is highly qualified to be the R7CC Project Director, as well as a Technical Assistance Provider and State Liaison. Details on her specific capabilities for her role follow.

Experience in Managing Projects, including Budgets, Personnel, and Performance. Ms. Turner has over 15 years of experience in leading and managing organizations, initiatives, and projects. As director of the RMC Tampa Office, Ms. Turner is responsible for oversight and leadership for all projects including budgeting, personnel management, proposal writing, contract negotiations, and quality assurances. She has the responsibility of hiring and supervising staff, including consultant teams, who can perform to the requirements of the various projects. She conducts staff performance reviews and mentors staff who may need additional support. As the manager of two large subcontracts, the Southeast Comprehensive Center (SECC) and the Regional Educational Laboratory (REL) Southeast, Ms. Turner understands the intricacies of being a subcontractor and knows how subcontracts can be managed to maximize service delivery to Clients. In every managerial role, she consistently meets deadlines and exhibits high-quality deliverables. For example, in a multiple-year contract with the Foundation for Excellence in Education covering eight states, Ms. Turner ensured that reports were delivered on time and were of high-quality. The state reports, useful to educators and legislators, have been shared at national conferences and disseminated through various media.

Because of her managerial qualities, her attention to quality and delivery timelines, and her ability to be responsible and nimble, clients find Ms. Turner easy to work with as attested to by their repeat business and requests. Additionally, staff members find Ms. Turner to be a person of integrity who cares not only about the Client, but also cares about them and their successes. Her own success as an educational leader is due to her expertise in planning and designing effective systems of support for clients, creating high expectations and clear goals for staff, and striving for continuous improvement and

accountability. She has an unblemished record of completing all projects on time, within budget, and with high client satisfaction.

Experience Leading Large-Scale Projects.

Ms. Turner has demonstrated the ability to lead large-scale projects. For example, she led a project involving multiple RMC Offices in the development of a state-wide literacy plan for the U.S. Virgin Islands that was required for the territory to continue to receive federal funding. The project was time-sensitive because of the funding, thus she had to strategize the most efficient way to accomplish the task. She developed the various tasks that each office had to perform and created a management system to ensure that all offices met their deadlines and the final project was delivered on time and with high-quality.

In Fulton County (GA), Ms. Turner led the development of the district's literacy framework for K-12. Her work included developing and delivering a roll-out plan so that all administrators and teachers would have a deep understanding of the framework. The framework is being used to bring consistency to the district's 99 schools and to increase the literacy levels of thousands of students. She also led the district's effort to combine over ten different coaching philosophies into one coaching framework that was aligned with the new literacy framework.

Experience and Expertise in Designing and Delivering TA. Ms. Turner has extensive experience providing TA and capacity building at the state and local levels. She has first-hand experience in multiple states, most importantly, Alabama, Florida, and Mississippi. She has experience serving as a State Liaison. In her work at the National Reading Technical Assistance Center, she was the State Liaison to North Carolina and Georgia. In that role, she developed state TA plans and monitored their implementation and outcomes to ensure goals were met and adjusted the plans when needed to stay on track.

With the National Reading Technical Assistance Center and the Center on Instruction, she served as an expert in identifying evidence-based tools and resources, developing literacy products, and collaborating on professional development to build capacity of leaders and other educators in all 50 states.

Ms. Turner provided on-going assistance directly to state literacy directors. She assisted state and district staff members with the analysis of data from multiple assessments and trained assessment teams to administer and interpret assessments.

Technical Assistance in Building Capacity in Sustaining the Use of Evidence-Based Programs, Practices, and Interventions. Ms. Turner has extensive experience with supporting states and districts with implementation and sustainability of programs. Throughout the years, she has provided state leaders from Alabama, Georgia, Mississippi, South Carolina, and North Carolina with research, resources, and TA on planning sustainability of initiatives. She was a featured speaker on sustainability at the annual SECC summit and at conferences in North Carolina.

Ms. Turner assisted the Alabama State Department of Education, Office of School Improvement, in the support of districts with low-performing schools in the planning and implementation of sustainability plans after the three-year SIG federal funding was discontinued. She strategized with state leaders and guided the state, district, and school staffs in developing a sustainability plan that ensured that districts and schools sustained the strategies they had put into place that led to improved student achievement. She provided research on schools that have been successful and unsuccessful at sustainability and guided leaders to discover differences. She led them through activities to show how to overcome roadblocks to sustainability, how to determine readiness for change, and how to self-assess their alignment to evidence-based practices. She disseminated sustainability briefs and study guides and developed action plan examples and templates.

In Georgia, Ms. Turner conducted sustainability workshops over multiple years for three cohorts of School Improvement Grant (SIG) schools and districts. She created and trained Georgia Department of Education staff on a train-the-trainer model to build their capacity to support districts in implementation and sustainability of their program and provided on-going support and coaching to the trained state staff members as they conducted multiple training events across the state.

In South Carolina, Ms. Turner led the effort to build capacity of state and district leaders by providing resources and a virtual workshop on sustainability for the Office of School Transformation. Afterwards,

she provided ongoing guidance to the department as they made plans to support districts in their planning for sustainability.

Technical Assistance in Designing and Delivering Evidence-Based Programs, Practices, and Interventions. Ms. Turner facilitates a group of early childhood educators who are representative of six states including Alabama, Florida, and Mississippi. She provides state leaders with research summaries and articles and evidence-based resources that support their mission to increase student readiness for kindergarten. She coordinates quarterly virtual meetings where experts share research and discuss ways to implement the findings in each state context. These meetings are based on needs assessments conducted with state leaders.

As a literacy expert with the Center on Instruction (COI), she provided expert assistance in literacy to staff within the Comprehensive Center Network. This included working with a literacy community of practice, providing Comprehensive Centers with research and evidence-based resources, and developing and disseminating modules on literacy practices in K-12 classrooms. Ms. Turner also served as a TA provider for the National Reading Technical Assistance Center, funded by the United States Department of Education. In this capacity, Ms. Turner provided literacy expertise to leaders in all 50 states to help them implement effective literacy practices and develop strategic sustainability plans for those practices.

Ms. Turner spearheaded a professional development initiative in North Carolina in developing and conducting training for every elementary literacy coach in the state. She led the development of training manuals and ancillary materials. She secured the services of other experts to conduct the training. She also conducted the training of this literacy initiative that affected every literacy coach and K-3 classroom teacher within the Reading First program in the state.

In Mississippi, she works directly with rural teachers, school administrators, and district leaders to improve teacher recruitment and retention efforts and to improve effectiveness of teachers from alternative pathways. To promote consistency and build infrastructures for support, Ms. Turner provided an in-depth workshop that included faculty and staff from the participating rural school districts and Alcorn State University, a university that provides many teachers for the districts and one of the nation's

top Historically Black Universities (HBCUs). She is providing intensive, on-site support to one of these districts to enhance and deepen professional development for teachers who come to the district from alternative pathways so that they will increase their use of evidence-based practices in the classroom and improve student achievement. She is co-developing professional development for school and district administrators that will train the administrators in ways to support these alternative-certified teachers as they learn and implement new evidence-based instructional practices.

Technical Assistance in Strategic Planning and Improvement with State Departments of Education and Districts. Ms. Turner has provided TA to states through the review and feedback on standards of instruction and reports on initiatives such as the *Strong Readers = Strong Leaders: Mississippi Turns Literacy-Based Promotion Act for 3rd Graders into Action*. In North Carolina, she led the effort to build capacity of North Carolina Department of Instruction staff in reviewing, categorizing, and reporting out on public input on the Literacy and Mathematics Standard Course of Study. In Mississippi, she managed a research initiative that provided research and evidence-based resources on culture and climate for the state to disseminate to all districts.

With the SECC, Ms. Turner has worked with states in planning differentiated strategic support to districts. She has provided TA to the Mississippi Early Childhood state staff in planning support to PreK school coaches and teachers. This included research on and resources for building the knowledge of coaches in literacy development.

Ms. Turner has provided many services to the North Carolina Department of Public Instruction in her work with the SECC. She facilitated meetings to develop effective systems for communication and an effective division of labor within a departmental reorganizational effort. She provided the offices of Global Education and Digital Teaching and Learning with the research and resources to plan for continued implementation of tasks. She also managed a project that provided districts with a crosswalk between the AdvancED standards and NCStar indices. She led the school improvement office in planning support in literacy for school administrators, including presenting effective instructional leadership strategies for improving ELA scores in multiple state administrator meetings.

Ms. Turner served as a member of the Broad Prize review team that conducted weeklong on-site diagnostic reviews to assess alignment to evidence-based practices and overall effectiveness of urban school districts in narrowing/closing achievement gaps. This review included conducting classroom observations, interviewing district leaders (administrators and school board members), and conducting focus groups with principals, teachers, family members, and community/business partners.

Ms. Turner is a capable leader with experience to effectively run a program of TA that will meet and exceed the priorities of the Comprehensive Center Programs. Through her efforts, states have enacted programs that are more strongly based in evidence. Her wide-ranging knowledge and skills with helping states, districts, and schools plan, implement, evaluate, and sustain program initiatives have positively impacted student achievement across many states.

3.2 Qualifications of key personnel. Biographies of key personnel of RMC staff and its subcontractors follow.

RMC Research — Key Personnel

Ms. Karyn Lindsay, Deputy Project Director/State Liaison/Technical Assistance Provider — 100%

Background. Ms. Lindsay has devoted her 30-year education career to improving education for struggling students in Florida and Mississippi. She began her career as a teacher in a rural district where she implemented education strategies to address the needs of her Title I, migrant, and English language learner students. She continued teaching Title I students in urban areas with high student mobility and absentee rates. There, she employed specific strategies to raise attendance and foster relationships with families, which significantly impacted the academic achievement of her students.

Ms. Lindsay continued working with ESEA/Title I as a TA provider at the school, district, regional, state, and national levels. She developed and presented numerous professional development modules to build the capacity of personnel in low and under-performing schools and districts. Ms. Lindsay presented

trainings on best practices for implementing academic achievement standards, standardized assessments, family engagement, ESEA regulations, content areas, and PLCs.

Ms. Lindsay has degrees in elementary education and educational leadership and has completed her coursework for a doctorate in educational leadership and administration.

Experience Designing and Delivering TA. In her role as a TA provider, Ms. Lindsay spent many years providing services to Florida ESEA administrators at the school, LEA, and SEA levels in developing, implementing, and assessing their ESEA plans. She initiated and implemented a state-wide peer review process for district Title I Plans. She has presented numerous times at the National Association of State Title I Directors conference and the National Association of State Directors of Migrant Education conference on ESEA regulations, implementation, and assessment. She also served on the FLDOE's Committee of Practitioners and Title I Evaluation Committees.

Ms. Lindsay is adamant that all TA services be initiated by needs resulting from the analysis of student achievement data. She has assisted educators and administrators in analyzing their data to determine root causes of undesirable outcomes and identify areas of needs. Many of these services evolved into Professional Learning Communities, for which she also provided training, to ensure sustainability of program strategies.

Experience and Understanding of Federal Policy. Ms. Lindsay has extensive experience working with federal grants and has a comprehensive understanding of how grants work and what is required for success. She worked for many school, district, regional, state, and national education grants, including Florida and the Islands Comprehensive Center (FLICC). While with FLICC, Ms. Lindsay provided TA to state departments for family and community outreach, school improvement, federal programs, migrant education, and school choice. During this time, Florida was selected for onsite federal compliance monitoring. None of the programs to which Ms. Lindsay provided TA had any monitoring findings.

Ms. Lindsay served as the Grant Manager of a College and Career Readiness grant through the Department of Labor, where students received extensive training in facets of engineering technology,

manufacturing, and construction while earning college. As Grant Manager, Ms. Lindsay employed program strategies that trained over 1,000 students; more than double the requirement of the deliverable.

Experience in Capacity Building. Ms. Lindsay was the Training Coordinator, Program Manager, Assistant Director, and Director of two of Florida's statewide Parental Information and Resource Center (PIRC) grants, mandated in NCLB, Title I, Part A, Section 1118. As the PIRC Director, she saw the need for family engagement activities to be directly correlated to student achievement data and evidence-based strategies for these activities to have the most impact. Ms. Lindsay initiated and developed protocols for using student achievement data as the foundation for all family engagement activities. She trained schools, districts, and parent groups statewide on how to attain, analyze, and utilize data when developing School Improvement Plans, Title I Parental Involvement Policies, and family engagement initiatives. She also assisted these organizations in learning how to identify and implement appropriate evidence-based strategies for optimum results. Also, Ms. Lindsay spearheaded the creation of Florida's first ever Family Engagement in Education Month, which is now designated annually by a proclamation from the governor.

Ms. Lindsay served as National Projects Director for Parents for Public Schools, Inc., a non-profit that advances the role of families and communities in securing a high-quality public education for every child through advocating for parents as equal partners, proactive problem solvers, and effective decision makers in their children's education. To support this vision, Ms. Lindsay developed the Parent Engagement Program (PEP), a Pre K-12 curriculum based on Bloom's Taxonomy and the Common Core Standards that provides intensive, sustainable training to parents on how to effectively be involved in and support their children's education. Parents learn about how schools run, how to develop effective communication strategies, and how to understand the accountability systems in their state.

In her various management positions, Ms. Lindsay developed budgets for staff and subcontractors; developed, implemented, and evaluated project work plans; assessed and maintained programmatic progress in attaining deliverables; collected and analyzed effectiveness data for accountability reporting;

developed and presented TA and professional development on school improvement and accountability; and hired, managed, and evaluated grant staff and subcontractors.

Dr. Trudy Hensley, Technical Assistance Provider — 50%

Background. Dr. Hensley has devoted her entire career to improving student outcomes in high-poverty schools in the Southeast. She worked her way up the ladder from a classroom teacher, to a reading supervisor for three low-performing schools, to a regional reading specialist for 14 rural school districts, and then to the position of Assistant Superintendent of a rural school district in Mississippi. As an Assistant Superintendent, she implemented a common curriculum and evaluation system and directed the district's professional development to ensure consistency across the district's ten schools. She sought corporate funding and successfully implemented computer labs in three high schools. She received a grant from the Mississippi Department of Education to implement two of the state's first pilot kindergarten programs. After serving more than 16 years in public schools, she began her work at the national level. Dr. Hensley obtained her master's degree as a reading specialist and her doctorate in Educational Administration from the University of Georgia. She completed post doctorate studies in research and evaluation and curriculum and supervision.

Experience Designing and Delivering TA. For six years, Dr. Hensley provided professional development and TA to eight state departments of education, including Florida, Alabama, and Mississippi, to improve their Title I programs. She made numerous presentations at state conferences on how to develop schoolwide improvement plans and how to collect and analyze evaluation data. She served on the Florida Evaluation Panel and was instrumental in conducting the Florida Effective Schools Study to examine a variety of measures to determine which Title I schools were making improvements. The study was the basis for Florida's first school grading system which led the nation in assigning school grades. Additionally, she provided on-site TA for a year in five of the lowest performing elementary schools in Miami/Dade School District as part of a national study.

For nine years, Dr. Hensley was the director of the first Regional Comprehensive Center that served Florida, Puerto Rico, and the Virgin Islands. She led the development of the "Model Schools Program"

that provided TA to low-performing schools to create exemplars for other schools throughout Florida. Dr. Hensley was a member of the Comprehensive Centers' leadership team and led a national literacy initiative that resulted in collaboration across the 14 centers.

Experience in SEA Capacity Building. Dr. Hensley's depth of knowledge in literacy is well-known throughout the southeast region and nationally. For seven years, she was a lead trainer in the National Reading Technical Assistance Center. In that role, she conducted hundreds of training sessions across the country. Her presentations were highly-rated for the content and for her presentation skills. In both Mississippi and Alabama, she served on committees tasked with developing state-wide K-12 literacy plans. In Florida, she provided expertise to the *Just Read! Florida Office* to design a system to develop and train over 80,000 K-3 teachers in research-based literacy strategies. Her plan ensured fidelity to the training model so that all teachers received the same content from highly-trained providers. She assisted the North Carolina Department of Public Instruction to design a similar system to provide professional development to their K-3 teachers across the state.

Through a subcontract with the University of South Florida, she co-directed two regional center grants to provide TA to 27 Florida school districts to assist them to implement programs under the No Child Left Behind Act. She worked on a state-wide committee to develop a parent involvement evaluation tool that districts used to improve their parent outreach and involvement programs, ensuring parents were included in determining services for their children.

Experience in Evaluation, Research, and Policy. For seven years, Dr. Hensley provided expertise to REL Southeast by serving on the leadership team. Additionally, she was the manager of two research alliances: Improving Low-Performing Schools (six states) and Improving Schools in Mississippi. Her work with five rural Mississippi school districts resulted in a toolkit of surveys that the districts use to assess school climate and inventory new teachers. These tools are being used to assist in their recruitment and retention practices.

Dr. Hensley has been a principal investigator in a several evaluations and studies. For example, she was the Principal Investigator for a series of seven state policy studies investigating the impact of

legislation on student literacy outcomes in K-3. She designed and conducted two studies for the Alabama Department of Education to examine school improvement plans of more than 60 low-performing schools. She conducted a study of four secondary reading interventions in a large Florida school district that resulted in the district re-designing their program to better meet student needs.

Dr. Angel Meeks, Technical Assistance Provider — 80%

Background. Dr. Meeks' professional employment includes a wide range of positions transcending from Elementary Teacher, Lead Teacher, Principal, Curriculum Coordinator, Assistant Superintendent of Federal/State Programs, and Superintendent of Education within the Holmes County School District in Mississippi (MS). Dr. Meeks' most recent employment includes serving as Federal Programs Director and Interim Superintendent of Education in Humphreys County School District (MS). She earned her doctorate in education administration from Mississippi State University and her master's degree from Jackson State University. She earned her undergraduate degree in elementary education at Tougaloo College.

Experience Improving Rural Schools and Districts. During her career in Holmes County and Humphreys County, Dr. Meeks demonstrated a broad range of intensive capacity building services at both the school and district levels. As a Lead Teacher, Principal, and Curriculum Coordinator, she worked with other teachers to support the implementation of literacy strategies, interventions, and personalized learning to improve student outcomes. She worked collaboratively with district and school administrators, consultants, and district leadership teams to implement data-based decisions to address barriers to student success. As a result, 40% of schools in the Holmes County district grew one or more academic levels.

To advance other obstacles of students from rural, low-income families, Dr. Meeks worked with the Mississippi Department of Education (MDE), community colleges, and universities to implement a dual enrollment program and a program of academic supports for Advanced Placement Physics using distance learning technology. Through a partnership with REL Southeast, she developed district-aligned surveys that were administered to parents, students, and staff to effectively address common themes of concerns and to identify points of success.

From 2016-2018, Dr. Meeks was charged with executing MDE's mandate to consolidate the Holmes County and the Durant Municipal districts. By collaborating with various stakeholders from both school districts and the MDE, she successfully mobilized students, parents, businesses, faith-based organizations, and community members to successfully close the two districts and support the opening of the Holmes County Consolidated School District. Most recently, as Interim Superintendent of Humphreys County School District, Dr. Meeks' skills were employed again to work with various stakeholders to support the district's transition into a state-assigned Achievement School District with a neighboring school district. During each transition, Dr. Meeks' implementation of effective communication systems has helped constituents overcome high levels of anxiety and remain focused on teaching and learning.

Experience in ESSA Administration. For the last ten years, Dr. Meeks has exemplified an abundance of expertise and capacity building related to the policies, procedures, and regulations of ESSA. She has conducted professional development sessions to help administrators, teachers, support staff, students, and the community to understand the purpose of federal and state grant funds. In her various roles, Dr. Meeks provided support to district and school personnel in preparing for federal audits, and she guided and monitored the implementation of state indicators for Title I, II, IV, V, VI and School Improvement grants. Additionally, she conducted needs assessment and used the results to help the Board of Education and building teams establish goals and plans of action that would yield improved student outcomes. Dr. Meeks leveraged available resources to eliminate redundancy so that financial resources and human capital could be used to effectively address instructional and programmatic gaps.

Dr. Archie Hill, Technical Assistance Provider — 50%

Background. Dr. Hill is a Research Associate at RMC and provides TA and professional development in the areas of school improvement, literacy, and state performance standards. For the past five years, he has performed work with the REL Southeast and the SECC, primarily in Alabama and Mississippi. Dr. Hill spent over a decade as a middle school and elementary school special education and general education teacher. During his tenure as a classroom teacher, he developed a guide on team teaching and published an article that exemplified personalized learning in the Journal of Adolescent &

Adult Literacy entitled, “Using Interdisciplinary, Project-based, Multimodal Activities to Facilitate Literacy Across the Content Areas.” He was also an adjunct faculty member at George Mason University where he conducted the Supervised Graduate Literacy Practicum. He continues to perform duties as an adjunct Sociology faculty member at the local community college where his classes emphasize sociological theory and research methodology.

Dr. Hill holds a Ph.D. in Education from George Mason University and a M.A. in Applied Sociology from Norfolk State University and Old Dominion University.

Experience in Designing and Delivering TA. For several years, Dr. Hill worked closely with a team located in the Alabama Department of Education that provides support to the state’s lowest-performing schools. He provides professional development and disseminates research-based resources to assist the team in their work with low-performing schools. For example, he conducted a review of school improvement plans to identify common themes that schools were incorporating in their plans. This led to his assistance in the development of a web-based search tool of literature keyed to Alabama’s school improvement components. The state team utilizes the tool to locate evidence to disseminate to their schools. Dr. Hill continues to update the resources and disseminate them to the team.

Dr. Hill conducted several workshops in Mississippi on effective family and community engagement in rural districts. These workshops were well-received by parents and community members as they were interactive and built on how everyone can help children become lifelong learners.

Dr. Hill’s research interests include social justice and educational equity as they relate to improving the academic performance of all students regardless of race, ethnicity, or social class. He has conducted research on personalized learning, closing the achievement gap, and educational equity. He is particularly interested in how technology and social forces shape the education landscape and has experience in developing logic models, research design, quantitative and qualitative analytic approaches, and root cause analysis.

He has presented on a range of topics from social justice to adolescent literacy at the national, regional, and district levels. Recently, he presented a session on the challenges of realizing educational

equity by recruiting high-quality teachers at the 2018 SECC Equity Summit. This presentation provided an overview of the impediments to equity in education (e.g., recruiting and keeping high-quality teachers in rural and low-income areas) and how states can implement plans to overcome these roadblocks.

Ms. Ruth Gumm, State Liaison, Technical Assistance Provider — 100%

Background. Ms. Ruth Gumm has over forty years of experience in evidence-based practices and capacity-building services. For 16 years, she provided TA to states, districts, and schools for continuous improvement under various initiatives: Reading Excellence, Reading First, Common Core State Standards, and Race to the Top. Most recently, Ms. Gumm served as reading program specialist for the FLDOE where she conducted root-cause analyses and provided guidance that positively impacted state literacy policies, school district literacy leadership practices, and resource mobilization. She designed and developed research-based instructional models and professional development systems to propel K-12 instructional improvements, gains in K-12 student reading and writing performance, and instructional support for struggling secondary-level students in content-area literacies. She created decision-making tools and organizational resources for programmatic review and guidance, school improvement planning, and ongoing coarticulation.

Experience in Designing and Delivering TA. Ms. Gumm has a broad range of experience providing high quality TA based upon differentiated needs. She provided support to the Georgia Department of Education in their efforts to improve pre-service teacher training. She examined the alignment of the reading endorsement competencies and educator programs with evidence-based instruction and assessment. As follow-up, she conducted workshops for Georgia pre-service teachers on research-based classroom essentials and high-quality reading instruction.

In Florida, Ms. Gumm developed a guide to empower local district planning of professional development content and activities aligned with evidence-based practices for teachers to earn the state reading endorsement certification through their district add-on program. To support evidence-based implementation in schools, she drafted K-12 programmatic specifications as an evaluation tool for Florida school district leaders to determine the evidence-based alignment of their local literacy programs and

services and to guide leaders in making any subsequent adjustments. With the implementation of new standards, Ms. Gumm designed an evidence-based instructional framework to align with new standards and to support teachers in implementing complex text instruction, text-based discussion, and text-based writing. Using this framework, she developed a system with an instructional flowchart, model lessons, templates, and planning directions per lesson segment to guide district and school teams in training workshops. Ms. Gumm conducted gap analysis workshops for school administrators, coaches, and K-3 grade-level teams to identify instructional gaps per grade, identify any gap correlations with student assessment data, analyze gap impacts across the grades, and plan instructional solutions.

Experience in Capacity Building. Ms. Gumm has provided support to many states. For example, she worked with Delaware leaders to analyze student assessment data by district and school, identify statewide trends, present results to the state literacy team, and facilitate discussions for making statewide recommendations. She provided grade-level-specific observation tools for leading school site visits, empowering school principals and other observation team members to evaluate alignment of local instruction with evidence-based practices and to inform quality decision-making. She supported Delaware in identifying percentages of change in student reading development over time and engaged in responsive follow-up discussions to identify appropriate adjustments.

While serving as research associate at the Florida Center for Reading Research, she provided support to states in service action planning and developed organizational resources for diagnostic review and school improvement efforts to build local service capacity. She created multiple K-3 professional development systems with trainer-of-trainer manuals and participant. She presented at national, state, regional, and district conferences on topics challenging the educational community, such as the 90-minute reading block, differentiation, and research-based intervention practices.

Ms. Gumm earned her undergraduate degree in elementary education at the University of Northern Iowa and is completing her master's degree in Reading/Language Arts from Florida State University.

Ms. Tricia Cox, Technical Assistance Provider — 100%

Background. Tricia Cox has over 25 years in education. For the last 16 years, she has provided training and TA in evidence-based K-12 literacy education ranging in positions from school literacy facilitator to state consultant. Ms. Cox is a trainer for Reading 3D, Texas Primary Reading Inventory, and Core Assessments. She is a Master Literacy Trainer for North Carolina, has Keys to Literacy training, and is a Level 1 trainer working to complete Level 2 Reading Research to Classroom Practice to become a state trainer. She has an undergraduate and graduate degree in elementary education.

Experience Designing and Delivering TA. Ms. Cox served as a Reading First Regional Consultant in North Carolina and provided TA to five districts with a focus on evidence-based instruction. She provided monthly professional development at the state and regional levels. She conducted on-site visits and provided TA to principals, coaches, and teachers by delivering model lessons, making presentations on instruction, and assisting schools in data analysis.

In her position as a district K-12 literacy coach to 13 rural schools, she conducted model lessons for teachers. She created a literacy academy to train teachers in evidence-based literacy practices. In addition, she managed a state grant to provide assistance to secondary teachers.

For the past seven years, she has been responsible for coordinating professional development in a rural school district and serving as the literacy specialist. She implemented a three-day district conference to ensure high-quality professional development was being provided to teachers. Additionally, she coordinated the development of a new literacy framework for the district incorporating an evidence-based foundation.

Ms. Cox uses her coaching training to create ongoing professional development sessions for administrators and lead teachers in using data to identify areas of professional development and coaching. Additionally, she worked with administrators completing learning walks and discussing what to look for in an effective literacy block.

Ms. Kim Mazzell McWhirter, Technical Assistance Provider — 50%

Background. Ms. McWhirter has more than 23 years of experience as an educator. She has held a variety of positions from classroom teacher to state-level consultant in both urban and rural areas. She

began her career as an educator working in rural, high-poverty schools. Her classroom experiences with struggling learners, in settings where few resources were available, set the stage for her transition to teacher leadership, first as a site-based Reading First coach, then as a state-level consultant responsible for grant implementation in eight school districts. At the end of the Reading First grant, Ms. McWhirter transferred to the District and School Transformation division of the NC Department of Public Instruction (NCDPI), a sector of the agency charged with serving the lowest-performing schools in the state. Ms. McWhirter earned her master's degree in Curriculum and Instruction from Lesley University.

Experience in Designing and Delivering TA. Ms. McWhirter has provided TA to reading coaches, principals, and district administrators that encompassed guidance for implementation, fiscal oversight, and federal compliance. She assisted in the development of a state procedure manual outlining processes and procedures for the federal grant guidelines and was the lead developer of a self-paced foundational skills course for Reading First coaches.

In her role in the District and School Transformation division, she conducted intensive onsite support to schools and layered support for district personnel, principals, and classroom teachers. As part of the emphasis on the continuous cycle of instructional improvement, Ms. McWhirter assisted in the development of school and district improvement plans based on data. She provided customized support to classroom teachers through modeled lessons, the development and delivery of targeted professional learning, and the facilitation of high-quality professional learning communities, sustained by ongoing support and accountability processes. In her most recent role as a regional K-3 Literacy Consultant for the NCDPI, her responsibilities focused on supporting the early literacy needs of 14 school districts in their implementation of North Carolina's Read to Achieve legislation. TA for this initiative was comprised of several key components, including the collaborative development of a comprehensive reading plan for the state. This plan provided recommendations for evidence-based practices in effective literacy instruction in grades K-12. She was responsible for the extensive training of teachers in the administration of the statewide literacy assessment. This sequence of trainings adhered to a standard protocol, initially focusing on assessment fidelity prior to subsequent trainings in the use of data analysis to actively inform ongoing

instruction. She also participated in the in-depth literacy training of almost 500 Master Literacy Trainers. Professional learning provided over this four-year cycle of training ranged from the basic organization and management of a 90-minute literacy block to complex vocabulary, fluency, and comprehension practices. Additionally, Ms. McWhirter implemented a sustainability process for the Western Master Literacy Trainers through the facilitation of quarterly meetings that provided legislation updates, regional data analysis, current professional development, and the opportunity to create a collaborative network focused on sharing effective instructional practices in early literacy.

During her time at the NCDPI, she had multiple opportunities to partner with other agencies and divisions for the purpose of training schools and districts in literacy instruction. These collaborations included inter-agency cooperation, working with the Multi-Tiered System of Support and Exceptional Children's divisions, as well as being a part of Comprehensive Needs Assessment teams coordinated by the District and School Transformation division, conducting site visits across the state. External partnerships have included videos in conjunction with NC State University's Wolfpack Works (a beginning teacher initiative) and literacy seminars for the North Carolina Center for the Advancement of Teaching. An example of one of these seminars is the center's recent certification in foundational skills, which was developed and delivered by Ms. McWhirter. This professional learning integrated recent reading research and interactive classroom practices over a series of day-long sessions.

Dr. Joshua A. Melton, Internal Evaluator ─ 75%

Background. Dr. Joshua A. Melton is a highly trained, applied quantitative methodologist with experience in a variety of settings including academic research and program evaluation. As the proposed lead internal evaluator for the R7CC, Dr. Melton brings a unique mix of breadth and depth from the field to his evaluations. He is adept at compiling data, conducting data analyses using a variety of software, interpreting data into easy-to-understand formats, enhancing capacity for data use, and writing evaluation reports. Dr. Melton is a certified reviewer of group designs (Version 4) for the *What Works Clearinghouse*. Dr. Melton earned his doctorate at the University of Oregon in Educational Methodology, Policy, & Leadership with a specialization in applied quantitative methods.

Experience in Conducting Program Evaluations. Currently, Dr. Melton is conducting an evaluation study on a native youth community project for the Nevada Department of Education; conducting a quantitative teacher evaluation for Pasco County (FL) Schools; working on an impact study of the Missouri Leadership Development System on teacher and principal retention; and contributing to a policy impact study on Michigan's K-3 reading initiative. Dr. Melton provides technical assistant with data use, survey design, and evidence-based teaching strategies. He has assisted administrators in Mississippi to develop feedback surveys for their teachers, especially new and exiting teachers. The surveys are in their second year of implementation.

As a program evaluator, Dr. Melton has experiences dating back to his days in teaching. As an Upper School teacher at Miami Country Day School, he was tasked with evaluating an online tutoring software. He provided TA on formative data use, data-based decision making, secondary outcomes, and instruction.

At the University of Oregon, Dr. Melton contributed to the evaluation of the effectiveness of a local summer reading program on struggling early readers. On that project, he observed the intervention, recorded implementation data, analyzed results, and wrote the final evaluation report for the district.

Dr. Melton has over four years of experience as a Middle/High School principal at an independent school in Oregon. Dr. Melton taught in several schools of choice and completed extensive research on the subject. A main research interest of his, teacher and school effectiveness, was the primary purpose of his dissertation. As a teacher and administrator, he was well-educated in implementing evidence-based programs and practices with fidelity to achieve predicted results. Finally, Dr. Melton spent the early part of his career in STEM fields. As an administrator, he expanded his school's *STEM Education* capacity by providing many training opportunities, expanding to innovative coursework, and establishing several public-private STEM partnerships.

University of Mississippi/Center for Excellence in Literacy Instruction – Key Personnel

Angie Caldwell, Technical Assistance Provider — 90%

Background. Angie Caldwell is an education and training specialist for the Center for Excellence in Literacy Instruction (CELI) at the University of Mississippi. She has nine years' experience in education

as an elementary teacher, literacy coach, education and training specialist, and an adjunct instructor. Her educational career has been dedicated to literacy and ensuring all children have access to a high-quality education. She possesses a Master's degree in Literacy Education and an Educational Specialist degree in Educational Administration and Supervision.

For the past five years, she has served as an education and training specialist and provided TA to rural school districts in Mississippi in the areas of literacy and promoting effective instruction. She provided direct support to teachers and administrators to improve teacher quality through coaching, personalized professional developments, and data analysis support.

While serving as an adjunct instructor at the University of Mississippi, Ms. Caldwell provided classroom instruction to undergraduate teacher candidates in the areas of reading diagnosis and interventions. She designed and delivered quality adult learning experiences to prepare future educators.

Experience in Implementation and Sustainability of Effective Evidence-Based Practices. Ms. Caldwell has extensive experience in promoting effective instruction in classrooms and schools and improving teacher quality to educators in high-poverty schools and districts located in rural areas of Mississippi. She led professional development on evidence-based literacy instruction and provided direct coaching support services to teachers to aid in creating and implementing effective literacy practices. She assisted educators in analyzing student data and creating goals to close the achievement gap.

Ms. Caldwell provided educators with resources and technical support on the implementation of evidence-based practices that directly benefit disadvantaged students. She provided personalized trainings and long-term on-site mentoring. Ms. Caldwell assisted teachers in effectively implementing evidence-based practices by performing classroom observations, modeling lessons, and conducting teacher-debriefing sessions. She supported teachers with data analysis and utilization to create individual learning plans required by the state of Mississippi for all at-risk students.

As site manager for the Jumpstart for Young Children program, she conducted various early childhood and literacy trainings to prepare undergraduate AmeriCorps members to effectively implement a literacy curriculum to preschool children. Ms. Caldwell led a series of workshops to train

paraprofessionals on a summer literacy curriculum that was implemented at the Boys and Girls club. Ms. Caldwell oversaw the implementation of the summer literacy curriculum, provided resources, and provided on-site mentoring. She analyzed pre and post assessment data to determine the growth of the students who participated in the summer learning program.

Dr. Angela Rutherford, Leadership Team/Technical Assistance Provider — 75%

Background. Dr. Angela Rutherford is a professor at the University of Mississippi (UM). She has more than 30 years of experience in public education. She has actively served on numerous national, regional, state, and local committees and task forces focused on ensuring that students receive equitable access to effective teachers and leaders. Her degrees are from Auburn University (Ph.D. in Reading Education) and the University of Southern Mississippi (M.Ed. in Educational Administration and Supervision and B.S. in Elementary Education).

Dr. Rutherford serves on the Mississippi Reading Panel, the Mississippi Early Reading Policy Team, and the REL Southeast Governing Board. As Director of the university's lab school, she initiated the process of NAEYC accreditation. She is a nationally-certified trainer of Language Essentials for Teachers of Reading and Spelling (LETRS). For the last 13 years, Dr. Rutherford has served as Director of the Center for Excellence in Literacy Instruction (CELI) managing multiple grant projects focused on providing TA and professional development to districts and schools. She also serves as the Director of the Mississippi Campaign for Grade-Level Reading providing technical support to communities that seek to rally around schools to ensure that children read on grade level by the end of grade three.

While serving as president of the Mississippi Higher Education Literacy Council, an organization of reading faculty members from all educator preparation programs across Mississippi, Dr. Rutherford led faculty members to complete work related to more effectively preparing elementary teachers to address the literacy needs of students. Being challenged by colleagues with a philosophical stance rather than a focus on the science of reading, she did not waver in standing firm on the conviction that Mississippi K-12 students deserve teachers who understand and can implement literacy instruction that is based on the science of reading.

Experience in Designing and Delivering TA. Dr. Rutherford has extensive experience in providing TA and support to educational entities in their planning, implementation, and evaluation of literacy, educator preparation, and school readiness initiatives. She assisted the Mississippi Department of Education (MDE) in writing the state's comprehensive literacy plan. She created professional development modules to implement the Common Core State Standards. She has provided support to the MDE on planning Literacy Summits, reviewing literacy coach applications, choosing literacy assessments, and choosing educator licensure assessments.

Dr. Rutherford was instrumental in assisting key senators, MDE administrators, as well as Governor Phil Bryant's education policy advisor, in helping to write Mississippi's Literacy-Based Promotion Act, 2013. This pivotal legislation has provided many levers for improving literacy achievement in Mississippi.

Partnering with the Barksdale Reading Institute and the MDE, she has provided TA to other states, including Alabama, interested in educator preparation reform efforts tied to literacy instruction. In addition, she has presented at several national conferences and has been featured on various national media programs. These efforts all focused on ensuring that teacher candidates have access to the science of reading so that they are prepared to meet the needs of all students.

Applied Engineering Management Corporation (AEM) – Key Personnel

Ms. Rachel Goins, Technical Assistance Provider — 40%

Background. Ms. Goins has 11 years of experience managing, designing, and delivering research-based TA (TA) for national, state, and local education stakeholders. Her early school climate and social-emotional learning work with SEAs, her recent personalized learning work with LEAs, and her current teacher quality work across the educator continuum employed an equity-centric TA approach and focused on providing college and career readiness supports and educational choice. She holds a BA in Sociology from Howard University. She holds a BA in Sociology from Howard University.

Experience in Designing and Delivering TA. Ms. Goins co-led the Race to the Top-District TA center providing support to districts and consortiums of districts implementing personalized learning,

including Miami-Dade (FL) and Clarksdale (MS). She helped design and facilitate national convenings, virtual learning networks, and on-site TA focused on logic models, strategic communications and stakeholder engagement, project-based learning, data dashboards and systems to support real-time instructional decisions, barriers to college persistence and degree attainment, and sustainability.

Ms. Goins currently co-leads the national Teacher Quality Programs TA Center, which serves grantees working to improve the preparation and professional development of teachers and school leaders. Her work includes large school districts in Florida (Hillsborough, Broward County, Lee, and Osceola) and universities in Florida and Alabama (University of Miami and University of West Alabama). She also serves as a subject matter expert for Promise Neighborhoods, a federal anti-poverty place-based initiative that seeks to improve the educational and developmental outcomes of youth and families in distressed communities. These TA projects support the federal grant programs' goals to provide all students, particularly rural students and Black and Latino students, with the academic rigor, career technical education, and work-based learning experiences necessary to develop the skills and intellectual dispositions to be successful in postsecondary life.

Dr. Lauren Jetty, Internal Evaluator — 40%

Background. Dr. Jetty has 10 years' experience conducting research and evaluation and managing TA for SEAs, LEAs, IHEs, and non-profits in areas including teacher preparation, professional development, STEM, induction, and data management. She has experience conducting literature reviews, performing data quality review and analysis, designing evaluation of program impact, developing and implementing both quantitative and qualitative research methodologies, and preparing both technical reports and manuscripts for publication. She has worked as both a secondary science teacher and a university instructor for teacher preparation methods for elementary and secondary pre-service teachers. She holds a Ph.D. in Science Education from Syracuse University.

Experience Conducting Program Evaluations. Dr. Jetty previously served as the evaluation lead in the design and implementation of a collective impact evaluation of 19 literacy programs. She developed indicators for program success, selected evaluation assessments, developed data collection measures and

templates, provided TA to grantees to support their evaluation data collection, and analyzed data for trends in participation and collective impact on literacy outcomes. She also managed a project for U.S. Department of Education, Office of State Support where she led a team that conducted interviews and analyzed data to create case profiles of SEAs and LEAs that promoted promising practices in the selection and implementation of evidence-based interventions to improve student and teacher outcomes.

Dr. Jetty currently serves as TA expert for the U.S Department of Education's Teacher Quality Programs (TQP) Technical Assistance (TA) Center providing TA to LEAs, institutions of higher education, and not-for-profit organizations receiving TQP grants. She engages with grantees through a combination of universal and individualized TA to support their efforts to improve the effectiveness of educators. In this role she designs and facilitates communities of practice, webinars, on-site grantee TA visits and Personnel Exchange Networks, and supports planning and implementation of national and regional convenings.

Mr. Jeff Sellers, Technical Assistance Provider — 30%

Background. Mr. Sellers has over 38 years of experience working with education data. Currently he participates in several programs from the U.S. Department of Education as a TA provider working with state agencies on a variety of issues related to data management and data integration, as well as data governance, data usage, data visualization, project management, and longitudinal data system design.

Experience in Capacity Building. Mr. Sellers specializes in providing support, facilitation, and needs-sensing to SEAs on a variety of State Longitudinal Data System (SLDS) issues in the areas of stakeholder engagement, research consortia, and sustainability for data related to early childhood, K-12, postsecondary education and workforce. His work included working with Mississippi Department of Education in the development of P-20 data governance, working with Alabama Department of Education on collecting information in the development of a P-20 SLDS, and a continued relationship with the Florida Department of Education.

Previously, Mr. Sellers worked for the state of Florida in a variety of Information System capacities including data management, data warehousing, information security, data base administration, and data

systems. He served as the Deputy Commissioner in the Florida Department of Education, directing the Division of Accountability, Research and Measurement. His division was responsible for the administration and scoring of the statewide summative assessments, school accountability, and the agency's major education data systems for PK-12, community colleges, workforce education and the PK20 Education Data Warehouse (EDW). The EDW is a comprehensive data repository of education data spanning prekindergarten through postsecondary graduate level achievements, providing a seamless data link among Florida's public PK-12, workforce education, community college, and university systems. Mr. Sellers directed all aspects of the EDW development life cycle; was involved in system architectural implementation; performed data base administration; oversaw the extract, cleanse and load process review; and had final review and approval of all EDW project deliverables.

Dr. Monica Young, Leadership Team/Technical Assistance Provider — 25%

Background. Dr. Young has 16 years' experience directing and evaluating longitudinal mixed-methods research, experimental studies, and data analytics. Her TA focal areas include providing support to states and districts as they assess, plan, and implement strategies to support equitable access for all students; develop plans for implementing and sustaining initiatives; design communication and reporting for diverse stakeholder audiences; and address shifts in federal requirements as a result of legislative changes. She is a What Works Clearinghouse (WWC) certified reviewer. Dr. Young holds a Ph.D. in Science Education from Syracuse University.

Experience Developing Effective Educators. Dr. Young directs the national Teacher Quality Programs TA Center, which supports grantees that are implementing innovations in educator preparation and development from across seven grant programs. Grantees supported in the R7CC states include two universities and four school districts. Previously, as Director of the Equitable Access Support Network (EASN) she co-facilitated webinars for the Rural Access & Issues Community of Practice and analyzed rural leadership strategies included in state equity plans and made a presentation for the National Conference of State Legislatures Rural School Principals Meeting.

Dr. Young's technical experience includes evaluation of P-12 accountability system interventions, design of educator evaluation systems, and development of business requirements for online reporting systems and associated tutorials, user guides, and training materials. Dr. Young has previously coordinated with Partners for Each and Every Child and the Mississippi Department of Education to support planning for a Mississippi Equity Lab. She served as an expert reviewer for the Alabama Department of Education's draft Equity Plan and discussed feedback and recommendations with members of the ALSDE team during both an in-person and virtual panel meeting.

University of North Carolina at Chapel Hill, NIRN – Key Personnel

Dr. Kathleen Ryan Jackson, Technical Assistance Provider —30%

Background. Dr. Jackson is an Implementation Specialist at the National Implementation Research Network located at the University of North Carolina. She works on the State Implementation and Scaling-Up of Evidence-based Practices (SISEP) project. She has over 20 years of experience in education where she led teams to effectively implement the systems of support that educators require to use evidence-based programs, practices, and interventions with fidelity. She has led LEAs and early childhood programs in the improvement of student and child outcomes, especially those living in poverty – and these programs are sustained to this day through organizational policy. Dr. Jackson was recognized for the development of innovative programs of choice in science, technology, engineering, math (STEM), computer science and Career and Technical Education. Dr. Jackson received her Doctor of Education in Policy, Measurement, and Leadership from the University of Oregon.

Experience in Implementation Science & Improvement Science. Dr. Jackson provides technical support to the Kentucky Department of Education (KDE) and the Wisconsin Department of Public Instruction (WDPI). She delivers high-quality, intensive, TA to build the scaling capacity of state, regional, district, and school education systems that use feedback loops to sustain large-scale implementation of effective education practices in schools. She trains teams in the use of multiple forms of implementation and outcome data, in iterative cycles, to remove obstacles to effective implementation

practices so schools and teachers have the support required to deliver effective instruction in classrooms and increase the number of students who have access to effective educators.

Her work in Wisconsin is focused on implementation of ESSA to solve educational issues and establish state policy to align funding streams and TA that fully support improvement activities to meet Title 1 Part A ESSA priorities. The project is focused on understanding and breaking down the educational obstacles unique in rural communities and large urban districts. In Kentucky she leads teams in the development of implementation capacity that is resulting in improved student outcomes in mathematics for all students and a reduction in disproportionality for underserved populations. Kentucky's first set of districts have outperformed the state average in mathematics proficiency and is NIRN's first example of high functioning implementation teams, at every level of the system, that put into practice the Five Active Implementation Frameworks and produced improved teacher and student outcomes. This model is being scaled-up across the state.

Prior to joining NIRN, Dr. Jackson was the coordinator for the Effective Behavioral and Instructional Systems Support (EBISS) project at the Center on Teaching and Learning at the UO. She was responsible for providing statewide training, coaching and Webinars on the use of the Five Active Implementation Frameworks in a Multi-tiered Systems of Support. She led teams in the development of innovative and interactive on-line learning to provide access to high quality training and coaching, resulting in the development and retention of highly effective educators.

Dr. Caryn Ward, Leadership Team/Technical Assistance Provider — 10%

Background. Dr. Ward has over 12 years of experience at various levels of the education system. She is the Associate Director for Education and Measurement of the National Implementation Research Network (NIRN). Dr. Ward leads the K-12 education focus area of work as well as the capacity measurement work. In her role as lead for K-12 education division, Dr. Ward leads a team of implementation specialists and project management staff dedicated to expanding the selection, adoption and sustained use of educational practices supported by evidence that result in positive student outcomes.

In addition, Dr. Ward leads the measurement and data work. She oversees the development of organizational capacity assessments for implementation and their respective data systems. This includes establishing the various measures' technical adequacy and utility. She oversaw the development of a series of capacity assessments for use in K-12 education at the state, regional, district, and school levels.

Experience in Designing and Delivering TA. Dr. Ward is Director of the State Implementation and Scaling up of Evidence Based Practices Center (SISEP), a national TA center funded by the Department of Education's Office of Special Education Programs (OSEP). She supervises a team of implementation specialists in their delivery of high-quality TA. Dr. Ward served in a leadership role for the national Center for School Turnaround and on the advisory board of the National School Climate Center. Dr. Ward supported both centers in their use of best practices from the field of implementation science to help achieve center goals and outcomes.

Dr. Ward provides training and coaching for SEA executive leadership and other agency staff. She leads the collaboration work with other Department of Education's funded TA centers in their use of implementation science practices within their respective work, such as the National Center for Systemic Improvement, Center for Greater Teachers and Leaders, Center for Effective Educator Development, Accountability and Reform, and Early Childhood Technical Assistance Center.

WestEd – Key Personnel

Dr. JoAnn Cox, Leadership Team/Technical Assistance Provider — 25%

Background. Dr. Cox is Associate Director of School and District Services at WestEd. She provides leadership in designing comprehensive school and district improvement services. She has 36 years of experience in direct education service delivery and education consulting. Her expertise includes school turnaround and school improvement initiatives, building partnerships with SEAs and LEAs, and conducting school district efficiency and effectiveness/performance reviews. Dr. Cox was instrumental in creating needs assessment processes and tools that are in alignment with the Center for School Turnaround's *Four Domains of Rapid School Improvement*. She earned her doctorate in educational administration at Florida State University.

Experience in Designing and Delivering TA. Dr. Cox was a School Improvement Facilitator for the FLDOE where she provided mentoring, coaching, and TA to four of the largest school districts in Florida. She provided data analysis for school improvement planning, assisted in curriculum development, facilitated school advisory councils, provided input on the school improvement planning, and conducted training on the state curricular and school improvement initiatives.

As the Director of PK-12 Education for a national consulting firm, she provided school improvement TA and/or performance reviews and evaluations in over 150 school districts (both urban and rural) in 36 states including four school districts in Alabama. She also has provided school improvement TA to Choctaw Tribal Schools and Jackson Public Schools in Mississippi.

Mr. José Franco, Technical Assistance Provider — 50%

Background. Mr. Franco has nearly 40 years of experience as a Classroom Teacher, Program Director, Professional Developer, and Instructional Coach. For the past five years, he has been an Instructional Coach for the Comprehensive School Assistance Program (CSAP) at in mathematics education, parent engagement, and the integration of English language development and content instruction. Mr. Franco provides coaching and support to parents, teachers, and district administrators on school improvement, mathematics instruction, standards-based curriculum, data-driven inquiry, professional learning communities (PLCs), professional teaching and learning standards, curriculum adoption processes, and parent involvement.

Mr. Franco worked 19 years for the EQUALS Program at the University of California and served as the Director for 13 years. A strong understanding of mathematical concepts, effective teaching techniques, and equity are at the core of EQUALS. He was also a K-8 bilingual and migrant education teacher for over a decade.

Mr. Franco is a founding Director and former President of a National Council of Teachers of Mathematics (NCTM) affiliate, TODOS: Mathematics for All. TODOS is a professional organization that advocates for equity and excellence in math education for ALL students - in particular, Latina/o students.

Mr. Franco is Co-Director of the Math Pathways & Pitfalls (MPP) program, a K-8 mathematics enrichment program that supports teaching practices and materials to improve students' mathematics achievement and academic language development. As Co-Director, he helped to develop professional learning online modules and facilitates Trainer of Trainer institutes to disseminate MPP foundational principles, instructional pedagogy, and materials throughout the country.

He received his BA in elementary education with a minor in bilingual education from Metropolitan State College (CO) and an MA in mathematics education from San Francisco State University.

Experience in Designing and Delivering TA. Mr. Franco has provided TA to K-12 educators throughout the country. Utilizing WestEd's VITAL protocols, NCTM's *Common Core in Mathematics in a PLC at Work*, and Richard and Rebecca DuFour's *Learning by Doing* resources, he is an expert in designing, facilitating and supporting Professional Learning Communities for teachers, principals, and district leaders. He creates an environment whereby teachers reflect on their instructional practices, beliefs in students, and application of theory into practice. He addresses these issues in various settings, often through a POD cycle of collaborating together with the teacher to (P) plan a lesson, followed by an (O) observation, and ending with a (D) debrief of his observations. This allows José time to give the teacher praise, ask probing questions, and provide polishing recommendations for enhancing their instruction as well as amplify student engagement and comprehension.

3.3 Key Personnel Matrices. The following matrices provide a summary of the vast expertise and experiences that the proposed key staff members possess.

REGION 7 KEY PERSONNEL

EXPERIENCE, CONTENT KNOWLEDGE AND EXPERTISE

Key: **E** = Extensive Knowledge; In-Depth Expertise; Extensive Experience **K** = Professional Level Knowledge; Professional Level Expertise; Moderate Experience	Percent Time on R7CC	Yrs. Delivering TA Services	Statutory Requirements/ Regulations/Polices related to Programs Authorized under ESSA	Support for Implementing ESSA State Plans	Organizational Development	Support for Carrying Out Corrective Actions	Support/Improving Low Performing Schools and Districts	Rural Education	Closing Achievement Gaps	Improving Standards/Assessments	Improving Accountability Systems	Improving Educator Talent	Equity & Disproportionality	College and Career Readiness	Competency-Based education	English Language Learners	Students with, or at risk of, Disabilities (MTSS/RTI)	Indian Education	Early Learning	Literacy	Mathematics	STEM, including Computer	Personalized Learning	Social Emotional Learning	Parent/community engagement
RMC Key Staff																									
Everett Barnes	20	40+	E	E	E	K	K	K	K	E	E	E		K						K			K		K
Sheryl Turner	90	17	E	E	E	K	E	K	E	K		E	K	K		K	K	K	E	E					
Karyn Lindsay	100	18	K	K			E	K	K	K	K		K						K						E
Trudy Hensley	50	30+	E	K	K	K	E	E	K		E	K							K	E					K
Angel Meeks	80	1	K		K	K	E	K	K	K	K	E	K	K			K					K	K	E	E
Archie Hill	50	6					E	E	E			K	E	E	K			K		E			K	K	E
Ruth Gumm	100	20	E	E	K	K	E	K	E	E	K	K		K	K	K				E			K		K
Tricia Cox	100	4			K	K		K	K	K		E		K		K	K		E	E					E
Kim McWhirter	50	14	E	E			E	E	K	E		E							K	E					K
Joshua A. Melton	75	1		K			K	K	K	K	K	K	K	E			K	K			K	K			
Subcontractor Key Staff																									
UM/CELI																									
Angie Caldwell	90	6					E	E	K			E	K	E					K	E					E
Angela Rutherford	75	15		K	K		E	E	E	K		E	K	E			E		E	E					E
AEM																									
Rachel Goins	40	11	K	K			K	K	E	K		K	K	E	K		K		K	K	K	K	E	E	E
Lauren Jetty	40	10	K	K			K	K	K	K		K	K	K	K						K	K	K		
Jeff Sellers	30	9		K	K	K					K			E					K						K
Monica Young	25	5	E	K	K			K	K	K	K	K	E		K						K	E			
NIRN																									
Kathleen Ryan Jackson	30	10		E	E		E	K	E	K	K	K	K	K		K	E		K	K					K
Caryn Ward	10	5	K	E	E	K	E	K	E	K	K	E	E	K	E	K	E		K	K	K	K	E		E
WestEd																									
Joann Cox	25	26	E	K		K	E		E	K	K	K	K					K							K
Jose Franco	50	23					K		K	K	K	K	E			E					E	K			E

REGION 7 COMPREHENSIVE CENTER

Knowledge and Expertise in Technical Assistance and Capacity Building Service Delivery

Key
E = Extensive Knowledge; In-Depth Expertise; Extensive Experience
K = Professional Level Knowledge; Professional Level Expertise; Moderate Experience

	Coaching Mentoring, Facilitating	Program and Process Evaluation	Conducting Root-Cause Analysis	Developing and Utilizing Logic Models	Conducting Organizational Assessments, Strategic Plans, and Process Improvements	Project Management/Administration	Communication/Dissemination with Varied Audiences	Providing and Evaluating Readiness and Capacity-Building Services	Identifying/Selecting Quality Evidence-Based (EB) Programs	Planning, Implementing, and Scaling EB Programs/Practices/Interventions	Evaluating Implementation of (including Fidelity) EB Programs/Practices/ Interventions	Evaluating Outcomes of EB Programs/Practices/Interventions	Evaluating Cost Effectiveness of EB Programs/Practices/Interventions	Developing Plans to Sustain EB Programs/Practices/Interventions	Conducting Policy Analysis	Conducting Research-Based Literature Reviews	Developing and Implementing Service Plans with Clear Outcomes, Strategies, Milestones and Measures for Ongoing	Developing/Facilitating Partnerships	Developing Tools/Guides for Educators	Presenting at National Conferences*	Designing and Delivering Quality Adult Learning Experiences*
RMC Key Staff																					
Everett Barnes	E	E	K	E	E	K	E	E	E	E	E	K	E	K	E	K	E	E	K	E	E
Sheryl Turner	E	K	K	E	K	E	E	E	E	E	E	K	K	E	K	K	E	E	E	E	E
Karyn Lindsay	K	K			K	E	E	E	K	K	K			K		K	E	E	E	E	E
Trudy Hensley	E	E		K	E	E	K	E	E	K	K	E		K	K	K	E	K	K	E	K
Angel Meeks	K	K	K		E	E	E	K	K	K	K		K	K	K			E	K		K
Archie Hill	K	K	K	K	K		K	K		K		K			K	E		E	E	E	E
Ruth Gumm	E	K	K	K	E	K	E	K	E	E	K	K		K	K	K	E	E	K	E	E
Tricia Cox	E					E				E	K	K	K	K			K	E	K		E
Kim McWhirter	E		K		K		K	K	K	K	K	K		E			K	E	E		E
Joshua A. Melton	K	E		E	K	E	K	E	E	K	E	K	K	K	K	E		K	K	K	K
Subcontractor Key Staff																					
UM/CELI																					
Angie Caldwell	E	K				E			E	E	E	E				K	K	E	E		K
Angela Rutherford	E	E		K		E		K	E	E	E	E	E	K	K	E	E	E	E	E	E
AEM																					
Rachel Goins				K		E	E	E						K	K	K		K	K	K	
Lauren Jetty	K	K		K		K	K	K	K		K	K			K	K		K	K	K	
Jeff Sellers	E			K	E	E	E	E					K	K	K		K	K	E	K	
Monica Young	K	K	E	K		E	K	K	K		K	K		K	E	E		K	K	E	E
NIRN																					
Kathleen Ryan Jackson	K	K	E	E	E	K	K	E	E	E	E	E		E		E	E	K	K	E	E
Caryn Ward	E	K	K	E	E	K	K	E	E	E	E	E	K	E		K	K	K	K	E	E
WestEd																					
Joann Cox	E		E		K	K	E	E			K	K			K		K	E	E		K
Jose Franco	E			K	K	K											K	E	E	E	E

Section 4.0

Logic Model; Communication Plan; Evaluation Plan

The USED, in response to questions received during the, "2019 Comprehensive Center Grant Competition" workshops, indicated they would "…prefer, but not require," that the Communication Plan (Requirement #5); the Evaluation Plan (Requirement #6) and the Logic Model (Requirement #7) be submitted as documents in the Appendices.

RMC Research has included these documents in PART 6 – Other Attachments as:

Appendix H – Logic Model

Appendix I – Communication Plan

Appendix J – Evaluation Plan

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** 1238-R7CC All Appendices.pdf

Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment

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

Add Optional Other Attachment | Delete Optional Other Attachment | View Optional Other Attachment

Tracking Number:GRANT12860917 Funding Opportunity Number:ED-GRANTS-040419-001 Received Date:May 23, 2019 10:56:55 AM EDT

Part 6 – Other Attachments
Region 7 Comprehensive Center (R7CC)
Appendix A

R7CC A Guide to Proposal Requirements

APPENDIX A
A Guide to Responses to Proposal Requirements

Requirements for All Centers	**Section/Page**
1) Applicable data/information related to current needs for building capacity to implement/scale up evidence-based programs	Appendix B Section 1: pp. 4-6; 17-42
2) Expert knowledge of ESEA/ESSA and current education issues	Section1: pp. 2-4, 9, 12, 19
3) Expertise and experience in: i) Managing budgets; consultant/subcontractors; and large-scale TA projects ii) Implementing performance management processes iii) Identifying high leverage problems; root cause analysis; logic models; and improvement processes iv) Monitoring and evaluating activities	Appendix E Appendix F Appendix G Appendix L Section 2: pp. 71-74 Section 3: pp. 75-114
4) Current research on adult learning principles, coaching and implementation science	Appendix K Section 1: pp.10-12
5) Proposed communication plan	Appendix I
6) Proposed evaluation plan	Appendix J
7) Logic model	Appendix H
8) Assurance related to transfer of resources and products	Section 2: p. 74
Requirements for Absolute Priority #1 – Regional Centers	**Section/Page**
1) High quality, intensive capacity building services that are evidence-based and support improved educator and student outcomes	Section 1: pp, 4-6, 9, 12, 19; 17-51
2) Assist clients/recipients in implementing approved ESSA Plan	Section 1: pp. 2-4 Section 2: pp. 35-69
3) Preference to evidence-based programs for recipients with disadvantaged or low incomes students and recipients implementing comprehensive or target support activities	Section 2: pp. 22-42
4) Evidence based programs for rural programs	Section 2: pp.33-34; 36; 37-62
5) Help states address programmatic corrective actions/audit – monitoring findings as requested	Section 2: p. 35
6) Work with the National Center	Section 2: pp. 33, 44, 71-72
Requirements for Regional Centers	**Section/Page**
1) Develop an annual state service plan	Section 2: pp.37-71
2) Develop and implement an effective personnel management system	Section 2: p. 74 Appendix E Appendix G
3) Develop and implement an effective communication system	Appendix I
4) Collaborate with the National Center	Section 2: pp. 33, 44, 71-72
5) Identify and enter into partnership agreements	Appendix D Section 2: p. 25
6) Be located in the region	Section 2: pp. 71
7) Within 90 days secure client and partnership commitments	Section 2: p. 5
Other Requirements for Regional Centers	**Section/Page**
1) Approach to intensive capacity building: — Intended recipients — Alignment to client needs — Measure of readiness to work with applicant — Measure of client/recipient capacity in the four dimensions — Measure ability of client/recipients to build local capacity	Section 1: pp. 4 Section 2: pp. 3; 21-28; 35-71 Appendix C Appendix K
Competitive Priority #1 – Novice Applicant	**Section/Page**
Meet the definition of novice applicant. RMC Research does not meet the definition	N/A
Competitive Priority #2 – Promoting Effective Instruction in Classrooms and Schools	**Section/Page**
2.1 Accessing effective principals and leaders	Section 2: pp. 35-37; 36-71 Appendix K
2.2 Accessing effective educators	Section 2: pp. 35-37; 36-71

	Appendix K
Competitive Priority #3 – Empowering Families and Individuals to Choose a High-Quality Education that Meets Their Unique Needs	**Section/Page**
i) In rural LEAs	Section 2: pp. 35-37; 36-71 Appendix K
ii) Students in poverty or served by high poverty schools or are low income individuals	Section 2: pp. 35-37; 36-71 Appendix K

Part 6 – Other Attachments
Region 7 Comprehensive Center (R7CC)
Appendix B

R7CC Data Tables

APPENDIX B
Tables and Figures

Table Number	Table Title	Page
2	Children living in poverty and in rural communities	B2
3	Numbers and percentages of low-performing schools	
4	Percent of students proficient on the 2017 NAEP reading by state, grade, and subgroup	
5	Percent of students proficient on the 2017 NAEP mathematics by state, grade, and subgroup	B3

Figure Number	Figure Title	Page
5	Student performance data on Alabama's 2018 mathematics summative test by race/ethnicity	B4
6	Student performance data on Alabama's 2018 reading summative test by race/ethnicity	
7	Student performance data on Alabama's 2018 summative tests by key subgroup	B5
8	Student performance data on Florida's 2018 FSA mathematics test by race/ethnicity	
9	Student performance data on Florida's 2018 FSA English/Language Arts test by race/ethnicity	B6
10	Student performance data on Florida's 2018 FLA tests by key subgroup	
11	Student performance and growth data on Mississippi's 2018 MAAP mathematics test by race/ethnicity	B7
12	Student performance and growth data on Mississippi's 2018 MAAP English/Language Arts test by race/ethnicity	
13	Student performance and growth data on Mississippi's 2018 MAAP tests by key subgroup	B8

Table 2. Children living in poverty and in rural communities

State	Children living in poverty[1]	Students living in rural communities
Alabama	285,284 (26%)	264,760 (36%)
Florida	923,045 (23%)	115,776 (4%)
Mississippi	224,940 (31%)	215,234 (44%)

[1] The first measure includes all children, not only students, and the percentage reflects the amount of all children in the state. For a proxy of family income in schools, see percent free- or reduced-lunch eligibility in Table X. (National Center for Children in Poverty, 2018)

Table 3. Numbers and percentage of low-performing schools

State	Total Number of Schools	CSI		TSI		ATSI	
		N	Percent	*N*	Percent	*N*	Percent
Alabama	1,463	76	5%	0	0%	0	0%
Florida	3,642	553	15%	1,952	54%	0	0%
Mississippi	893	39	4%	44	5%	112	13%

Table 4. Percent of students proficient on the 2017 NAEP reading by state, grade, and subgroup

Group	Alabama		Florida		Mississippi	
	Grade 4	Grade 8	Grade 4	Grade 8	Grade 4	Grade 8
All Students	31%	27%	41%	35%	27%	25%
Race/ethnicity						
American Indian/Native Alaskan	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	67%	67%	n/a	n/a
Black	18%	12%	23%	30%	15%	11%
Hispanic	15%	15%	36%	21%	24%	21%
Multiracial	n/a	n/a	42%	44%	n/a	n/a
White	42%	41%	53%	44%	41%	39%
Gender						
Female	34%	32%	43%	39%	30%	26%
Male	29%	23%	39%	32%	25%	23%
Key Subgroup						
Low-income	22%	18%	30%	24%	19%	16%
English language learner	n/a	n/a	7%	5%	n/a	n/a
Students with disability	11%	8%	17%	11%	8%	4%

Note. Some subgroups did not meet minimum sample size to be reported (n/a).

Table 5. Percent of students proficient on the 2017 NAEP mathematics by state, grade, and subgroup

Group	Alabama		Florida		Mississippi	
	Grade 4	Grade 8	Grade 4	Grade 8	Grade 4	Grade 8
All Students	32%	21%	48%	29%	31%	22%
Race/ethnicity						
American Indian/Native Alaskan	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	72%	56%	n/a	n/a
Black	16%	9%	27%	12%	16%	9%
Hispanic	16%	16%	40%	23%	34%	18%
Multiracial	n/a	n/a	65%	36%	n/a	n/a
White	48%	33%	61%	40%	48%	34%
Gender						
Female	30%	19%	46%	26%	30%	21%
Male	32%	23%	49%	32%	33%	22%
Key Subgroup						
Low-income	23%	14%	36%	19%	235	15%
English language learner	2%	n/a	16%	5%	n/a	n/a
Students with disability	8%	3%	24%	7%	15%	4%

Note. Some subgroups did not meet minimum sample size to be reported (n/a).

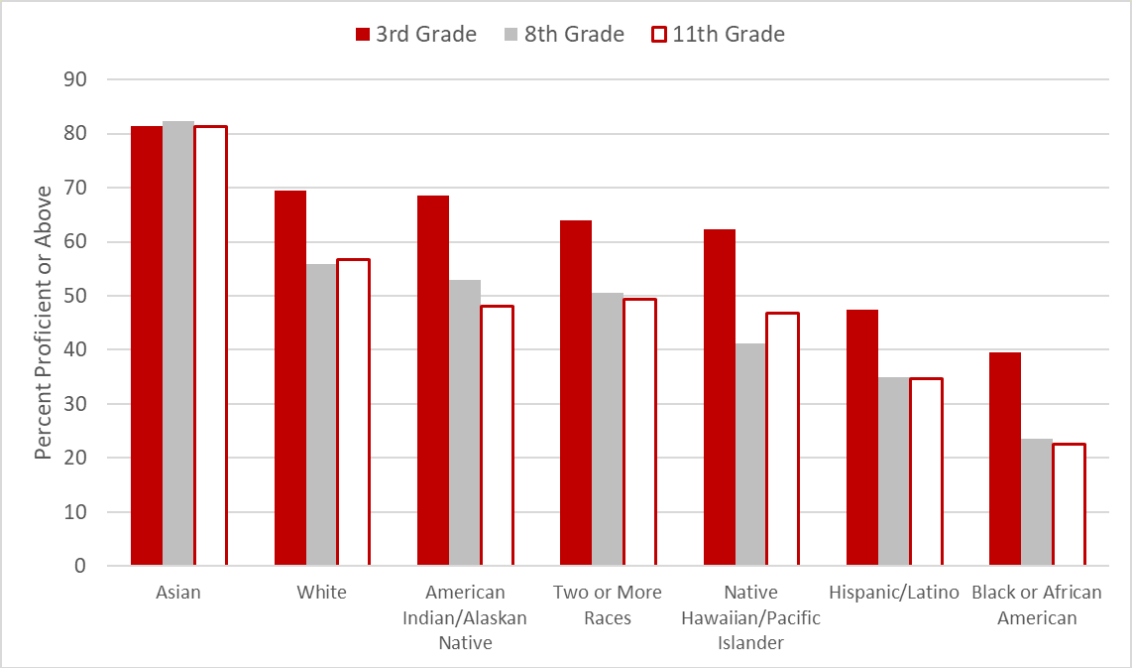


Figure 5. Student performance data on Alabama's 2018 mathematics summative test by race/ethnicity

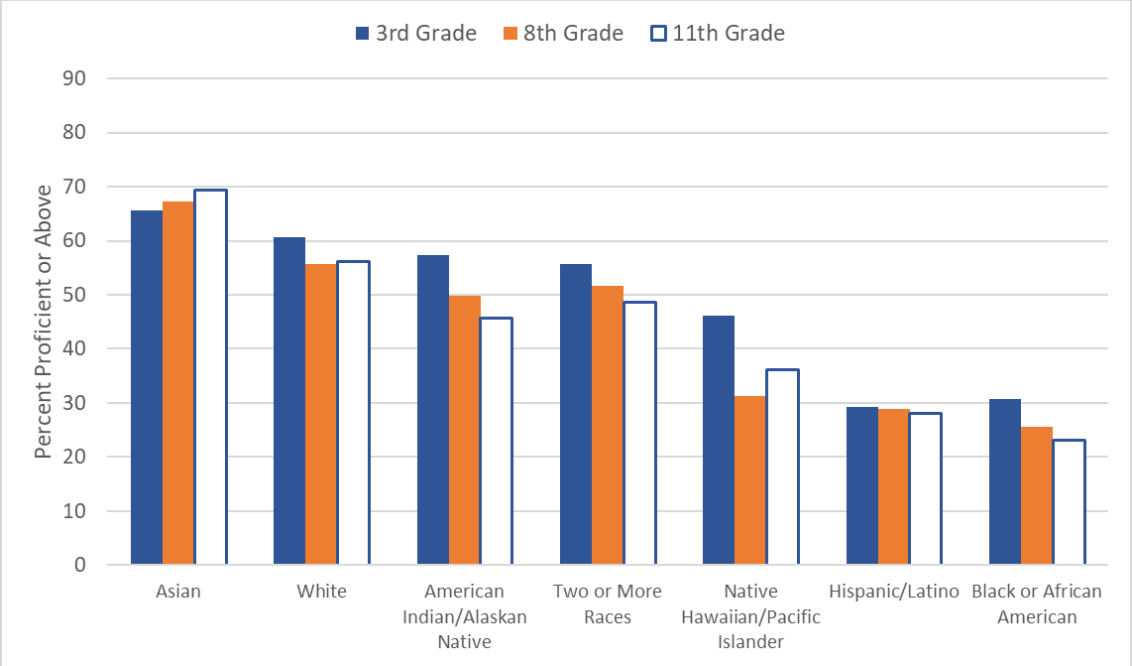


Figure 6. Student performance data on Alabama's 2018 reading summative test by race/ethnicity

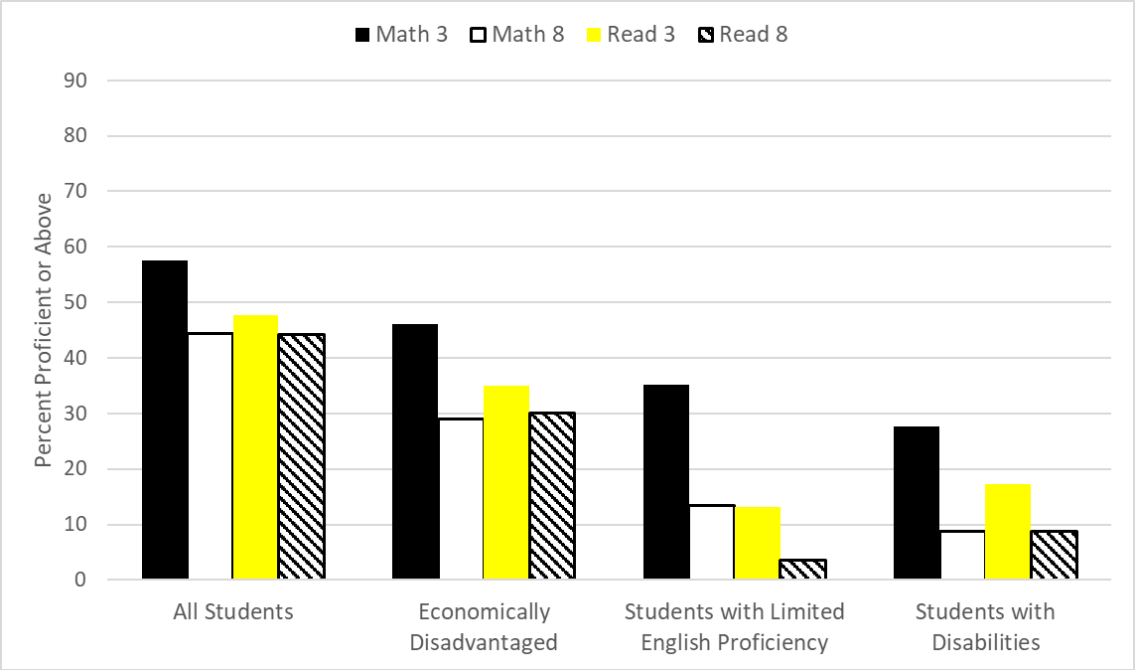


Figure 7. Student performance data on Alabama's 2018 summative tests by key subgroup

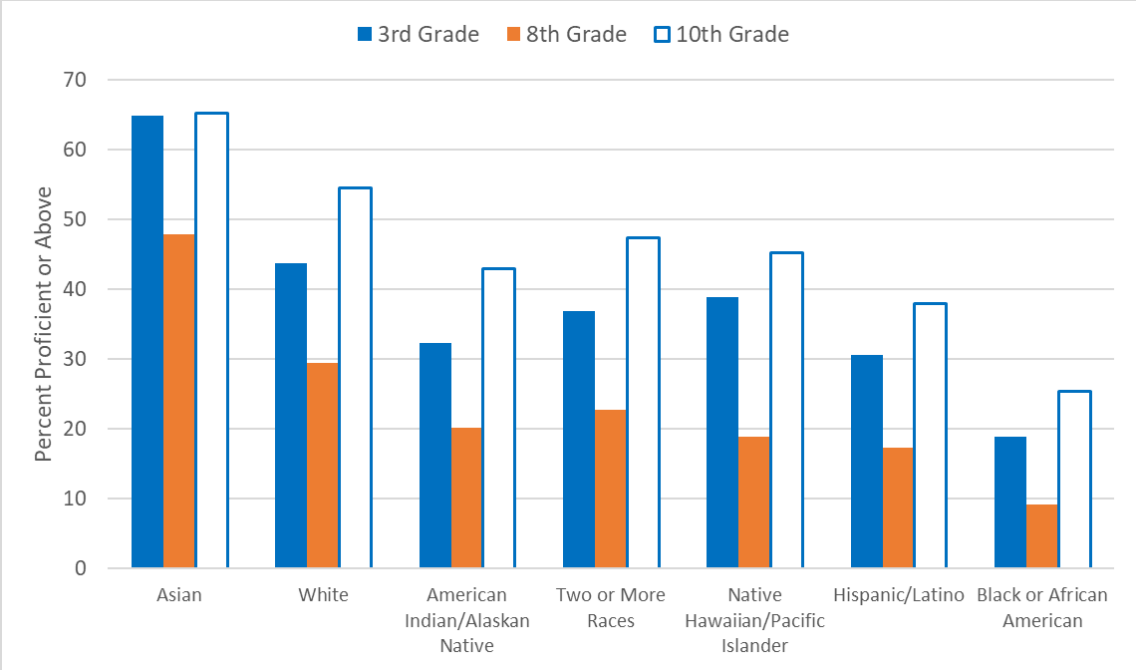


Figure 8. Student performance data on Florida's 2018 FSA mathematics test by race/ethnicity

Note. For Grade 10, the statistic is a combination of end-of-course exams in Algebra 1, Algebra 2 and Geometry. Grade 10 students do not take the FSA in mathematics.

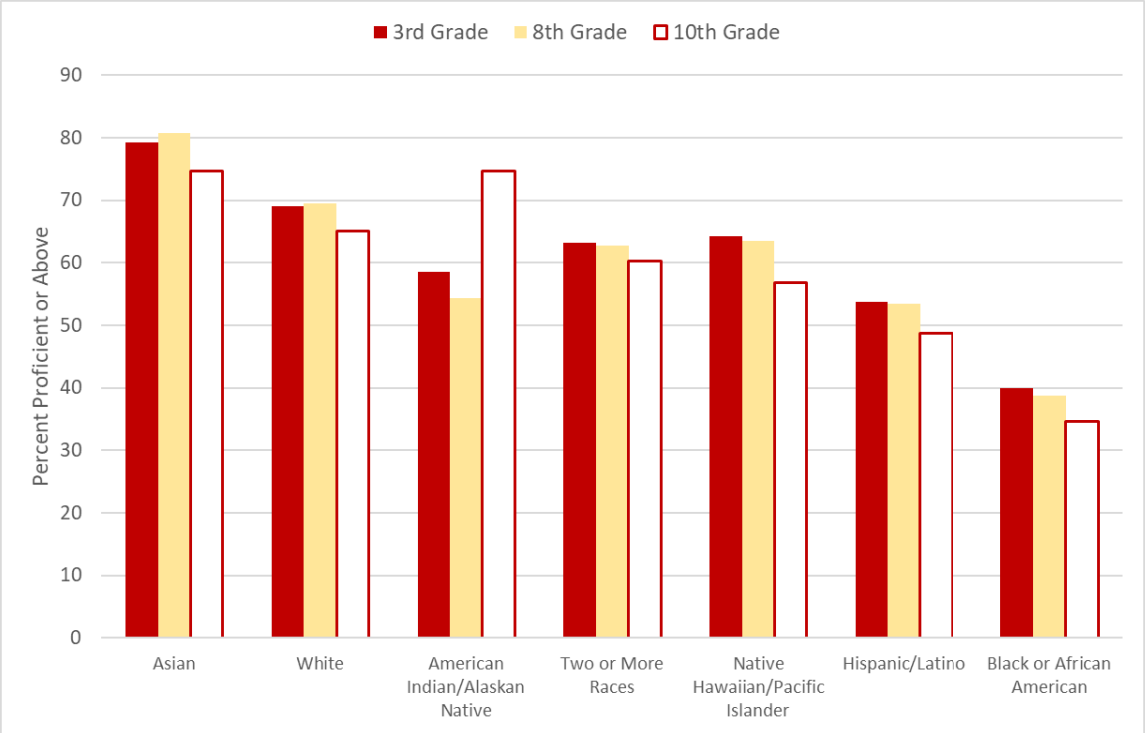


Figure 9. Student performance data on Florida's 2018 FSA English/Language Arts test by race/ethnicity

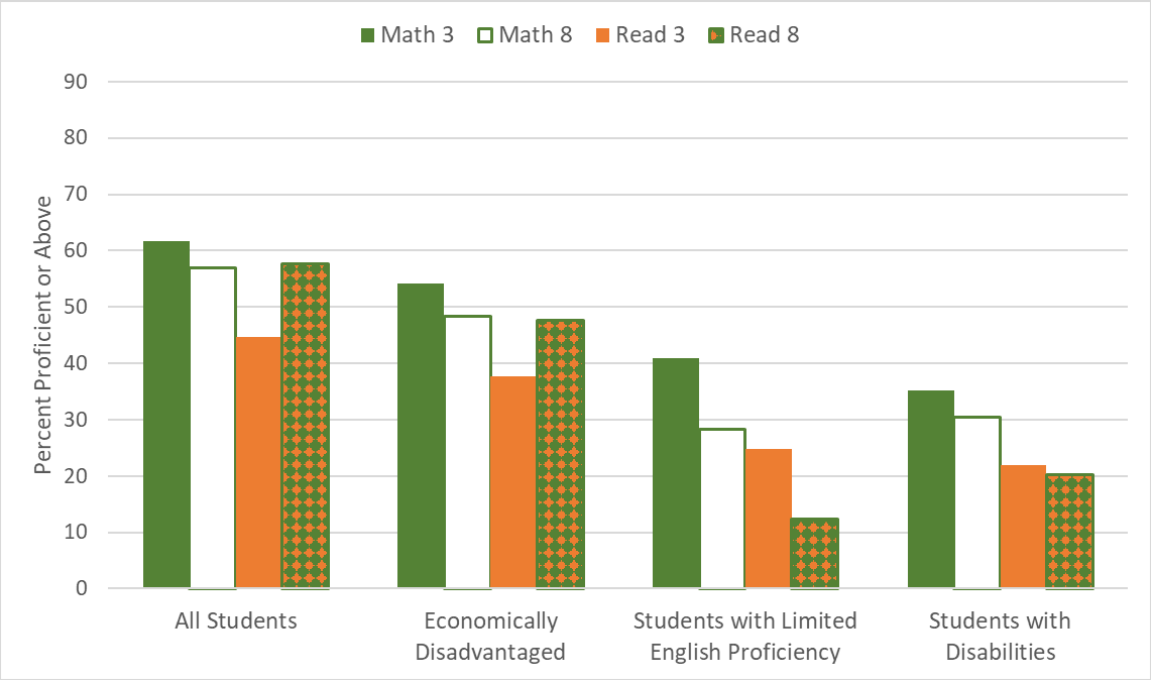


Figure 10. Student performance data on Florida's 2018 FLA tests by key subgroup

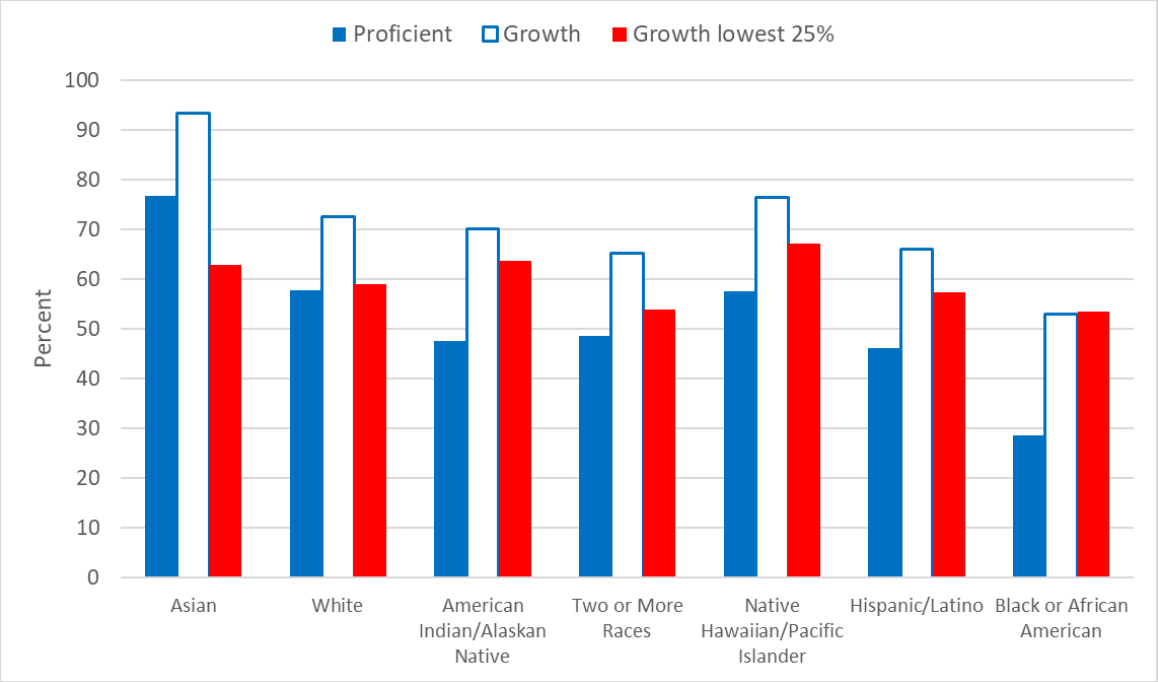


Figure 11. Student performance and growth data on Mississippi's 2018 MAAP mathematics test by race/ethnicity

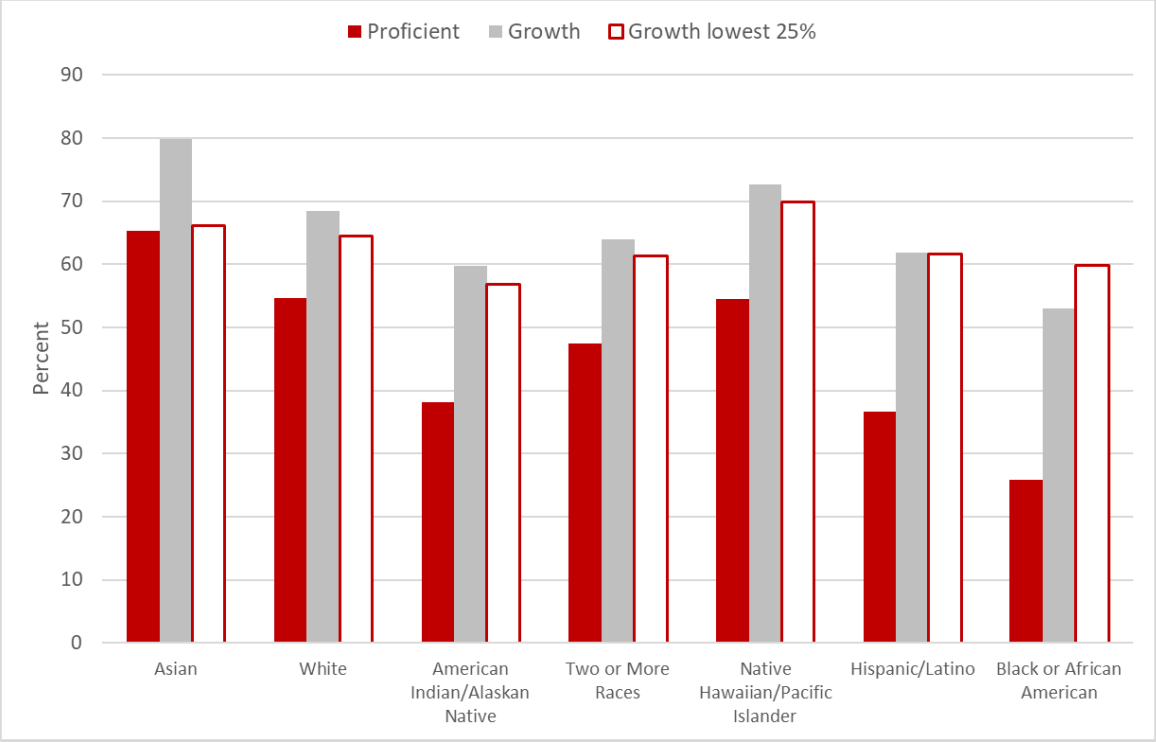


Figure 12. Student performance and growth data on Mississippi's 2018 MAAP English/Language Arts test by race/ethnicity

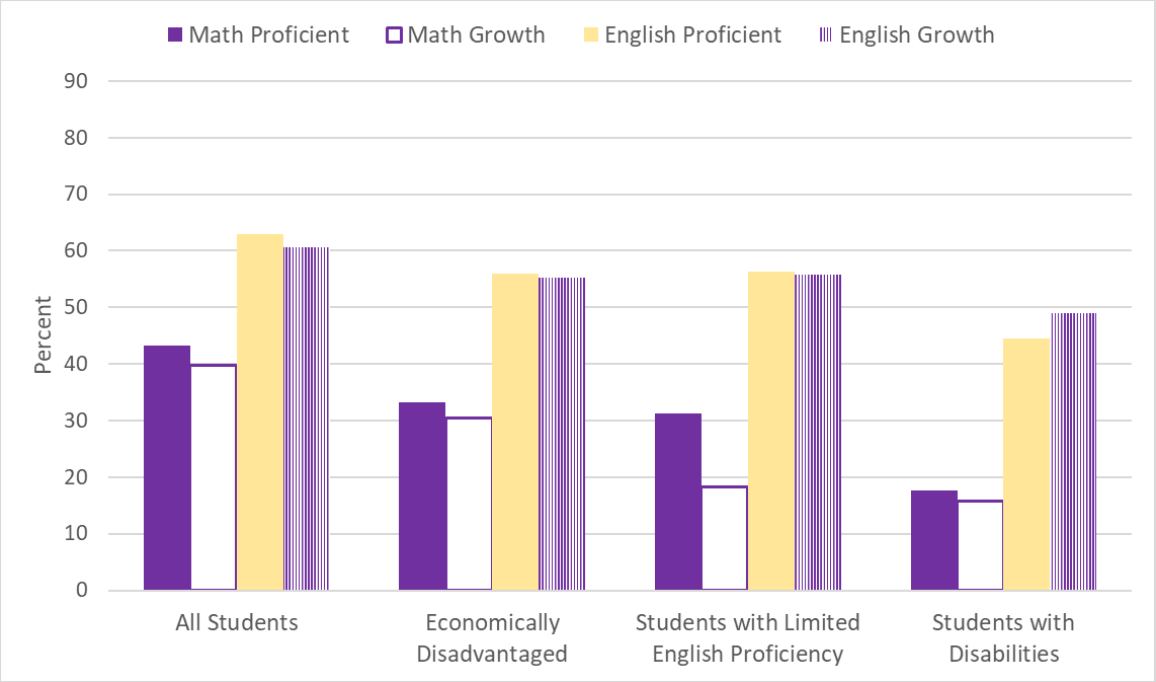


Figure 13. Student performance and growth data on Mississippi's 2018 MAAP tests by key subgroup

Part 6 - Other Attachments Region 7 Comprehensive Center (R7CC)
Appendix C

R7CC Letters of Commitment and Letters of Support from Clients, Service Recipients and Others

Letters of Commitment: University of Mississippi – Center for Excellence in Literacy Instruction

The University of North Carolina at Chapel Hill – National Implementation Research Network

Applied Engineering Management (AEM)

WestEd, Inc.

Letters of Support:

State	Name	Title	Agency
AL	Eric Mackey	State Superintendent of Education	State of Alabama Department of Education
MS	Carey Wright	State Superintendent of Education	Mississippi Department of Education
FL	Jacob Oliva	K-12 Chancellor	Florida Department of Education
MS	Senator Gray Tollison	Senator Gray Tollison	Mississippi State Senate
AL	Tony Thacker	Asst. State Superintendent of Ed.	State of Alabama Department of Education
AL	Melissa Shields	Regional Suppo1t Coordinator	State of Alabama Department of Education
SE	Barbara Foorman	Director, REL Southeast	Florida State University
SE	Celina Morino	President and CEO	Equity Center, EAC-South
FL	John Selover	Executive Director	Panhandle Area Educational Cons01tium
MS	Ivan Banks	Dean	Alcorn State University
FL	Don Compton	Director, FCRR	Florida State University
MS	Kelly Butler	Chief Executive Officer	Barksdale Institute
Nat	Ron Fairchild	National Campaign for Grade Level Reading	GLR Support Center
FL	Jennifer Faber	Director	Florida Grade-Level Reading Campaign
FL	Diane Green	Superintendent	Duval County Public Schools
FL	Jeff Eakins	Superintendent	Hillsborough County Public Schools
MS	Angel Meeks	Interim Superintendent	Humphreys County School District
MS	Chad Shealy	Superintendent	Vicksburg Warren School District
FL	Cindy Stewart	Director	School District of Hernando County
FL	Albetto Carvalho	Superintendent	Miami-Dade County Public Schools
FL	Bernadette Bennet	Program Specialist	Sarasota County Schools
FL	Lisa Lehmann	Grant Coordinator	Pinellas County Schools
Nat	Joann Mickens	Executive Director	Parents for Public Schools
FL	Andrew Breidenbaugh	Director	Tampa-Hillsborough County Public Library
FL	Doretha Edgecomb	Former Hillsborough County School Board Chair	Hillsborough County School Board
FL	Amy Haile	Executive Director	Champions for Children
FL	Sarah Wettheimer	Executive Director	Embracing Our Differences
FL	Matjorie Murray	Director	East Coast Technical Assistance Center
FL	Donna Garcia	Executive Director	Heartland Educational Consortium (HEC)
MS	Dennis Dupree, Sr.	Superintendent of Education	Clarksdale Municipal School District
	Robin Lake	Director	Center on Reinventing Public Education
	Martha Thurlow	Director	National Center on Educational Outcomes

CELI Center for Excellence in Literacy Instruction
UNIVERSITY OF MISSISSIPPI

May 14, 2019

Dr. Everett Barnes, Jr.
RMC Research Corporation
1000 Market Street, Building 2
Portsmouth, NH 03801

On behalf of the Center for Excellence in Literacy Instruction, I am pleased to confirm CELI's intent to serve as a partner in the RMC Research Corporation (RMC) application to the United States Department of Education for the Region 7 Comprehensive Center.

Throughout its history, the CELI has provided customized technical assistance to districts and schools, as well as the state of Mississippi. CELI has extensive experience in rural, high-poverty districts to strengthen teacher and leader effectiveness, provide support for using the science of reading and data to make critical instructional decisions, to turn around low-performing schools, as well as to inform policy development and implementation in Mississippi. The CELI is committed to move this critically important work to improve educational outcomes for students in Alabama, Florida, and Mississippi .

We look forward to collaborating with RMC and to working with you and other partners in the Region 7 Comprehensive Center to high-leverage problems identified by the Chief State School Officers in Alabama, Florida, and Mississippi.

Sincerely,

Angela S. Rutherford

Angela Rutherford
Professor, University of Mississippi; Director, Center for Excellence in Literacy Instruction and MS Campaign for Grade-Level Reading
araines@olemiss.edu
662-915-7625

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

FPG CHILD DEVELOPMENT INSTITUTE

SHERYL-MAR BUILDING
CAMPUS BOX 8185
CHAPEL HILL, NC 27599-8185
www.fpg.unc.edu

FPG. Advancing knowledge. Enhancing lives.

May 13, 2019

Dr. Everett Barnes
President
RMC Research Corporation
1000 Market Street, #2
Portsmouth, NH 03801

Dear Everett:

As Associate Director for the National Implementation Research Network (NIRN) at University of North Carolina at Chapel Hill, I write this letter in support of partnership with RMC Research Cooperation for the proposed Region 7 Comprehensive Center slated to serve the states of Alabama, Florida, and Mississippi. At NIRN, we recognize that the future relies on the readiness of teachers, schools, districts, regional education agencies, and state education agencies to implement evidence-based practices and innovations that benefit a majority of students.

At NIRN, our mission is to contribute to the best practices and science of implementation, organization change, and system reinvention to improve outcomes across the spectrum of human services. As partners with RMC, we will support Region 7 by building the capacity of technical assistance providers, state, regional, local education agencies and schools to use the tools of Implementation Science to identify, implement, scale-up, and sustain evidence-based practices.

In leading our K-12 education team and the work of the State Implementation and Scaling up Center of Evidence Based Practices (SISEP) at NIRN, we have used the science and practice of implementation to strengthen our education systems, build the capacity of our educators and leaders, and improve outcomes for children, families, and communities. We have engaged in this work with state education system to address high leverage opportunities such as alignment of federal and state strategic plans, development of effective school improvement strategies, and sustained use and scaling of evidence-based practices to address needs of different populations including students with disabilities, rural communities, low income, and at-risk populations. At NIRN, we are committed to high quality stakeholder engagement and the use of equitable implementation practices.

Please keep me apprised of the status of your application. We look forward to the possibility of a productive partnership.

Sincerely,

Caryn Sabourin Ward

Caryn Sabourin Ward, Ph.D.,
Associate Director, Education & Measurement
National Implementation Research Network
FPG Child Development Institute
Clinical Assistant Faculty, School of Education
Adjunct Associate Professor, Eshelman School of Pharmacy
UNC Chapel Hill

13880 Dulles Corner Lane, Suite 300
Herndon, Virginia 20171

May 14, 2019

Dr. Everett Barnes, Jr.
RMC Research Corporation
1000 Market Street, Building 2
Portsmouth, NH 03801

Dear Dr. Barnes –

AEM Corporation would be pleased to serve as a partner to the RMC Research Corporation (RMC) in its proposal to operate the Region 7 Comprehensive Center (Florida, Alabama, Mississippi).

AEM Corporation, a woman-owned business, is entering its 33rd year of providing support to federal agencies. Under its Civilian Government division, AEM has been a technical assistance (TA) provider for the Department of Education for over 15 years. AEM has directed over 40 ED grants and contracts, providing TA for all ED program offices, including the Office of Elementary and Secondary Education, Office of Special Education Programs, Office of Innovation and Improvement, and Institute of Education Statistics. We have provided direct TA to Florida, Alabama, and Mississippi. Our TA ranges from data collection, management and reporting support to providing cross-grantee learning opportunities, developing targeted and universal TA tools and resources, and facilitating on-site targeted and universal TA. We have directed programs across a number of content areas including equity, early learning, STEM, building state capacity, educational choice, teachers and leaders, literacy, arts in education, charter schools, magnet schools, and promise neighborhoods and have provided meaningful TA to every state and territory and hundreds of LEAs. We work intensely to collaborate across programs and entities and coordinate our TA efforts to make the best use of the federal dollars spent, to ensure that key stakeholders and staff are involved in the related work, and to increase client capacity to ensure sustainability.

AEM Corporation is prepared to deploy the resources it offers in an effective and timely manner as necessary to implement our agreed-upon work scope should RMC be awarded this project.

We look forward to working with RMC and the U.S. Department of Education on this very important project.

Sincerely,

Digitally signed by Sharon deMonsabert
DN: cn=Sharon deMonsabert, o=AEM Corporation, ou=President, email=sdemonsabert@aemcorp.com, c=US
Date: 2019.05.15 09:50:43 -04'00'

Sharon deMonsabert
President

(703) 464-7030 main | (703) 464-7035 fax | aemcorp.com

WestEd

excellence in research, development, and service

May 6, 2019

Dr. Everett Barnes
President
RMC Research Corporation
1000 Market Street, Building 2
Portsmouth, New Hampshire 03801

Dear Dr. Barnes:

WestEd is pleased to serve as a sub-awardee to the RMC Research Corporation in its proposal to lead the Region 7 Comprehensive Center.

We are very enthusiastic about the opportunity to partner with RMC on the Region 7 Comprehensive Center and to contribute to the services proposed by providing a full spectrum of technical assistance at RMC Research Corporation's direction that includes, but is not limited to:

- Identifying and helping to address high leverage problems, audit findings and corrective actions identified in the region;
- Providing intensive capacity-building services;
- Developing or tailoring and disseminating resources and tools to support intensive technical assistance activities;
- Conducting progress monitoring, need sensing, and feedback loops as designated to ensure positive Center outcomes; and
- Collaboratively working with the National Comprehensive Center, Regional Educational Laboratory, and other relevant national centers to bring national expertise to bear on regionally specific problems.

WestEd staff proposed in the Region 7 Center are composed of nationally respected experts with decades of proven experience providing technical assistance to SEAs, and their REAs, LEAs, and schools. Like RMC Research, our educational leaders are responsive to state capacity-building needs, build upon the latest content knowledge and evidence-based practices, and tailor support to state and local systems in ways that ultimately improve child outcomes. Our technical assistance has included short and long-term consultation on policy, program, and system development and improvement; face-to-face and virtual training and professional development on research and best practices; convening communities of practice comprising practitioners, researchers, and experts to address specific educational issues; and collaborating with multiple regional centers, networks of education agencies, and subject matter experts to leverage expertise and resources.

As an agency, we have years of experience leading multiple National and Regional Comprehensive Centers and Regional Educational Laboratories. Besides our long-held work with comprehensive centers and RELs, we also lead many other national centers for ED-, NSF-, or HHS-related contracts that enable us to bring deep content knowledge to bear on state and regional needs in areas such as ESSA policy and implementation, college and career readiness, literacy, math, and STEM, personalized learning, and social emotional learning and school safety. Our consistent and successful track record of engaging educators and stakeholders in technical assistance and support has led to increased state capacity to lead change and enact effective policy, and improved feedback loops between SEAs and LEAs, leading to improved student outcomes.

WestEd understands that a subaward between RMC and WestEd will be mutually negotiated and signed after RMC's receipt of the Contracting Officer's consent to issue a subcontract to WestEd.

WestEd is prepared to deploy the resources it offers in an effective and timely manner as necessary to implement our agreed-upon work scope should RMC be awarded this project.

We look forward to working with RMC and the U.S. Department of Education on this very important project.

Sincerely,

Glen Harvey
Chief Executive Officer
WestEd

Letters of Support

STATE OF ALABAMA
DEPARTMENT OF EDUCATION

Eric G. Mackey, Ed.D.
State Superintendent of Education

Alabama
State Board
of Education

Governor Kay Ivey
President

Jackie Zeigler
District I

Tracie West
District II

Stephanie Bell
District III

vette M. Richardson, Ed.D.
District IV

Ella B. Bell
District V

Cynthia McCarty, Ph.D.
District VI
Vice President

Jeff Newman
District VII
President Pro Tem

Wayne Reynolds, Ed.D.
District VIII

Eric G. Mackey, Ed.D.
Secretary and
Executive Officer

April 11, 2019

Dr. Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Dr. Turner:

I am pleased to provide this letter of support for the Research Making Change (RMC) Research Corporation's application for the Region 7 Comprehensive Center, which includes the state of Alabama. RMC has extensive experience in providing technical assistance that will make it a valuable partner in the important work that the Alabama State Department of Education (ALSDE) is doing to increase teacher quality and student achievement.

RMC's proposal for the Region 7 Comprehensive Center is, in part, the result of extensive collaboration with the ALSDE and it seeks to leverage strengths and target assistance where needed for successful achievement of school improvement goals. The expertise provided by RMC and its partners regarding implementation of evidence-based practices and its focus on capacity building for sustainability are key reasons for this letter. RMC's proficiency will support the strengthening of ALSDE's knowledge and capabilities to improve instruction statewide, address achievement gaps, and meet the needs and priorities outlined in the *Every Student Succeeds Act* (ESSA) State Plan.

We also look forward to the connections that RMC and its partners can provide for the ALSDE. Collectively, RMC and its research partners will support educational practitioners in effective research-to-practice efforts.

Sincerely,

Eric G. Mackey
State Superintendent of Education

EGM/JAT/RH

GORDON PERSONS BUILDING • P.O. BOX 302101 • MONTGOMERY, ALABAMA 36130-2101 • TELEPHONE (334) 694-4900 • FAX (334) 694-4990 • WEB SITE: www.alsde.edu

MISSISSIPPI DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.
State Superintendent of Education

April 24, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Ms. Turner:

I am pleased to provide this letter of support for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes Mississippi. RMC Research has extensive experience in providing technical assistance that will make them a valuable partner in the important work that we are doing in Mississippi to increase student achievement.

RMC Research's proposal for the Region 7 Comprehensive Center is designed around extensive collaboration with Mississippi to leverage our strengths and target assistance where needed for successful achievement of our school improvement goals. The expertise provided by RMC Research and their partners around implementation of evidence-based practices and their focus on capacity-building for sustainability are key assets for strengthening our knowledge and capabilities to improve instruction statewide, address achievement gaps, and meet the needs and priorities outlined in our ESSA plan.

We also look forward to the connections that RMC and its partners can provide for us. These partners, both federally-funded and privately-funded organizations, along with RMC's invaluable support in translating and further disseminating the work of other educational research organizations, will support our educational practitioners in effective research-to-practice efforts.

Sincerely,

Carey M. Wright, Ed.D.
State Superintendent of Education

POST OFFICE BOX 771 • JACKSON, MISSISSIPPI 39205 • (601) 359-3512 • FAX (601) 359-3242

FLORIDA DEPARTMENT OF
fldoe.org

State Board of Education

Marva Johnson, *Chair*
Andy Tuck, *Vice Chair*
Members
Ben Gibson
Tom Grady
Michael Olenick
Joe York

Richard Corcoran
Commissioner of Education

April 29, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, Florida 33618

Dear Director Turner,

I am pleased to provide this letter of (support/interest) for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes Florida. RMC Research has extensive experience in providing technical assistance that will make them a valuable partner in the important work that we are doing in Florida to increase student achievement.

RMC Research's proposal for the Region 7 Comprehensive Center is designed around extensive collaboration with the Florida Department of Education to leverage our strengths and target assistance where needed for successful achievement of our school improvement goals. The expertise provided by RMC Research and their partners around implementation of evidence-based practices and their focus on capacity-building for sustainability are key assets for strengthening our knowledge and capabilities to improve instruction statewide, address achievement gaps, and meet the needs and priorities outlined in our ESSA plan.

Should RMC obtain this contract, we look forward to working with them on implementation.

Sincerely,

Jacob Oliva

JACOB OLIVA
CHANCELLOR OF PUBLIC SCHOOLS

www.fldoe.org
325 W. Gaines Street • Suite 1502 | Tallahassee, FL 32399-0400 | 850-245-0509

Mississippi State Senate

SENATOR GRAY TOLLISON
PRESIDENT PRO TEMPORE

District 9
Lafayette and Panola Counties

LOCAL ADDRESS
Post Office Box 1216
Oxford, Mississippi 39655
Office: 662-234-7070
Fax: 662-234-7095
gtollison@tollisonlaw.com

New Capitol, Room 307
Office: 601-359-3209
gtollison@senate.ms.gov

COMMITTEE ASSIGNMENTS
Rules, Chairman
Education, Chair
Executive Contingent Fund, Vice-Chairman
Appropriations
Constitution
Judiciary, Division B
Public Health and Welfare
Universities and Colleges
Wildlife, Fisheries and Parks

April 26, 2019

Ms. Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, Florida 33618

Dear Ms. Turner,

I am pleased to provide this letter of support for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes Mississippi. RMC Research has extensive experience in providing technical assistance that will make them a valuable partner in the important work that we are doing in Mississippi to increase student achievement.

RMC Research's proposal for the Region 7 Comprehensive Center is designed around extensive collaboration with Mississippi to leverage our strengths and target assistance where needed for successful achievement of Mississippi's school improvement goals. The expertise provided by RMC Research and their partners around implementation of evidence-based practices and their focus on capacity-building for sustainability are key assets for strengthening our knowledge and capabilities to improve instruction statewide, address achievement gaps, and meet the needs and priorities outlined in our ESSA plan.

We also look forward to the connections that RMC and its partners can provide for us. These partners, both federally-funded and privately-funded organizations, along with RMC's invaluable support in translating and further disseminating the work of other educational research organizations, will support our educational practitioners in effective research-to-practice efforts.

Sincerely,

Gray Tollison

GT/rdm

STATE OF ALABAMA
DEPARTMENT OF EDUCATION

Eric G. Mackey, Ed.D.
State Superintendent of Education

Alabama
State Board
of Education

Governor Kay Ivey
President

Jackie Zeigler
District I

Tracie West
District II

Stephanie Bell
District III

otte M. Richardson, Ed.D.
District IV

Ella B. Bell
District V

Cynthia McCarty, Ph.D.
District VI
Vice President

Jeff Newman
District VII
President Pro Tem

Wayne Reynolds, Ed.D.
District VIII

Eric G. Mackey, Ed.D.
Secretary and
Executive Officer

April 11, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Dr. Turner,

I am pleased to provide this letter of support for RMC Research Corporation's (RMC) application for the Region 7 Comprehensive Center that includes Alabama. I have always enjoyed past opportunities to work with RMC for numerous reasons. The organization's approach to providing assistance to states and districts is logical, systematic, and data informed. As such, any collaboration with RMC seems to result in positive outcomes.

I also have been impressed with RMC's ability to leverage their partnerships with other research organizations when needed. That capacity has always meant that RMC stands ready to provide the most appropriate support regardless of its source. Collectively, RMC and its partners possess an enormous theoretical and practical knowledge base that they can utilize to address any problem posed to them.

For these reasons I am, once again, pleased to provide my support for RMC Research Corporation's application for the Region 7 Comprehensive Center. I am certain the choice of RMC would result in improved outcomes for both the Alabama State Department of Education and, more importantly, the future of the students of Alabama.

Sincerely,

Tony Thacker
Assistant State Superintendent of Education
Office of Evaluation, Accountability and Support

GORDON PERSONS BUILDING • P.O. BOX 302101 • MONTGOMERY, ALABAMA 36130-2101 • TELEPHONE (334) 694-4900 • FAX (334) 694-4990 • WEB SITE: www.alsde.edu

May 7, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Sheryl:

I am pleased to provide this letter of support for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes Alabama. RMC Research has extensive experience in providing technical assistance that will make them a valuable partner in the important work that we are doing in Alabama through the Alabama State Department of Education (ALSDE) to increase student achievement.

RMC Research's proposal for the Region 7 Comprehensive Center is designed around extensive collaboration with the ALSDE to leverage our strengths and target assistance where needed for successful achievement of our school improvement goals. The expertise provided by RMC Research and their partners around implementation of evidence-based practices and their focus on capacity-building for sustainability are key assets for strengthening our knowledge and capabilities to improve instruction statewide, address achievement gaps, and meet the needs and priorities outlined in our ESSA plan.

We also look forward to the connections that RMC and its partners can provide for us. These partners, both federally-funded and privately-funded organizations, along with RMC's invaluable support in translating and further disseminating the work of other educational research organizations, will support our educational practitioners in effective research-to-practice efforts.

Sincerely,

Melissa Shields

Melissa Shields, NBCT, Ed.D.

Regional Support Coordinator
Alabama Department of Education
Office of Student Learning

REL
southeast
FLORIDA CENTER FOR
READING RESEARCH

April 18, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Sheryl,

As Director of the Regional Educational Laboratory (REL) Southeast, I am pleased to provide this letter of support for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes three of the six states in our region—Alabama, Florida, and Mississippi. RMC Research has been an excellent partner on the REL Southeast contract since 2012, managing research alliances in early learning in several states and virtual learning in South Carolina, and providing technical support to school improvement efforts in Alabama and Mississippi.

RMC Research's proposal for the Region 7 Comprehensive Center is designed around extensive collaboration with the state departments of education in Alabama, Florida, and Mississippi to leverage strengths and target assistance where needed for successful achievement of school improvement goals. The expertise provided by RMC Research and their partners around implementation of evidence-based practices and their focus on capacity-building for sustainability are key assets for strengthening states' knowledge and capabilities to improve instruction statewide, address achievement gaps, and meet the needs and priorities outlined in ESSA plans.

RMC and its partners can provide strong support to educational practitioners in effective research-to-practice efforts. We have seen them do so in their subcontract with the REL Southeast and I have no doubts that they will provide similarly excellent support to Alabama, Florida, and Mississippi through the Region 7 Comprehensive Center.

Sincerely,

Barbara R. Foorman

Barbara R. Foorman, Ph.D.
Francis Eppes Professor of Education at Florida State University
Director Emeritus, Florida Center for Reading Research
Director, REL Southeast

2010 Levy Avenue, Suite 100
Tallahassee, FL 32310
850-644-9352
rel-se.fsu.edu

Children First

IDRA

Transforming Education

Celina Moreno, J.D.
President & CEO

May 7, 2019

Ms. Sheryl Turner
Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, Florida 33618

Dear Ms. Turner:

I am pleased to provide this letter of support for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes Alabama, Florida and Mississippi. RMC Research has extensive experience in providing technical assistance that will make it a valuable partner in the important work the Intercultural Development Research Association (IDRA) is doing in those states to increase student achievement.

RMC Research's proposal for the Region 7 Comprehensive Center is designed around extensive collaboration with Alabama, Florida and Mississippi to leverage our strengths and target assistance where needed for successful achievement of school improvement goals. The expertise provided by RMC Research and its partners around implementation of evidence-based practices and its focus on capacity-building for sustainability are key assets for improving instruction statewide, addressing achievement gaps, and meeting significant needs and priorities.

A particular area for collaboration will be with our Region II equity assistance center, the IDRA EAC-*South*. This is one of four federally-funded equity assistance centers that provides technical assistance and training at the request of school districts and of local and state education agencies to build capacity of educators to ensure a more equitable learning environment for all students. IDRA looks forward to this partnership to improve education for all students.

Sincerely,

Celina Moreno

Celina Moreno, J.D.
President & CEO

Intercultural Development Research Association
5815 Callaghan Road, Suite 101 • San Antonio, Texas 78228 • phone 210-444-1710 • fax 210-444-1719 • www.idra.org • contact@idra.org

PAEC
Panhandle Area
Educational Consortium

John T. Selover
Executive Director

753 West Boulevard
Chipley, FL 32428
Phone: (850) 638-6131
Fax: (850) 638-6134
paec.org

April 23, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Sheryl,

I am pleased to offer support for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes PAEC's service area in Florida's panhandle. Panhandle Area Educational Consortium (PAEC) member districts consists of 14 public school districts. RMC Research has extensive experience in providing technical assistance that will make them a valuable partner in the important work that we are doing to increase student achievement.

RMC Research's proposal for the Region 7 Comprehensive Center is designed around collaboration with PAEC to leverage our strengths and target assistance where needed for successful achievement of PAEC's member districts' school improvement goals. The expertise provided by RMC Research and their partners around implementation of evidence-based practices and their focus on capacity-building for sustainability are key assets for strengthening our knowledge and capabilities to improve instruction statewide, address achievement gaps, and meet the needs and priorities outlined in our ESSA plan.

We also look forward to the connections that RMC and its partners can provide for us. These partners, both federally-funded and privately-funded organizations, along with RMC's invaluable support in translating and further disseminating the work of other educational research organizations, will support our educational practitioners in effective research-to-practice efforts.

Sincerely,

John T. Selover
Executive Director

JTS/lsa

Alcorn State University

April 26, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Director Turner:

Alcorn State University's collaboration with RMC Research Corporation as a partner in the U.S. Department of Education's Regional Educational Lab Southeast has been an excellent partnership for Alcorn, the oldest public land grant Historically Black University (HBCU) in America. We are happy to provide a letter of support for RMC's application for the Region 7 Comprehensive Center that includes Mississippi. Alcorn is excited to continue our work on new projects with the RMC Research Corporation team including our former Alcorn colleague, Dr. Chris Gilmer, now President of West Virginia University Parkersburg, and we commit to bringing other regional higher education partners on board.

As one of the founding universities of the Research Alliance on Improving Schools in Mississippi and the most active university in the partnership, we have worked with RMC Research Corporation for four years while they have led the Mississippi-based work of the Regional Educational Lab Southeast at Florida State University. RMC has brought together a consortium of rural school districts and universities to facilitate a learning community around the topics of school climate and the importance of principal/school-level leadership. The learning community has provided opportunities for faculty and staff in our teacher education programs and personnel from the districts employing our teachers in rural Mississippi to regularly interact with each other around the latest research and best practices on these and other timely topics.

RMC's Research proposal for the Region 7 Comprehensive Center is designed around extensive collaboration with districts and university partners throughout the state and region to leverage our strengths and target assistance where needed for successful achievement of our school improvement goals. The expertise provided by RMC Research and their partners around implementation of evidence-based practices and their focus on capacity-building for sustainability are key assets for strengthening our knowledge and capabilities to improve instruction statewide, address achievement gaps, and meet the needs and priorities outlined in state and federal guidelines.

Alcorn State University has been a leader in teacher education and in supporting the districts in its service area for well over 100 years, and our existing partnership with RMC helps us to do so. We look forward to the connections that RMC and its partners can provide for us moving forward. These partners, both federally-funded and privately-funded organizations, along with RMC's invaluable support in translating and further disseminating the work of other educational research organizations, will support our educational practitioners in effective research-to-practice efforts and nurture this generation of school leaders and the next.

Sincerely,

Ivan W. Banks, Ed. D., Dean
School of Education and Psychology

Office of the Dean | School of Education and Psychology | 1000 ASU Drive #989 | Lorman, MS 39096-7500
Phone: 601.877.6141 | Fax: 601.877.6319 | www.alcorn.edu

FLORIDA STATE UNIVERSITY
FLORIDA CENTER FOR READING RESEARCH

4/25/2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Sheryl,

I am pleased to provide this letter of support from the Florida Center for Reading Research for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes Alabama, Florida, and Mississippi. RMC Research has extensive experience in providing technical assistance that will make them a valuable partner in the important work that states are doing to increase student achievement.

RMC Research's proposal for the Region 7 Comprehensive Center is designed around extensive collaboration with states, regional agencies, districts, and schools, to leverage our strengths and target assistance where needed for successful achievement of school improvement goals. The expertise provided by RMC Research and their partners around implementation of evidence-based practices and their focus on capacity-building for sustainability are key assets for strengthening knowledge and capabilities to improve instruction statewide, address achievement gaps, and meet the needs and priorities outlined in state ESSA plans.

RMC and its partners can provide strong support to educational practitioners in effective research-to-practice efforts. We have seen them do so in their collaboration with FCRR on the National Reading First Technical Assistance Center and the Center on Instruction and I have no doubts that they will provide similarly excellent support to Alabama, Florida, and Mississippi through the Region 7 Comprehensive Center.

Sincerely,

Donald L. Compton

Donald L. Compton, Ph.D.
Professor of Psychology and Education
Director, Florida Center for Reading Research
Florida State University
Psychology C234M
1107 W. Call Street
P.O. Box 306-4304
Tallahassee, FL 32306

2010 Levy Avenue, Suite 100, Tallahassee, FL 32310
(850)644-9352 www.fcrr.org

8 May 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Ms. Turner:

I am pleased to provide this letter of support for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes Mississippi. In particular, inclusion of the Center for Excellence in Literacy Instruction as a strategic partner in this work is of significance, as they have been a critical ally in advancing evidence-based practices specific to early literacy in this state.

The expertise provided by RMC Research and their focus on capacity-building for sustainability are key assets for strengthening teachers' and school leaders' knowledge and capabilities to improve instruction statewide. In addition, RMC Research's application proposes extensive collaboration among a number of Mississippi organizations. The Barksdale Reading Institute shares these goals and stands ready to assist in making this initiative successful for Mississippi students.

We look forward to the connections that RMC and its partners can provide for us through this important initiative.

Sincerely,

Kelly A Butler

Kelly A Butler
Chief Executive Officer
kbutler@msreads.org

April 29, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Dr. Turner:

I am pleased to provide this letter of support for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes Alabama, Florida, and Mississippi. All of these states are involved in the Campaign for Grade-Level Reading (CGLR) network. RMC Research has extensive experience in providing technical assistance that will make them a valuable partner in the important work that we are doing in these states to increase student reading achievement.

RMC Research's proposal for the Region 7 Comprehensive Center is designed around extensive collaboration with the CGLR networks in each state to leverage our strengths and target assistance where needed for successful achievement of our school improvement goals. The expertise provided by RMC Research and their partners around implementation of evidence-based practices and their focus on capacity-building for sustainability are key assets for strengthening our knowledge and capabilities to improve instruction statewide, address achievement gaps, and meet the needs and priorities outlined in our ESSA plan.

We also look forward to the connections that RMC and its partners can provide for us. These partners, both federally-funded and privately-funded organizations, along with RMC's invaluable support in translating and further disseminating the work of other educational research organizations, will support our educational practitioners in effective research-to-practice efforts.

Sincerely,

Ron Fairchild, Director
GLR Support Center

1602 L Street NW, Suite 300, Washington, DC 20036 443-986-1275 rfairchild@gradelevelreading.net gradelevelreading.net

FLORIDA GRADE-LEVEL READING CAMPAIGN

Learn to Read – Read to Learn

May 6, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Sheryl,

On behalf of the Florida Grade-Level Reading Campaign and Florida Children's Council, I am pleased to provide this letter of support for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes Florida.

RMC Research has significant experience and a proven record in providing technical assistance, professional development and high quality research and evaluation that will make them a valuable partner in the important work that we are doing in Florida to increase student achievement. The RMC Research's proposal for the Region 7 Comprehensive Center has been developed with a focus on extensive collaboration to leverage our strengths and target assistance where needed for successful achievement of Florida's school improvement goals. The expertise provided by RMC Research and their partners around implementation of evidence-based practices and their focus on capacity-building for sustainability are key assets for strengthening our knowledge and capabilities to improve instruction statewide, address achievement gaps, and meet the needs and priorities outlined in our state ESSA plan. The heart of RMC Research's work complements and aligns extensively with the efforts of our agency and Grade-Lever Reading Campaign.

We look forward to the connections that RMC and its partners can provide to our campaign communities throughout Florida. These partners, both federally-funded and privately-funded organizations, along with RMC's invaluable support in translating and further disseminating the work of other educational research organizations, will support our educational practitioners in effective research-to-practice efforts. RMC Research has our full support in applying for this grant.

Sincerely,

Jennifer Faber
Florida Grade-Level Reading Campaign Director

florida children's council

Jennifer Faber
Director, Florida Grade Level Reading Campaign/Florida Children's Council
111 North Gadsden Street, Suite 300, Tallahassee, Florida 32301
*239-565-6217 * www.floridaglr.net*

DUVAL COUNTY
PUBLIC SCHOOLS

Dr. Diana Greene
Superintendent

1701 Prudential Drive | Jacksonville, FL 32207
904.390.2115 | Fax 904.390.2586
GreeneD@duvalschools.org | www.duvalschools.org

April 22, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Ms. Turner,

I am excited to provide this letter of support for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes Florida. As the Superintendent of Duval County Public Schools, the sixth largest school district in Florida and the 20th largest in the nation, I can attest to the ability of RMC Research to provide the technical assistance and support that will benefit many schools.

I have worked with RMC Research staff on various projects over several years. In my former position as Superintendent of Manatee County Public Schools (FL), RMC Research Corporation provided evaluation, technical assistance, and research to our schools. They served as the external evaluator for several federally-funded grants. RMC Research staff members worked collaboratively with the project directors to continually improve these programs. Additionally, RMC Research conducted a study in collaboration with Manatee County Public Schools that examined the potential differential impact of various reading intervention programs on student achievement. The results of the study made a significant impact on the district's delivery of reading instruction for at-risk students in grades 6-12.

I have confidence that RMC Research Corporation and its partners will be responsive to Florida's needs and context and be successful in providing services around implementation of evidence-based programs to improve instruction and address achievement gaps in our schools.

Sincerely,

Diana L. Greene, Ph.D.
Superintendent of Schools

School Board
Tamara P. Shamburger, Chair
Melissa Snively, Vice Chair
Steve P. Cona III
Lynn L. Gray
Stacy A. Hahn
Karen Perez
Cindy Stuart

Hillsborough County
PUBLIC SCHOOLS
Preparing Students for Life

Superintendent of Schools
Jeff Eakins

April 24, 2019

Ms. Sheryl Turner
Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Ms. Turner

I am pleased to provide this letter of support on behalf of Hillsborough County Public Schools (HCPS) for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes Florida. RMC Research has extensive experience in providing technical assistance that would make them a valuable partner in the important work that we are doing in HCPS to increase educational outcomes for all students.

The expertise provided by RMC Research and their partners around the implementation of evidence-based practices and their focus on capacity-building for sustainability are key assets that could assist us in strengthening our knowledge and capabilities to improve instruction and address achievement gaps.

We also look forward to the connections to experts and resources that RMC and its partners can provide for us to support our educational practitioners in effective research-to-practice efforts.

Sincerely,

Jeff Eakins
Superintendent

Raymond O. Shelton School Administrative Center • 901 East Kennedy Blvd. • Tampa, FL 33602-3507 • Website: www.sdhc.k12.fl.us
School District Main Office: 813-272-4000 • P.O. Box 3408 • Tampa, FL 33601-3408

Humphreys County School District

Dr. Angel Meeks, Interim Superintendent of Education

P. O. Box 678 ♦ Belzoni, MS 39038 ♦ 662-247-6000 ♦ Fax: 662-247-1578

Mr. Elliott Wheeler
Assistant Superintendent
Facilities/Operations

Kathleen Turner
Curriculum Coordinator

Melba Beasley
Business Manager

Marquita Robertson
Special Education Director

Gail Griffin
Food Service Director

Marvin Jones
Transportation Director

Louis James
Human Resources

Johnny Love
Technology Coordinator

Twana Evans
MSIS Coordinator

School Administrators

Emma Cornwall
High School Principal

Robert Moore
Asst. Principal

LaMarlon Wilson
Jr. High School Principal

Nichole Dobbins
O.M. McNair Principal

Ora Smith
O.M. McNair Asst. Principal

Kandice Jernigan
Ida Green Principal

Barbara Norwood
Career & Technical Center

Timothy Ginn
Alternative School Director

April 30, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Director Turner:

As Acting Superintendent of the Humphreys County School District and former Superintendent of the Holmes County School District, I am the only person to have the privilege of leading two school districts that were directly involved in the Research Alliance on Improving Schools in Mississippi and serving as a founding member of the Alliance. RMC Research Corporation has led the U.S. Department of Education's Regional Educational Lab Southeast at Florida State University's work in Mississippi on the Research Alliance project, and it has been very meaningful for both the Humphreys and Holmes districts. I am honored to provide a letter of support for RMC's application for the Region 7 Comprehensive Center that includes Mississippi. We would welcome the opportunity to continue our work on new projects with RMC's team including Dr. Trudy Hensley, Dr. Chris Gilmer, Director Sheryl Turner, and Dr. Josh Melton.

As one of the founding districts of the Research Alliance on Improving Schools in Mississippi, we have worked with RMC Research Corporation for four years. RMC has brought together a consortium of rural school districts with similar demographical profiles and achievement challenges and facilitated a learning community around the topics of school climate and the importance of principal/school-level leadership. The districts have benefited greatly as RMC has shared the latest research and best practices on these topics and created an environment in which school leaders are learning from each other. Additionally, the Holmes County School District benefited greatly during our consolidation with the Durant Public School District through a teacher exit interview, new teacher satisfaction interview, and school climate interview project led by RMC Research, and in Humphreys County RMC is helping us to provide coaching on classroom management for new teachers.

RMC Research's proposal for the Region 7 Comprehensive Center is designed around extensive collaboration with our district and others in the region to leverage our strengths and target assistance where needed for successful achievement of our school improvement goals. We look forward to the connections that RMC and its partners can provide for us. These partners, both federally-funded and privately-funded organizations, along with RMC's invaluable support in translating and further disseminating the work of other educational research organizations, will support our educational practitioners in effective research-to-practice efforts. The leadership and staff of RMC Research Corporation have proven themselves to be locally-focused, highly responsive, invaluable partners for the rural districts of Mississippi, and I fully support their application in this competition.

Sincerely,

Dr. Angel Meeks
Interim Superintendent

Humphreys County School District Vision Statement:
All Humphreys County School District students will enter society with the knowledge, skills, and character necessary to be successful in college and/or careers beyond graduation.

Mr. Chad Shealy
Superintendent
cshealy@vwsd.org

Mr. David Campbell
Deputy Superintendent
dcampbell@vwsd.org

Vicksburg Warren School Board
James Stirgus, Jr, President
Joe Loviza, Vice-President
Bryan Pratt, Secretary
Alonzo Stevens, Member
Sally Bullard, Member

April 26, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Director Turner:

The work that the Vicksburg/Warren School District has done with RMC Research Corporation as a partner in the U.S. Department of Education's Regional Educational Lab Southeast has been very meaningful for our district, and I am happy to provide a letter of support for RMC's application for the Region 7 Comprehensive Center that includes Mississippi. We would welcome the opportunity to continue our work on new projects with Dr. Chris Gilmer and the RMC Research Corporation team.

As one of the founding districts of the Research Alliance on Improving Schools in Mississippi, we have worked with RMC Research Corporation for four years while they have led the Mississippi-based work of the Regional Educational Lab Southeast at Florida State University. RMC has brought together a consortium of rural school districts with similar demographical profiles and achievement challenges and facilitated a learning community around the topics of school climate and the importance of principal/school-level leadership. The districts have benefited greatly as RMC has shared the latest research and best practices on these topics and created an environment in which school leaders are learning from each other.

RMC Research's proposal for the Region 7 Comprehensive Center is designed around extensive collaboration with our district and others in the region to leverage our strengths and target assistance where needed for successful achievement of our school improvement goals. The expertise provided by RMC Research and their partners around implementation of evidence-based practices and their focus on capacity-building for sustainability are key assets for strengthening our knowledge and capabilities to improve instruction statewide, address achievement gaps, and meet the needs and priorities outlined in our ESSA plan.

The Vicksburg/Warren School District is a District of Innovation, literally and figuratively, committed to creating workplace success for every student and to enhancing the skills of every employee. We look forward to the connections that RMC and its partners can provide for us. These partners, both federally-funded and privately-funded organizations, along with RMC's invaluable support in translating and further disseminating the work of other educational research organizations, will support our educational practitioners in effective research-to-practice efforts.

Sincerely,

Chad Shealy

Chad Shealy, Superintendent
Vicksburg Warren School District

1500 Mission 66 P.O. Box 820065 Vicksburg, MS 39182
601-638-5122 www.vwsd.org Fax 601-619-2338

The School District of Hernando County, Florida
Academic Services Department
919 N. Broad Street
Brooksville, FL 34601
Phone: (352) 797-7070
Fax: (352) 797-7139

Superintendent: *John Stratton*
Board Chairperson: *Susan Duval*
Vice Chairperson: *Linda K. Prescott*
Board Members:
Gus Guadagnino
Kay Hatch
Jimmy Lodato

April 26, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Sheryl,

I am pleased to provide this letter of support for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes Florida. RMC. Research has extensive experience in providing technical assistance that will make them a valuable partner in the important work that we are doing in Hernando County Schools to increase student achievement.

RMC Research's proposal for the Region 7 Comprehensive Center is designed around extensive collaboration with Hernando County Schools to leverage our strengths and target assistance where needed for successful achievement of our school improvement goals. The expertise provided by RMC Research and their partners around implementation of evidence-based practices and their focus on capacity-building for sustainability are key assets for strengthening our knowledge and capabilities to improve instruction statewide, address achievement gaps, and meet the needs and priorities outlined in our ESSA plan.

We also look forward to the connections that RMC and its partners can provide for us. These partners, both federally-funded and privately-funded organizations, along with RMC's invaluable support in translating and further disseminating the work of other educational research organizations, will support our educational practitioners in effective research-to-practice efforts.

Sincerely,

Cindy Stewart

Cindy Stewart
Director of Academic Services and Federal Programs
919 North Broad Street
Brooksville, FL 34601
352-797-7070

It is the policy of the Hernando County School District not to illegally discriminate or allow its employees to illegally discriminate on the basis of race, color, religion, national origin, age, sex, marital status, disability or GINA in its educational programs or employment practices.

Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools
Alberto M. Carvalho

Miami-Dade County School Board
Perla Tabares Hantman, Chair
Dr. Martin Karp, Vice Chair
Dr. Dorothy Bendross-Mindingall
Susie V. Castillo
Dr. Lawrence S. Feldman
Dr. Steve Gallon III
Lubby Navarro
Dr. Marta Pérez
Mari Tere Rojas

May 10, 2019

Ms. Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, Florida 33618

Dear Ms. Turner:

On behalf of Miami-Dade County Public Schools (M-DCPS), I am pleased to provide this letter in support of the grant application being submitted by Research Making Change (RMC) Research Corporation and WestEd to the United States Department of Education (USDOE) FY 2019 Regional Comprehensive Center program. This federal program supports the establishment of Comprehensive Centers to provide capacity-building services to local educational agencies (LEAs) and schools in order to improve educational outcomes for all students, close achievement gaps, and improve the quality of instruction. WestEd has extensive experience in providing technical assistance that will make it a valuable partner in the important Regional Comprehensive Center work.

WestEd has partnered with M-DCPS quite often in the past on grant writing, project evaluation, and the provision of technical assistance. Among the programs that WestEd has partnered on are the USDOE Teacher Incentive Fund and Project Shield, a US Department of Justice grant-funded program to help increase access to crime data and student incidence data across governmental agencies in an effort to prevent further incidences. In the past, WestEd has also provided M-DCPS customized, comprehensive, research-based solutions that were focused on the improvement of equitable educational funding across the state. M-DCPS relied on the expertise of WestEd and their ability to coalesce all other highly specialized national experts on the subject matter for this in-depth analysis.

We look forward to future technical assistance in these and other arenas that WestEd and RMC Research can provide for us through the proposed Regional Comprehensive Center.

Sincerely,

Alberto M. Carvalho
Superintendent of Schools

AMC:emr
L1186

Office of Intergovernmental Affairs, Grants Administration, and Community Engagement
School Board Administration Building • 1450 N.E. 2nd Avenue • Suite 931 • Miami, FL 33132
305-995-1497 • 305-995-3088 (FAX) • www.dadeschools.net

SARASOTA
County Schools

Curriculum and Instruction
1960 Landings Blvd., Sarasota, FL 34231
941-927-9000 • fax 941-927-4023
Web site: www.SarasotaCountySchools.net

May 3, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Sheryl,

I am pleased to provide this letter of support for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes Florida. RMC Research has extensive experience in providing technical assistance and evaluation services that will make them a valuable partner in the important work that we are doing in Sarasota County Schools to increase student achievement.

RMC Research's proposal for the Region 7 Comprehensive Center is designed around extensive collaboration with Sarasota County Schools and other districts in Florida to leverage our strengths and target assistance where needed for successful achievement of our school improvement goals. The expertise provided by RMC Research and their partners around implementation of evidence-based practices and their focus on capacity-building for sustainability are key assets for strengthening our knowledge and capabilities.

Sarasota County Schools has a long history with RMC Research, and has served as the external evaluator for us on numerous occasions. Most recently, RMC has evaluated our federally-funded Teaching American History project, *Casting the Net*. RMC Research Corporation provided us with valuable data that were used to continuously improve the project. RMC has been an ideal partner to work with. They have engaged our staff in all phases of the evaluation, from its initial design, to the development of survey and focus group instruments, to the review of the various evaluation reports.

We also look forward to the connections that RMC and its partners can provide for us. These partners, both federally-funded and privately-funded organizations, along with RMC's invaluable support in translating and further disseminating the work of other educational research organizations, will support our educational practitioners in effective research-to-practice efforts.

Sincerely,

Bernadette D. Bennet, Ed.D.
Program Specialist, High School Social Studies

PINELLAS COUNTY SCHOOLS

Vision:
100% Student Success

Mission:
"Educate and prepare each student for college, career and life."

ADMINISTRATION BUILDING
301 Fourth St. SW
P.O. Box 2942
Largo, FL 33779-2942
Ph. (727) 588-6000

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA
Chairperson
Rene Flowers

Vice Chairperson
Carol J. Cook

Lisa N. Cane
Nicole M. Carr, Ph.D.
Bob Dudley
Joanne Lentino
Eileen M. Long

Superintendent
Michael A. Grego, Ed.D

May 1, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Sheryl,

I am pleased to provide this letter of support for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes Florida. RMC Research has extensive experience in providing technical assistance and evaluation services that will make them a valuable partner in the important work that we are doing in Pinellas County Schools to increase student achievement.

RMC Research's proposal for the Region 7 Comprehensive Center is designed around extensive collaboration with Pinellas County Schools and other districts in Florida to leverage our strengths and target assistance where needed for successful achievement of our school improvement goals. The expertise provided by RMC Research and their partners around implementation of evidence-based practices and their focus on capacity-building for sustainability are key assets for strengthening our knowledge and capabilities.

Pinellas County Schools has a long history with RMC Research, and has served as the external evaluator for us on numerous occasions. Most recently, RMC has evaluated our federally-funded Professional Development for Arts Educators project, *Elevate ARTS*. RMC Research Corporation provides us with valuable data that are used to continuously improve the project. RMC has been an ideal partner to work with. They have engaged our staff in all phases of the evaluation, from its initial design, to the development of survey and classroom visit instruments, to the review of the various evaluation reports. RMC has also played a key role in our sustainability planning for the project.

We also look forward to the connections that RMC and its partners can provide for us. These partners, both federally-funded and privately-funded organizations, along with RMC's invaluable support in translating and further disseminating the work of other educational research organizations, will support our educational practitioners in effective research-to-practice efforts.

Sincerely,

Lisa Lehmann

Lisa Lehmann
Grant Coordinator
Elevate ARTS

The School Board of Pinellas County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, sexual orientation or disability in any of its programs, services or activities

Education for a Changing World www.pcsb.org

PARENTS for PUBLIC SCHOOLS

National Office

126 South Congress Street
Suite 1218
Jackson, MS 39201

601.989.8936
800.880.1222
FAX 601.397.6132
www.parents4publicschools.org

Joann Mickens
Executive Director

DIRECTORS
Jeanne Jehl
President
Annapolis, MD

Kathy Herring
Vice-President
Greenville, NC

Lora Evans
Secretary
Greenwood, MS

Sharolyn Smith
Treasurer
Jackson, MS

Keith Barnes
Madison, MS

Marcia Fulel
Cincinnati, OH

Susan Fahey Gilsson
Syracuse, NY

Rori Herbison
Cleveland, MS

Stephanie Jones
Seattle, WA

Gail Smith
Moss Point, ME

Charles "Chol" VanAusdall
Cincinnati, OH

May 13, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Ms. Turner:

I am pleased to provide this letter of support for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes Mississippi. RMC Research has extensive experience in providing technical assistance that will make them a valuable partner in the important work that Parents for Public Schools (PPS) is doing in Mississippi to increase student achievement.

RMC Research's proposal for the Region 7 Comprehensive Center is designed around extensive collaboration with PPS to leverage our strengths and target assistance where needed for successful achievement of our school improvement goals. The expertise provided by RMC Research and their partners around implementation of evidence-based practices and their focus on capacity-building for sustainability are key assets for strengthening our knowledge and capabilities to improve instruction statewide, address achievement gaps, and meet the needs and priorities outlined in our ESSA plan.

We also look forward to the connections that RMC and its partners can provide for us. These partners, both federally-funded and privately-funded organizations, along with RMC's invaluable support in translating and further disseminating the work of other educational research organizations, will support our educational practitioners in effective research-to-practice efforts.

Sincerely,

Joann Mickens

Joann Mickens

Hillsborough County Florida

LIBRARY SERVICES
PO Box 1110 Tampa, FL 33601-1110

BOARD OF COUNTY COMMISSIONERS
Ken Hagan
Pat Kemp
Lesley "Les" Miller, Jr.
Sandra L. Murman
Kimberly Overman
Mariella Smith
Stacy R. White
COUNTY ADMINISTRATOR
Michael S. Merrill
COUNTY ATTORNEY
Christine M. Beck
INTERNAL AUDITOR
Peggy Caskey

April 30, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Ms. Turner:

I am pleased to provide this letter of support for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes Florida. Tampa-Hillsborough County Public Library is committed to removing barriers to families' engagement with their children's education and their ability to choose personalized pathways to meet their students' needs through the library's resources. We are also committed to working in partnership with the Hillsborough County School District in improving student achievement, providing resources for all families, finding innovative strategies to support economically-disadvantaged and rural students, and closing achievement gaps.

We greatly value the collaborations we have had over the past years with RMC Research Corporation on programs such as Explorers Club and Family Day at the Zoo. In addition, we chose RMC Research Corporation to provide staff training on scientific research related to children's language and literacy development, through a series of practitioner-researcher workshops for 90 of our staff involved in our family services. RMC conducted knowledgeable, thoughtful presentations that engaged our staff and encouraged them to expand their thinking about how and why we offer early literacy services in our communities. We fully endorse the capacity of RMC Research Corporation to serve as lead agency for the work of the Region 7 Comprehensive Center.

Sincerely,

Andrew Breidenbaugh, Director
Tampa-Hillsborough County Public Library
102 E. 7th Avenue
Tampa, FL 33602

April 18, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Ms. Turner:

As a former member and chair of the Hillsborough County (FL) school board, I am pleased to support RMC Research Corporation's application for the Region 7 Comprehensive Center that includes Florida. I have worked with various RMC staff members over the years and know that they have the knowledge, expertise, and experience to provide high-quality technical assistance throughout the region to improve our schools.

The expertise available through RMC Research and their partners around implementation of evidence-based practices and their focus on capacity-building for sustainability are key assets for strengthening the knowledge and capabilities needed by districts and schools to improve instruction and address achievement gaps. I believe RMC has the capacity, understanding, and commitment schools need to help them access the kind of collaborations, resources, and opportunities for success.

I wish RMC Research success with their application.

Sincerely,

Doretha Edgecomb

Doretha W. Edgecomb

April 29, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Champions For Children

Dear Ms. Turner:

I am pleased to provide this letter of support for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes Florida. Champions for Children is one of the only organizations in the state of Florida to focus exclusively on preventing abuse & neglect before they even begin. Founded in 1977 with a focus on treating abuse, we shifted our focus to prevention and strengthening families in 2000 to better serve the needs of the community. Today, Champions is a nationally-accredited agency working to prevent abuse & neglect by providing evidence-based and research-informed resources, education and support to parents and caregivers. Our programs serve nearly 40,000 children and parents each year. CFC is committed to serving families with children from birth to 18 years old, with a special focus on the critically important 0-5 year-old range. The families we serve represent the full socioeconomic diversity of the Tampa Bay Area. We are committed to continuing our work alongside the Hillsborough County School District in continuing to improve early learning outcomes and in providing economically-disadvantaged families with evidence-based information about how to support their children's social and cognitive development, including language and literacy growth starting from birth.

Over four years ago, we were inspired by RMC Research Corporation staff to bring to reality programs for diverse learners that would strongly support young children's oral language and vocabulary development. Through the programs of Explorers Club and Family Day at the Zoo, we have also strengthened our relationship with the Tampa-Hillsborough County library for using our programs as a launchpad for helping families build the literacy habits necessary for reading success.

Throughout our partnership with RMC Research Corporation, we have been impressed with their deep knowledge of children's language and literacy development. We especially appreciate their collaborative approach, working with us and our families as partners to co-develop exciting educational opportunities for our families.

Warm Regards,

Amy Haile
Executive Director

Board of Directors
Liana F. Fox
President
Lara Roeske Fernandez
Graeme Fraser
Linda Gagliardo
Anne V. Gormly
Eric J. Hall
Dianne Jacob
Hon. Richard A. Nielsen
Daniel Perez
Stacey S. Pittman
Ruth Power
Parker Rabow
Kimberly C. Renfroe
Mark Stoker
Ohlana Torrealday
Laura-Elizabeth Ware
Willisha J. Williams
Kay Annis Wilson
Marian Winters
Joan Wagner Zinober

Exective Director
Amy Haile

1108 West Azeele Street
Tampa, FL 33609

Phone 813-673-4646
Fax 813-356-1511

EMBRACING OUR DIFFERENCES

Coexistence, Inc.
P.O. Box 2559
Sarasota, FL 34230-2559
941-404-5710
EmbracingOurDifferences.org

April 30, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Sheryl,

I am pleased to provide this letter of support for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes Florida. RMC Research has extensive experience in providing technical assistance and evaluation services that will make them a valuable partner in the important work that we are doing in the greater Sarasota, Florida area to use the transformative power of the arts to educate and inspire to create a better world.

Embracing Our Differences is a non-profit organization based in Sarasota, Florida, that uses the power of art and education to expand consciousness and open the heart to celebrate the diversity of the human family. It accomplishes this through an annual, large-scale, juried art exhibition and a comprehensive series of educational initiatives and resources designed for teachers and students.

RMC Research Corporation has partnered with us during the 2018-19 school year to evaluate two of our flagship initiatives. The *Teacher Ambassador Program* is a year-long program designed to empower teachers to bring the messages of Embracing Our Differences back to their classrooms and schools in new and innovative ways. Through this program, participants become the EOD "experts" at their schools and work toward creating more inclusive and respectful school cultures. Our *Student Docent Program* is run in partnership with Riverview High School and continues to be the jewel in our crown with more than 150 students participating. These high school students serve as guides for thousands of area elementary, middle and high school students who visit our art exhibit every year—inspiring the younger students to more fully comprehend the messages delivered through the art and quotes. RMC Research Corporation has provided us with valuable data on both of these initiatives that are being used for continuous program improvement. RMC has been an ideal partner to work with. They have engaged our staff in all phases of the evaluation, from its initial design, to the development of survey and focus group instruments, to the review of the various evaluation reports.

The expertise provided by RMC Research and its staff around program evaluation are key assets for strengthening our organization and its educational programs.

Sincerely,

Sarah Wertheimer
Executive Director
Embracing Our Differences

Community Partners

GULF COAST COMMUNITY FOUNDATION · The Jewish Federation of Sarasota-Manatee · Ringling College of Art + Design · Sarasota Sister Cities

ECTAC Florida

MARJORIE C. MURRAY
DIRECTOR

SEMINOLE COUNTY PUBLIC SCHOOLS

400 East Lake Mary Blvd.
Sanford, Florida
32773

TELEPHONE
(407) 320-0244
(407) 320-0302

CELL
(407) 230-8842

FAX
(407) 320-0293

www.ectacfl.net

Walt Griffin, Ed.D.
Superintendent

May 10, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Ms. Turner,

I am pleased to provide this letter of support for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes Florida. RMC Research has extensive experience in providing technical assistance that will make them a valuable partner in the important work we are doing in Florida as the East Coast Technical Assistance Center (ECTAC) to increase student achievement.

ECTAC is a network of 45 LEAs in Florida spanning north through the Panhandle and south through the Keys. ECTAC consists of 44 of the traditional 67 LEAs in Florida plus 1 non-traditional LEA, Florida Virtual Schools. The ECTAC network assists LEAs in the development and implementation of their ESSA programs and has a close alliance with the Florida Department of Education and the Florida Association of State and Federal Education Program Administrators (FASFEPA).

If RMC is granted the Region 7 Comprehensive Center, the following are examples of ways that RMC and ECTAC could work together to improve student achievement and school performance, as well as to build the capacity of the LEAs and schools in their efforts to put research into practice. The knowledge and support of RMC and its partners would add value to the following ECTAC network initiatives including:

- Communication - ECTAC serves as a communication link for two-thirds of the LEAs in Florida. Periodically throughout the fiscal year, ECTAC provides professional development opportunities and meetings for administrators, family engagement team members and evaluators. These meetings, webinars, and conference calls offer a combination of information, discussion and networking and would be mutually beneficial in building the capacity of the LEAs and in meeting the goals of the Comprehensive Center.
- Exceeding Expectations (E2) - E2 is an initiative of ECTAC for the past 8 years. When the State releases the school grade database, we capture it and with a team of evaluators filter it against our network's definition of exceeding expectations. To be considered for the E2 project, a school must be receiving Title I resources. However, through a median calculated on statewide, Title I schools are compared to all schools in the State. When selecting schools, ECTAC compares proficiency in ELA, math, science and social studies; learning gains and lower quartile gains in ELA and math; and subgroup proficiency

and learning gains. After applying filters to the database of Title I schools, the schools that meet one hundred percent of the criteria are visited by an ECTAC team consisting of administrators from member districts and principals of past-Award schools. The team visits every classroom and interviews groups of administrators, teachers, parents and community members, support staff, and students. At the end of the visit, the determination is made whether to invite the school to be an E2 Award school. The project culminates annually in a day and a half conference where E2 Award schools share their strategies and are recognized during a red-carpet banquet. Every year at least one new Award school communicates to us that they attended a previous E2 conference and improved their performance though strategies they had learned from another schools presenting at the Conference.

- Evaluation - Evaluators from LEAs in the ECTAC network meet periodically during the year and focus on building their capacity in the areas of research-based strategies, comprehensive needs assessment, program evaluation and evaluation of family engagement.

The expertise provided by RMC Research and their partners around implementation of evidence-based practices and their focus on capacity-building for sustainability are key assets for strengthening our knowledge and capabilities to improve instruction, address achievement gaps, and meet the needs and priorities outlined in LEA school improvement and ESSA plans. We look forward to benefitting from the connections of RMC and its partners. These partners, both federally-funded and privately-funded organizations, along with RMC's invaluable support in translating and further disseminating the work of other educational research organizations, will support our educational practitioners in effective research-to-practice efforts and enhance the current work of ECTAC.

Sincerely,

Marjorie Murray

Marjorie Murray
ECTAC Director

HEARTLAND EDUCATIONAL CONSORTIUM

1096 US 27 North• Lake Placid, Florida 33862
(863) 531-0444
FAX (863) 531-0405

Board of Directors

Adrian Cline
Superintendent
DeSoto

Scott Bass
Superintendent
Glades

Bob Shayman
Superintendent
Hardee

Paul K. Puletti
Superintendent
Hendry

Dr. Brenda Longshore
Superintendent
Highlands

Ken Kenworthy
Superintendent
Okeechobee

Donna Garcia
Executive Director

May 15, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Ms. Turner:

I am pleased to provide this letter of support for RMC Research Corporation' s application for the Region 7 Comprehensive Center that includes Heartland Educational Consortium. RMC Research has extensive experience in providing technical assistance that will make them a valuable partner in the important work that we are doing in our small and rural districts to increase student achievement.

RMC Research' s proposal for the Region 7 Comprehensive Center is designed around extensive collaboration with us, Heartland Educational Consortium, to leverage our strengths and target assistance where needed for successful achievement of our school improvement goals. The expertise provided by RMC Research and their partners around implementation of evidence-based practices and their focus on capacity-building for sustainability are key assets for strengthening our knowledge and capabilities to improve instruction statewide, address achievement gaps, and meet the needs and priorities outlined in ESSA.

We also look forward to the connections that RMC and its partners can provide for us. These partners, both federally-funded and privately-funded organizations, along with RMC's invaluable support in translating and further disseminating the work of other educational research organizations, will support our consortia in effective research-to-practice efforts.

Sincerely,

Donna Garcia
Executive Director

www.HeartlandEd.org

CLARKSDALE MUNICIPAL SCHOOL DISTRICT

Dennis Dupree, Sr. Superintendent
526 South Choctaw Street
P.O. Box 1088
Clarksdale, MS 38614

May 6, 2019

Sheryl Turner, Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Dear Dr. Turner:

It is my pleasure to provide this letter of support for RMC Research Corporation's application for the Region 7 Comprehensive Center that includes my state, Mississippi. I believe RMC Research has the depth of experience in providing technical assistance to schools districts that will make them a valuable partner in this important work. In the Clarksdale Municipal School District where I am currently superintendent, they previously provided invaluable assistance to help us build capacity among staff and to help us increase student achievement as we worked to comply with the requirements of two very large federal grants.

RMC Research Corporation's current proposal for the Region 7 Comprehensive Center is designed around extensive collaboration with Clarksdale Municipal School District. I believe that the alliance will allow us to leverage our strengths and target assistance where needed. The expertise provided by RMC Research and their partners around implementation of evidence-based practices and their focus on capacity-building for sustainability, in my opinion, are key assets for strengthening our knowledge and capabilities to improve instruction, address achievement gaps, and meet the needs and priorities outlined in our ESSA plan.

We look forward to the connections that RMC and its partners can provide us and the expertise they will share. These partners, both federally-funded and privately-funded organizations, will support our educational practitioners in effective research-to-practice efforts. We look forward to receiving RMC's invaluable support and their guidance and direction. We believe their efforts with us will also aid in the further dissemination of reliable data for other educational research organizations about best practices.

Respectfully,

Dennis Dupree

Dennis Dupree, Sr.
Superintendent of Education

CMSD

"Education of Our Children: TOP PRIORITY"

Phone: 662-627-8500 **Email: www.cmsd.k12.ms.us** **Fax: 662.624.9405**

CRPE
REINVENTING
PUBLIC EDUCATION

May 16, 2019

Everett Barnes
President
RMC Research Corporation
1000 Market Street, Building 2
Portsmouth, NH 03801

On behalf of the Center on Reinventing Public Education (CRPE), I am pleased to provide this Letter of Support to RMC Research Corporation for its Regional Comprehensive Center proposal.

Like RMC Research, CRPE is committed to improving education for all students through continuous improvement and the use of evidence-based policies, programs and practices.

We welcome this opportunity to be a Collaborating Partner in RMC's work as a Regional Comprehensive Center. This Letter of Support expresses CRPE's intent, to the extent that it is practical, feasible and allowable, to plan, communicate, coordinate and collaborate with the Regional Comprehensive Center in its efforts to support State Clients and Service Recipients in the implementation of initiatives to build capacity for the implementation and scaling up of evidence-based policies, programs and practices.

We understand this may include providing access to publicly available tools, products or resources; providing introductions to CRPE personnel with in-depth knowledge/experience in critical areas; jointly developing/ implementing products or services to meet the mission of the Regional Comprehensive Center; and aligning complimentary work being performed by our two organizations to maximize impact and reduce duplication of services to states.

CRPE looks forward to this opportunity to join with RMC Research, its subcontractors and consultants, and other Collaborating Partners, in this important effort.

Respectfully,

Sincerely,

Robin Lake
Director

Everett Barnes

From: Martha Thurlow <thurl001@umn.edu>
Sent: Friday, November 02, 2018 5:20 PM
To: mi-hwa.saunders@ed.gov
Cc: David Egnor; Kathy Strunk; Sheryl Lazarus; Maureen Hawes; Everett Barnes; Carol Keirstead; Jack Schwarz; Andrea Reade; atrainor@northeastcompcenter.org
Subject: Thank you for help from RMC's Northeast Comprehensive Center

Mi-Hwa:

I am writing because I want to express my thanks and the thanks of my organization for your willingness to have one of your projects assist in a large and very successful technical assistance effort with States.

On October 18-19, 2018, the National Center on Educational Outcomes (NCEO) in partnership with the U.S. Department of Education's Office of Special Education Programs (OSEP) and Office of Elementary and Secondary Education's (OESE) Office of State Support (OSS) held a convening of State teams in Boston, Massachusetts. The purpose of the convening was to support States in their work on meeting the Every Student Succeeds Act (ESSA) requirements for alternate assessments for students with the most significant cognitive disabilities. Teams from 48 states participated in the meeting.

The evaluation of the meeting, completed by 84% of State participants, showed very high satisfaction ratings with each meeting session as well as with the overall meeting content, structure, and quality; 92% of respondents said they were very likely to apply the information shared and lessons learned from the meeting. Many positive comments were made about the **facilitators** who worked with the States during each table discussion session.

NCEO could not have had such a successful Convening without the assistance of the **RMC Research/Northeast Comprehensive Center**. The facilitators provided by the Northeast Comprehensive Center were really excellent. They also were willing to spend additional time in webinar and in-person training, as well as in completing surveys about possible technical assistance implications of their work with States.

I wanted to be sure that you knew how much we appreciated having the Northeast Comprehensive Center as part of the 1% Cap Convening, and that we hope to continue to find ways to work with them as we take on next steps in technical assistance to States on the 1% cap requirement.

Thank you again for agreeing to have RMC's Northeast Comprehensive Center work with NCEO on this important effort.

Martha

--
Martha L. Thurlow, Ph.D.
University of Minnesota/NCEO
150 Pillsbury Drive SE
207 Pattee Hall

Part 6 – Other Attachments
Region 7 Comprehensive Center (R7CC)
Appendix D

R7CC Collaborating Partners with MOUs

Below is a partial list of "Collaborating Partners with MOUs". RMC Research understands that within 90 days of award we need partnerships agreements with the Regional Lab(s), as well as other Federal TA providers serving states in the Region. The organizations, institutions, foundations, associations, etc., listed below represent significant entities engaged in similar work with Clients and Services Recipients in the Region. They want to actively communicate, coordinate and contribute. RMC, over the life of the contract, plans to expand this collection of "Partners with MOUs" to enhance services and expand the benefits to the clients we serve.

- The Foundation for Excellence in Education
- Mississippi State University
- National Research Center for Career and Technical Education
- AdvancEd/Measured Progress
- National Center for Improving Educational Assessment
- National Association of ESEA State Program Administrator (Oral commitment to be a Partner upon award)

ExcelinEd

Dear Sir or Madam:

On behalf of the Foundation for Excellence in Education, Inc. ("ExcelinEd"), I am pleased to provide this Memoranda of Understanding to RMC Research Corporation for its Regional Comprehensive Center(s) proposal(s).

Like RMC Research, ExcelinEd is committed to improving education for all students through continuous improvement and the use of evidence-based policies, programs and practices.

We welcome this opportunity to be a Collaborating Partner in RMC's work as a Regional Comprehensive Center. This MOU expresses ExcelinEd's non-binding intent, to the extent that it is practical, feasible and allowable, to plan, communicate, coordinate and collaborate with the Regional Comprehensive Center in its efforts to support State Education Agencies and service recipients in the implementation of initiatives to build capacity for the implementation and scaling of evidence-based policies, programs and practices.

We understand this may include providing access to existing tools, products or resources; providing access to personnel with in-depth knowledge/experience in critical areas; jointly developing/ implementing products or services to meet the mission of the Regional Comprehensive Center; and aligning complimentary work being performed by our two organizations to maximize impact and reduce duplication of services to states.

ExcelinEd looks forward to this opportunity to join with RMC Research and other partners in this important effort.

Respectfully,

Patricia Levesque

Patricia Levesque
CEO

www.ExcelinEd.org | Info@ExcelinEd.org
850.391.4090 | P.O. Box 10691 | Tallahassee, FL 32302
ExcelinEd is a 501(c)3 nonprofit organization.

Memorandum of UNDERSTANDING

This Memorandum of Understanding ("MOU") between RMC Research Corporation ("RMC") and the Foundation for Excellence in Education, Inc ("ExcelinEd") is intended to serve as a non-legal, non-binding MOU that demonstrates the willingness of both organizations to willingly and actively communicate, coordinate and collaborate, to the extent practicable and feasible, in support of a mutual mission to support and promote quality, evidence based education in the region(s) being served by RMC.

Examples of the types of activities that the parties may engage in include:

- Each organization will identify a "Point of Contact/Liaison", who will be responsible for promoting and sustaining the relationship.
- Participation in periodic face to face/technology supported meetings to review service plans, identify potential opportunities for formal collaboration; review progress on on-going collaborations; share tools, resources; obtain expert advice/assistance, etc.
- Post appropriate information, tools, resources etc., on each organization's respective website for dissemination to access by assistance providers, clients/recipients, stakeholders.
- Grant access, with attribution, to programs, products, materials, etc., developed by the respective organization at no cost, for use by assistance providers.
- To the extent feasible provide access, at no cost, to each organization's cadre of specialists/experts and other human capital for short consultations via phone/technology.
- To the degree practical, provide access to each organization's specialists and experts to participate in tool/resource development; national/regional webinars or electronic training/symposia or face to face joint consultations with clients/recipients, when requested.
- Other mutually agreed upon activities that increase the efficiency, effectiveness and impact of each respective organization.

Each party agrees that this MOU is non-binding and either party may determine on a case-by-case basis whether or not to engage and may withdraw from the MOU at any time by submitting written notice to the other party.

RMC Research Corporation	Foundation for Excellence in Education, Inc.
Everett Barnes, Jr.	Patricia Levesque
Name	Name
President	CEO
Title	Title
April 1, 2019	3-29-19
Date	Date

MISSISSIPPI STATE
UNIVERSITY™

Research & Curriculum Unit
P.O. Drawer DX
Mississippi State, MS 39762

P. 662.325.2510
F. 662.325.3296
rcu.msstate.edu

April 26, 2019

RMC Research
1000 Market Street
Portsmouth, NH 03801

On behalf of the Mississippi State University Research and Curriculum Unit, I am pleased to provide this Letter of Support/Memoranda of Understanding to RMC Research Corporation for its Regional Comprehensive Center(s) proposal(s).

Like RMC Research, Mississippi State University Research and Curriculum Unit is committed to supporting clients intent on improving education for all students through continuous improvement and the use of evidence-based policies, programs and practices.

We welcome this opportunity to be a Collaborating Partner in RMC's work as a Regional Comprehensive Center. This Letter of Support/MOU expresses Mississippi State University Research and Curriculum Units intent, to the extent that it is practical, feasible and allowable, to plan, communicate, coordinate and collaborate with the Regional Comprehensive Center in its efforts to support State Clients and Service Recipients in the implementation of initiatives to build capacity for the implementation and scaling up of evidence-based policies, programs and practices.

We understand this may include providing access to existing tools, products or resources; providing access to personnel with in-depth knowledge/experience in critical areas; jointly developing/ implementing products or services to meet the mission of the Regional Comprehensive Center; and aligning complimentary work being performed by our two organizations to maximize impact and reduce duplication of services to states.

Mississippi State University Research and Curriculum Unit looks forward to this opportunity to join with RMC Research, its subcontractors and consultants, and other Collaborating Partners, in this important effort.

Sincerely,

Betsey Smith
Director

PARTNERSHIP AGREEMENT
MEMORANDUM of UNDERSTANDING

This PARTNERSHIP AGREEMENT between RMC Research Corporation and Mississippi State University Research and Curriculum Unit is intended to serve as a non-legal, non-binding agreement that demonstrates the willingness of both organizations to willingly and actively communicate, coordinate and collaborate, to the extent practicable and feasible, in support of each organization's mission to support and promote quality, evidence based education in the region(s) being served, including the implementation of the Regional Comprehensive Center for Region 7.

Examples of the types of activities that the parties may engage in include:

- Each organization will identify a "Point of Contact/Liaison", who will be responsible for promoting and sustaining the relationship.
- Participation in periodic face to face/technology supported meetings to review service plans, identify potential opportunities for formal collaboration; review progress on on-going collaborations; share tools, resources; obtain expert advice/assistance, etc.
- Post appropriate information, tools, resources etc., on each organization's respective website for dissemination to access by assistance providers, clients/recipients, stakeholders.
- Grant access, with attribution, to programs, products, materials, etc., developed by the respective organization at no cost, for use by assistance providers.
- To the extent feasible provide access, at no cost, to each organization's cadre of specialists/experts and other human capital for short consultations via phone/technology.
- To the degree practical, provide access, on a fee for service basis, to each organization's specialists and experts to participate in tool/resource development; national/regional webinars or electronic training/symposia or face to face joint consultations with clients/recipients, when requested.
- Other mutually agreed upon activities that increase the efficiency, effectiveness and impact of each respective organization.

Each party agrees that it may withdraw from the Agreement/MOU at any time by submitting written notice to the other party.

RMC Research Corporation

Everett Bennett
Name

President
Title

4/29/19
Date

Mississippi State University Research and Curriculum Unit

Betsey Smith
Name

Director
Title

4-26-19
Date

©RMC Research Corporation

The National Research Center for Career and Technical Education
at the Southern Regional Education Board
592 10th St. N.W., Atlanta, GA 30318
Phone: (502) 322-6260
www.nrccte.org

April 28, 2019

Everett Barnes
RMC Research Corporation
1000 Market Street, Building 2
Portsmouth, NH 03801

Dear Everett:

On behalf of the National Research Center for Career and Technical Education (NRCCTE), I am pleased to provide this Letter of Support and Memoranda of Understanding to RMC Research Corporation for its Regional Comprehensive Centers proposals.

Like RMC Research, the NRCCTE is committed to supporting clients intent on improving education for all students through continuous improvement and the use of evidence-based policies, programs and practices.

We welcome this opportunity to be a Collaborating Partner in RMC's work as a Regional Comprehensive Center. This Letter of Support/MOU expresses the NRCCTE's intent, to the extent that it is practical, feasible and allowable, to plan, communicate, coordinate and collaborate with the Regional Comprehensive Center in its efforts to support State Clients and Service Recipients in the implementation of initiatives to build capacity for the implementation and scaling up of evidence-based policies, programs and practices.

We understand this may include providing access to existing tools, products or resources; providing access to personnel with in-depth knowledge/experience in critical areas; jointly developing/ implementing products or services to meet the mission of the Regional Comprehensive Center; and aligning complimentary work being performed by our two organizations to maximize impact and reduce duplication of services to states.

The NRCCTE looks forward to this opportunity to join with RMC Research, its subcontractors and consultants, and other Collaborating Partners, in this important effort.

Respectfully,

James R. Stone III
Director

PARTNERSHIP AGREEMENT
MEMORANDUM of UNDERSTANDING

This PARTNERSHIP AGREEMENT between RMC Research Corporation and The National Research Center at the SREB is intended to serve as a non-legal, non-binding agreement that demonstrates the willingness of both organizations to willingly and actively communicate, coordinate and collaborate, to the extent practicable and feasible, in support of each organization's mission to support and promote quality, evidence based education in the region(s) being served, including the implementation of the Regional Comprehensive Center for Regions 1, 2, 7, and 12. Examples of the types of activities that the parties may engage in include:

- Each organization will identify a "Point of Contact/Liaison", who will be responsible for promoting and sustaining the relationship.
- Participation in periodic face to face/technology supported meetings to review service plans, identify potential opportunities for formal collaboration; review progress on on-going collaborations; share tools, resources; obtain expert advice/assistance, etc.
- Post appropriate information, tools, resources etc., on each organization's respective website for dissemination to access by assistance providers, clients/recipients, stakeholders.
- Grant access, with attribution, to programs, products, materials, etc., developed by the respective organization at no cost, for use by assistance providers.
- To the extent feasible provide access, at no cost, to each organization's cadre of specialists/experts and other human capital for short consultations via phone/technology.
- To the degree practical, provide access, on a fee for service basis, to each organization's specialists and experts to participate in tool/resource development; national/regional webinars or electronic training/symposia or face to face joint consultations with clients/recipients, when requested.
- Other mutually agreed upon activities that increase the efficiency, effectiveness and impact of each respective organization.

Each party agrees that it may withdraw from the Agreement/MOU at any time by submitting written notice to the other party.

RMC Research Corporation	(Partner Organization)
Everett Barnes	James R. Stone III
Name	Name
President	Director
Title	Title
April 29, 2019	April 28, 2019
Date	Date

©RMC Research Corporation

DocuSign Envelope ID: 209148CB-0B1F-4A17-93FB-8CECCB6949F6

9115 Westside Parkway
Alpharetta, GA 30009
888.413.3669

7665 S. Research Drive
Tempe, Arizona 85284
866.837.2229
www.advanc-ed.org

100 Education Way
Dover, NH 03820
800.431.8901
www.measuredprogress.org

April 11, 2019

Dr. Everett W. Barnes, Jr., President
RMC Research Corporation
1000 Market Street, Building 2
Portsmouth, New Hampshire 03801

Dear Dr. Barnes,

RE: Collaborating Partner Letter of Support – Region 7

On behalf of AdvancED | Measured Progress (AE|MP), I am pleased to provide this letter in support of your Regional Comprehensive Center(s) proposal(s).

Like RMC Research, AE|MP is committed to supporting education institution's intent on improving education for all students through continuous improvement and the use of evidence-based policies, programs and practices.

We welcome the opportunity to be a Collaborating Partner in RMC's work as a Regional Comprehensive Center. This letter of support expresses the intent AE|MP, to the extent that it is practical, feasible and allowable, to plan, communicate, coordinate and collaborate with the Regional Comprehensive Center in its efforts to support state clients and service recipients in implementing and scaling evidence-based policies, programs and practices.

We understand this may include providing access to some of our existing tools, products or resources; providing access to personnel with in-depth knowledge/experience in critical areas; jointly developing/ implementing products or services to meet the mission of the Regional Comprehensive Center; and aligning complimentary work being performed by our two organizations to maximize impact and reduce duplication of services to states.

AE|MP looks forward to this opportunity to join with RMC Research, its subcontractors and consultants, and other Collaborating Partners, in this important effort.

Respectfully,

DocuSigned by:
Mark A. Elgart
0D5DA3AD0022434...
Mark A. Elgart, Ed.D.
President/CEO

DocuSign Envelope ID: 209148CB-0B1F-4A17-93FB-8CECCB6949F6

PARTNERSHIP AGREEMENT
MEMORANDUM of UNDERSTANDING

This PARTNERSHIP AGREEMENT between RMC Research Corporation and Advance Education, Inc. is intended to serve as a non-legal, non-binding agreement that demonstrates the willingness of both organizations to willingly and actively communicate, coordinate and collaborate, to the extent practicable and feasible, in support of each organization's mission to support and promote quality, evidence based education in the region(s) being served, including the implementation of the Regional Comprehensive Center for Region 1, 2, 7 & 12.

Examples of the types of activities that the parties may engage in include:

- Each organization will identify a "Point of Contact/Liaison", who will be responsible for promoting and sustaining the relationship.
- Participation in periodic face to face/technology supported meetings to review service plans, identify potential opportunities for formal collaboration; review progress on on-going collaborations; share tools, resources; obtain expert advice/assistance, etc.
- Post appropriate information, tools, resources etc., on each organization's respective website for dissemination to access by assistance providers, clients/recipients, stakeholders.
- Grant access, with attribution, to programs, products, materials, etc., developed by the respective organization at no cost, for use by assistance providers.
- To the extent feasible provide access, at no cost, to each organization's cadre of specialists/experts and other human capital for short consultations via phone/technology.
- To the degree practical, provide access, on a fee for service basis, to each organization's specialists and experts to participate in tool/resource development; national/regional webinars or electronic training/symposia or face to face joint consultations with clients/recipients, when requested.
- Other mutually agreed upon activities that increase the efficiency, effectiveness and impact of each respective organization.

Each party agrees that it may withdraw from the Agreement/MOU at any time by submitting written notice to the other party.

RMC Research Corporation	Advance Education, Inc.
Everett Barnes	DocuSigned by: Mark A. Elgart 0D5DA3AD002A434
Name	Name
President	President/CEO
Title	Title
4/13/2019	4/11/2019
Date	Date

©RMC Research Corporation

Center for Assessment

Collaborating Partner/MOU Letter of Support

Everett Barnes, Ph.D., CEO
RMC Research Corporation
1000 Market St.
Portsmouth, NH 03801

On behalf of National Center for the Improvement in Educational Assessment, Inc. (Center for Assessment), I am pleased to provide this Letter of Support/Memoranda of Understanding to RMC Research Corporation for its Regional Comprehensive Center proposals. Specifically, we are offering support for Regions 1 (ME, NH, VT, MA), 2 (NY, CT, RI), 7 (FL, MS, AL), and 12 (CO, KS, MO). As a matter of fact, the Center for Assessment already has strong working relationships with 11 of these 13 states.

Like RMC Research, the Center for Assessment is committed to supporting state and district education leaders intent on improving education for all students through continuous improvement and the use of evidence-based policies, programs and practices.

We welcome this opportunity to be a Collaborating Partner in RMC's work as a Regional Comprehensive Center. This Letter of Support/MOU expresses the Center for Assessment's intent, to the extent that it is practical, feasible and allowable, to plan, communicate, coordinate and collaborate with the Regional Comprehensive Center in its efforts to support State Clients and Service Recipients in the implementation of initiatives to build capacity for the implementation and scaling up of evidence-based policies, programs and practices.

We understand this may include providing access to existing tools, products or resources; providing access to personnel with in-depth knowledge/experience in critical areas; jointly developing/ implementing products or services to meet the mission of the Regional Comprehensive Center; and aligning complimentary work being performed by our two organizations to maximize impact and reduce duplication of services to states.

The Center for Assessment looks forward to this opportunity to join with RMC Research, its subcontractors and consultants, and other Collaborating Partners, in this important effort.

Respectfully,

Scott F. Marion, Ph.D., Executive Director

The National Center for the Improvement of Educational Assessment, Inc.
31 Mount Vernon Street • Dover, New Hampshire 03820
(603) 516-7900 • www.nciea.org

PARTNERSHIP AGREEMENT
MEMORANDUM of UNDERSTANDING

This PARTNERSHIP AGREEMENT between RMC Research Corporation and The National Center for the Improvement of Educational Assessment is intended to serve as a non-legal, non-binding agreement that demonstrates the willingness of both organizations to willingly and actively communicate, coordinate and collaborate, to the extent practicable and feasible, in support of each organization's mission to support and promote quality, evidence based education in the region(s) being served, including the implementation of the Regional Comprehensive Center for Regions 1, 2, 7, and 12.

Examples of the types of activities that the parties may engage in include:

- Each organization will identify a "Point of Contact/Liaison", who will be responsible for promoting and sustaining the relationship.
- Participation in periodic face to face/technology supported meetings to review service plans, identify potential opportunities for formal collaboration; review progress on on-going collaborations; share tools, resources; obtain expert advice/assistance, etc.
- Post appropriate information, tools, resources etc., on each organization's respective website for dissemination to access by assistance providers, clients/recipients, stakeholders.
- Grant access, with attribution, to programs, products, materials, etc., developed by the respective organization at no cost, for use by assistance providers.
- To the extent feasible provide access, at no cost, to each organization's cadre of specialists/experts and other human capital for short consultations via phone/technology.
- To the degree practical, provide access, on a fee for service basis, to each organization's specialists and experts to participate in tool/resource development; national/regional webinars or electronic training/symposia or face to face joint consultations with clients/recipients, when requested.
- Other mutually agreed upon activities that increase the efficiency, effectiveness and impact of each respective organization.

Each party agrees that it may withdraw from the Agreement/MOU at any time by submitting written notice to the other party.

RMC Research Corporation	(Partner Organization)
Everett Barnes	
Name	Name
President	Executive Director
Title	Title
5/17/19	May 17, 2019
Date	Date

©RMC Research Corporation

PART 6 – Other Attachments
Region 7 Comprehensive Center (R7CC)
Appendix E

R7CC Resumes for Leadership and Key

Personnel RMC Research Corporation – Leadership

- Dr. Everett Barnes, Jr.
- Ms. Sheryl Turner

RMC Research Corporation – Key Personnel

- Ms. Karyn Lindsay
- Dr. Trudy Hensley
- Dr. Angel Meeks
- Dr. Archie Hill
- Ms. Ruth Gumm
- Ms. Tricia Cox
- Ms. Kim McWhirter
- Dr. Joshua Melton

University of Mississippi/Center for Excellence in Literacy Instruction (CELI) – Key Personnel

- Ms. Angie Caldwell
- Dr. Angela Rutherford

Applied Engineering Management Corporation (AEM) – Key Personnel

- Ms. Rachel Goins
- Dr. Lauren Jetty
- Mr. Jeff Sellers
- Dr. Monica Young

University of North Carolina at Chapel Hill, NIRN – Key Personnel

- Dr. Kathleen Ryan Jackson
- Dr. Caryn Ward

WestEd – Key Personnel

- Dr. Joann Cox
- Mr. Jose Franco

Region 7 Comprehensive Center (R7CC):

RMC Research Corporation – Leadership

- Dr. Everett Barnes, Jr.
- Ms. Sheryl Turner

RMC Research Corporation – Key Personnel

- Ms. Karyn Lindsay
- Dr. Trudy Hensley
- Dr. Angel Meeks
- Dr. Archie Hill
- Ms. Ruth Gumm
- Ms. Tricia Cox
- Ms. Kim McWhirter
- Dr. Joshua Melton

EVERETT W. BARNES, JR.

PRIMARY AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Designing and implementing State Systems of Support
- District and school turnaround improvement strategies
- Creating systems and infrastructures to support systemic change
- Use of scientifically based research findings and evidence-based practices
- Designing and managing technical assistance delivery
- Identification and dissemination of exemplary programs and practices
- Technology applications for professional development and personalized learning
- Translating research to practice
- Using data for continuous improvement/root cause analysis

EDUCATION

Ed.D. Educational Evaluation and Administration, 1973
University of Massachusetts, Amherst, Massachusetts

M.Ed. Educational Administration and Leadership, Secondary Education
University of New Hampshire, Durham, New Hampshire, 1971

National Defense Education Act Certification Military History and Geography,
Dartmouth College, Hanover, NH, 1967

B.E. American History and Geography
Plymouth State College, Plymouth, New Hampshire, 1965

PROFESSIONAL EMPLOYMENT HISTORY

2012-Present President of RMC Research Corporation

Officer-In-Charge/Principal Investigator for the Northeast Regional Comprehensive Center (NCC) serving New York and the six New England states

Subcontract RMC Team Leader for the National Center on Improving Literacy (NCIL)

Subcontract RMC Team Leader for the Southeast Regional Lab at Florida State University

Officer-In-Charge/Principal Investigator for the US Virgin Islands Department of Education Management Assistance and K-3 Literacy Improvement Project

Officer-In-Charge/Principal Investigator for the New York State Supplemental Educational Services Certification Program

Officer-In-Charge/Principal Investigator for the Global Classroom/eAdviser Learning Management System platform for professional and technical skills micro-credentialing

Advisor to the Responsible Aquiculture Foundation for the development of online

	learning programs to support global aquaculture and food safety
2005-2012	Officer-In-Charge/Principal Investigator for the New York Comprehensive Center (NYCC); the New England Comprehensive Center (NECC); and the Center on Instruction in Reading, Mathematics and Science K-12 (COI)
	Subcontract RMC Team Leader on the Southeast Regional Lab at Florida State University
	Officer-In-Charge/Principal Investigator for the National Institute for Literacy (NIFL) Reading Partnership
	Officer-In-Charge/Principal Investigator for the National Technical Assistance Center for Reading
	Director of RMC's subcontract with Westat on the Longitudinal Evaluation of School Change and Performance (LESCP) under ESEA-IASA
1995-2005	Co-Executive Director, with New York University, Metro Center for Urban Education, of Region II New York Technical Assistance Center (NYTAC);
	Partner/Executive Director, with George Washington University, of Region III Mid-Atlantic Technical Assistance Center
1984-1995	Acquire and became President of RMC Research Corporation
	Officer-In-Charge/Director of the New England & New York Region I - Chapter 1 Technical Assistance Center
	Officer-In-Charge of the New England & New York Region I Rural Technical Assistance Center
	Supervisor of four other RMC led Chapter 1 and Rural Technical Assistance Centers
	Co-Director of the Bilingual Evaluation Technical Assistance Center – East.
1979-1984	Vice President, Kappa Systems, Inc.-RMC Research Corporation
	Director, New England Region I-Title I Technical Assistance Center
	Director, National Diffusion Network Technical Assistance Systems
1972-1979	Director of Northeast Programs, Kappa Systems, Inc.-RMC Research Corporation
	Director, New England Region I Technical Assistance Center for Title I
	Principal Investigator for over 60 local, state, regional evaluations/studies related to ESEA programs focused on innovation and change in education
1970-1972	Assistant Director, Bureau of Educational Research and Testing Services at the University of New Hampshire, Durham, NH. Coordinator, New Hampshire Statewide Testing Program
	Deputy Director of HEW Institutes for School Administrators in Data Based Decision-making, Adjunct Instructor in Educational Psychology
1967-1970	Principal, Campton Elementary School (Grades 1-8), Campton, NH.

1965-1967 American History/Geography teacher, Department Chairman, Woodsville High School, Woodsville, NH

CURRENT PROFESSIONAL EXPERIENCE – Project Management, Technical Assistance, Research & Evidence-Based Programs

Dr. Barnes is currently the principal partner in the management of RMC Research Corporation, a professional service and consulting business employing 150 staff in six offices. Dr. Barnes also serves as a Principal Investigator on a number of evaluation/technical assistance projects or participates on project teams providing direct services to clients.

Currently the Officer-n-Charge/Principal Investigator for the Northeast Regional Comprehensive Center serving the six (6) New England states and New York in the implementation of ESEA/NCLB and ESEA/ESSA.

RMC Team Leader for the National Center for Improving Literacy, a Comprehensive Center for addressing dyslexia and other early reading issues for struggling learners.

RMC Team Leader for the Southeast Regional Educational Laboratory at Florida State University, serving the States of Florida, Mississippi, Alabama, Georgia, North and South Carolina implementing research-practitioner partnerships and capacity building technical assistance.

Principal Investigator working directly with the Commissioner of Education and senior staff of the US Virgin Islands Department of Education in strengthening the Department's capacity to implement ESEA/ESSA as well as with the Office of the Governor, to improve PreK-Grade 3 reading performance.

Collaborator/Principal Investigator for "Global Classroom/eAdviser," a cloud based, learning management system for delivering on-demand access to national experts and cutting-edge content, through micro-learning opportunities, that result in personalized, knowledge and skill development leading to certifications/micro-credentials.

PRIOR PROFESSIONAL EXPERIENCE

Principal Investigator/Officer-In-Charge for the New York Comprehensive Center, the New England Comprehensive Center and the Center on Instruction (K-12).

Principal Investigator for the National Reading Technical Assistance Center, directed the activities of the coordinating office at RMC and three university based regional assistance centers that supported states and large districts in the implementation and operation of federal scientifically based reading grants.

Principal Investigator for the Partnership for Reading Technical Assistance contract for the National Institute for Literacy, providing product development, logistical planning, and technical assistance in the dissemination of scientifically based reading research to educators and parents.

Director of the U.S. Department of Education's contract to provide Technical Assistance to State Agencies applying for competitive, research based, reading program funding. Director of the Reading First Transitional Technical Assistance contract in which services were provided to states in the implementation and scale up of Reading First.

Co-Executive Director of the Region II Comprehensive Assistance Center (NYTAC) at New York University, serving the New York State Department of Education and the LEAs in New York, including New York City. Also served as the Service Delivery Team Leader for the New York State Education Department Service Delivery Team providing direct assistance in education initiatives defined in ESEA-IASA and ESEA-NCLB.

Partner/Co-Executive Director of the Region III Mid-Atlantic Comprehensive Center with George Washington University, providing technical assistance to six states from New Jersey to Ohio and the District

of Columbia.

Director of the Region A Title I/Chapter 1 Technical Assistance Center serving the New England states, New York, New Jersey, and Puerto Rico for fifteen years. Managed technical assistance operations and delivered direct assistance to SEAs and LEAs in the region.

Officer-in-Charge and Project Director of the Title I/Chapter 1 Rural Technical Assistance Centers serving the New England and New York SEAs and LEAs for eight years.

Manager of RMC Research Corporation's subcontract with Westat on the Longitudinal Evaluation of School Change and Performance under IASA. Participated on the Technical Advisory Board, design classroom observation protocol and supervised RMC Research on-site/case study teams.

Officer-in-Charge of the Beginning Educator Support and Training Project (BEST). Provided direct assistance and technical support to the Connecticut Department of Education in design, development, and field testing of materials and processes for a classroom-based mentor observation system and performance assessment of beginning teachers.

Officer-in-Charge of the National Evaluation of School Dropout Prevention Demonstration Programs. This study involved surveying 89 programs annually for three years to determine their objectives, participant numbers and characteristics, evidence of outcomes, and the identification of effective practices

Officer-in-Charge of a study of the impacts and outcomes of the National Early Childhood Technical Assistance System supported by the U.S. Department of Education's Office of Special Education Programs.

Consultant to state Goals 2000 Teams in the planning and implementation of strategies for integrating and implementing Goals 2000 with other federal and state reform initiatives.

Officer-In-Charge of the RMC Research subcontract on the National Longitudinal Survey of Schools (NLSS), a three-year study of how schools implement standards-driven improvement.

Officer-In-Charge of the evaluation of a technology grant (TIIAP) implemented by the Stratham, NH Community College at six sites (public schools, libraries, housing projects, welfare training offices).

Officer-In-Charge of the National Survey and Case Study of Chapter 1 Schoolwide Projects for USED

Evaluator of ESEA Title VII bilingual education programs in Berlin, NH and Richmond and Canaan, Vermont.

Evaluator for the New Hampshire State Department of Education's ESEA Title III Office. ESEA TITLE III at the time provided funds for the development, piloting and dissemination of innovative, exemplary educational programs in the state.

Evaluator for the New Hampshire State Department of Education's ESEA Title IV State Plan and operation. The reauthorized ESEA consolidated Titles II, III and V to fund innovation and exemplary educational programs under Title IV as well as fund guidance, library/media resources and state capacity building projects.

Evaluator of career education projects for local school systems and the New Hampshire State Office of Vocational Education. These focused on a systemwide career education model based on media, teacher training and information retrieval systems.

Evaluator of Project Second Start, an adult education program which provided tutorial assistance in reading, GED and counseling assistance as part of workforce development.

Evaluator of the New Hampshire College and University Council's Title III Higher Education Act Program.

Evaluator of the New Hampshire Governor's Initiative for Excellence In Education which focused on programs for gifted and talented students, teachers and computers, and technology in education.

Evaluator of the New Hampshire School Improvement Program (SIP) which involved more than forty schools voluntarily engaging in the development and implementation of plans and processes for systemic reform in schools.

INSTRUCTIONAL EXPERIENCE

Taught a two-year American history program, civics and government, and remedial reading in a rural, high poverty New Hampshire high school.

Teaching principal in a Grade 1-8 elementary school with an enrollment of 300 students in a low-income, rural New Hampshire school system.

Instructor of courses in educational psychology at the University of New Hampshire.

Instructor of courses in using indicators and assessment results to inform practice at the University of New Hampshire.

Instructor of courses in evidence-based program development, proposal development and grant management at the University of New Hampshire.

Advisor to African-American school administrators in the doctoral program at the University of Massachusetts, School of Education under the direction of Dean Dwight Allen and Vice Dean Arthur Eve.

Designer and instructor of seminars at the University of New Hampshire and the University of Massachusetts-Amherst on school change processes, measurement and accountability, and the planning, implementation and evaluation of innovative educational programs.

Seminar presenter for school principals and superintendents on the use of educational research, assessment data, performance evidence from effective programs and practices, and management information data systems to inform educational decision-making.

SHERYL TURNER

PRIMARY AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Managing subcontracts with federal technical assistance centers and regional educational laboratories
- Providing technical assistance to states, districts, regional entities, and schools
- Providing literacy PreK-12 research, technical assistance, professional learning
- Planning, developing, and implementing sustainability of federal, state, and district systems and programs
- Conduct evaluation studies to measure literacy program impacts on student outcomes

EDUCATION

M.Ed.	Educational Leadership, Stetson University, 2003
B.A.	Elementary Education, Stetson University, 1987

PROFESSIONAL EXPERIENCE

2008-Present **RMC Research Corporation, Tampa, FL, Director and Senior Research Associate**
Responsible for all projects including proposal writing, contract negotiations, budgeting, personnel management, and report writing. Provide consultation to state departments, districts and schools for federal programs, including literacy programs. Serve on leadership team of Regional Educational Laboratory Southeast and direct the subcontract with the Southeast Comprehensive Center. Conduct evaluation studies to measure literacy program impact on student outcomes and stakeholders' knowledge and perceptions. Served as literacy expert for the Center on Instruction (COI), providing technical assistance to regional comprehensive centers and states regarding literacy research and the implementation of evidence-based practices. Provided expert presentations for national and regional conferences in the areas of foundational skills, comprehension, writing for comprehension, sustainability of school programs, and school improvement. Served as a technical assistance provider for the National Reading Technical Assistance Center. Assistance included consulting, providing resources, developing products and tools, and delivering professional development to support capacity building at the state, district, and school levels. Provided states with the resources and knowledge needed to plan and implement sustainability plans. Created and disseminated resources for planning effective literacy implementation at the district and school level. Developed protocols, including walk-through instruments. Administered assessments, made site visits, conducted focus groups, and collected data for evaluations and reports.

2004-2008 **Florida Center for Reading Research, Florida State University, Tallahassee, FL**
Research Assistant and National Reading First Technical Assistance Provider
Provided technical assistance through the National Reading First Technical Assistance Center. Targeted technical assistance included consultation, serving as a state liaison, literacy expert, product developer, and professional developer to support capacity building at the state, district, and school levels. Identified and disseminated research-based materials, including effective program implementation, teacher effectiveness,

best literacy practices, using data to inform instruction, assessment reliability and validity. Assisted states and district staff with the analysis of data from multiple assessments. Trained assessment teams to administer and interpret assessments.

2002-2003 **Just Read, Florida! State of Florida, Tallahassee, FL, Professional Developer**
Provided Summer Reading Academy professional development for K-3 teachers as part of the Florida state-wide initiative to increase teacher effectiveness within low-performing schools.

1987-2003 **Volusia County Schools, DeLand, FL, Teacher**
Taught elementary students in grades one through five. Developed and disseminated professional development on National Board Standards.

SUMMARY OF RELATED EXPERIENCE

Leadership and Management

Ms. Sheryl Turner is Director of the RMC Research Tampa office. She has over 32 years of experience in education as a technical assistance provider, leader, and director of educational programs, principal investigator, researcher, and teacher. Currently, Ms. Turner is the project director for RMC Research subcontract for the Southeast Comprehensive Center (SECC), project director for RMC Research subcontract and leadership team member for the Regional Educational Laboratory (REL) Southeast, and principal investigator for multiple evaluation projects.

Ms. Turner has over 15 years of experience in leading and managing large-scale organizations, initiatives, and projects. As director of the RMC Tampa Office, Ms. Turner is responsible for oversight and/or leadership for all projects including budgeting, personnel management, proposal writing, contract negotiations, and quality assurance. She oversees all staff and consultant teams in multiple contracts. She has demonstrated the ability to develop and execute performance management systems in a range of programs and positions: as a director of subcontracts with SECC and REL Southeast; principal investigator for several evaluation projects, including eight state impact evaluations on literacy legislation for the Foundation for Excellence in Education; leader of the School Readiness Partnership and Research Alliance on Improving Schools in Mississippi for REL Southeast; and inter-office manager of a program to build capacity of states and districts in developing literacy frameworks and instructional coaching frameworks. Ms. Turner managed a multi-office project that provided capacity building assistance to Fulton County, Georgia, in developing a large district literacy plan. She also led the district effort to combine over ten different coaching philosophies into one coaching framework for the district. In the US Virgin Islands, her team helped the territory develop a literacy plan for all districts and associated islands. This literacy plan was necessary for the territory to continue to receive Striving Reader funding. Her success as an educational leader is due to her expertise planning and designing effective systems of support for clients, high expectations and clear goals for staff, and continuous improvement and accountability. She has an unblemished record of completing all projects on time, within budget, and with high client satisfaction.

Delivery of High-Quality Technical Assistance

Ms. Turner has extensive experience in providing technical assistance to state and local educational agencies in their planning, implementation, and evaluation of literacy, school improvement, and school readiness initiatives. She served as an expert in identifying evidence-based tools and resources, developing literacy products, and collaborating on professional development to build capacity and sustainability to leaders and other educators in all 50 states. Ms. Turner provided on-going assistance directly to state literacy directors. She assisted states and district staff with the analysis of data from multiple assessments and trained assessment teams to administer and interpret assessments. Ms. Turner spearheaded the professional development initiative in collaboration with NCDPI in developing and

conducting training for every elementary literacy coach. She also led the train-the-trainer literacy initiative that would affect every K-3 classroom teacher within the Reading First program in the state.

With the SECC, Ms. Turner has worked with states in planning differentiated strategic support to districts. She has provided technical assistance to the Mississippi Early Childhood state staff in planning support to PreK school coaches and teachers. This included research on and resources for building the knowledge of coaches in literacy development. She has collaborated with state offices of school improvement to support districts through streamlining of documentation. For example, she managed the North Carolina project that provided districts with a crosswalk between the AdvancED standards and NCStar indices. Ms. Turner has provided technical assistance to states through the review and feedback on standards of instruction and reports on initiatives, such as the Strong Readers = Strong Leaders: Mississippi Turns Literacy-Based Promotion Act for 3rd Graders into Action. In North Carolina, she led the effort to build capacity of NCDPI staff in reviewing, categorizing, and reporting out on public input on the Literacy and Mathematics Standard Course of Study. In Mississippi, she also managed a research initiative that provided research and evidence-based resources on culture and climate for the state to disseminate to all districts throughout the state.

With the REL Southeast, Ms. Turner provided research and evidence-based resources to partners, along with supporting the development of a professional learning community (PLC) set of early literacy modules. She supports the Florida Transition to Kindergarten Focus Group which has been developed by the Florida Department of Education, Office of Early Learning. She is also principal investigator for the Research Alliance on Improving Schools in Mississippi's work with teachers, school administrators, and district leaders on improving teacher recruitment and retention efforts and on improving effectiveness of teachers that come from alternative pathways.

Implementation and Sustainability

Ms. Turner has extensive experience with supporting states and districts with implementation and sustainability of programs. For SECC, she was a featured speaker on sustainability at the annual SECC summit. Throughout the years, she has provided state leaders from Alabama, Georgia, Mississippi, South Carolina, and North Carolina with research, resources, and technical assistance on planning sustainability of initiatives.

Ms. Turner assisted the Alabama State Department of Education, Office of School Improvement, in the support of districts with SIG schools in the planning and implementation of sustainability plans after the three-year federal funding was discontinued. She provided research on schools that have been successful and unsuccessful at sustainability, guiding leaders to discover difference. She disseminated resources to show how to overcome roadblocks to sustainability, how to determine readiness for change, how to self-assess alignment to evidence-based practices; sustainability briefs and study guides; and sustainability action plan examples and templates.

In North Carolina, Ms. Turner facilitated NCDPI meetings to develop effective systems for communication and effective division of labor within a departmental reorganizational effort. Ms. Turner provided the offices of Global Education and Digital Teaching and Learning with the research, resources, and facilitated meetings to plan for continued implementation of tasks.

In Georgia, Ms. Turner conducted sustainability workshops for three cohorts of School Improvement Grant (SIG) schools and districts. She created and trained Georgia Department of Education staff on a train-the-trainer workshop to build their capacity to support districts in implementation and sustainability of their program.

In South Carolina, Ms. Turner led the effort to build capacity of state and district leaders by providing resources and a virtual workshop on sustainability for the Office of School Transformation. Afterwards,

she provided ongoing guidance to that department as they made plans to support districts in their planning for sustainability.

SELECTED PUBLICATIONS

RMC Research Corporation (2019). Mississippi's Literacy-Based Promotion Act: An inside look. Tallahassee, FL: ExcelinEd.

RMC Research Corporation (2017). Nevada Read by Grade Three: An inside look. Tallahassee, FL: ExcelinEd.

RMC Research Corporation (2017). North Carolina Read to Achieve: An inside look. Tallahassee, FL: ExcelinEd.

Turner, S., Hensley, T., Sayko, S., Vincent, C. (2013). Continuing the commitment: Sustaining program outcomes. Portsmouth, NH: RMC Research Corporation.

Turner, S. & LaRock, V. (2011). Indiana Department of Education learning module: Phonemic awareness. Portsmouth, NH: RMC Research Corporation

SELECTED PRESENTATIONS

Turner, S. (2017, September). Early childhood reading continuum: How to prepare children to become better readers. Southeast Comprehensive Center Early Childhood Institute, Atlanta, GA.

Turner, S. & Hensley, T. (2017, August). K-3 Literacy: A look inside five states. Foundation for Excellence in Education Meeting, Tallahassee, FL.

Turner, S. (2016, August). Continuing the commitment: Sustaining program outcomes. Georgia Department of Education, Office of School and District Effectiveness Institute, Macon, GA.

Turner, S. (2015, April). Sustaining Southeast Regional Educational Laboratories Alliances. Presented at the Southeast Regional Educational Laboratories Alliances Annual Alliance Meeting, Tampa, FL.

Turner, S. (2014, April). Effective implementation and sustainability of reading initiatives: Guidance for instructional leaders. Presented at the Plain Talk about Reading Conference, New Orleans, LA.

Turner, S. (2013, November). Sustaining Effective Turnaround Processes and Programs with Reduced Funding. Presented at the Southeast Comprehensive Center's Supporting Sustainability Efforts in School Turnaround Regional Institute, Raleigh, NC.

Turner, S. (2012, July). Discussion of text: Improving adolescent comprehension instruction in school settings. Presented at the Striving Readers Comprehensive Literacy (SRCL) Summer Institute, Anaheim, CA.

Turner, S. (2012, March). Overview of K-12 reading comprehension research and practice: High quality instruction with common core standards. Presented at the Great Lakes East/West Comprehensive Centers Conference, Lisle, IL.

Turner, S. (2011, May). Optimizing teaching and learning of comprehension in the elementary setting. Presented at the Central SIG Regional Conference, Denver, CO.

Turner, S., Levine, L. (February 2011). Summarizing: Getting the Big Ideas from Reading and Writing. Presented at the National Reading Technical Assistance Symposium, San Diego, CA.

Turner, S. (August 2010). Simple Interventions and Instructional Routines for Phonics Instruction K-3. Presented to the Maine Summer Literacy Institute, Orono, ME.

Turner, S., Hensley, T., & Bright, E. (March 2010). Enhancing Instructional Leadership. Presented at Regional District Meetings, NC.

Turner, S. and Bright, E. (2009, July) The school-based literacy coach: A synthesis of research on qualities, skills, and roles. Presented at the U.S. Department of Education Reading Institute, Cincinnati, OH.

Turner, S. (May 2009) Advanced Coaching Training Module. Presented at the National Reading Technical Assistance Professional Development Training-of-Trainers, Philadelphia, PA.

Turner, S., Sayko, S., & Buenger, A. (March 2009). Action Planning and Developing a Plan for Sustaining Reading First. Presented to Kentucky state Reading First staff, Frankfort, Kentucky.

Turner, S. (June 2008). Interactive Direct Instruction in Whole and Small Group: Increasing Student Opportunities to Learn through Active Engagement. Presented at the New York State Reading First and Adolescent Literacy Conference in New York City, NY.

Turner, S. & Hensley, T. (May 2008). Action Planning in the U.S. Virgin Islands. Presented to territory, district, and school administrators and reading coaches, U.S. Virgin Islands.

Turner, S. and Johnson-Davis, C. (April 2008). Planning and Implementing Differentiated Instruction Successfully within the Classroom. Presented to state staff, district Reading First Liaisons, and school coaches at a regional meeting in Wilmington, NC.

Turner, S. and Eisenhart, C. (September 2007). Strategies for Effective Classroom Instruction and Management. Presented to district and school personnel in Miami, Fl.

KARYN LINDSAY

PRIMARY AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- ESEA/ESSA Technical Assistance and Professional Development
- Grants Management
- Leadership and Administration
- Family Engagement
- School Improvement

EDUCATION

ABD Completed coursework for Ed.D. in Educational Leadership and Administration
Nova University, Tampa, FL, 2007

M.Ed. Educational Leadership
University of South Florida, Tampa, FL, 2002

B.S. Elementary Education
Slippery Rock University, Slipper Rock, PA, 1989

PROFESSIONAL EXPERIENCE

2018-Present **RMC Research Corporation, Tampa, FL, Research Associate**
Providing technical assistance to the Southeast Comprehensive Center and state personnel in school improvement strategies, best practices, and school readiness. Conducting literature reviews and evidenced-based best practices research. Providing technical assistance to the Regional Education Laboratory Southeast in initiatives including early learning and pre-k literacy.

2015-2018 **Polk State College, Bartow, FL, Grant Manager**
Managing a Department of Labor grant for engineering technology and college and career readiness. Identifying and recruiting low income/unemployed students for program participation. Managing and submitting budget and programmatic reports for a $1.6 million annual budget. Developing and implementing project work plans for completion of grant deliverables. Initiating, coordinating, implementing, and evaluating all project partnerships, interactions, and activities. Identifying research-based strategies and best practices for optimum program impact/student achievement. Developing partnerships with educational institutions, workforce boards, and program related businesses. Developing strategic plans for monitoring and analyzing training needs and deliverable attainment. Supervising staff for performance and effectiveness. Managing and maintaining grant budget to ensure compliance with allowable cost regulations.

2011-2014 **Parents for Public Schools, Inc., Jackson, MS, National Projects Manager**
Project application development, deliverable implementation, and data collection for evaluation and accountability reporting. Researching, analyzing, and developing federal grant and foundation applications and proposals. Producing accountability reports/presentations to project funders, board of directors, and public. Liaison to education, community, and business project partnerships/organizations. Designing, writing, and providing professional development on Pre K-12 curriculum, instruction, and assessments. Researching, developing, and providing professional development on Title I requirements and best practices in education to administrators, teachers, parents,

and business professionals. Facilitating curriculum and assessment articulation and content integration. Designing and conducting needs assessments and analyzing results for school improvement. Constructing plans for professional development and communications. Promoting and marketing services through press releases, electronic communications, and presentations. Maintaining and disseminating best practices to database and appropriate stakeholders and partners.

2008-2011 **Florida Parental Involvement and Resource Center, Dunedin, FL, Director**
Directing a U.S. Department of Education grant providing school improvement and student achievement technical assistance and capacity building services to early childhood programs, Title I public and private schools, districts, institutes of higher education, departments of education, families, and community groups. Managing, allocating, and maintaining fiscal responsibility for annual budget of $980,000. Collecting and analyzing accountability and performance data for grant deliverables, writing of annual federal grant reports, and presentations to advisory board and board of directors. Developing grant data collection and accountability reporting documents and procedures. Hiring, managing, mentoring, and evaluating office and field staff; developing systems of support for staff development needs. Initiating and maintaining collaborative liaisons with state departments of education, institutes of higher education, districts, schools, parent and community organizations, and faith-based groups. Managing and maintaining nationwide listservs, databases, websites, and networks. Creating marketing and communication strategies, artifacts, and professional development with Microsoft Office. Researching, designing, and providing on-site and web-based professional development, training models, materials, and assessments for Title I school improvement. Developing RFP grant processes, rubrics, and reporting procedures. Facilitating processes for district and school Title I improvement planning and parental involvement policy development using student achievement data.

2004-2008 **Region XIV Comprehensive Center/Florida and the Islands Comprehensive Center, Tampa, FL, Coordinator of Educational Services**
Designing and providing professional development and building capacity technical assistance to Florida, Puerto Rico, and the U.S. Virgin Islands state departments of education, districts, and schools on NCLB/ESEA implementation and compliance, school improvement, standards-based instruction, and curriculum integration. Team leader to school, district, and state teams for various Center academic achievement initiatives and projects including Middle School Math Initiative, Rigorous, Relevant, and Relationships Model, Continuous Improvement Model, Differentiated Accountability, and the Impact of Parental Involvement on Student Achievement. Developing and facilitating professional learning communities to increase student achievement. Needs assessment and performance data collection and analysis for federal grant accountability reporting. Developing teacher induction programs Chairing and facilitating meetings and initiatives for Title I and Migrant Parental Involvement Advisory Councils. Constructing, training, and monitoring research-based professional development and building capacity models for increasing student academic achievement. Liaison to/for FDOE, districts, councils, and committees.

2003-2004 **Putnam County School District, Palatka, FL, District Title I Family Literacy Specialist**
Providing professional development and technical assistance to Title I public and private schools on standardized testing, content area instruction and strategies, and NCLB compliance and accountability. Designing and facilitating Title I parental

involvement professional development for Reading Coaches. Providing professional development, mentoring, and materials for new teacher induction. Chairing and facilitating meetings and initiatives for Title I Parental Involvement Advisory Council Training, supporting, and monitoring Title I school-based parental involvement educators. Initiating and maintaining collaborative partnerships with business, faith, and community organizations.

2000-2003 **Parental Information and Resource Center, Tampa, FL, Assistant Director**
Implementing a U.S. Department of Education grant serving all Florida districts. Allocating and managing federal grant budget. Supervising, mentoring, training, and evaluating office and field staff. Coordinating project activities aligned with project goals; collecting and analyzing data for federal reporting. Designing and providing professional development on NCLB/ESEA compliance and monitoring. Providing Title I technical assistance on family literacy and parent and community involvement to institutes of higher education, state department of education, districts, schools, parents, and community groups. Liaison to departments of education, institutes of higher education, districts, schools, and communities. Providing professional development to teachers and education majors on research of the impact of parental involvement on student achievement.

1999-2000 **Hernando County School District, Brooksville, FL, District Secondary Curriculum Specialist**
Designing professional development on national, state, and local academic law, policies, and initiatives. Producing and providing professional development for secondary administrators and teachers on school improvement and instruction for low achieving students for all content/subject areas. Collaborating and strategic planning with institutes of higher learning and parent and community groups on college readiness initiatives, strategies, and activities. Collaborating with superintendent and district offices for strategic planning to increase student performance. Partnering with Education Foundation for marketing, mentor recruitment, community awareness of education, and educational summits.

1996-1999 **Region IV Title I Technical Assistance Center, Sarasota, FL, Program Coordinator**
Providing Title I technical assistance to thirteen districts and their Title I schools. Providing training on the development, implementation, and evaluation of school improvement plans. Designing and providing professional development on curriculum, instruction, content area instructional strategies, classroom management, parent and family literacy, community involvement, Sunshine State Standards, Curriculum Frameworks, FCAT, Comprehensive School Reform, and ESEA compliance.

1994-1996 **Hillsborough County School District, Tampa, FL, Elementary Teacher**

1989-1994 **Okeechobee County School District, Okeechobee, FL, Elementary Teacher**

SUMMARY OF RELATED EXPERIENCE

ESSA Technical Assistance and Professional Development

As a child, Karyn was a benefactor of the Title I program and at a young age realized the significant impact of this program for low socio-economic families like hers. As a result, Karyn has been in public school education in Florida for over 30 years; all of these years being in Title I in various capacities in

rural and urban locations. She began as a Title I elementary drop-out prevention teacher where she trained colleagues on instructional strategies to implement with low socio-economic and disadvantaged students, including migrant, ELL, and students with disabilities. Karyn evolved into a Title I technical assistance provider at the district, regional, state, and federal levels doing training and building capacity activities with students, teachers, administrators, and parents to build efficacy to increase student achievement. Karyn also worked with ESEA administrators at the school, LEA, and SEA levels to assist them in developing, implementing, and assessing their ESEA plans.

Grants Management
Karyn had the honor to manage multiple state and federal grants and projects from the Florida Department of Education, US Department of Education, and the US Department of Labor. Some of these included Parental Information and Resource Centers, Comprehensive Centers, Title I Technical Assistance Centers, and Career and College Readiness grants. All of these grants had the ultimate goal of increasing the academic achievement of low socio-economic, disadvantaged students. As a grant manager, Karyn's duties included managing budgets, developing strategic work plans for achieving grant deliverables, and data collection and analysis for evaluation and accountability reporting. She also utilized her skills for researching, developing, and providing professional development and building capacity initiatives to administrators, teachers, parents, and communities. Additional responsibilities included hiring, managing, and evaluating staff and implementing staff professional development plans.

School Improvement
Karyn's 30 year education career has focused on school improvement efforts for students living in poverty. Karyn has worked with educators and administrators to design and conduct needs assessments and analyze results to target specific strategies for school improvement plan development. She has delivered professional development on how to analyze student achievement data through meta-analysis in order to plan rigorous and relevant instruction and assessments to increase student achievement. Many of these initiatives developed into long-term capacity building through professional learning communities for comprehensive analysis of school improvement efforts. Karyn has also provided professional development to schools in need of improvement on Deming's Continuous Improvement Model, which is embedded in implementation science in the improvement science subset.

PROFESSIONAL PANELS AND COMMITTEES

Florida Department of Education: Committee of Practitioners, School Choice Advisory Panel, Migrant Parental Advisory Council, Title I Parental Advisory Council, Parental Involvement Policy Committee, Parental Information and Resource Center State Advisory Council; District Parental Advisory Councils; FL Governor's Assistance Plus Specialist for Low-Performing Schools; FL Distinguished Schools Evaluator; FL Reading Supervisors Committee; FL Language Arts Supervisors Committee; US Department of Education Grant Reviewer; Family Network on Disabilities Board of Directors; Harvard Family Research Project; Polk State Corporate College Advisory Board; Conference planning committees for National Association of State Title I Directors, National Association of State Directors of Migrant Education, National Association of Federal Education Program Administrators, Sunshine State Teachers of English to Speakers of Other Languages, Florida Association of State and Federal Education Program Administrators

PROFESSIONAL CONFERENCE PRESENTER
National Council for Continuing Education and Training; Continuing Education Training Institute; International Reading Association; National Association of State Title I Directors; National Association of State Directors of Migrant Education; National Parental and Information Resource Centers; Future of Education Technology; FDOE Title I, Migrant, Charter and Private Schools, and ELL Conferences; Keynote Speaker for FDOE Offices; National, FDOE, and district Title I, Migrant, and Parental

Involvement Conferences; FL Reading Association; FL Association of Partners in Education; USF Teacher Induction

TRUDY HENSLEY, Ed.D.

PRIMARY AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Managing federal and state technical assistance centers
- Providing technical assistance to states, districts, and schools
- Providing literacy PK-12 professional development and training
- Planning, implementing, and evaluating school and district improvement initiatives
- Understanding federal educational programs and policies
- Designing and conducting program evaluations and impact studies

EDUCATION

Ed.D.	Educational Administration, University of Georgia, Athens, GA, 1982
M.Ed.	Reading Specialist, University of Georgia, Athens, GA, 1975
B.S.Ed.	Elementary Education, Summa Cum Laude, Georgia Southwestern University, Americus, GA, 1973

PROFESSIONAL EXPERIENCE

2017-Present	**RMC Research Corporation, Tampa, FL, Senior Consultant** Principal investigator for two impact studies on the role of state legislation on student literacy outcomes. Conducted coaching and technical assistance services to school district staff on teacher recruitment and retention in rural school districts in Mississippi.
2003-2017	**RMC Research Corporation, Tampa, FL, Vice President, Senior Research Associate** Responsible for all projects including proposal writing, contract negotiations, budgeting, personnel management, and report writing. Served on leadership teach of Regional Educational Laboratory Southeast. Provided consultation and professional development to state departments, districts, and schools for Title I programs, leadership, and literacy programs. Served as Principal Investigator on a number of evaluation and research studies. Served as Project Director for two regional No Child Left Behind centers in Florida.
1989-2003	**Educational Testing Service, Atlanta, GA and Tampa, FL, Director and Professional Associate** Project director for federal technical assistance centers including the Region XIV Comprehensive Center (FL, PR, VI), Region C Title I Technical Assistance Center and Region 3 Title I Rural Technical Assistance Center. Provided training and technical assistance to eight states in the southeast. Served on Florida Evaluation Advisory Panel and Georgia Special Education Advisory Board. Led school improvement initiative in five low-performing Miami-Dade (FL) schools.
1984-1989	**Lowndes County Schools, Columbus, MS, Assistant Superintendent** Responsible for curriculum, instruction, and evaluation for all schools K-12. Implemented full-day kindergartens. Established computer labs at all high schools. Represented the district on Chamber of Commerce task force. Acted as liaison between the district school board and the U.S. Department of Justice to resolve civil rights issues in the district.

1978-1983 **Southwest Georgia Regional Education Service Agency, Leary, GA, Curriculum Specialist**
Provided professional development and consultation to 14 school districts. Evaluated Title I and other federal programs.

1973-1978 **Dougherty County School District, Albany, GA, Teacher, Reading Specialist**
Taught grades 2 and 4. Provided professional development and supervised reading teachers in three elementary schools.

SUMMARY OF RELATED EXPERIENCE

Managing federal and state technical assistance centers and providing technical assistance. For the past 30 years, Dr. Hensley devoted her talents to managing large-scale federal and state technical assistance centers and providing on-site technical assistance to states, districts, and schools. She was the director of the former Region C Title I Technical Assistance Center (TAC) and the Region 3 Title I Rural Technical Assistance Center (RTAC) that included the southeastern states. In addition to managing the centers, she provided on-site technical assistance to state departments of education to assist them to meet the requirements of providing Title I programs to highest-need schools and students. As part of that work, she spent a year on-site in Miami-Dade schools working with the five lowest-performing elementary schools to improve student outcomes. For nine years, she was the director of one of the first regional comprehensive centers (FL, VI, and PR). Dr. Hensley was a member of the leadership team and led a national literacy initiative that resulted in collaboration across the 14 comprehensive centers.

Through a subcontract with the University of South Florida, she co-directed two regional center grants to provide technical assistance to 27 Florida school districts to assist them to implement programs under the No Child Left Behind Act. She worked on a state-wide committee to develop a parent involvement evaluation tool that districts used to improve their parent outreach and involvement programs, ensuring parents were included in determining services for their children.

For seven years, Dr. Hensley provided expertise to the Regional Educational Laboratory Southeast through her involvement with the leadership team. Additionally, she was the manager of two research alliances: Improving Low-Performing Schools (six states) and Improving Schools in Mississippi. Her work with five rural Mississippi school districts resulted in a toolkit of surveys that the districts use to assess school climate and inventory new teachers. These tools are being used to assist in their recruitment and retention practices.

Providing literacy expertise and training. Dr. Hensley's depth of knowledge in literacy is well-known throughout the southeast region. She began her literacy experiences by being appointed as a reading supervisor to three low-performing schools and assisted them in implementing results-driven reading programs. For seven years, Dr. Hensley was a lead trainer in the National Reading Technical Assistance center. In that role, she conducted hundreds of training sessions across the country. In both Mississippi and Alabama, she served on state-wide committees tasked with developing state-wide K-12 literacy plans. In Florida and North Carolina, she provided expertise to the state departments to design a system to develop and train all K-3 teachers in the state in research-based literacy strategies.

Designing and conducting program evaluations and impact studies. Dr. Hensley has been a principal investigator in a number of evaluations and studies. She has designed and conducted evaluations of a variety of programs such as Title I, American History professional development, integrated Arts Education, Homeless Education, and parent involvement. She was the Principal Investigator for a series of seven state studies investigating the impact of state legislation on student literacy outcomes in K-3. She designed and conducted two studies for the Alabama Department of Education to examine school improvement plans of more than 60 low-performing schools. She also served on the Florida Evaluation

Panel that designed a system to identify high-performing Title I schools. The model was the foundation for Florida's school grading system.

SELECTED PUBLICATIONS

RMC Research Corporation (2019). *Mississippi's Literacy-Based Promotion Act: An inside look.* Tallahassee, FL: ExcelinEd.

RMC Research Corporation (2017). *Nevada Read by Grade Three: An inside look*. Tallahassee, FL: ExcelinEd.

RMC Research Corporation (2017). *North Carolina Read to Achieve: An inside look*. Tallahassee, FL: ExcelinEd.

Hensley, T. (2014). *Examination of the characteristics of Alabama Priority Schools' Continuous Improvement Plans*. Portsmouth, NH: RMC Research Corporation.

Hensley, T. (2011). *States' efforts to build Reading First leadership through professional development and other support systems: Based on Reading First experiences in six states – Connecticut, Montana, Washington, Delaware, Louisiana, and Maine.* Portsmouth, NH: RMC Research Corporation.

Bright, E., & Hensley, T. (2010). *A study of the effectiveness of K-3 literacy coaches.* Portsmouth, NH: RMC Research Corporation.

SELECTED PRESENTATIONS

Hensley, T. (2015, October). *Improving schools in Mississippi*. Presented at National Rural Education Association Conference, St. Louis, MO.

Hensley, T., Bright, E., Mazzeo, D., & Gilmer, C. (2013, June). *Connecting research to practice to improve schools*. Symposium presented at the annual Making Connections conference, Biloxi, MS.

Hensley, T. (2010, July*). Leading schoowide change*. Presented at U.S. Department of Education Reading Institute, Anaheim, CA.

Hensley, T., Bright, E., & Turner, S. (2010, January). *Continuing the commitment: Sustaining program outcomes.* Presented to Alabama Department of Education, Montgomery, AL.

Hensley, T., & Bright, E. (2009, November). *The school-based literacy coach: A synthesis of research on qualities, skills, and roles.* Paper presented at the 54th annual conference of the Florida Educational Research Association, Orlando, FL.

Hensley, T. (2007, July). *Using state and district level data to inform instruction*. Presented at 4th Annual National Reading Conference, St. Louis, MO.

Hensley, T. (2004, August). *The role of leadership in high quality reading implementation*. Presented at Annual FASFEPA Technical Assistance Meeting, Palm Coast, FL.

Hensley, T. (2001, July). *Professional development: Making a difference*. Presented at USED Raising Achievement in Low Performing Schools Summer Institute, Washington, DC.

ANGEL MEEKS, PH.D.

PRIMARY AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- School and District Improvement
- ESSA Policy and Implementation
- Standards and Assessment
- Accountability Systems
- Personalized Learning

EDUCATION

Ph.D. Education Administration (K-12)
Mississippi State University, Starkville, Mississippi, 2011

M.S. Education Administration (K-12)
Jackson State University, Jackson, Mississippi, 2001

B.A. Elementary Education
Tougaloo College, Tougaloo, Mississippi, 1996

PROFESSIONAL EXPERIENCE

2019-Present **Humphreys County School District, Belzoni, MS Interim Superintendent**
Provided leadership and support to the local school board during the transition district's transition from an elected superintendent to an appointed superintendent. Established effective communication systems with the school board, with an among employees and with parents and community. Collaborated with REL-Southeast and the Global Teaching Project to provide professional learning for new teachers and advanced learning opportunities for students. Supported daily instruction and operational activities to improve student learning outcomes as measured by the Mississippi Department of Education.

2018-2019 **Humphreys County School District, Belzoni, MS, Federal Programs Director**
Coordinated the implementation and adherence to ESSA policies and procedures for Title I, II, IV, V, VI and X. Provided assistance, feedback, and monitoring to school administrators and teams on financial matters, program implementation, service plans, and outcome evaluation.

2016-2018 **Holmes County School District, Lexington, MS, Superintendent**
Provided educational leadership to the school board and district administrators and directors in the Humphreys and Holmes County School Districts. Focused on implementing results driven strategic planning, conducting needs assessment, effective communication systems, standards based instruction and assessment, and intensive capacity building within the districts. Collaborated with REL Southeast and other organizations to support review and implementation of evidence based programs and practices. Leveraged expertise and resources to support effective and efficient management of district operations and activities. Engaged stakeholders within the school and community and across local and state agencies.

2007-2009 **Holmes County School District, Lexington, MS, Curriculum Coordinator**
Conducted needs assessment. Worked with district and leadership teams to support the

implementation of standards-based curriculum, instruction, and assessment. Provided technical assistance to schools on personalized learning. Guided understanding of the federal and state accountability system. Designed and conducted program evaluation.

2004-2007 **Lexington Elementary School, Lexington, MS, Elementary Principal**
Provided building level leadership in the areas of academic achievement and daily operations. Built capacity with faculty and staff. Engaged stakeholders across all roles, levels, and organizations. Implemented feedback systems. Facilitated the use of technology.

SUMMARY OF RELATED EXPERIENCE

Accountability Systems

Began implementing data systems and personnel evaluation systems to monitor students' progress toward reaching school and district academic goals. Assisted principals in frequently monitoring attendance, discipline, and program implementation. Communicated progress to the local school board. Aligned district assessments with state expectations. Worked with teacher teams to select multiple measures of student learning for use as a part of the district's accountability system. Provided support and professional development to educators on system implementation and use of data to help administrators, teachers and support staff ensure that all students are learning at high levels. Increased the accountability rating of schools by 40%. Increased the percent of third graders passing the state assessment by 45%.

School and District Improvement

Provided five years of district leadership and support to building principals in implementing a coherent instructional system. Planned and implemented effective improvement strategies and instructional coaching. Improved the school climate and culture by implementing PBIS and providing social and emotional supports for students, along with recognition for staff and students. Utilized school turnaround indicators to support school and district improvement. Utilized district and school leadership teams to monitor data and create and implement actions plans to address identified challenges. Sustained professional learning communities to support educator knowledge of curriculum standards, rigorous instruction, and data. Worked to rebuild trust with parents and community. Engaged parents and community in the school improvement process.

ESSA Policy and Implementation

For ten years, reviewed the policies, procedures, and guidance of the Elementary and Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act (ESSA). Built capacity of other district and school personnel to support the implementation of programmatic and financial guidelines of ESSA. Executed various actions and tasks outlined in the LEAs Consolidated Federal Application including Title I, II, IV, V, VI, 1003 School Improvement Funds, and the competitive 1003g School Improvement Grant. Conducted internal audits of programs and funds supported under various competitive and formula grants. Devised and carried out corrective actions from internal and external audit findings. Identified, implemented and sustained programs, practices, and interventions that support improved outcomes for educators and students. Leveraged human, financial and other materials resources to improve student performance for students disadvantaged students who come from highly impoverished, rural communities. Completed two state audit cycles with no findings.

PRESENTATIONS

Dagenaught, D., Harrison, D., Morgan, C., & Meeks, A. (2017). Language Acquisition: Mining the Data. Presented at Mississippi Association of School Superintendents Annual Conference. Biloxi, MS

Meeks. A. (2006). Making Connections with Students: The Importance of Relationships. Presented at Holmes County School District: Teacher Leadership Conference. Raymond, MS

Nichols, I. & Meeks. A. (2005). Digitizing Administrative Tasks. Presented at Holmes County School District: School Board/Administrative Retreat. Vicksburg, MS

Nichols, I. & Meeks, A. (2004). Putting It All Together: Integrating and Sustaining New Programs. Presented at Mississippi Staff Development Council 17th Annual Conference. Jackson, MS

Jones, P., Martin, B., & Meeks, A. (2003). Turning Potential into Reality. Presented at Lightspan University. San Diego, CA

ARCHIE HILL, PH.D.

PRIMARY AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Personalized Learning
- Family and Community Partnerships
- Equity Disproportionality
- Closing the Achievement Gap
- Improving Low-Performing Schools
- Rural Education

EDUCATION

Ph.D. Education, George Mason University, Fairfax, VA, 2014
M.A. Applied Sociology, Norfolk State University, Norfolk, VA, 1994
B.A. Sociology, University of Virginia, Charlottesville, VA, 1991

PROFESSIONAL EXPERIENCE

2014-Present **RMC Research Corporation, Tampa, FL, Research Associate**
Responsible for management and planning of subcontracts for the Southeast Comprehensive Center including technical assistance to state personnel in literacy, standards and assessment, and school and instructional improvement. Provides professional development and technical assistance to states and districts regarding reading research and effective practices in reading instruction. Addresses effective family and community engagement practices by conducting workshops on improving literacy through family and community partnerships. Responsible for conducting literature reviews, authoring newsletters on implementing college- and career-ready standards and assessments, and providing quantitative and qualitative analyses in support of the Regional Education Laboratory Southeast and the Southeastern Comprehensive Center. He also manages the Improving Low-Performing Schools in Alabama Research Alliance for the Regional Education Laboratory Southeast where he provides evidenced-based research and tools, such as the Strategies for Turning Around Low-Performing Schools: A Search Tool, to support state initiatives. Served as a U.S. Department of Education, Magnet Schools Assistance Program monitor and an evaluator for the Pinellas County School's Professional Development for Arts Educators Program and the Nevada Department of Education's Native Youth Community Project.

2013-2014 **George Mason University, Fairfax, VA, Adjunct Faculty, Supervised Graduate Literacy Practicum**
Instructed students in applying diagnostic principles, procedures, and techniques for assessing and evaluating the literacy needs of individual learners. Supervised the practicum experience which includes selecting appropriate materials and implementing a variety of assessment and intervention strategies based on an individual student's interests, strengths, and needs. Provided short lectures, strategy demonstrations, coaching on various instructional techniques, and individual technical assistance.

2003-2014 **Northern Virginia Community College, Woodbridge, VA, Adjunct Faculty, Sociology**

Responsible for developing and instructing introduction courses in the field of Sociology, emphasizing sociological theory and research methodology to traditional and non-traditional students.

1995-2000 **Argonne National Laboratory, Washington, DC, Social Science Analyst**
Responsible for quantitative and qualitative data analyses on social and economic impacts of federal actions with regard to the National Environmental Policy Act (NEPA) regulations. Initiate research on minority and low-income participation in public meetings and assisted the President's Council on Environmental Quality in their report on NEPA effectiveness. Responsible for maintaining the U.S. Department of Energy's Human Radiation Experiment Database.

1997 **Rep. Norman Sisisky, The U.S. House of Representatives, Washington, DC, Assistant Press Secretary & Special Projects**
Authored press releases and coordinated media for congressional district and managed and maintained the Representative's web site. Responsible for the documenting and reporting on the legislative process for the U.S. House of Representatives Interior, Commerce, Environment, Transportation, and Energy committees.

SUMMARY OF RELATED EXPERIENCE

Family and Community Partnerships
In this capacity, he provides professional development in the areas of school improvement, and effective family and community engagement where he conducts workshops on improving literacy through family and community partnerships in rural and disadvantaged communities.

Equity Disproportionality
Dr. Hill's research interests include social justice and educational equity as they relate to improving the academic performance of all students regardless of race, ethnicity, or social class. He presented at the meeting of the 2018 Southeast Comprehensive Center Equity Summit where he discussed the challenges of realizing educational equity by recruiting high-quality teachers.

Improving Low-Performing Schools
He serves as a member of a liaison team to the State of Alabama for the Alliance on Improving Low-Performing Schools and the Improving Schools in Mississippi Research Alliance.

PUBLICATIONS

Hensley, T., Turner, S., Drill, K., Hill, A., & Sharp, D. (2017). *North Carolina Read to Achieve: An inside look.* Portsmouth, NH: RMC Research Corporation.

Hensley, T., & Hill, A. E. (2015). *Examination of the Characteristics of Alabama Priority Schools' 2014/15 Continuous Improvement Plans*. Portsmouth, NH: RMC Research Corporation.

Hill, A. E. (2014). Using interdisciplinary, project-based, multimodal activities to facilitate literacy across the content areas (Featured Article). *Journal of Adolescent & Adult Literacy, 57*, 450-460.

Hill, A. E., Seyfrit, C., & Danner, M. J. E. (1998). Oil development and social change in the Shetland Islands 1971-1991. *Impact Assessment and Project Appraisal*, 16(1), 15-25.

PRESENTATIONS

Hill, A. E. (2018). *The challenges of realizing educational equity across states: Recruiting high-quality teachers*. Presented at the meeting of the Southeast Comprehensive Center Equity Summit, Jackson, MS.

Hill, A. E., (2017). *Evidence-based School Improvement Components and Quality Indicators*. Presented at the meeting of the Improving Low-Performing Schools in Alabama Research Alliance, Montgomery, AL.

Hill, A. E. (2014). *Predictive effects of Black fathers' class and status on their adolescent sons' reading proficiency*. Paper presented at the meeting of the National Council of Teachers of English, Washington, DC.

RUTH A. GUMM

PRIMARY AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Evidence-based K-12 literacy instruction, assessment, intervention, and content-area literacies
- Develop support systems and resources for schools, districts, regional centers, and states
- Capacity-building services
- Student achievement gains and gap closure in urban and rural school districts
- Data-driven decision-making

EDUCATION

M.S. Reading/Language Arts, degree anticipated December 2020.
Florida State University, Tallahassee, FL, 42 credit hours.

B.A. Elementary Education: Reading, University of Northern Iowa, Cedar Rapids, IA, 1975.

PROFESSIONAL EXPERIENCE

2010-2015 **Florida Department of Education, Tallahassee, FL, Reading Program Specialist**
Provided technical assistance, capacity-building workshops, and presentations at state, district, and school levels. Writing team member of professional development systems and author of practicum for state certification of content-area teachers (history, sciences, literature) to support low-performing students in grades 6-12. Designed evidence-based instructional framework and developed model lessons to provide statewide guidance in delivering evidence-based instruction aligned to new Language Arts Florida Standards. Authored lesson planning guidance to support educators in local implementation. Reviewed draft K-12 assessments (formative, interim, progress-monitoring) for grade appropriateness and standards alignment.

2004-2010 **Florida Center for Reading Research, Tallahassee, FL, Research Associate**
Reviewed literacy resources and research literature to support State Department leadership in implementing evidence-based practices. Developed grades 4-10 classroom scenarios to clarify for leaders the literacy content and evidence-based practices in COI publications. Provided technical assistance and capacity-building services to states, districts, and schools to improve K-3 literacy practices that increase student literacy outcomes. Presented at national and state conferences and provided follow-up presentations, educator workshops, and phone consultations. Developed and provided trainer-of-trainer professional development in evidence-based practices in instruction and assessment. Supported formulation of annual service delivery plans.

1999-2004 **Florida Department of Education, Tallahassee, FL, Reading Program Specialist**
Provided statewide literacy guidance, technical assistance, and professional development for Florida districts and schools. Delivered presentations at state and district conferences. Writing team member of K-3 Reading First Summer Institute train-the-trainer materials to increase teacher knowledge and skill in evidence-based literacy practices. Drafted content and facilitated state approval of Florida

Reading Endorsement Text Rule and Competencies. Developed Florida School District K-12 reading program specifications to guide districts and schools in evaluating local literacy programs and implementing evidence-based literacy practices.

1992-1999 **Leon County Public Schools, Tallahassee, FL, Reading Department Head and Intensive Reading Teacher, Reading specialist**
Responsible for reading intervention services and materials for five teachers and 500 students in grades 6-8. Provided daily intensive reading intervention for 100 students. Served as school reading specialist (1992-1993), providing both pull-out and inclusion intervention services to students in grades K-5. Served as classroom teacher (Grade 5, 1993-1995; Grade 4, 1995-1997) and summer school teacher for students with varied exceptionalities.

1975-1980 **Grandview Park Christian School, Des Moines, IA, Kindergarten Teacher;** ay provided full-day kindergarten classroom instruction in all subjects.

1975-1978 **Walnut Ridge Christian Academy, Waterloo, IA, Classroom Teacher**
Provided instruction on all subjects in grades 4-5 combination classroom (1975-1977) and grades 3-4 combination classroom (1977-1978).

SUMMARY OF RELATED EXPERIENCE

Evidence-based K-12 literacy instruction, assessment, intervention, and content-area literacies
Ms. Gumm has extensive expertise in evidence-based K-12 literacy practices, impacting student achievement and organizational facilitation of these practices in states, districts, and schools. For example, she drafted Florida reading endorsement competencies and constructed literacy content for numerous state documents, such as K-5 and 6-12 Instructional Materials Specifications for adopting evidence-based literacy programs and Intent to Negotiate guidance for purchasing evidence-based diagnostic tools. Ms. Gumm co-developed Program-Specific Professional Development containing PowerPoint presentations and facilitator notes, facilitator guides, and participant guides with grade-level curriculum maps of all major reading component content and routines. Ms. Gumm co-developed a training system for the Florida content-area reading certification. Each section of the training manual contained competencies, objectives, research literature, and participant activities. She developed numerous resources to guide states, regional centers, districts, and schools in assessment administration and interpretation, data decision-making, differentiated instruction, and responsive interventions. These materials included such resources as evaluation tools with rating scales, decision trees, and flowcharts.

Capacity-building services
Ms. Gumm has 20 years of experience delivering capacity building services to districts and schools in 23 states. These services include statewide, regional, and school district training and organizational meetings to build educator knowledge and skill in evidence-based K-12 literacy practices and increase system capacity to facilitate these practices. She delivered program-specific professional development for clients to learn specific literacy content and research-based routines and collaboratively plan for local implementation. She conducted instructional gap analyses for elementary grade-level teams to analyze curriculum maps for each reading component, analyze student data results, specify instructional gaps contributing to decreased student performance across grades, and identify solutions for each gap. She also provided services to build local school district capacity in planning and delivering systematic evidence-based vocabulary and comprehension instruction for grades 6-12 student success in reading to learn from complex texts, engaging in text-based discussions, and producing text-based writing. She conducted content-area reading training sessions, building Florida district capacity to provide content-area reading

certification training and facilitate evidence-based practicum experiences for content-area teachers to meet state competencies.

SELECTED PUBLICATIONS/PRESENTATIONS

Gumm, R (2013). *Planning a Comprehension Instructional Sequence (CIS) Lesson*. Just Read, Florida! Office, Florida Department of Education.

Greenberg, S.; Gumm, R; Lee, L.; Moeller, K.; Smith, K. *Next Generation Content-area Reading Professional Development* (Grades 6-8; 9-12). Presented statewide train-the-trainer sessions to Florida district professional development providers in 2012 and 2013.

Gumm, R. Comprehension Module (2012) and Practicum (2013). *Next Generation Content-Area Reading Professional Development.* Just Read, Florida! Office, Florida Department of Education.

Greenberg, S.; Gumm, R.; Moeller, K. *The Comprehension Instructional Sequence: Research-based Practices in Reading and Writing* (Grades 3-5; 6-8; and 9-12). Presented Polk County school district professional development sessions for administrators and content-area teachers in 2012.

Gumm, R. and Moeller, K. *Generating Text-based Questions: How to Facilitate Text-based Discussions and Student Writing*. Presented workshops in Jacksonville, FL, and Volusia County in 2012.

Davis, C.J.; Greenberg, S.; Gumm, R.; Moeller, K. *Text Complexity: What Is It?* Presented at Florida Leadership Institutes, district conferences, and school locations throughout 2010 and 2011.

Gumm, R. (2009, August) *Differentiated Lesson Planning.* Conducted district workshop for teachers and reading coaches in Terre Haute, IN, in August 2009.

Gumm, R. *Navigating Interventions.* Presented at National Reading First Conference, St. Louis, MO (2007, July), and State Conference in Charlottesville, West Virginia (2008, March).

Gumm, R. *Research-Based Vocabulary Instruction* (August 2005) and *Research-Based Fluency Instruction* (August 2006*).* Presented to GA pre-service teachers for GA Reading First Office and Department of Education in Atlanta, GA.

TRICIA A. COX

PRIMARY AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Instructional Coaching
- Literacy
- Community Engagement
- Developing/Facilitating Partnerships
- Designing and delivering quality adult learning experiences
- Project Management

EDUCATION

M.Ed	Elementary Education University of North Carolina, Charlotte, North Carolina, 2000
BA	Elementary Education Pfeiffer College, Miseheimer, North Carolina, 1992 Early Childhood Education
AA	Delaware County Community College 1989, Broomall, Pennsylvania, 1989

PROFESSIONAL EXPERIENCE

2012-Present **Moore County Schools, Carthage, NC, ELA Specialist, Coordinator of Professional Development**
Provide technical assistance to K-5 teachers in literacy, reading instruction, and classroom management. Create, facilitate, and organize professional development for district instructional coaches, reading intervention teachers, assistant principals, and principals. Plan, organize, and facilitate a three-day professional development conference for the district. Member of the district MTSS team. Assisted with submission and award of a Duke Energy Grant to prevent summer slide. Leadership team member of Growing Moore Readers (Campaign for Grade Level Reading). Analyze data to support teachers and identify professional development needs.

2008-2012 **Hoke County Schools, Raeford, NC, District Literacy Coach**
Provided literacy support to 13 schools in grades K-12. Codirected an NC Quest Grant Leading Literacy Communities in collaboration with UNC-Pembroke. Presented a five-day Literacy Academy professional development. Analyzed data to support teachers and identify professional development needs. Created reading benchmarks grades 1-5. Lead and completed Quarterly Assurance Review visits to schools.

2004-2008 **North Carolina Department of Public Instruction, Raleigh, NC, Reading First Consultant**
Provided professional development to administrators, literacy coaches, and teachers on evidence-based literacy practices. Monitored literacy blocks and provided feedback to principals, coaches, and teachers. Assisted in development of NC Reading First Procedural Manual and classroom observation forms. Participated in Literacy Coach training with Jan Hasbrouck.

SUMMARY OF RELATED EXPERIENCE

Instructional Coaching

Patricia Cox has over 25 years in education, 16 years of experience with expertise in evidence-based K-12 literacy education ranging in positions from school literacy facilitator to state consultant. Patricia served as a Reading First Regional Consultant for the state of North Carolina. While serving in this role she provided technical assistance to five districts with a focus on evidence-based instruction. Patricia was trained in coaching by Jan Hasbrouck with the NCRF state team. In her role as District Literacy Coach she worked with Preschool through high school teachers in literacy and reading instruction. While serving in this position she co-directed a state grant in collaboration with Pembroke University. Patricia created ongoing professional development sessions for administrators and lead teachers across the district using data to identify areas of additional professional development and coaching. In this role she coached teachers, provided model lessons to teachers, and coached school coaches. Additionally, she worked with administration completing learning walks and discussing things to look for in an effective literacy block which improve teaching and learning.

Literacy

Patricia has been studying evidence-based literacy since 2003 when she was hired as a literacy facilitator in Stanly County Schools. While a consultant for NC Department of Public Instruction, Mrs. Cox was trained extensively by the technical support provided by the Florida Center for Reading Research which included sessions with Anita Archer, Joe Torgeson, and Paul Rosier. Utilizing many literacy assessments as a coach, she is a trainer for Reading 3D, Texas Primary Reading Inventory, and Core Assessments. Mrs. Cox is a Master Literacy Trainer for North Carolina, has Keys to Literacy training, and is a Level 1 trainer and working to complete Level 2 Reading Research to Classroom Practice (previously Reading Foundations) to become a state trainer.

Community Engagement

Patricia worked with the First Book Organization to obtain new books for Preschool through fifth grade students in one of the highest schools of poverty in Hoke County. Additionally, she was able to provide each Backpack Pal a new or gently used book weekly. In her current role Patricia works with community leaders in an advisory role to promote literacy as a member of Growing Moore Reading, a Campaign for Third Grade Readers. Implementing an Evidence-Based Literacy Framework as a K-5 ELA specialist, she has provided guidance, training, and technical support to district and school administrators, instructional coaches, and classroom teachers. She has played a major role in obtaining a Duke Energy grant to prevent summer slide working alongside the director of the Moore Literacy Council. Mrs. Cox has worked with the local community college by presenting literacy strategies to early childhood majors and frequently presents to daycare providers and tutors on phonemic awareness and phonics instruction.

PRESENTATIONS

Cox, P. (2019, November 12). Visual Literacy to Help Oral Development, Moore County Preschool teachers and assistants, Education Center, Carthage, NC.

Cox, P. (2018, August 17). Engaging your Students in Writing Through Literature, Moore Learning Conference, Union Pines High School, Cameron, NC

Cox, P. (2018, August 18). Finding the Sweet Spot of Independent and Challenging Work, Moore Learning Conference, Union Pines High School, Cameron, NC

Cox, P. (2016, August 13). Wiping Out Worksheets, Summer Teacher Academy, Southern Middle School, Southern Pines, NC

Cox, P. (2016, August 14). Read Like a Detective, Summer Teacher Academy 2016, Southern Pines Middle School

Cox, P. (2016, August 14). Supplemental Instruction in the K-3 Classroom, Summer Teacher Academy, Southern Pines Middle School, Southern Pines, NC

Cox, P. and Sell, S. (2016, August 9). The First Day of Schoo, Moore County Schools, New Employee Training, Pinecrest High School, Southern Pines, NC

Cox, P. (2009, August – January) Teachers as Literacy Leaders: Standing TALL in all areas of Literacy Train the Trainer Principal and Teacher Training, Turlington, Hoke County Schools, Raeford, NC

Cox, P. and Kellock-Huntley, V.(2006, August) Principals' Course Overview for Reading First, NCRF Region 4, Anson County, Wadesboro, NC

Cox, P. and Kellock-Huntley, V. (2008, September) Scientific-Based Reading Instruction: Explicit and Systematic, Regional LEA contacts and coach training, Wadesboro, NC

Cox, P and Smith, T. (2008, November)Driven Toward Success, Regional LEA contacts and coach training, Lee County, Broadway, NC

KIMBERLI MCWHIRTER

PRIMARY AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Standards, Curriculum, Instruction, Assessment
- School and District Improvement
- Literacy
- Educator Talent: Equity and Effectiveness
- Evidence Based Programs and Practices
- Family and Community Engagement

EDUCATION

M.Ed.	Curriculum and Instruction Lesley University, Boston, MA, 2003
B.A.	Psychology San Diego State University, San Diego, CA, 1990

PROFESSIONAL EXPERIENCE

2005-2019 **North Carolina Department of Public Instruction, Raleigh, NC, K-3 Literacy Regional Consultant**

Supported regional implementation of legislation focused on ensuring all students were proficient readers by third grade. Provided extensive training in administration of the state literacy assessment and use of data to drive instruction. Developed and delivered customized professional learning focused on early literacy instruction aligned to state standards and regional needs. Collaboratively built district capacity by training multiple cohorts of Master Literacy Trainers. Partnered with internal and external agencies to facilitate effective literacy instruction through research and evidence-based practices.

District School Transformation Instructional Coach

Provided strategic coaching to low-performing schools and districts in both the school and district models. Participated in the development of school improvement plans based on needs evaluations. Developed and delivered customized professional learning aligned to identified needs within the context of existing initiatives and curricula. Provided ongoing evaluations of the effectiveness of instructional practices in conjunction with targeted scaffolding and educator support.

Reading First Regional Consultant

Provided support for the implementation of federal Reading First guidelines, including ongoing feedback focused on effective instructional practices in literacy, fiscal oversight, and compliance. Developed and delivered evidence-based professional learning, focused on literacy, to reading coaches and administrators. Built coach capacity in the areas of content knowledge and the use of data to guide and inform effective literacy instruction.

2004-2005 **Bladen County Schools, Elizabethtown, NC, Reading First Reading Coach**

Participated in writing of district's federal grant application. Provided oversight for school Reading First budget. Coordinated assessment rostering processes and collection of data for state literacy assessment. Provided professional learning to classroom teachers and assistants aligned to selected curricula, student needs as identified by data, and research-based practices.

1995-2004 **Bladen County Schools, Elizabethtown, NC**
Waccamaw Academy, Whiteville, NC
Community Christian School, Apache Junction, AZ
Classroom teacher
Developed high-quality lesson plans aligned to state standards and curriculum. Delivered interactive lessons appropriate to student needs and readiness. Customized instruction for all students. Organized an inviting classroom environment and managed classroom behaviors. Maintained ongoing communication with parents/guardians. Collaborated with colleagues to develop instructional units. Reflected on and revised instruction to improve student outcomes. Completed routine tasks as needed.

SUMMARY OF RELATED EXPERIENCE

Standards, Curriculum, Instruction, Assessment

Kimberli McWhirter has been an educator, both in and out of the classroom, for more than 23 years. She has held a variety of positions over the course of those years - from classroom teacher to state-level consultant - in many different settings, both urban and rural, across the state of North Carolina. In each role as a state-level consultant, Ms. McWhirter has developed and provided delivery and support of standards-based professional learning, focused on effective foundational literacy instruction, to multiple levels of stakeholders, within the framework of the continuous cycle of instructional improvement. She has also developed and provided delivery and support of assessment trainings focused on the fidelity of administration, the collection and interpretation of valid and reliable data, and the use of data results to drive responsive instruction.

School and District Improvement

As an instructional coach with the District and School Transformation division of the North Carolina Department of Public Instruction, she built the instructional capacity of classroom teachers through customized professional learning, based on data, and the facilitation of effective professional learning communities. Ms. McWhirter also worked collaboratively to develop classroom processes and procedures to enhance instructional efficacy and increase student achievement. As part of ongoing inter-agency collaboration, she participated in Comprehensive Needs Assessments and subsequent needs assessment "unpackings", designed to identify areas of deficit and next steps for school and district improvement.

Literacy

In the field of literacy instruction, Ms. McWhirter continued to provide professional learning, based on regional and state needs, in every phase of her state-level service. She was the lead developer of a self-paced foundational skills course for Reading First coaches, created to build content knowledge and sustain effective literacy practices. She has participated in the in-depth literacy training of almost 500 Master Literacy Trainers, individually building the capacity of Master Literacy Trainers in the Western region through collaborative networking and ongoing, targeted support. Literacy-based partnerships, both internal and external, included working with the Multi-Tiered System of Support and Exceptional Children's divisions, as well as brief videos in conjunction with NC State University's Wolfpack Works (a beginning teacher initiative), literacy seminars for the North Carolina Center for the Advancement of Teaching, and literacy presentations for regional and state conferences.

PRESENTATIONS/PUBLICATIONS

Cox, P., Dorsey, W., Kellock, V. & McWhirter, K.M. (2009). *Just Read, North Carolina!* Raleigh, NC: North Carolina Department of Public Instruction.

Belcastro, R. & McWhirter, K.M. (2017). *Pathways of Progress: Building Success, Changing Outcomes*. Mills River, NC: Western Region Master Literacy Trainers.

Belcastro, R., Lanier, C.W. & McWhirter, K.M. (2015). *Read Aloud, Write Aloud, Think Aloud*.

Ocracoke, NC: North Carolina Center for the Advancement of Teaching.
Belcastro, R., Lanier, C.W. & McWhirter, K.M. (2014). *Deepening Reading Comprehension in the Early Grades.* Ocracoke, NC: North Carolina Center for the Advancement of Teaching.
Cooke, C., Jablonski A. & McWhirter, K.M. (2014). *Bringing it All Together: Multi-Tiered Systems of Support, Exceptional Children and Read to Achieve*. Greensboro, NC: North Carolina Exceptional Children's Conference.
McWhirter, K.M. (2019). *Big Ideas in Beginning Reading. Cullowhee, NC: North Carolina Center for the Advancement of Teaching.*
McWhirter, K.M. (2018). *All Kids Can Write!* Concord, NC: North Carolina Association of Elementary Educators.
McWhirter, K.M. (2018). *Thinking with a Pencil: Writing as a Tool for Thought.* Cullowhee, NC: North Carolina Center for the Advancement of Teaching.
McWhirter, K.M. (2018*). Thinking Made Visible: Supporting Our Youngest Writers; Engaging All Learners.* Cherokee, NC: Collaborative Regional Educational Workshop.
McWhirter, K.M. (2018). *Informational Literacy.* Cullowhee, NC: Western Region Master Literacy Trainers.
McWhirter, K.M. (2017). *Thinking Made Visible: Supporting Our Youngest Writers.* Pinehurst, NC: North Carolina for the North Carolina Principals and Assistant Principals Association.
McWhirter, K.M. (2016). *Creating "Comprehenders": Oral Language and Early Literacy; Thinking Made Visible: Supporting Our Youngest Writers.* Greensboro, NC: Collaborative Conference on Student Achievement.
McWhirter, K.M. (2015). *Literacy-Rich Instructional Leadership: Growing Readers Together.* Asheville, NC: Superintendents' Summer Leadership Conference.
McWhirter, K.M. (2015). *Growing Readers Together: Parent as Partners.* Asheville, NC: Western Region Parent Focus Group.
McWhirter, K.M. (2014). *The Differentiated Classroom: Planning with a Purpose.* Greensboro, NC: North Carolina Master Literacy Trainers.
McWhirter, K.M. (2014). *Progress Monitoring is Instruction*. Greensboro, NC: North Carolina Master Literacy Trainers.
McWhirter, K.M. (2013). *Reading 3D: An Overview for Exceptional Children Teachers.* Greensboro, NC: North Carolina State Improvement Project.

JOSHUA A. MELTON, PH.D.

PRIMARY AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Leadership and Management
- Program Evaluation
- Evidence-Based Programs and Practices
- Educator Talent: Equity and Effectiveness
- Educational Choice
- STEM Education

EDUCATION

Ph.D. Educational Methodology, Policy, & Leadership
Specialization: Applied Quantitative Methods
University of Oregon, Eugene, OR, 2016

M.S.M. Sports Management
United States Sports Academy, Daphne, AL, 2009

B.E. Chemical Engineering
Vanderbilt University, Nashville, TN, 2003

PROFESSIONAL EXPERIENCE

2018-Present **RMC Research Corporation, Tampa, FL, Research Associate**
Co-manager of the *Improving Schools in Mississippi Research Alliance* for the REL Southeast. Work with district administrator on analyzing outcomes from feedback surveys. Helped develop training for district teachers and administrators on evidence-based teaching practices. Assisting evaluation for the *Native Youth Community Project* in Nevada. Providing research support on *Missouri Leadership Development System*. Lead evaluator on teacher evaluation project with Pasco County Schools. Provides research as needed for the Southeast Comprehensive Center. Certified reviewer for the *What Works* Clearinghouse, Group Design Version 4.0.

2018 **Pasco County Schools, Land O' Lakes, FL, Supervisor of Research and Evaluation**
Reviewed and improved Student Performance Measures as a part of the district's teacher evaluation. Checked previous year's work in SPSS and improved design for future years. Provided technical assistance on teacher evaluations to district administrators and teachers.

2014-2018 **Oak Hill School, Eugene, OR, Upper School Head**
Performed all administrative tasks associated with running Grades 6-12 at an independent school including personnel, student life, faculty development, programs, curriculum, instruction, athletics, development, and public relations. Led professional development sessions on inquiry teaching, classroom management, equity, and data use. Taught high school chemistry and Design Lab. Led school as co-coordinator for 2016 NWAIS/AdvancEd certification, which received 15 commendations and 2 recommendations (strongest in school history, by far).

2010-2014 **University of Oregon, Eugene, OR, Graduate Teaching Fellow**
Conducted quantitative research for federal grants on the summer slump for early readers and growth models for students on state tests. Completed a semester internship on computer adaptive testing using item response theory. Served as the laboratory TA for four semesters of General Chemistry Laboratory. Designed a graduate-level course on school choice.

2007-2010 **Hillsborough County School District, Tampa, FL, AVID Coordinator and High School Math/Science Teacher**
Started AVID program at Freedom High School leading 125 underserved students through a college readiness program. Taught a variety of STEM courses including AP Chemistry. Founding faculty member, Department Chair of Mathematics, and Athletics Director at Brooks-DeBartolo Collegiate High School, a local charter school.

2006 **Academy at the Lakes, Land O' Lakes, FL, Upper School Math/Science Teacher**
Taught high school courses in math (Algebra 2 and Geometry) and science (Chemistry and Physics).

2004-2006 **Miami Country Day School, Miami Shores, FL, Upper School Math/Science Teacher**
Taught high school courses in math (Geometry), science (Chemistry and Physics), and history (American Popular Music History). Faculty member of the Honor Council. Assistant Coach of Lincoln-Douglas debate and Varsity Baseball.

SUMMARY OF RELATED EXPERIENCE

Leadership and Management

Dr. Melton has extensive leadership and management experience dating back to his days as a student. As an educator, Dr. Melton coached baseball and debate while taking on additional leadership on honor councils or with the AVID Program. At Freedom High School, he was the founding AVID Coordinator, a college readiness program for underserved youth. Towards the conclusion of his graduate study, Dr. Melton became the Upper School Head at Oak Hill School, a private, independent school. For over four years, Dr. Melton was the sole administrator for the Upper School program (Grades 6 to 12), which included teacher evaluation, professional development, curriculum, instruction, discipline, culture, college guidance and many other responsibilities. He co-coordinated the school's 2016 NWAIS Accreditation, a 300-page document that earned 15 acknowledgements and only two recommendations.

At RMC Research Corporation, Dr. Melton co-manages the *Improving Schools in Mississippi Research Alliance* for the REL Southeast, co-evaluates the *Native Youth Community Project*, performs early literacy research on behalf of the Foundation for Excellence in Education, analyzes data for the Missouri Leadership Development System, and manages teacher evaluation calculations for Pasco (FL) County Schools. Dr. Melton serves as the lead evaluator and quantitative methodologist for the RMC office in Tampa. Dr. Melton's management experience shows the ability to balance the specific needs of each partner along with the larger picture of completing quality work in a timely manner. He welcomes working with Region 7 states to achieve to help them achieve their strategic goals and implement their ESSA plans successfully.

Program Evaluation

Currently the lead evaluator at RMC Research Corporation, Dr. Melton is the co-evaluator for the *Native Youth Community Project* for the Nevada Department of Education. Dr. Melton has assisted with three reports, analyzed data for eight surveys, and traveled to Nevada to participate in the American

Indian/Native Alaskan Youth Summit. Additionally, Dr. Melton is the lead evaluator working with Pasco County (FL) Schools on the calculation of their teacher performance measures. Other projects at RMC that Dr. Melton has contributed to the *Improving Schools in Mississippi Research Alliance*, the *Pinellas County's (FL) Elevate ARTS*, and *Embracing Our Differences* for Manatee County (FL) Schools. Prior to working at RMC Research Corporation, Dr. Melton completed evaluations of a mathematics software program, a summer school reading program, and a social-emotional test/curriculum.

Evidence-Based Practices

At the University of Oregon, Dr. Melton worked on two IES funded grants that contributed to the evidence-base for different fields. In early literacy, Dr. Melton contributed to a study of the effectiveness of a summer reading program at beating the "summer slump" for low income students with reading difficulties. Additionally, he contributed literature reviews and data analyses for several projects related to longitudinal student performance of students on state tests for both students with- and without disability. In addition to his academic training, Dr. Melton is a certified What Works Clearinghouse certified reviewer of Group Design (version 4.0) studies.

At RMC Research Corporation, Dr. Melton is the co-manager of the *Improving Schools in Mississippi Research Alliance* for the REL Southeast. As a part of that Alliance, Dr. Melton has supported districts providing an evidence-based school culture survey to their teachers. In addition, he will be co-presenting an approved training on evidence-based teaching practices this summer. Dr. Melton has a strong understanding of IES practice guides publicly available and the ability to evaluate peer-refereed research according to their proper WWC protocols.

SELECTED PUBLICATIONS AND PRESENTATIONS

Bowman, F. M., & Melton, J. A. (2004). Effect of activity coefficient models on predictions of secondary organic aerosol partitioning. *Journal of Aerosol Sciences, 35*, 1415-38.

Melton, J. A. (2013, October). *Data and modeling issues in predicting college readiness from MAP scores.* Northwest Evaluation Association, Portland, OR.

Melton, J. A. (2012, September). *Examining the impact of heterogeneous modeling methods on the value-added estimation of school effectiveness.* Paper presented at colloquium for the Department of Educational Methodology, Policy, & Leadership, Eugene, OR.

Melton, J. A., & Fukuda, E. (2012, February). *Heterogeneity of out-of-school learning: Factors affecting reading growth outcomes for second and third graders*. Paper presented at the Third Annual University of Oregon Graduate Student Research Forum, Eugene, OR.

Melton, J. A., Fukuda, E., Zvoch, K., & Stevens, J. J. (2013, April). *Differentiating growth in oral reading fluency across two academic years and the intervening summer.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

RMC Research Corporation. (2019). *Mississippi's Literacy-Based Promotion Act: An inside look.* Tallahassee, FL: ExcelinEd.

Region 7 Comprehensive Center (R7CC):

University of Mississippi/Center for Excellence in Literacy Instruction (CELI) – Key Personnel

- Ms. Angie Caldwell
- Dr. Angela Rutherford

ANGIE CALDWELL

SUMMARY OF RELATED EXPERIENCE

Angie Caldwell has 9 years experience in education. For the past five years, she has served as an education and training specialist at low performing, rural schools in Mississippi. As an education and training specialist, she has provided technical support to school personnel to support literacy instruction, implement and evaluate curriculum programs/practices, administer assessments, and analyze data. She has also designed and conducted professional developments to meet the needs of schools and community organizations.

EDUCATION

ED.S Educational Administration, Delta State University, 2017

M.Ed. Literacy Education, University of Mississippi, 2003

B.A. Elementary Education, University of Mississippi, 2008

PROFESSIONAL EXPERIENCE

2013-Present **Center for Excellence in Literacy Instruction, University, MS, Education and Training Specialist**

Served as an education and training specialist for the Center for Excellence in Literacy Instruction, CELI, managing multiple projects to include on-site mentoring, instructional design, and serves as the program manager for a reading tutoring program. Provides technical assistance and support to school personnel including principals and teachers to support literacy instruction, analyzing student data, and implementing curriculum. Provides coaching support to individual teachers to ensure they have specific goals and plans to improve teaching practices. Meets regularly with school principals and teachers to analyze/review student data and makes recommendations for adjustments in instructional practices in order to close the achievement gap. Designs and conducts professional developments for schools and community organizations that focus on improving students' literacy skills through evidence-based programs and practices.

Served as the Rebel Reading for Academic Success program manager. Coordinates and organizes a reading program that focuses on improving undergraduate students' literacy skills. Recruits and supervises reading tutors. Collects and reviews data to evaluate the effectiveness of the reading program.

Served as Jumpstart site manager. Conducted various early childhood and literacy trainings that prepare undergraduate AmeriCorps members to teach literacy skills to

preschool children. Supervised undergraduate students implementing a literacy curriculum. Monitored and evaluated quality of instruction.

2016-2017 **University of Mississippi School of Education, University, MS, Adjunct Instructor**
Prepared and presented lessons relating to literacy assessments and interventions. Utilized variety of instructional strategies to engage students. Evaluated student performance.

2012-2013 **Center for Excellence in Literacy Instruction, University of MS, Reading Consultant**
Planned and implemented literacy lessons for undergraduate students. Administered and analyzed assessment data to determine specific reading deficits.

2012-2013 **Southaven Intermediate School, Southaven, MS, 4th grade Teacher**
Planned and implemented classroom instruction for Language Arts, Math, Science, and Social Studies. Title I school

2011-2012 **Saltillo Elementary School, Saltillo, MS, 4th grade Teacher**
Planned and implemented classroom instruction for Language Arts and Social Studies

2009-2011 **D.T. Cox Elementary, Pontotoc, MS, 4th grade Teacher**
Planned and implemented classroom instruction for Language Arts, Math, Science, and Social Studies. In the second year, served as grade-level Reading Chair. Created and/or reviewed all reading assessments for the 4th grade. Title I school

SELECTED PROFESSIONAL ACTIVITIES

- 2019**.** Served on the Mississippi Department of Education's Learning Walk team to conduct classroom observations at a high needs school to determine areas of strengths and weaknesses. Collaborated with team to establish school wide literacy goals.
- 2017. Mentored Senatobia City School's literacy coach. Provided mentoring and resources. Modeled teacher debriefing sessions. Evaluated reading curriculum and served as a literacy resource to administration.
- 2017. Served on the Mississippi Department of Education's Learning Walk team to conduct classroom observations to determine areas of strengths and weaknesses. Collaborated with team to school wide literacy goals.
- 2016. Provided a series of mini workshops to train paraprofessionals on a summer literacy curriculum to implement at the Boys and Girls Club. Provided on going support and resources. Administered assessments and analyzes data to determine children's growth.

- 2011 Summer-Saulting to Second Grade Success at Pontotoc Elementary School, MS. Co-developed, coordinated, and provided instruction focusing on improving reading foundational skills for low performing rising first graders. Analyzed student data to determine student growth and effectiveness of the program.
- 2011 Served on the Response to Intervention Team at D.T. Cox Elementary. Met with teachers regarding at risk students and provided assistance with the RTI process. Recommended interventions for at risk students.
- 2011. Developed and coordinated the First Annual Literacy Night for D.T. Cox Elementary.
- 2010. Conducted a series of literacy workshops for all English Language Arts 4th grade teachers at D.T. Cox Elementary.

SELECTED PRESENTATIONS

- Caldwell, A. (2019, April). Building Language and Literacy Through Phonological Awareness. Presented at LOU Reads Early Childhood Professional Development Day, Oxford, MS.
- Caldwell, A. (2018, August). What is Phonological Awareness?. Presented at the Residential Institute, Oxford, MS.
- Caldwell, A. (2017, September). Literacy Workstations. Presented at Dundee Elementary School, Dundee, MS.
- Caldwell, A. (2017, March). Helping Students Read Informational Text. Presented at Dundee Elementary, Dundee, MS.
- Caldwell, A. (2017, May). What is the Imagination Vacation Literacy Curriculum?. Presented at the United Way, Jackson, MS.
- Caldwell, A. (2016, June). Summer Literacy Leaders. Presented at the University of Mississippi, Oxford, MS.
- Caldwell, A. (2015, February). ParaReading: A Training for Reading Tutors. Presented at Itawamba County School District, Fulton, MS.
- Caldwell, A., Morgan, O. (2013, August). Scaffold Silent Reading: A Complement to Guided Reading that Works. Presented at Okolona Elementary School, Okolona, MS.

SELECTED PROFESSIONAL DEVELOPMENT

- Language Essentials for Teachers of Reading and Spelling, LETRS, Modules 1,2,3, and 7. Oxford, MS
- LETRS for Early Childhood Educators Supplement Module, Oxford, MS
- Mississippi Educator Evaluations Training, Tupelo, MS
- Unpacking Common Core State Standards, Tupelo, MS

SUMMARY OF RELATED EXPERIENCE

Angela Rutherford has more than 30 years of experience in public education. For the last fourteen years, she has served as a professor at the University of Mississippi (UM). During this time, she has held the position of Director of the Center for Excellence in Literacy Instruction and managed multiple grant projects focused on providing technical assistance and professional development. Within those grant projects, she has collaborated with states, districts, and schools for program development, design, implementation, and evaluation. She has consulted and advised states, districts, and schools in the implementation of evidence-based literacy programs, including the implementation of successful literacy programs for disadvantaged students in low-performing, high-needs, rural schools and districts. She is a nationally certified trainer of Language Essentials for Teachers of Reading and Spelling (LETRS) and has presented modules since 2010. In addition, she has actively served on numerous national, regional, state, and local committees and task forces all focused on ensuring that students receive equitable access to effective teachers.

EDUCATION

Ph. D.	Reading Education, Auburn University, 2003
M. Ed.	Educational Administration and Supervision, University of Southern Mississippi, 1993
B. S.	Elementary Education, University of Southern Mississippi, 1988

PROFESSIONAL EXPERIENCE

2004-Present **University of Mississippi (UM), Oxford, MS, Professor; Director, Center for Excellence in Literacy Instruction and the Campaign for Grade-Level Reading**

Currently managing multiple grant projects focused on early literacy, teacher preparation, and partnerships with communities, districts, schools, and early education providers particularly focused on providing appropriate community support, effective teachers and leaders, and access to literacy programming to disadvantaged children and families who live in rural areas. Teaching coursework for undergraduate and graduate educator preparation programs. Currently serving on the Mississippi Reading Panel, the Mississippi Early Reading Policy Team, and the Regional Education Laboratory Southeast Governing Board.

Served as the director of the Willie Price Lab School (serving 3- and 4-year old children) on the UM campus for 2 years and began the process of NAEYC accreditation. Served as president of the Mississippi Higher Education Literacy Council, an organization of reading faculty members from all educator preparation programs across Mississippi. Provided technical assistance and support to UM principal preparation programs specific to literacy. Provided technical assistance and support to school leaders and teachers in low-performing schools serving disadvantaged students specific to literacy

2003-2004 **Mississippi University for Women, Columbus, MS, Barksdale Reading Institute**
Assistant Professor
Taught coursework in elementary education undergraduate and graduate programs, specific to literacy and research methodology. Served as the coordinator for the literacy education graduate program and wrote the International Reading Association Specialized Professional Association program report. Worked in local schools to support preservice and practicing teachers.

1996-2003 **Lee County Schools, Beauregard, AL, Teacher**
Taught middle school mathematics (1 year) and remedial/developmental reading courses to high school students.

1991-1996 **Different locations in Alabama and Louisiana, Teacher and Adjunct Instructor**
Taught in long-term substitution classrooms in Jasper, AL and Opelika AL.
Taught developmental reading at Nicholls State University in Thibodaux, LA.
Served as a student athlete academic monitor at Auburn University in Auburn, AL.

1988-1991 **Hattiesburg Schools, Hattiesburg, MS, Teacher**
Taught middle school Title I mathematics for 1 year and taught kindergarten for 3 years.

SELECTED PUBLICATIONS

- Oakley, N., Burk, K., Butler, K., Lemonis, R., Paola, C., & **Rutherford, A**. (2018). *Finding the right starting point for reading interventions.* Mississippi Department of Education. (Authored with the entire Mississippi Reading Panel)
- Birdyshaw, D., Swaggerty, E., McGriff, M., Rutherford, A., Ro, J., Tancock, S., Fine, J., & Leach, A. (2017). Beyond state requirements: Examining teacher preparation for literacy instruction in the United States teacher education programs. *Literacy Practice & Research, 43*(1), 15-25.
- Rutherford, A. S., Carter, L., Riley, M., & Platt, S. (2017). Content knowledge reading assessment: A policy change impacting elementary education candidates' preparation. *Research in Higher Education, 33*.
- Mott, M.S., Mott, J.M., McClelland, S.S., Thomas, L.H., **Rutherford, A.S**., Naron, K.Y., & Moore, J.J. (2016). *Early literacy assessment and toolbox.* San Diego: California: Cognella. (first edition)
- Birdyshaw, D., Swaggerty, E., **Rutherford, A.**, Berne, J., Donaldson, R., Fine, J., McGriff, M., Tancock, S., Tano, C., & Wooten, D. (2015). *Preliminary report on the teacher preparation for literacy instruction*. Newark, DE: International Literacy Association.
- Sheils, A. P., & **Rutherford, A.** (2014). Meaningful mentoring: A source of hope in elementary classrooms in the Mississippi Delta. *Florida Association of Teacher Educators Journal, 1*(14), 1-8.
- Mott, M. S. & **Rutherford, A. S.,** (2012). Technical examination of a measure of phonological sensitivity. *SAGE Open.* doi: 10.1177/2158244012445584.
- **Rutherford, A. S.**, Hillmer, T., & Parker, A. (2011). Overcoming the education challenge of poverty in the Mississippi Delta. *Kappan, 93*(3), 40-43.
- **Rutherford, A.**, Leland, K. L., & Mott, M. S. (2010). A call for change: Engaging students in Rosenblatt's aesthetic stance to promote lifelong reading. *Concern for Affect In Reading Education, 25*, 34-39.

- **Rutherford, A.**, Carter, L., Hillmer, T., Siebert, S., Kramer, M., & Parker, A. (2009). Promoting intrinsic reading: Implementing literature circles with intermediate-grade students and preservice teachers. *The International Journal of the Book, 6*, 43-49.
- **Rutherford, A.**, Carter, L., Wolff, L., & Blackwell, S. (2009). Student teachers' early literacy concepts. *Academic Exchange Quarterly, 13*(1), 60-69.

SELECTED GRANT ACTIVITIES

- Jumpstart Mississippi, Jumpstart National, Awarded Summer 2018 ($314,273)
- UM College Corps, Corporation for National and Community Service and the Mississippi Commission for Volunteer Service, ($81,280)
- Mississippi Campaign for Grade-Level Reading, North Mississippi Education Consortium, ($302, 934)
- WKKF, Mississippi Momentum: Bringing the Science of Reading to Teacher Preparation, ($725,450)
- Mississippi Momentum: Bringing the Science of Reading to Teacher Preparation, Phil Hardin Foundation, ($60,000)
- Center for Excellence in Literacy Instruction, Hearin Foundation #2, ($1.5 million)
- Center for Excellence in Literacy Instruction, Hearin Foundation, ($1.5 million)

SELECTED PRESENTATIONS

- Butler, K., Rutherford, A., Burk, K. & Lee, S. (2018). Mississippi Momentum: Transforming Teacher Preparation for Early Literacy Instruction. The Reading League Annual Conference
- Cormack, M. & **Rutherford, A.** (2018). All-Day Institute for Preservice Early Childhood Faculty Members, Mississippi Early Childhood Association
- Keynote Address—The Correlation Between Poor Attendance and Reading (2018). MS Department of Education Chronic Absenteeism Summit
- Rutherford, A. (2018). Involving the Community in Reducing Chronic Absenteeism. MS Department of Education Chronic Absenteeism Summit
- Panel Presentation—Moving the Needle: GLR in the Crucible of Practice/State-level perspective (2018). Campaign for Grade-Level Reading Week
- Rutherford, A. (2017). Overview of LETRS for Early Childhood Educators. 2017 Child Care Director Institute
- Kern, D., Sanders, K., **Rutherford, A.** & Witherell. N. (2017). Reviewing Reading Specialist/Literacy Coach Reports for ILA/CAEP. International Literacy Association
- Moon, S., **Rutherford, A**., O'Neil, C. S., Williamson, L., & Winer, E. S. (2017). Launching new statewide campaigns in Mississippi and North Carolina. Campaign for Grade-Level Reading Week
- Birdyshaw, D., McGriff, M., **Rutherford, A**., Swaggerty, E., Lewis-Spector, J. (2016). Report of the ILA Task Force on Teacher Preparation in Literacy: Investigations in literacy teacher preparation programs.
- Rutherford, A., Butler, K., Carter, L., & Riley, M.H. (2016). How one state is addressing teacher preparation in literacy instruction. International Literacy Association, July 9, Boston, Massachusetts.

Region 7 Comprehensive Center (R7CC):

Applied Engineering Management Corporation (AEM) – Key Personnel

- Ms. Rachel Goins
- Dr. Lauren Jetty
- Mr. Jeff Sellers
- Dr. Monica Young

RACHEL GOINS

PRIMARY AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Leveraging expertise and resources
- College and Career Readiness
- Equity and Disproportionality
- Personalized Learning
- Social Emotional Learning and School Safety
- Providing technical assistance to State Education Agencies

EDUCATION

B. A. Sociology
Howard University, 2007

PROFESSIONAL EMPLOYMENT HISTORY

2014-present **Program Manager, AEM Corporation**
Manages the development and delivery of Technical Assistance for LEAs, IHEs, and non-profits around teacher quality, personalized learning, cultural competence, and place-based initiatives. Designs and leads comprehensive TA strategies that apply adult learning principles, support the Department's priorities, inform the field, and improve grantees' capacity to achieve education goals. Designs and develops TA products including briefs, tools, presentations, and communities of practice.

2008-2014 **Research Associate, American Institutes for Research**
Managed national Technical Assistance centers focused on educational technology and school climate. special education, and juvenile justice. Designed and delivered Technical Assistance for SEAs and national stakeholders on social emotional learning (SEL), school-to-prison pipeline, and assistive technology. Led task areas on project evaluation, webinar training, website development, and advisory committees.

PROFESSIONAL EXPERIENCE

College and Career Readiness

Rachel Goins has 11 years of experience managing, designing, and delivering research-based technical assistance (TA) for national, state, and local education stakeholders. Her earlier school climate and SEL work with SEAs, her personalized learning work with LEAs, and her equity-centric TA approach were all fundamentally focused on providing cradle-to-career supports – so that all students, particularly rural students and Black and Latino students, have the learning skills, academic knowledge, and intellectual dispositions for effective self-advocacy and to be successful in careers or college. This work included TA exploring the effects of educators' implicit bias on curricular and disciplinary decisions and the impacts

Use or disclosure of data contained on this sheet is subject to the restriction on the title page of this proposal or quotation.

on student achievement and growth; addressing the role of equitable design of career-and-technical education pathways and work-based experiences in providing a well-rounded education for students; and facilitating the transfer of knowledge and practice from LEAs to IHEs in graduating disadvantaged students through targeted academic interventions and wraparound supports.

Leveraging Expertise and Resources

Education faces adaptive problems, defined by Heifitz et al (2004) as complex, with no known solution, and requiring the resources, authority, collaborative learning, and policy and practice changes of multiple stakeholders. Therefore, Rachel designs TA that brings together practitioners, researchers, content and policy experts, funders, policymakers, and community-based organizations to explore education challenges and identify practical, actionable and sustainable solutions. An example of this TA includes a personalized learning summit collaboratively designed by teams of community partnership, teaching and learning, and competency-based education experts and practitioners; and bringing together federally funded LEA grantees, non-grantee LEAs, other national networks, and thought leaders to discuss the challenges of scaling personalized learning regionally and collaboratively identifying policy and funding solutions that keep equity at the center.

Personalized Learning

Rachel co-led the TA center providing support to federally funded grantees implementing personalized learning initiatives. She helped design and facilitate national convenings; virtual learning networks; and on-site TA focused on project-based learning, data dashboards and systems to support real-time instructional decisions, barriers to college persistence and degree attainment, and sustainability.

SECLECTED PRESENTATIONS AND PUBLICATIONS

Goins, R., Brady, A., Young, M. (2019). Sharing results: A guide for communicating Promise Neighborhoods outcomes to diverse audiences. Washington, DC: Urban Institute.

Kramer, S. & Goins, R. (2019, January). Using logic models to build comprehensive teachers of color pipelines. Presented at the Insight Education Group Educator Exchange 2019, Greensboro, SC.

Goins, R. & Horwath, B. (2015). Project based learning at Harmony Public Schools. Retrieved from https://rttd.grads360.org/#communities/pdc/documents/8650.

LAUREN JETTY, PH.D.

PRIMARY AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- STEM
- Educator Talent: Equity and Effectiveness
- Standards, Curriculum, Instruction, Assessment
- School and District Improvement
- Evidence Based Programs and Practices
- Evaluation

EDUCATION

Ph.D.	Science Education Syracuse University, Syracuse, NY, 2014
M.S.	Secondary Science Teaching 7-12 Biology Syracuse University, Syracuse, NY, 2006
M.P.S.	Environmental and Forest Biology State University of New York Environmental Science and Forestry, Syracuse, NY 2006
B.S.	Environmental Education Pennsylvania State University, State College, PA 2001

PROFESSIONAL EMPLOYMENT HISTORY

2015-pres **Senior Research and Evaluation Associate, AEM Corporation, Herndon, VA**

TA expert for the Teacher Quality Programs (TQP) Technical Assistance (TA) Center providing support to grantees in the teacher quality programs at the U.S. Department of Education; Conducts research-based literature reviews, designs and implements quantitative and qualitative analyses of school-, LEA-, and SEA-level data and develops reports for federal and private clients; Served as the evaluation lead in the design and implementation of a collective impact evaluation of 19 privately-funded literacy programs; Provides data management TA to LEAs and schools to support their collection of high-quality data for use in programmatic decision-making; Analyzes APR performance measures and GPRA data and delivers TA and support to grantees in meeting corresponding data collection and data reporting requirements for federal clients; Serves as facilitator for U.S. Department of Education's Supporting Effective Educator Development (SEED) program to develop and sustain partnerships that support the dissemination of effective educator development strategies; Served as Project manager for ED*Facts* Technology and Support Services for a task order focused on enhancements to increase effective management and use of ED*Facts* data.

2011-2013 **University Teaching Associate, Syracuse University, Syracuse, NY**

2005-2006 Designed and instructed multiple teacher preparation courses focused on the use of inquiry-based science teaching and teacher education methods. Served as a student teacher supervisor and observed and evaluated student teachers in their field placements. Developed curriculum, instruction, and assessment tools for a physical science class for non-science majors.

2009-2011 **Research Associate, Syracuse University, Syracuse, NY**

Member of research team on a $2.5 million, five-year study of the impact of science teacher preparation programs on science teachers and their students for the National Science Foundation. Research activities included data coding, qualitative and quantitative data analysis, and synthesis of research findings. Developed products for dissemination and presented at national conferences.

2007-2009 **Seventh Grade Science Teacher, Aston, PA**

Instructed two sections of honors life science and three sections of accelerated life science including a section co-taught with a special education teacher. Collaborated with district science curriculum coordinator, and a university professional development consultant to design authentic assessments.

2004-2005 **Research Associate, Syracuse, NY**

Designed and implemented professional development workshops for secondary science teachers.

PROFESSIONAL EXPERIENCE

Program Evaluation

Lauren has 10 years' experience conducting research and evaluation and managing technical assistance for SEAs, LEAs, IHEs, and non-profits in areas including teacher preparation, professional development, induction, and data management. She has experience conducting literature reviews, performing data quality review and analysis, designing evaluation of program impact, developing and implementing both quantitative and qualitative research methodologies, and preparing both technical reports and manuscripts for publication. In her role as Senior Research and Evaluation Associate, Lauren has served as the evaluation lead in the design and implementation of a collective impact evaluation of 19 literacy programs in California which measured the effects of grantees' literacy initiatives. She developed indicators for program success, selected evaluation assessments, developed data collection measures and templates, provided technical assistance to grantees to support their evaluation data collection, and analyzed data for trends in participation and collective impact on literacy outcomes. To complement quantitative findings from the evaluation, Lauren also worked with grantees to develop annual writing and sharing of success stories using high-quality quantitative and anecdotal data described in a standard template to show deep impact of individual grant programs.

Educator Talent: Effectiveness and Equity

A primary focus of Lauren's current role is serving as technical assistance expert for the U.S Department of Education's Teacher Quality Programs (TQP) Technical Assistance (TA) Center providing technical assistance to LEAs, institutions of higher education, and not-for-profit and other organizations receiving TQP grants. She engages with grantees from across the nation through a combination of universal and individualized technical assistance to support their efforts to improve the effectiveness of the educators they serve through improving educator preparation and development as well as strategies to more equitably distribute highly effective educators across LEAs and schools. As a part of her technical assistance work, Lauren helped to develop and lead a two-part sustainability workshop series for the TQP

grantee community, including two in Florida (University of Miami and University of Central Florida) focused on building TQP grantee capacity to implement, monitor/evaluate, continuously improve, and sustain their TQP grant activities. Finally, as a former practitioner in Pennsylvania and New York, Lauren has worked as both a secondary science teacher and a university instructor for teacher preparation methods for elementary and secondary pre-service teachers.

District and School Turnaround and Evidence Based Programs and Practices

In her role as senior research and evaluation associate, Lauren has managed a technical assistance project for U.S. Department of Education (ED), Office of State Support, in the Office of Elementary and Secondary Education. The overall goal of this technical assistance work was to gather and develop information that assisted ED in providing technical assistance to SEAs and LEAs on evidence-based and promising practices in school improvement. The resulting technical assistance gathered and synthesized existing information on evidence-based practices in school improvement, developed five new case profiles of evidence-based practices in school improvement, and developed examples of processes that SEAs may use to develop rigorous long-term goals and to determine measures of interim progress that are aligned to requirements in the Every Student Succeeds Act (ESSA). She led team that created the case profiles of SEAs and LEAs that promoted promising practices in the selection and implementation of evidence-based interventions to improve student and teacher outcomes. These profiles served to demonstrate what evidence-based decision making looks like in practice to guide SEAs and LEAs with important points to consider as they use evidence to select and implement interventions to improve student outcomes.

SECLECTED PRESENTATIONS AND PUBLICATIONS

Bloom-Weltman, J., Jetty, L.E., Honey, R.E. (2018, April). Access to Calculus: School Characteristics Associated with Minority Enrollment from the Civil Rights Data Collection. Paper to be presented by AEM Corporation at the American Educational Research Association Annual Meeting, The Dreams, Possibilities, and Necessity of Public Education, New York City, New York.

Honey, R.E., Bloom-Weltman, J., Jetty, L.E. (2017, April). Access to Math: School Characteristics Associated with Minority Enrollment from the Civil Rights Data Collection. Paper presented by AEM Corporation at the American Educational Research Association Annual Meeting, Knowledge to Action: Achieving the Promise of Equal Educational Opportunity, San Antonio, Texas.

Jetty, L. E. (2014). Reform-based science teaching: A mixed-methods approach to explaining variation in secondary science teacher practice (Unpublished doctoral dissertation). Syracuse University, Syracuse, NY.

Jetty, L.E., Tillotson, J.W. Reform-Based Science Teaching: Explaining Variation in Secondary Science Teacher Practice. Paper presented at the American Educational Research Association Annual Meeting, April 2014, Philadelphia, PA, USA.

Jetty, L.E., Tillotson, J.W., & Barry, D.S. Science Teacher Practice in the Classroom: Predicting Reform Based Pedagogy. Paper presented at the Association for Science Teacher Education Annual Meeting, January 2012. Clearwater, FL, USA.

Jetty, L.E., Tillotson, J.W., Young, M.J., Barry, D.S., & Dolphin, G.R. Visions of good teaching: Qualitative description of teachers' beliefs. Paper presented at the Association for Science Teacher Education Annual Meeting, January 2011. Minneapolis, MN, USA. Publication.

Barry, D., Young, M.J., Tillotson, J.W., Jetty, L.E. & Dolphin, G. (2011). Science teachers' beliefs about reformed teaching and learning: A quantitative analysis using the BARSTL questionnaire. Paper presented at 2011 ASTE International Conference; Minneapolis, MN.

Young, M.J., Tillotson, J.W., Dolphin, G.R., & Jetty, L.E. The impact of critical learning experiences on science teacher development. Paper presented at the National Association for Research in Science Teaching Annual Meeting, March 2010, Philadelphia, PA, USA.

JEFF SELLERS

PRIMARY AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Providing technical assistance to State Education Agencies
- Providing intensive assistance – onsite – ongoing relationship – feedback and monitoring
- Engage stakeholders across roles, levels, organizations
- Developing and implementing sustainability plans
- Project management/administration
- College and Career Readiness

EDUCATION

B.A. Florida State University, Tallahassee, FL, 1989

PROFESSIONAL EMPLOYMENT HISTORY

2001-pres **Senior Program Manager, AEM Corporation, Herndon, VA**

Provides technical assistance on multiple ED programs focused on assisting more than 25 SEAs, including Florida, Mississippi, and Alabama, with the development and use of education data systems.

- Provides technical assistance and support including data sharing agreements between state agencies, data linkage processes and maintenance, including support for college and career measures and outcomes, state-level education data management, stakeholder engagement, sustainability strategies, privacy and access policies and procedures to leverage external research/evaluation.

- Provides technical assistance for TA Centers including, Statewide Longitudinal Data Systems (SLDS), DaSy, and Center for the Integration of IDEA Data (CIID). Provided technical and data management support for the Striving Readers Comprehensive Literacy (SRCL) grant program and the IDEA Data Center (IDC).

2010-2011 **Independent Consultant, Sellers Consulting Services, LLC, Tallahassee, FL**

Plan, design, and develop longitudinal data systems, including pre-kindergarten through postsecondary education data integration.

- Assessed state data needs and made collection, management, and data use recommendations for program and policy evaluation
- Provided data governance development and improvement expertise and facilitation
- Developed practical data applications for accountability and performance reporting, funding applications, counseling, and other purposes
- Delivered and analyzed evaluations of state education data capability

2009-2010 **Acting Deputy Commissioner, Division of Accountability, Research, and Measurement, Florida Department of Education, Tallahassee, FL**

Directed division activities including budgeting, strategic planning, contracts and grants, personnel, and staffing for the Department's public education data systems from prekindergarten through graduate school.

- Member of the Commissioner's cabinet and policy teams
- Coordinated the timing and release of high-profile test and accountability system results
- Provided testimony and analyses to the State Board of Education and the Florida Legislature
- Directed and participated in the application development for several federal grants including two SLDS grants and Race to the Top

2007-2009 **Assistant Deputy Commissioner, Division of Accountability Research and Measurement, Florida Department of Education, Tallahassee, FL**

Managed the major education student and staff data systems including the K-12, Workforce Development, and Community College data systems, PK-20 Education Data Warehouse and the state's employment outcomes system, the Florida Education & Training Placement Information Program (FETPIP).

2003-2007 **Director, K-20 Education Data Warehouse, Florida Department of Education, Tallahassee, FL**

Directed the project management activities of Florida's Statewide Longitudinal Data System including the planning, scheduling, implementation and enhancements of the PK-20 Education Data Warehouse.

1996-2003 **Data Base Administrator, Florida Department of Education, Tallahassee, FL**

Managed efforts on the maintenance, support and enhancements of the agency's PK-12 student and staff data bases, along with supporting applications (teacher certification, facilities, etc.).

PROFESSIONAL EXPERIENCE

Providing technical assistance to State Education Agencies. Jeff Sellers has 38 years' experience focusing on education technical assistance, data systems, and technology implementations. He specializes in providing support, facilitation, and needs-sensing to SEAs on a variety of data and system issues in the

areas of data governance, stakeholder engagement, data usage, research consortia, project management and longitudinal data system design and infrastructure for data related to early childhood, K-12, postsecondary education and workforce.

Providing intensive assistance – onsite – ongoing relationship – feedback and monitoring. In his capacity since 2010, Jeff has provided direct, onsite, intensive technical assistance to many states, with a focus on the establishment of data governance processes and structure and data use to inform program and policy effectiveness. Additionally, he has spent onsite time with states as they discuss and determine data system requirements, stakeholder engagement and system implementation. Helping states bridge the gap between program and technical personnel has also been a major focus. States are continually challenged in internal communication between these two entities within the agency. He facilitates helping the IT staff understand the needs of the program staff, along with assisting the program staff to articulate the information needed by IT. Specific assistance given to Mississippi in the development of P-20 data governance, working with Alabama on collecting information in the development of a P-20 SLDS, and a continued relationship with Florida.

College and Career Readiness. For seven years, while at the Florida Department of Education, he worked with both the SEA and the state's Department of Labor in the integration and use of education and employment data. Florida developed the nations first data system where education and employment data were integrated, and standard outcome measures were developed to measure readiness for postsecondary and workforce. Using that experience, Jeff has worked with other states as they have developed their own data systems incorporating education and employment data to develop measures to calculate college and career readiness. Jeff cohosts a workgroup of states to develop standard college and career outcomes measures to help measure readiness with the goal of having comparable data across states.

Use or disclosure of data contained on this sheet is subject to the restriction on the title page of this proposal or quotation.

MONICA YOUNG, PH.D.

PRIMARY AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Accountability Systems
- Capacity Building Technical Assistance
- Data Collection, Management, and Use
- Educator Talent: Equity and Effectiveness
- ESSA Policy and Implementation
- Stakeholder Engagement
- STEM

EDUCATION

Ph.D.	Science Education Syracuse University, Syracuse, NY, 2012
M.S.	Science Teaching 7-12 Physics Syracuse University, Syracuse, NY, 2008
M.S.	Mechanical Engineering Syracuse University, Syracuse, NY, 2004
B.S.	Mechanical Engineering Clarkson University, Potsdam, NY, 2000

PROFESSIONAL EMPLOYMENT HISTORY

2014-pres **Senior Education Program Manager, AEM Corporation, Herndon, VA**
Director of two USED funded technical assistance centers: Teacher Quality Programs TA Center (2017-pres), Equitable Access Support Network (EASN) (2014-2017); Collaboration Lead and subject matter expert for Statewide Longitudinal Data Systems (SLDS) State Support Team (2016-pres); data quality review for ED*Facts* Technology and Support Services (ETSS) (2016-18); Project lead for Regional Advisory Council (RAC) report development (2016); technical assistance provider to states, districts, institutes of higher education, and national non-profits through USED funded Technical Assistance contracts (2014-pres)

2011-2014 **Manager and Project Director of Accountability Metrics Unit, New York State Education Department, Albany, NY**

Coordinated the establishment of a metrics business unit to provide targeted analytics and research support to senior management, increase the efficiency of federal ESEA measures calculation, and improve stakeholder communication. Coordinated and monitored vendor tasks and activities related to P-12 educator evaluation metrics and the evaluation of state accountability systems, policies, and interventions. Participated in weekly management meetings with vendor teams and managed contract budgets to ensure contract requirements were completed on time and within budget. Developed and distributed guidance to stakeholders via presentations, webinars, and memos. Managed the development of accountability metric options for ESEA waiver submissions and facilitated discussions with stakeholders for review and recommendations. Served on the data governance board as a representative of the Office of Accountability and as data steward for several accountability-related data sets. Managed proposal reviews for clinically-rich educator preparation programs and approved P-12 educator evaluation observation rubrics and surveys. Reviewed and approved student assessments for use in STEM educators' evaluations. Collaborated with the state data team to operationalize new metrics for public reporting.

2005-2011 **Project Director, IMPPACT Project, Syracuse University, Syracuse, NY**

Managed a $2.5 million, five-year study of the longitudinal impact of education programs on science teachers and their students for the National Science Foundation (NSF). Managed daily operation of project and graduate researchers at three research sites. Coordinated bi-annual meetings of expert researchers to provide feedback and recommendations on research design, analyses, and modifications to study processes. Collected and analyzed quantitative and qualitative data, wrote reports, and prepared presentations for NSF-funding meetings and related conferences. Developed data collection instruments and evaluated instrument utility for future study. Developed and administered evaluation materials for distribution to subjects.

2003-2010 **Research Assistant and Teaching Fellow, Syracuse University, Syracuse, NY**

Selected to promote and disseminate effective pedagogical methods for use in STEM courses. Assisted with the evaluation of NSF-funded and internal university projects. Evaluated NSF course, curriculum, and laboratory improvement grants. Developed and implemented evaluation methodology and prepared summary reports. Developed content and presented pedagogical methods for annual teaching assistant orientations and future faculty conferences. Observed teaching assistants and provided evaluations of pedagogy and efficacy.

SELECTED PRESENTATIONS AND PUBLICATIONS

Young, M.J. & Marland, J. (2014). Implications of Varied Student Attribution Approaches on the Estimation of Teacher Effects. *Proceedings of The 46th Annual Meeting of the New England Educational Research Organization*; West Dover, VT.

Tillotson, J.W. & Young, M.J. (2013). The IMPPACT Project: A Model for Studying How Pre-service Program Experiences Influence Science Teachers' Beliefs and Practices. *International Journal of Education in Mathematics, Science and Technology*, 1(3), 148-162.

Young, M.J. (2012). Engineering a Place for Women: A Study of How Departmental Climate Influences the Career Satisfaction of Female Mechanical Engineering Faculty Members. *Teaching and Leadership Dissertations.* 240. Syracuse, NY.

PROFESSIONAL AFFILIATIONS

2010-2014 Midwest and Plains Equity Assistance Center, Advisory Board

2008-2019 American Educational Research Association

Region 7 Comprehensive Center (R7CC):

University of North Carolina at Chapel Hill, NIRN – Key Personnel

- Dr. Kathleen Ryan Jackson
- Dr. Caryn Ward

PRIMARY AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Implementation Science
- Improvement Science
- Systems Change and Leadership
- Innovative Program Development
- Multi-tiered Systems Support
- Equity and Inclusion

ACADEMIC BACKGROUND

D.Ed.	University of Oregon, Eugene, OR	Methodology, Policy, Leadership	2012-2014
M.S.	University of Oregon, Eugene, OR	Special Education	1996-1998
B.S.	University of Oregon, Eugene, OR	Psychology	1995-1997

PROFESSIONAL EXPERIENCE

Present — National Implementation Research Network, Frank Porter Graham Child Development Institute, UNC – Chapel Hill, NC

- **Implementation Specialist and Investigator**
  - **State Liaison:** State Implementation and Scaling up of Evidence Based Practices National Technical Assistance Center
  - **Leadership Team:** National Center for School Turn Around
- Technical Accomplishments
  - Published white papers on the use of implementation science research and practice in education systems
  - Co-developed the Implementation Start Up Plan
  - Contributed to the statistical validity of the District Capacity Assessment 2015 revision
  - Co-developed the Observation Tool for Instructional Supports and Systems classroom walkthrough tool, 2013

Present — Western Implementation Society for Practice and Research – Eugene, OR

- **Founder**
  - Lead development of an Implementation Society comprised of practitioners, researchers, and organizational leaders from the field of education, public health, child welfare, and socio-behavioral health interested in furthering the knowledge, skills, and use of implementation practice and research

Present — Public Health, College of Education, University of Oregon – Eugene, OR

- **Consultant, Implementation Specialist**
  - National Institute of Health, R21Efficacy trial of an Acute Physical Exercise Intervention to Improve the Eating Patterns of Pre-Adolescent Children at High Risk for Obesity

2009 – 2017 National Implementation Research Network

- **Principal Investigator:** National Center for Systemic Improvement (NCSI)/SISEP Collaboration
  - Year-long technical assistance for use of implementation science in State Departments of Education and Early Childhood Programs

Center on Teaching and Learning, College of Education, University of Oregon – Eugene, OR

- **Coordinator - Effective Behavioral and Instructional Support Systems (EBISS)**
  - Co-author, District Systems Support Plan technical adequacy manuscript used to measure teams' implementation capacity
  - Co-author, Systems Coach Self-Assessment a measure of coaching capacity for action planning
  - Led co-creation of K-12 and Early Childhood System Coach Manual

Community and Educational Supports, College of Education, University of Oregon – Eugene, OR

- **Research Consultant- Team Initiated Problem Solving (TIPS) IES Grant**
  - Evaluated TIPS research materials for Institute of Educational Science (IES) funded project and use of Decision, Observation, Recording and Analysis (DORA) a research-validated tool to measure effectiveness of TIPS in team meetings

Elementary Special Education Teacher Licensure Program, College of Education, University of Oregon – Eugene, OR

- **Supervisor - Special Education Teacher Licensure Program**
  - Responsible for training, coaching, supervising, and recommending student teachers for licensure

2005 – 2009 Greater Albany Public Schools – Oregon
Springfield Public Schools – Oregon

- **Secondary Principal and Assistant Principal**
  - Lead schools participation in three national research studies; Positive Behavior Interventions and Support; Youth Transitions Program; Lesson Study
  -

1998 – 2005 Corvallis Public Schools – Oregon

- **Alternative Education Coordinator, Special Education Teacher**
- Lead participation in national study to prevent substance abuse, co-Author and recipient of Substance Abuse Prevention Program with the Commission on Children and Families; Positive Behavioral Interventions and Support School-wide implementation study.
-

1995 – 1998 University of Oregon, College of Education – Oregon

-**Research Assistant**

- Active Playground Supervision;
- Youth Transition Program (YTP) Summer Garden Project;
- National Co-Teaching Grant; Center for Research on Learning

PUBLICATIONS

Chaparro, E.A., Smolkowski, K., & Ryan Jackson, K.M., (in press). *Scaling-Up and Integrating Effective Behavioral and Instructional Support Systems (EBISS): A Study of One State's Professional Development Efforts*. Learning Disabilities Quarterly, Special Issue.

Chaparro, E. A., Smolkowski, K., Baker, S. K., Hanson, N. & Ryan Jackson, K. M. (2012). *A Model for System-Wide Collaboration to Support Integrated Social Behavior and Literacy Evidence-Based Practices*. Psychology in the Schools. 49(5), 465-482.

Ryan Jackson, K. & Chaparro, E. A. (2016). *EBISS Systems Coaches Self-Assessment.* In K. McIntosh & S. Goodman (Eds.), Integrated multi-tiered systems of support: Blending RTI and PBIS (pp.228-233). New York, NY: Guilford Press.

Ryan Jackson, K.M., Fixsen, D.L., Ward, Caryn, Waldroup, A, & Sullivan, V. (2018). *Accomplishing effective and durable change to support improved student outcomes.* National Implementation Research Network, University of North Carolina at Chapel Hill. Retrieved from: https://nirn.fpg.unc.edu

Ryan Jackson, K.M., Fixsen, D.L., & Ward, Caryn (2018). *Four domains for rapid school improvement: An implementation Framework.* National Implementation Research Network, University of North Carolina at Chapel Hill. Retrieved from: https://nirn.fpg.unc.edu

Blase, K, Fixsen, D., & Ryan Jackson K (2017). *Brief: Cascading Theory of Change.* National Implementation Research Network, University of North Carolina at Chapel Hill. http://implementation.fpg.unc.edu

Ryan Jackson, K.M. & Fixsen, D.L. (2016). *Overcoming Barriers to Improving the Capacity of SEAs to Support Effective Teacher Practice.* DOE: IES Spotlight.

Ward, C., Fixsen, D.L., Ryan Jackson, K.M., Chaparro, E. (2014). *Observation Tool for Instructional Supports and Systems* (2014). University of North Carolina at Chapel Hill and University of Oregon.

Chaparro, E. A., Park, Y., Baker, S. K., & Ryan Jackson, K. M. (2011). *District System Support Plan: A District Level Self-Assessment Tool.* (Report No. 1104). Eugene, OR: Center on Teaching and Learning, University of Oregon.

INVITED PRESENTATIONS

Ryan Jackson, K.M. (2019). *Building organizational and system capacity to scale-up through the development of implementation teams.* Glasgow, Scotland: Global Implementation Conference.

Ryan Jackson, K.M. (2019). *Creating Implementation and Improvement Capacity: Effective Support for Teachers and School Staff to Solve Social Issues and close longstanding disparities in educational outcomes.* Fort Worth, TX: Texas Applied Behavior Analysis

Ryan Jackson, K.M., & Waldroup, A. (2019). *Systemic Change for Improved Mathematics Outcomes.* Washington D.C.: Office of Special Education

Ryan Jackson, K.M. (2017). *The Four Domains and Implementation Science.* San Francisco, CA: Center on School Turn Around, WestEd

Ryan Jackson, K.M. (2017). *Implementation Science 101.* CEEDAR Cross State Convening. Chicago, IL. CEEDAR

Ryan Jackson, K.M. (2017). *It is all About Supporting School Staff: Using the Research Evidence from Implementation Science to Produce and Sustain Equitable Outcomes*. Oregon RTI Conference, Eugene, OR.

Ryan Jackson, K.M., (2016). *Combined Federal Programs Meeting. Using Evidence in SEAs to strengthen Education Investments and Achieve.* US Department of Education, Washington, D.C.

Caryn Sabourin Ward, PhD

PRIMARY AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- 12 years of leadership in implementation of evidence-based practices in elementary and secondary education
- Technical assistance and implementation informed supports for federal, state, regional, and local education and early childhood education agencies to support use of implementation science practices and evidence-based practices
- Leadership for the development of implementation capacity and fidelity measures
- Expertise in system change, quality improvement, and coaching

EDUCATION

May 2006	Ph.D., School Psychology, North Carolina State University
June 2000	M.A., Experimental Psychology, University of North Carolina at Wilmington
June 1998	B.A., Psychology (Cum Laude), Bloomsburg University of Pennsylvania

PROFESSIONAL EMPLOYMENT EXPERIENCE

October 2016 - Present	**Associate Director, Education and Measurement**
February 2014 - Present	**Senior Implementation Specialist**

National Implementation Research Network, Frank Porter Graham Child Development Institute, UNC-Chapel Hill, Chapel Hill NC

- Provide professional services for development of implementation capacity in the fields of education, early learning, and other human services to improve outcomes for children, families, and their communities.
- Lead development of capacity and fidelity assessments and manage national capacity assessment database.

State Implementation Scaling Up Center of Evidence Based Practices 2014 - Present

- Principal Investigator and Director of the national technical assistance center funded by Office of Special Education Programs at the U.S. Department of Education. Previous Co-PI and Co-Director (2016-2018) of the national TA center.
- Goal of center is to increase use of implementation science to expand selection, adoption and sustained use of educational practices supported by evidence that result in positive outcomes for students with disabilities. The Center has four identified project objectives: 1) develop implementation capacity of state education agencies and their respective regional and local agencies; 2) develop implementation capacity of OSEP-funded Technical Assistance centers; 3) develop implementation knowledge and competencies of

local education agency Superintendents and other leaders; and 4) increase knowledge of effective infrastructure development and implementation practices.

- Supervise team of implementation specialists, graduate research assistants, and project manager. Lead collaboration with national partners including external evaluation team from Indiana University, Key Advisors from University of Oregon, OSEP TA funded centers, and National Center for Special Education in Charter Schools.

Use of Implementation Science in Evaluation of MTSS 2015-Present

- Principal Investigator of a Research Practice partnership with the 14th largest local education agency in the country.
- Support use of implementation capacity and fidelity measures within randomized controlled trial of multi-tier system of supports (MTSS) funded by the Laura and John Arnold Foundation through its *Low-Cost Randomized Controlled Trials to Drive Effective Social Spending* program.

District Capacity Assessment Technical Validation 2018-Present

- Principal Investigator of research study to establish the psychometric properties of the District Capacity Assessment (DCA; Ward, St. Martin, Horner, Duda, Ingram-West, Tedesco, Putnam, Buenrostro, & Chaparro, 2015).

Enhancing Performance in Primary Care Medical Practice through Implementation of Comprehensive Medication Management 2015-Present

- Co-Investigator with team from UNC Eshelman School of Pharmacy and University of Minnesota School of Pharmacy to demonstrate the value-added role of the clinical pharmacist as an integral member of the health care team in optimizing medication use and improving patient care. Project funded by American College of Clinical Pharmacy (ACCP) and ACCP Research Institute.
- Provide training, coaching, and consultation to research team and participating medical care team sites on use of implementation science practices in support of study aims.

National Center for Early Childhood Development, Teaching, & Learning 2015-Present

- Co-Lead Active Implementation Region VII to support skill development in the use of implementation sciences practices.
- Led Center's Product Development Rubric to provide a common set of quality benchmarks for all partners developing, reviewing, and usability testing center products.
- Support development of technical assistance tools and resources such as Implementation Drivers checklist, Toggle Tool, and toolkit for Early Childhood Specialists.

SELECTED PRESENTATIONS AND PUBLICATIONS

Horner, R., **Ward, C.,** McIntosh, K., Sugai, G., & Fixsen, D. (2018) Resource leveraging to achieve large-scale implementation of effective educational practices. *Journal of Positive Behavior and Intervention Supports, 10,* 1-10.

Forman, S., **Ward, C.,** & Fixsen, D. (2017). Comprehensive behavioral health and school psychology: An Implementation agenda. *Journal of Applied School Psychology, 33,* 233-244.

Erchul, W.P., & **Sabourin Ward, C**. (2015). Problem-solving consultation. In. S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.). *The handbook of response to intervention: The science and practice of multi- tiered systems of support* (2ND Ed.). New York: Springer

Fixsen, D.L., **Ward, C.,** Ryan-Jackson, K., & Chaparro, E., (2016). Observational Tool for Instructional Supports and Systems. University of North Carolina at Chapel Hill.

Blase, K.A, Fixsen, D.L., Sims, B.J., **Ward, C.S.** (2015). Implementation Science – Changing Hearts, Minds, Behavior, and Systems to Improve Educational Outcomes. Paper presented at the Wing Institute's Ninth Annual Summit on Evidence-Based Education, Berkeley, CA.

Fixsen, D.L., **Ward, C. S.,** Duda, M.A., Horner, R. & Blase, K.A. (2015). *State Capacity Assessment (SCA) for Scaling Up Evidence-based Practices (v. 25.2).* Chapel Hill, NC: National Implementation Research Network, State Implementation and Scaling up of Evidence Based Practices Center, University of North Carolina at Chapel Hill.

Fixsen, D.L., Blase, K., Naoom, S., Metz, A., Louison, L., & **Ward, C.** (2015). Implementation Drivers: Assessing Best Practices Chapel Hill, NC: National Implementation Research Network, University of North Carolina at Chapel Hill.

Ward, C., St. Martin, K., Horner, R., Duda, M., Ingram-West, K., Tedesco, M., Putnam, D., Buenrostro, M., & Chaparro, E. (2015). District Capacity Assessment. University of North Carolina at Chapel Hill.

Ward, C., Lenard, M., Cusumano, D., & Preston, A. (February, 2018). *Instructional Practice and Student Achievement: Validating a Contemporary Classroom Walkthrough Tool.* Paper presented at Society for Research on Education Effectiveness, Washington, DC.

Ward, C., & Fixsen, D., (February, 2018). *Establishing a District Capacity Assessment.* Poster presented at Society for Research on Education Effectiveness, Washington, DC.

Cusumano, D., **Ward, C.,** & Preston, A. (March, 2018). *Using Data to Improve Systems and Practices that Benefit Students.* Invited half-day workshop at the 14th International Conference on Positive Behavior Support, San Diego, CA.

Preston, A.., Cusumano, D., & **Ward, C.** (March, 2018). *Active Implementation Frameworks: Bridging the Research to Practice Gap.* Paper session presented at Council for Exceptional Children Annual Conference, Tampa, FL.

Ward, C. (February, 2018). *Learning from the Education Journey in the USA: Implementing Change and Improving Children's Lives.* Invited lecture at Strathclyde University, Glasgow, Scotland.

Horner, R., & **Ward, C.** (October, 2017). *Resource Leveraging: Operational Definition for Scaling of Evidence Based Practices.* Paper presented at National Leadership Forum for Positive Behavior Intervention Supports, Chicago, IL.

Ward, C. (October, 2017). *Thoughtful and Purposeful Implementation.* Plenary presentation at the New York State Department of Education All Network Statewide Meeting, Saratoga, NY.

Ward, C. (September, 2017). *Operationalizing your ESSA Plan.* Keynote presentation at the Chief Council State School Officers ESSA Implementation Plan Meeting, Washington, DC.

Ward, C. (September, 2017). *Progress Monitoring and Routines for Continuous Improvement.* Invited presentation at the Chief Council State School Officers ESSA Implementation Plan Meeting, Washington, DC.

PROFESSIONAL AFFILIATIONS

- National Collaborative for Inclusive Leadership Practices, Council of Chief School Officers
- American Education Research Associate Member

Region 7 Comprehensive Center (R7CC):

WestEd – Key Personnel

- Dr. Joann Cox
- Mr. Jose Franco

JOANN J. COX

PRIMARY AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Providing technical assistance and training to low performing schools;
- Creating school improvement tools and improvement processes;
- Having practitioner experience in of all aspects of curriculum and instruction Including, organization and management to deliver services, policies and procedures, student performance, staff development, and student services;
- Having certifications and experience in Education Administration, Facilitative Leadership, Assisting Change in Education (ACE), and Levels I & II in Curriculum Audit Training;
- Having extensive experience in project management and leading teams (She has led projects in both urban and rural settings including districts as large as Clark County School District, Houston Independent School District, Austin Independent School District, and Los Angeles Unified School District);
- Having expertise in school and district operational efficiency and effectiveness strategies based on research, best practice and industry standards;

EDUCATION

1998	EdD, Education Administration, Florida State University, Tallahassee, FL
1993	EdS, Education Administration, Florida State University, Tallahassee, FL
1992	MS, Education Administration, Florida State University, Tallahassee, FL
1978	BS, Education/Communications, Florida State University, Tallahassee, FL

PROFESSIONAL EXPERIENCE

2017-Present **Associate Director, School and District Services, WestEd**

Since joining WestEd, Dr. Cox has cultivated relationships with leaders such as state and district superintendents /state education leaders and other executive level staff characterized by trust and respect that increases recognition of WestEd as a partner for school and district improvement support. She was instrumental in developing the tools and process for comprehensive needs assessments that are required by Every Student Succeeds Act (ESSA). The tools are aligned to WestEd's Center for School Turnaround's research titled, *The Four Domains of Rapid School Improvement.* The process and tools are being used in Comprehensive Schools Improvement (CSI) schools and districts in the state of Delaware, New Hampshire, and New York.

Additionally, she has led teams that have conducted performance reviews in districts in New York (Port Washington School District) and Texas (Houston Independent School District). Dr. Cox also served on the leadership team that was selected to work with the state of North Carolina as the court-appointed independent consultant and partner

on the development of a research-based, short and long-term *Leandro* Action Plan for Educational Equity and Excellence.

2014-17 **CEO/President JJC and Associates, LLC**

As the lead of her own company, Dr. Cox provided quality PK-12 services to schools, districts, and state department of education. Projects included providing mentoring and coaching to charter schools in South Carolina and technical assistance, mentoring, and coaching to Hopi Indian schools in Arizona. She led a performance review of the Alaska State Department of Education resulting in improved academic and operational performance of districts and schools statewide.

2012-2014 **Executive Vice President, Futures Education, LLC**

In her role with Futures Education, Dr. Cox worked with the low performing schools in Detroit's Education Achievement Authority (EAA). She worked with principals and staff to ensure schools had quality speech, occupational, and physical therapy staff and worked with the schools to ensure a smooth transition from Detroit Public Schools to the EAA.

1998-2012 **Senior Partner/Director of PK-12 Education, MGT of America, Inc.**

Dr. Cox was the Director of PK-12 Education for a national consulting firm successfully completing school, district, and state school improvement technical assistance and/or performance reviews and evaluations in over 150 school districts (both urban and rural) in 36 states including four school districts in Alabama (Baldwin County Public Schools, Birmingham City Schools, Tuscaloosa, City School District, and Wilcox County

1991-1998 **Team Leader for School Improvement Services, Florida Department of Education**

As a School Improvement leader, Dr. Cox was responsible for providing training, coaching, mentoring, and technical assistance to three of the largest school districts in Florida (Dade, Broward, and Palm Beach County School Districts.) Data show that many of the Florida schools Dr. Cox assisted improved student outcomes.

SUMMARY OF RELATED EXPERIENCE

State, District, and School Improvement –Dr. Cox has provided mentoring, coaching, thought partnering, consulting, modeling, supporting and serving as a critical friend to numerous state departments of education, districts, and schools throughout the US. Many of the schools and districts served are rural and high poverty schools and school systems. In this capacity, she has served states, districts, and schools in 36 states including Florida, Alabama, and Mississippi.

School and District Efficiency and Effectiveness-Dr. Cox has experience and expertise in leading state, district, and school efficiency and effectiveness operational reviews based on best practices and industry standards.

Use of disclosure of data contained on this sheet is subject to the restriction on the title page of this proposal or quotation.
RMC Research Corporation

SELECT PUBLICATIONS & PRESENTATIONS

Cox, J.C., (2014). *Educational Entrepreneurship: Exploring Public-Private Partnerships for the 21st Century*, Chapter: Exploring public-private partnerships for curriculum and instruction, Rowman & Littlefield, 2015.

Cox, J.C., (2000). *School safety: is there an answer?* Florida School Boards Association Publication Focus, Year 16, Issue 4, 2000.

Cox, J.C., (1998). *A multiple case study of Florida school superintendents' application of time management skills developed through a state-supported training program.* Dissertation, Florida State University

Cox, J.C., (1997). Similarities of the role and functions of the agricultural extension agent and the potential role and functions of the education extension agent. Florida Department of Education.

Cox, J.C. (May 2016). Finding Efficiencies in School District Operations. Report presented at the South Carolina Association of Business Officials, Myrtle Beach, SC.

Cox, J.C., & Bittle, P. (July 2013). A continuum of partnerships with public schools. Paper presented at the Educational Research and Development Institute, Tucson, AZ.

Cox, J.C. (July 2013). Finding more efficiencies in the delivery of educational services. Paper presented at the Wisconsin Association of School Administrators, Lake Geneva, WI

Cox, J. C., (August 2013). Innovative trends in the delivery of educational services. Paper presented at the Louisiana Association of School Superintendents, New Orleans, LA.

Cox, J.C., (October 2012). National trends in delivering special education services. Paper presented at the District Administration Leadership Conference, Naples, FL.

Use of disclosure of data contained on this sheet is subject to the restriction on the title page of this proposal or quotation.

JOSÉ FRANCO

PRIMARY AREAS OF EXPERTISE RELATED TO COMPREHENSIVE CENTER WORK

- Equity
- Mathematics Education
- Integration of English language development and content comprehension
- Instructional Coaching
- Parent Engagement

EDUCATION

MA	Mathematics Education San Francisco State University, San Francisco, CA 2004
Certificate	Children's Literature California State University, Hayward, CA 1990
BA	Elementary Education, minor Bilingual Education Metropolitan State College, Denver, CO 1981

PROFESSIONAL EXPERIENCE

2009 – Present — **WestEd, Alameda, CA, Senior Research Associate**
Develops professional learning online modules and introduces Math Pathways & Pathways lessons and curricula to teachers and administrators in professional development initiatives throughout the country.

1996 – 2009 — **EQUALS, University of California, Berkeley, CA, Director**
Directed various grant-funded projects; conducted presentations on family involvement, equity, mathematics education, and second language acquisition; collaborated with statewide, national, and international mathematics education programs, and served on various National Advisory Boards.

1991 – 1996 — **University of California, Berkeley, CA, Matemática para la Familia Director**
Oversaw the implementation of the highly successful Family Math program to Spanish speaking communities to involve parents in their children's mathematics education.

1984 – 1991 — **Berkeley Unified School District, Berkeley, CA, 5th–6th Grade Bilingual Teacher**
Taught all content areas in a Spanish-English bilingual classroom to 6th grade students for five years and then to 5th grade students for two years at Columbus Elementary School.

1981 – 1984 — **Ft. Lupton School District, Ft. Lupton, CO, 2nd Grade Bilingual Teacher**
Taught all content areas in a Spanish-English bilingual classroom to 2nd grade students for three years at Butler and Twombly Elementary Schools.

1981 – 1984 **Migrant Education Program, Longmont, CO, Summer School Migrant Education Teacher**
Taught all content areas in various elementary and middle school grade levels during the summer Migrant School Program held in Longmont, Colorado.

SUMMARY OF RELATED EXPERIENCE

Expertise in mathematics teaching and learning José Franco is very knowledgeable on K-12 mathematics pedagogy, encouraging teachers to reflect on and enhance their instructional practices. He is Co-Director of Math Pathways & Pitfalls a K-8 mathematics enrichment program. He incorporates the basic tenets of improving students' math achievement and academic language development into his work. José also directed EQUALS, an equity in mathematics education program based at UC Berkeley, and helped found TODOS: Mathematics for All, an NCTM affiliate focused on meeting the needs of all students, in particular Latino children.

School and District Improvement José Franco enjoys designing and delivering professional development (PD) for school and district teams. Through his PD offerings, he supports teachers, principals, and district leaders in the implementation of PLCs, common planning time, and lesson study.

State technical support José provides technical assistance to K-12 educators throughout the country. He creates an environment whereby teachers reflect on their instructional practices, beliefs in students, and application of theory into practice. He addresses these issues in various settings, often collaborating with teachers to (P) plan a lesson, followed by an (O) observation, and ending with a (D) debrief of his observations. This allows José time to give the teacher praise, ask probing questions, and provide polishing recommendations for enhancing their instruction as well as amplify student engagement and comprehension.
.

PUBLICATIONS

Belcher, T., Coates, G., Franco, J., & Mayfield-Ingram, K. (1997). "Assessment and Equity", Multicultural and Gender Equity in the Mathematics Classroom, The Gift of Diversity 1997 Yearbook, National Council of Teachers of Mathematics Assessment.

Coates, G., & Franco, J. (1999). "Movement, Mathematics, and Learning", Mathematics in the Early Years Yearbook, National Council of Teachers of Mathematics.

Franco, J. (2000). Respondent on "Recipients of Science and Mathematics Outreach", K-12 Outreach from University Science Departments Conference-North Carolina.

Franco, J. (1999). "Isn't English a Trip", Changing the Faces of Mathematics: Perspectives on Latinos, National Council of Teachers of Mathematics.

Franco, J. & Hakansson, S. (2007). TODOS & Texas Instruments: Lessons from Research and Practice.

Franco, J., & Mayfield-Ingram, K. (1997). "Moving Equity from the Margins to the Center of Reform", Thoughts and Deeds: Equity in Mathematics and Science, American Association for the Advancement of Science.

Martin, D., Franco, J., & Mayfield-Ingram, K. (2004). "Advocating for Equity and Diversity Within the Context of Standards-Based Reform", Standards Impact Research Group (SIRG), National Council of

Teachers of Mathematics.

Shaw, K., Karell, N., Salguero, K., & Franco, J. (2018). "Bridging the Gap Through Mathematical Discussions", CMC Communicator, California Mathematics Council.

PRESENTATIONS

Math Pathways & Pitfalls Trainer of Trainers Institute, Tucson, AZ (June 2019)
Franco, J., Salguero, K., Jutabha, M., & Thornley, L.

National Council of Teachers of Mathematics, San Diego, CA (April 2019)
Salguero, K. & Franco, J. *Increasing Access to Algebra by Examining Worked Examples*

California Association of Bilingual Education, Long Beach, CA (March 2019)
Gregg, A. & Franco, J. *Supporting English Learners in Elementary Mathematics*

Teachers Development Group: Leadership Seminar on Professional Development, Portland, OR (March 2019)
Franco, J. *Cultivating Equity-based Mathematics Classroom Practices*

Leading with Learning Summer Institutes, Santa Cruz & Corona, CA (June & July 2018)
Supporting English Learners in Mathematics,
Professional Learning Communities at Work: Riverside County Office of Education, Indian Wells, CA (November 2016)
Mayfield-Ingram, K. & Franco, J. *Ensuring Equity and Access in Mathematics for All Students*

Colorado Council of Teachers of Mathematics Conference: Building a Community of Math Excellence, Denver, CO (September 2016)
Ramirez, N. & Franco, J. *Making Mathematics Accessible and Equitable for All Students*

PROFESSIONAL ACTIVITIES

- Caminos a Las Ciencias (CALC) project Advisory Board, Saint Mary's College of California (2016-19)
- Board of Directors of TODOS: Mathematics for All, NCTM Affiliate (2003–2013)
- President of TODOS: Mathematics for All, NCTM Affiliate (2010–2012)
- Family Engineering Advisory Board (2008–2010)
- Expanding Informal Science for Latinos Conference Steering Committee (2008–2009)
- Math Pathways and Pitfalls Research Project Advisory Board (2005–2008)
- NCTM Family Outreach Task Force (2005)
- Lawrence Hall of Science Equity Committee Chair (1997–2008)

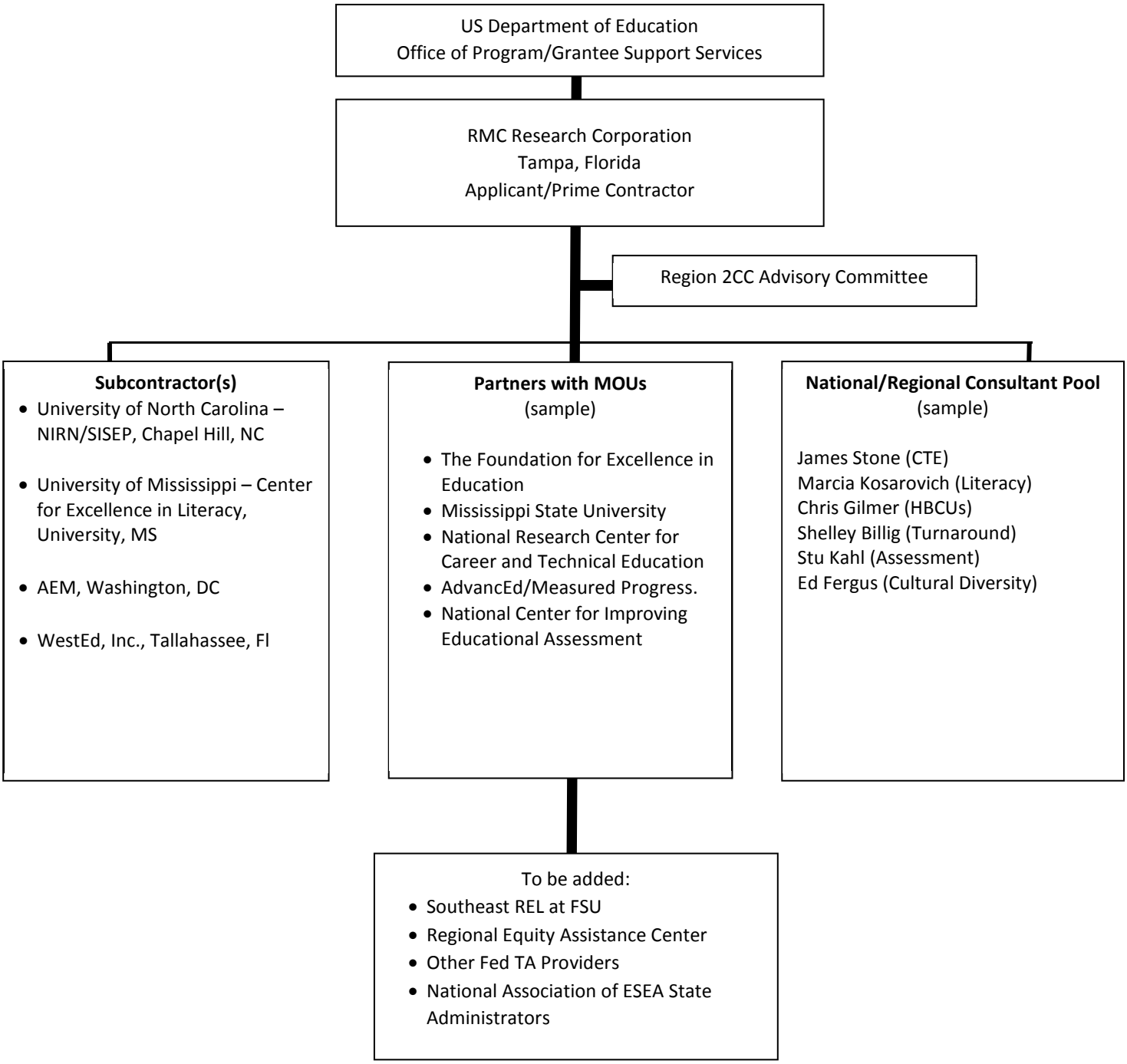
PROFESSIONAL AFFILIATIONS

- National Association of Bilingual Education, member
- California Association of Bilingual Education, member
- National Council of Teachers of Mathematics, member
- National Council of Supervisors of Mathematics, member
- TODOS: Mathematics for All (NCTM Affiliate), Founding Director and member

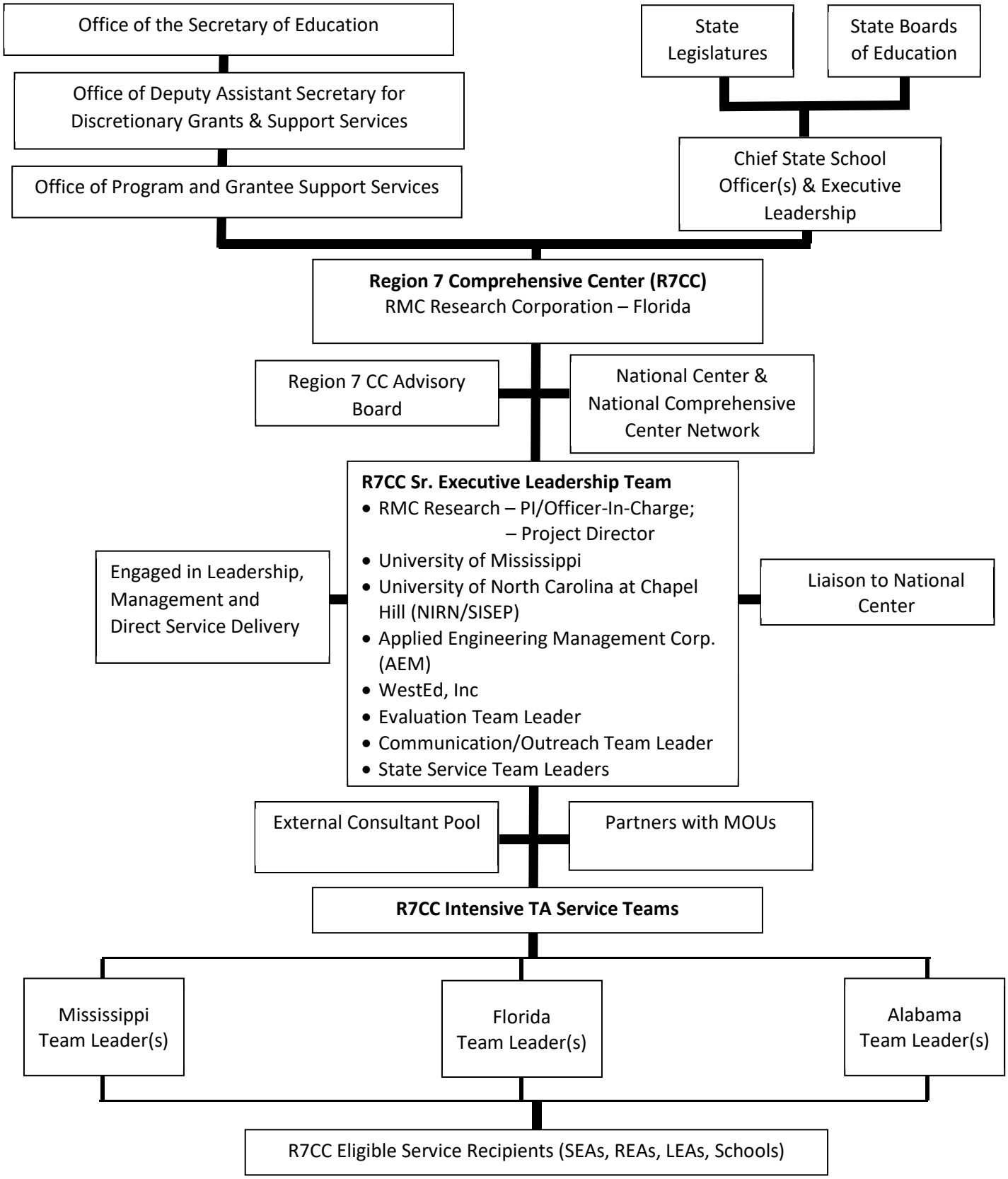
PART 6 – Other Attachments
Region 7 Comprehensive Center (R7CC)
Appendix F

R7CC Organizational and Operational Structures

PART 6 – Other Attachments
APPENDIX F
Organizational Structure for the Region 7 Comprehensive Center (R7CC)



PART 6 – Other Attachments
APPENDIX F
The Operational Structure for the Region 7 Comprehensive Center (R7CC)



The Region 7 Comprehensive Center (R7CC) Operational Structure has several key features worth noting including:

- Recognition that the R7CC is ultimately responsible to two parties: the US Department of Education, which provides funding and the Chief State School Officer, who collaborates on and approves the Annual State Service Plan.

- The R7CC is prepared to partner with, collaborate and support the National Center and other Comprehensive Centers in the Network. The Region 7 CC will assign a member of the Senior Executive Leadership Team as the Liaison to the National Center.

- The Region 7 CC will establish an Advisory Board, consistent with statute, and convene the Board virtually or in-person, at least once a year.

- The R7CC uses an integrated, Senior Executive Leadership Team, comprised of RMC Research and Subcontractor senior staff, the Internal Evaluator, and Service Team. The Senior Executive Leadership Team will be led by Ms. Sheryl Turner (Project Director), assisted by Dr. Everett Barnes (PE/OIC). The Leadership Team is responsible for overseeing the planning, management, delivery and evaluation of services. Members of the Sr. Leadership Team will also provide direct assistance to Clients/Recipients or to Region 7 CC Teams serving them.

- R7CC has access to an extensive pool of external consultants, as needed, who have content expertise and a track record of success in delivering TA and capacity building services. Over the years as a Comprehensive Center and a Federal TA provider to other programs, RMC has established relationships with individuals, institutions and organizations it can draw upon. No consultants will be engaged without notification of and approval by, Program Officer.

- R7CC also will establish “Collaborative Partnership” MOUs with Labs, other TA partners and other organizations. At this time RMC has MOUs in place with a number of organizations active in the Region (See Appendix D).

- Each state or cluster of states in the Region will be assigned a State Service Team Liaison/Leader. This person will serve as the primary point of contact for the State Client/Recipients and will organize and manage the State Service Team.

Part 6 – Other Attachments
Region 7 Comprehensive Center (R7CC)
Appendix G

R7CC Past Experience and Organizational Capacity

Past Experience and Organizational Capacity for the Region 7 Comprehensive Center (R7CC)

RMC Research and its four subcontractors possess years of expertise and experience in providing high-quality technical assistance. A brief summary of the experiences of RMC Research and its subcontractors is presented below.

RMC RESEARCH CORPORATION

RMC Research Corporation is a privately held professional services firm specializing in technical assistance, professional development and policy and program research and evaluation. RMC is headquartered in Portsmouth, NH and has five additional offices across the nation: Arlington, VA; Tampa, FL; New York, NY; Denver, CO; and Portland, OR. Under the ownership of Everett Barnes and Christine Dwyer since 1985, RMC has an established reputation as a provider of high-quality technical assistance for the U.S. Department of Education (USED), state education agencies, districts, and schools.

RMC has been a successful and trusted provider of Comprehensive Center services for the U.S. Department of Education since the 1970s, with demonstrable success in building state and district capacity to implement federal education reform initiatives. Under the current ETAA Comprehensive Center network, RMC has held the, prime contract for one regional center, and subcontracts in four regional centers. Like this proposed Comprehensive Center, all of these former Comprehensive Centers included needs assessment, development of annual state service plans, provision of high-quality technical assistance, including collaboration among regional and content centers, and evaluation of assistance outcomes. Areas of assistance have focused on the selection of evidence and research-based programs/practices that support ESEA reforms and accountability and building state-regional-local systems' capacity to support effective implementation of these practices.

Much of RMC's work has involved leading large-scale projects involving the delivery of tools, trainings and other services to governments, agencies, organizations, schools, communities, or other organizations. The goal of these projects has always been making research findings and evidence-based solutions comprehensible for state and local clients and supporting the implementation of the key provisions of federal education programs at the state and local levels. To ensure that the large-scale

projects are well-managed, RMC utilizes effective and efficient performance and project management systems that ensure work proceeds on schedule, within budget, and with successful collaboration with partner organizations, including multiple subcontractors and consultants.

Examples of large-scale projects that RMC has successfully led over the last decade that involved multiple subcontractors and consultant pools include the current Northeast Comprehensive Center (NCC), serving the six New England states and New York since 2012, and the New England Comprehensive Center (NECC), the New York Comprehensive Center (NYCC), the Center on Instruction, and the National Reading Technical Assistance Center. Technical assistance through each of these Comprehensive Centers focused on supporting state education agency leaders in identifying high-leverage problems of practice ranging from school turnaround to educator equity to English Learner education, conducting root cause analyses, and assisting the states in moving forward with evidence-based programs, practices and interventions for addressing those problems. For example, in Massachusetts, the NCC assisted the MA DESE in expanding a suite of videos that feature evidence-based best practices in successful school turnaround that are used by state and district staff as they work with schools on their turnaround efforts. In Connecticut, the NCC has provided strategic planning assistance by collaborating with district teams to strengthen their cultural competence and implement strategies to increase their hiring of teachers and administrators of color in support of the Connecticut Plan to Ensure Equitable Access to Excellent Educators.

In operating the Center on Instruction (COI), RMC commissioned, published, and disseminated research-based products and tools; and offered training and technical assistance in literacy, mathematics, science, and education for English language learners and students with special needs. To accomplish this work, RMC subcontracted with numerous experts in these domains of knowledge from across the country, using a performance management process to enable effective selection, development, supervision and retention of a team of subject-matter experts and professional staff.

For eight years, RMC operated the National Reading Technical Assistance Center, serving as the preeminent source of information and technical assistance to improve state leaders' understanding of

evidence-based reading research. Coordinating with a team of nationally recognized subcontractors including the Florida Center for Reading Research at Florida State University, the Vaughn-Gross Center for Reading and Language Arts at the University of Texas, and the Center on Teaching and Learning at the University of Oregon, the Center created numerous professional development and technical assistance resources on a variety of topics related to improving reading outcomes for students. The Center's tools, trainings and other services covered topics including leadership, assessment, comprehension, instruction for English language learners and students with special needs, oral language development for early childhood programs, and advanced coaching.

The RMC Tampa Office was established in 2003 and has actively provided assistance to Alabama, Florida, and Mississippi through several technical assistance contracts and subcontracts for more than 16 years. A sample of major projects that were led by the Tampa Office that involved working directly in Alabama, Florida, and Mississippi and are relevant to this comprehensive center work are:

- **Southeast Comprehensive Center**. RMC has been the subcontractor to AIR (formerly to SEDL) since 2012, providing technical assistance and professional development to Alabama, Mississippi, Georgia, North Carolina, and South Carolina, State Departments of Education in the implementation of ESEA.
- **Regional Educational Laboratory – Southeast**. Since 2012, RMC has been a partner to Florida State University/Florida Center for Reading Research in the Regional Educational Laboratory for the Southeast. RMC manages the work of five Research Alliances. Two alliances are focused on low-performing schools, one is focused on early childhood, and two are focused on blended and online learning. Under the umbrella of these Research Alliances are technical, analytical, and support activities in which RMC shares responsibility for along with FSU and other partners.
- **NCLB Regional Technical Assistance Centers**. Under two subcontracts to The University of South Florida, RMC Research Corporation assisted the Florida Department of Education in the implementation of No Child Left Behind. RMC provided professional development and technical assistance in the areas of school improvement, parental involvement, scientifically-based

research, and continuous improvement to 27 of Florida's 67 school districts. The project also assisted schools in the greatest need of improvement with emphasis on those that did not make adequate yearly progress and were implementing corrective actions. Support was provided to school district personnel who were responsible for Title I Basic and Migrant, Neglected and Delinquent, Title III, and Title X programs.

- **Foundation for Excellence in Education K-3 Literacy Impact Studies.** The Foundation contracted with RMC to to conduct a policy impact study in eight selected states – one being Mississippi - that have implemented legislation to improve K-3 reading. The reports are being used to inform state departments of education, legislators, educators, and the general public.
- **Hillsborough Homeless Evaluation.** RMC was the external evaluator for the Hillsborough County Schools Homeless Education and Literacy Project (HELP). The HELP program supports: a) the identification and enrollment, b) the attendance, and c) the academic success of homeless students.
- **Mississippi TA for State Literacy Plan.** Under contract to the Mississippi Department of Education, RMC staff facilitated all meetings to develop the statewide comprehensive literacy plan for birth through grade 12. RMC provided research summaries to assist the state team address critical components of literacy and reviewed the state plan prior to submission to USED. Ongoing assistance included reviewing state legislation related to interventions for struggling readers.
- **Alabama TA for State Literacy.** Under a contract to the Alabama Department of Education, RMC provided consultation and facilitated meetings of the statewide literacy team in the development of the state's literacy plan.
- **Early Reading First Evaluations – Nova Southeastern University and Kids Community College.** RMC Research conducted evaluations of four Early Reading First projects in Florida. Using a pre-post design, RMC administered, scored, and analyzed all student assessments.

Additional services included training external data collectors, conducting classroom observations, producing quarterly reports, and providing annual reports to comply with USED reporting requirements. Also, the programs' professional development materials were evaluated for alignment with the curriculum.

- **Comprehensive School Reform Evaluation.** RMC conducted an evaluation of a three-year comprehensive school reform project in Manatee County (FL). The evaluation measured the impact on student achievement, professional development, school climate, parent involvement, and classroom instruction through surveys, document analyses, student achievement data, and classroom observation.

UNIVERSITY OF MISSISSIPPI/CENTER FOR EXCELLENCE IN LITERACY INSTRUCTION

The University of Mississippi (UM) is the state's first comprehensive, public university and academic medical center. Located within the School of Education at the UM, the Center for Excellence in Literacy Instruction (CELI) was established in 2007 by a private foundation. The mission of the CELI and the School of Education is to provide exemplary instruction, relevant research, and effective service through collaboration with schools, businesses, community organizations, and the public at large. CELI's goal is to prepare reflective professionals who positively and effectively interact with persons diverse in race, culture, gender, age, ability, and/or developmental level. CELI's targeted goal is to prepare reading/literacy teachers who know research/evidence-based approaches to teaching reading to all children, especially those children in Mississippi who are in low socioeconomic-status districts

The CELI was approved by the Mississippi Institutions of Higher Learning to serve as the primary resource to high-poverty, high-needs schools and districts for providing professional learning resources, as well as focusing on ensuring that all teachers are effective teachers of literacy. The CELI exists to provide literacy-related service to the community—local, regional, and statewide. Since its establishment, CELI has provided on-site technical assistance to many of Mississippi's high-need schools. Staff members at CELI serve on various statewide advisory committees and are involved in all literacy

initiatives. They are valued for their knowledge and expertise and willingness to work hand-in-hand with schools and districts.

The CELI is also home to Mississippi's Jumpstart for Young Children, is a national early education organization that recruits and trains college students to serve preschool children in low-income neighborhoods. Jumpstart's proven curriculum helps children develop the language and literacy skills they need to be ready for kindergarten, setting them on a path to close the achievement gap. Jumpstart currently operates in Mississippi at the University of Mississippi, Mississippi University for Women, and the University of Southern Mississippi. At the University of Mississippi, Jumpstart is part of a larger organization on campus, College Corps. Within the College Corps program, about 36 University of Mississippi students serve as Corps members. These students are minimum-time AmeriCorps members who each pledge to serve 300 hours with Jumpstart over the course of the school year. At the completion of their service hours, a Segal Education Award is received.

CELI also houses the Mississippi Campaign for Grade-Level Reading, a statewide effort to help all children, especially those from low-income families, succeed in school and life by ensuring they read on grade level by the end of third grade. The MS Campaign seeks to help communities align, stack, and strengthen existing resources to create, extend, and widen initiatives related to school readiness, school attendance, and summer learning. The goal is to have community-driven and community-specific solutions to challenges or barriers that have been identified. The Campaign is an organizational framework to open lines of communication and bolster working relationships between various community groups and organizations. The MS Campaign has been recognized nationally as a state pacesetter for its efforts to improve early literacy and student success. In all of these efforts, the CELI provides technical assistance and support across a wide variety of stakeholder groups to ensure that all children have access to effective literacy instruction.

APPLIED ENGINEERING MANAGEMENT CORPORATION (AEM)

AEM is one of the U.S. Department of Education's (ED) premier technical assistance and data management partners with 15 years' experience supporting 27 program offices, 60 states and territories, 17,000+ districts and over 240 grantees. AEM provides extensive program and project management experience, technical skills, and subject matter expertise to support federal, state, and local initiatives to improve education for students across the country. AEM has over 120 experts on staff including former superintendents, state staff, and content experts in a wide range of topic areas including STEM, teacher quality, equity, school choice, data, evaluation, research, and technical assistance. Experiences relevant to this Comprehensive Center proposal include the following major projects and initiatives.

Equitable Access Support Network (EASN). The AEM-led Equitable Access Support Network (EASN) supported States and territories in the drafting and implementation of their Educator Equity Plans. Equity plans describe the steps it will take to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers and the measures that the SEA will use to evaluate and publicly report the State's progress with regards to such steps. AEM developed several tools and resources that states use in these plans, such as the EASN State Readiness Tool, which guides states through developing each section of their Equity Plan; the EASN Talent Management Strategies: District Self-Assessment Checklist to assess districts' talent management strategies; and Implementation Tips Sheets, to help states clarify their theories about why equity gaps exist and examine strategies to close the gaps. AEM also facilitated Communities of Practice (CoP) and workgroups. Both Alabama and Mississippi Development Teams participated in the Data Use and Analysis CoP, and Mississippi participated in the Rural Access Issues and Support CoP.

In spring 2016, the EASN supported the first ED-sponsored Educator Equity Lab in Mississippi. The event brought together teams from 10 districts. They spent the daylong session engaging as a full group, in role-alike groups and as district teams to develop strategies to close the equity gaps in their schools. The EASN also facilitated a district team and a role-alike session.

The Alabama state equity team participated in a review of their equity plan with EASN staff. The state team members were provided with feedback from three-person panels of reviewers that led to an improved state plan.

Teacher Quality Programs (TQP) Technical Assistance (TA) Center. The key goals of Teacher Quality Programs (TQP) grants are to prepare and retain effective teachers and school leaders and encourage partnerships between LEAs, institutions of higher education, and community stakeholders to improve our nation's schools and student achievement. The AEM-led TQP TA Center works collaboratively with grantee districts, charters, institutions of higher education, not-for-profit, and other organizations to improve the effectiveness of the educators they serve. AEM staff presented several workshops and webinars to assist grantees on topics such as sustainability, teacher residencies, and recruitment strategies.

Striving Readers Comprehensive Literacy (SRCL): AEM provides technical assistance to the 11 SRCL grantees, including six State Education Agencies, four Outlying Areas, and the Bureau of Indian Education, as they develop and implement State Literacy Plans in districts and schools in their states and territories. AEM staff conducted workshops on research-based literacy practices and strategies and other topics. They provided technical assistance on adolescent teaching and learning, utilizing technology to drive instruction, and utilizing data to inform decision making.

Race to the Top–District. Race to the Top–District (RTT-D) was a federal program that made 21 grants to districts and consortia of districts to personalize learning for *all* students. They served as laboratories of innovation, and advanced new ways to educate students across a range of contexts. AEM led the District Reform Support Network (District RSN), which provided technical assistance (TA) for RTT-D grantees to support implementation of Next Generation teaching and learning. AEM implemented several large-scale events including a personalized learning summit, a partnership summit, and a project-based learning peer exchange network.

Promise Neighborhoods.: Promise Neighborhoods is a federal anti-poverty place-based initiative that intends to improve the educational and developmental outcomes of youth and families in distressed

communities by focusing on the whole set of issues which confront a community. AEM wrote a Brief to provide tips and resources for creating a strategic communications plan that addresses the complex issues, diverse stakeholder groups, various implementation actors, and multi-faceted challenges that Promise Neighborhood grantees are addressing. This Brief presents a framework for converting stakeholders from passive recipients of information and services into engaged advisors, co-producers, and contributors in education initiatives. AEM presented a session at the 2018 Promise Neighborhoods Grant Program annual convening focused on accessing data outside the organization, for example to be able to follow student outcomes after high school graduation. AEM's state data-use and privacy experts shared resources and strategies for partnering with other organizations to share data and navigate complex data-sharing situations.

Preschool Development Grant Technical Assistance (PDG TA). The PDG TA project used a multi-vehicle delivery model for providing differentiated and responsive technical assistance across varying modalities for state and federal audiences to build, develop and expand high-quality preschool programs. With support from AEM, states leveraged this technical assistance to improve early education for all students by implementing innovative strategies to promote access for all students to effective principals, school leaders and educators. PDG states devised inventive solutions and forged beneficial partnerships to undertake and improve workforce development initiatives such as: creating linkages with higher education; hosting Leadership Academies; implementing coaching and mentoring models; offering tuition scholarships; fostering the alignment of the birth to grade 3 continuum; and providing collaborative professional development opportunities. Alabama early childhood leaders participated in these services and designed a leadership academy to build their capacity to lead PK communities. Also, Alabama's Office of School Readiness developed the Alabama Reflective Coaching Model (ARC) using characteristics that relate to how people learn including building on prior knowledge, interacting with the learner in a nonjudgmental way and building on the strengths of the learner. ARC was originally designed to give Alabama First Class Pre-K teachers the support and skills they need to provide a high- quality environment that supports school readiness. PDG funding expanded the Reflective Coaching Model's

reach to over 100 additional classrooms or nearly 2000 more pre-kindergarten children. Coaches provide tiered coaching with each classroom receiving at least one visit each month with a ratio of one Coach for every 15 classrooms.

UNIVERSITY OF NORTH CAROLINA — NIRN

The ***National Implementation Research Network*** is a multi-disciplinary team with a mission to contribute to the best practices and science of implementation, organization change, and systems reinvention to improve outcomes across the spectrum of human services. NIRN consists of Implementation Scientists who collectively represent decades of research and experience related to the development and implementation of evidence-based practices. For over 15 years, NIRN has led and engaged in national and global implementation initiatives and capacity building across human services. This has included engagements within and across the fields of early childhood development, education, child welfare, health and public health, mental health and substance abuse, and criminal justice. NIRN continues to focus much of its efforts on directly building implementation capacity at the federal, state/province, and local levels, as well as with non-governmental partners, such as foundations and intermediary organizations of evidence-based programs and practices. In addition to the expertise of its core investigators, key NIRN staff members have expertise in communications technology, web architecture, and administrative support. Backed by the full facilities, intellectual, and scholarly resources available at FPG, NIRN has more than adequate resources to carry out the Center activities described in this application.

NIRN is located within the ***Frank Porter Graham (FPG) Child Development Institute*** at the ***University of North Carolina-Chapel Hill (UNC-CH).*** FPG and UNC-CH leadership provide oversight and governance for NIRN activities. Backed by the full facilities, intellectual, and scholarly resources available within Frank Porter Graham Institute at University of North Carolina-Chapel Hill, NIRN has more than adequate resources to carry out the activities described in this proposal. The *University of North Carolina at Chapel Hill (UNC-CH) is* the flagship institution in the 17-member University of North Carolina system. The University serves more than 29,000 students and offers 258 degree programs at the

undergraduate, graduate, and professional levels, and has an outstanding array of resources to support the Comprehensive Center. UNC-CH was recently ranked 3rd in the country among public research universities and 33rd in the nation among all universities, public and private, and consistently ranks in the top 10 among public research universities based on measures such as research funding, private support, faculty awards, faculty membership in National Academies, and doctoral and postdoctoral advanced training (Lombardi et al., 2014). Within UNC, *Frank Porter Graham Child Development Institute (FPG)* is one of the oldest multidisciplinary centers devoted to the study of children and families and is a key research and outreach facility. FPG has a 45-year track record for implementing successful national technical assistance (TA) projects and practices and FPG staff proposed on the Comprehensive Center have been part of that record. With over 50 Ph.D. investigators and 200 staff, FPG is currently the administrative home to over 70 funded projects, with total annual expenditures for the organization exceed $25 million. FPG receives the majority of its funding from grants received from federal agencies, state agencies, and private sources such as foundations.

WestEd

WestEd is a nonpartisan, nonprofit research, development, and service agency dedicated to improving learning, healthy development, and equity in communities throughout the United States and abroad. WestEd has 15 offices, including one in Florida, and 700 staff across the nation who meet the needs of clients and customers through professional development, technical assistance, research, evaluation, policy analysis. WestEd leads multiple federally funded regional and national technical assistance centers charged with building the capacity of state and local education agencies and schools to address pressing challenges, including implementing and administering programs authorized under the Elementary and Secondary Education Act (ESEA) and ensuring equitable access to high-quality educational opportunities for children. WestEd operates three Regional Comprehensive Centers, as well as the Center on School Turnaround and the Center on Standards and Assessment Implementation. Experiences related to the proposed work of the R7CC are summarized below.

Charters & Choice Services. WestEd's services include rigorous evaluations, policy analyses, best practices research, and formative evaluations that inform program improvements and results. State education agencies rely on WestEd to help assess school choice policies and implement changes that improve access to high-quality school options statewide. For example, through the Mid-Atlantic Comprehensive Center, WestEd supports state education agencies in reviewing school choice policies and practices and develops solutions for facilitating district-charter collaboration. WestEd leads the U.S. Department of Education's Charter Schools Monitoring Program (CSP) where staff provide data and information to support states and Charter Management Organizations across the nation ensure fiscal and programmatic accountability of charter programs.

Educator Learning, Growth, and Development. The West Comprehensive Center at WestEd and the Center on Great Teachers and Leaders partnered to design and implement the Collaborative for the Continuous Improvement of Educator Evaluation Systems. Teams from six states refined their systems based on evidence of impact and lessons learned. Another partnership, the National Talent for Turnaround Leadership Academy, involved nine states and 15 districts in a sustained, multi-year initiative that resulted in more coherent and aligned talent management systems to attract, support, and retain effective educators in high need areas.

School Improvement. WestEd operates the Center on School Turnaround (CST) which works with states and Regional Comprehensive Centers to develop and align policies, practices, training, technical assistance, and resources that support rapid school improvement in districts and schools. WestEd led Leadership Transformation Academies in Alabama and Mississippi and partnered with the REL Southeast in work around turnaround competencies and *The Four Domains for Rapid School improvement: A Systems Framework*. Both, states are currently using the four domains extensively in their school improvement work. Mississippi has included the four domains in their ESSA.

Part 6 – Other Attachments
Region 7 Comprehensive Center (R7CC)
Appendix H

R7CC Logic Model

Logic Model Graphic

Logic Model Narrative

Region 7 Comprehensive Center Logic Model

Goal: To build the capacity of State Clients and Recipients of services (SEAs, REAs, LEAs, and Schools) to identify, implement, and sustain evidence-base practices (EBPs) that close achievement gaps and improve equitable access to quality instruction and personalized learning through choice for all students.

Inputs

- Chief State School Officer and/or designee approval and commitment
- Client/Recipient(s) of service strengths: needs, priorities and initiatives; commitment of organization's personnel, resources & time
- RMC Research Regional Comp Center personnel, subcontractors, consultants & partners with MOUs (including other federally-funded TA Providers)
- National Comprehensive Center, and national expertise matched to Client/Recipient need
- Federal (ESEA/ESSA) and State legislation, regulations, guidance and funding to promote quality education for ALL
- US Department of Education personnel; OESE Office of the Assistant Secretary, Offices of Discretionary Grants, Formula Grants, Evidence-Based Practices, Migrant & Indian Education
- Federally Approved State ESEA/ESSA Plans; State Strategic Plans/Initiatives; Governor/ Legislative Priorities;
- IHE, Reg, School Board, Parent Orgs, Business and Industry input and engagement
- Client/Recipient/stakeholder feedback/assessment of progress
- Rigorous research findings and other evidence-based findings to support policies, programs and practices

Processes/Activities

- Facilitate collaborative processes to strengthen partnership and capacity
- Consistently employ capacity building stances and strategies
- Provide enduring access to intensive technical assistance
- Support effective group processes – meeting design and facilitation.
- Provide coaching to develop leader knowledge and skill
- Engage Clients and Recipients across roles, organizations, and levels
- Use technology effectively and efficiently to support Clients and Recipients' access and engagement
- Provide services that are results-driven, flexible and responsive

- Collaborate with Client (CSSO) and Service Recipients to:
  1. Identify high-leverage problems
  2. Conduct needs assessment
  3. Develop Logic Models
  4. Assess readiness and capacity of Clients and Recipients
  5. Develop long-term intensive service plans based on phases of implementation
  6. Identify and provide access to topical expertise and resources on EBPs
  7. Identify, analyze, select, and use EBPs
  8. Create or compile resources for specific contexts and subgroups
  9. Design and provide professional development based on assessment of need and best practices in adult learning
  10. Promote community and stakeholder engagement

Outputs

- Problem statements (1)
- Needs assessment results (2)
- Logic Models (3)
- Capacity assessment results (4)
- Systems and structures to support implementation of EBPs (5)
- Implementation and monitoring plans (5)
- Training to identify and select EBPs (6, 7)
- Tools to support analyzing EBPs to match need and context (7, 8)
- List of EBPs (7, 8)
- Tools and resources to support use of EBPs (6, 7, 8)
- Training on implementation, monitoring, and data use (e.g.; IC Map, best practice guide, implementation guide) (7, 9)
- Monitoring and data collection tools and procedures (5, 6, 7)
- Formative evaluation feedback (All)
- Policy and literature reviews (6, 8, 10)
- Guidance and best practice guides (7, 8)
- Policies to support EBPs (10)
- Communications plans and materials (10)
- Community and stakeholder feedback (10)

Outcomes

Short-Term (1 yr.)

Center's products and services are deemed to be of high quality, relevance, and usefulness by Clients & Recipients

Increased human, organizational, policy, and resource capacity to:

- Identify high-leverage problems
- Develop Logic Models
- Identify evidence-based practices
- Assess readiness for implementation
- Develop implementation plans
- Initiate implementation

Mid-Term (2-3 yrs.)

Improvements in SEA/LEA human, organizational, policy, and resource capacity to:

- Implement evidence-based practices
- Monitor implementation
- Evaluate fidelity of implementation
- Adjust and improve implementation based on data.

Improved policies and systems to support evidence-based practices

Mid-term SEA/LEA/ school level outcomes met

Long-Term (4-5 yrs.)

- Increase in educator and student performance
- Increase in positive indicators of educator and student performance in rural and high-poverty settings
- Increase in positive indicators of equity – closed achievement gaps, equitable access, and opportunity
- Codified changes in systems, policies, programs and practices
- Institutional integration/absorption

Strategic Performance Management + Feedback + Evaluation (formative & summative) + Other Empirical Evidence = Continuous Improvement

Region 7 Comprehensive Center (R7CC) Logic Model

The Region 7 Comprehensive Center (R7CC) Logic Model presented in this section is aligned with the US Department of Education's Logic Model (Proposed Priorities, Requirements, Definitions, and Performance Measures – Comprehensive Centers Program CFDA, 2018), informed by research and evaluation findings from RMC's previous and current Comprehensive Center work, and designed based on nationally accepted guidance on logic model development (J. Sands, personal communication, April 4, 2019; REL-NEI, 2015; W.K. Kellogg Foundation, 2004). These resources have helped to frame RMC's thinking about the purpose of logic models more broadly and the specific purposes of logic models in the Comprehensive Center Program.

RMC's logic model will be a valuable and powerful tool for communicating essential information to a variety of audiences (e.g., Clients, Service Recipients, and other stakeholders) about R7CC initiatives and will "provide stakeholders with a road map describing the sequence of related events connecting the need for the program with the desired results" (W.K. Kellogg Foundation, 2004, p. 3). Furthermore, RMC's logic model is designed to support planning, implementation, monitoring, and evaluation of R7CC and its services.

In developing R7CC's Logic Model, RMC has used the same five elements – inputs, processes, outputs, short-term outcomes, mid-term outcomes, and long-term outcomes – used in the US Department of Education Comprehensive Centers Program Logic Model. Additionally, RMC has grounded its Logic Model in the priorities of the Comprehensive Center Program and have aligned all elements toward achieving those priorities. RMC has developed an approach to technical assistance that is informed by its experiences as a technical assistance provider and by evaluation findings from RMC's current and previous Comprehensive Centers, including the current Northeast Comprehensive Center and the 2005-2012 New York and Northeast Regional Comprehensive Centers and the Center on Instruction. This approach to technical assistance, discussed in more detail in the Project Design section of the Project Narrative, provides the foundation for the inputs, processes, outputs, and outcomes of R7CC's logic model. Within the processes element, RMC has distinguished between technical assistance processes, or

how R7CC does the work, and activities, or *what* R7CC will do to build Client and Recipient capacity to support decision-making for and implementation of evidence-based practices in the future.

The Theory of Action that undergirds RMC's Logic Model for how our project is likely to improve or achieve relevant or intended outcomes is:

If R7CC has access to the necessary inputs, then R7CC will be able to implement identified capacity-building technical assistance (processes and activities) with Clients and Recipients. If R7CC implements the capacity-building technical assistance with Clients and Recipients, then R7CC can assist Clients and Recipients in successfully implementing their own processes and activities. If R7CC assists Clients and Recipients in successfully implementing processes and activities, then the intended outputs will be produced. If the outputs are produced, then the Center's short-term outcomes will be achieved. If the Center's short-term outcomes are achieved, then capacity-building technical assistance to Clients and Recipients will be refined so mid-term and long-term outcomes are achieved.

Assumptions: RMC's Theory of Action assumes that R7CC processes, activities, and outputs will be used to support Client and Recipient capacity-building in areas of identified, high-leverage needs and that R7CC's performance management; feedback and continuous improvement; formative and summative evaluation information; and other empirical evidence will inform refinement of technical assistance to achieve short-, mid-, and long-term outcomes over the five year span of the contract.

Relationships and Linkages Among Logic Model Variables: The inputs represent resources that RMC finds critical to the successful delivery of technical assistance for building SEA capacity to implement evidence-based practices. These include approval and commitment from the CSSO that enables and encourages Service Recipients (SEA, REA, LEA, and school) to commit their time and other resources to working with R7CC on identified Client priorities and initiatives. To this end, RMC will assign technical assistance providers with the necessary experience and expertise, including RMC staff, subcontractor staff, and consultants; leverage resources (staff, products, and services) from the National Comprehensive Center, other OESE-funded technical assistance providers, the REL Network, the U.S. Department of Education, and other national, regional, and local experts; and use empirical evidence, Client, Recipient,

and Stakeholder feedback, and the Center's formative evaluation findings to continuously inform the work.

The technical assistance processes (see relevant section of the Logic Model) are those that RMC finds necessary for successful technical assistance, such as building and strengthening relationships with Clients and Recipients such that R7CC is viewed as a valued and indispensable partner in the daily work of each SEA in the region. These processes include, but are not limited to, facilitating collaborative processes to strengthen partnership and capacity, providing enduring access to intensive technical assistance, providing coaching to develop leader knowledge and skill, and providing services that are results-driven, flexible, and responsive. RMC believes these technical assistance processes will enable R7CC to better assist Clients and Recipients in implementing the processes and activities needed to systematically address high-leverage problems, while simultaneously building Client and Recipient capacity to support decision-making for evidence-based practices in the future. While R7CC will likely assist Clients and Recipients in implementing processes/activities linearly, as recommended by implementation science, RMC recognizes that the implementation process is iterative and sometimes non-linear. Therefore, though the Logic Model represents these processes, activities, and outputs as occurring in a linear fashion, RMC is prepared to adjust based on Client and Recipient need, context, and conditions.

Outputs in the logic model represent the resources, documents, and materials that RMC anticipates will be produced and used with Clients and Recipients in the intensive technical assistance delivery. These outputs, numbered to reflect the corresponding activity, are intended to develop Client and Recipient knowledge and ability to identify, select, and implement evidence-based practices. While some of these outputs may be universally used in R7CC's work, others will be developed in collaboration with Clients and Recipients as part of specific state service projects. Needs assessment results, problem statements, logic models, lists of evidence-based practices, and implementation plans will be developed specifically for each project. However, depending on the design of outputs such as training to identify and select evidence-based practices or tools to support matching evidence-based practices to need and context, these outputs may be useful across multiple projects in the region or across multiple regions.

While it is not the primary role of R7CC to develop outputs for use across multiple regions, it is possible that some outputs developed for use in this region might also be useful in others. RMC believes that these resources should be leveraged through the National Center for broader distribution to reduce duplication of work and to maximize resources across the Comprehensive Center Network.

The outcomes delineated in R7CC's Logic Model are based on the belief that the initial results of technical assistance are increased Client and Recipient knowledge and awareness (short-term outcomes), followed by changes in practices (mid-term outcomes) and ultimately leading to codified changes in systems, policy, programs and practices as well as improved classroom and student level results (long-term outcomes). RMC has identified the extent to which R7CC's products and services are deemed to be of high quality, relevance, and usefulness by Clients and Recipients as an initial short-term outcome. Additionally, within the first year, RMC anticipates an increase in all four capacity dimensions related to identifying high-leverage problems, developing Logic Models, identifying evidence-based practices, assessing readiness for implementation, developing implementation plans, initiating implementation of said practices, and reflecting on and evaluating these initial implementations.

At the mid-term point of the project, RMC expects to see improvements in capacity dimensions related to implementing evidence-based practices, monitoring implementation, evaluating fidelity of implementation, and adjusting and improving implementation based on data. Additionally, RMC has identified improved policies and systems to support implementation of evidence-based practices and intended SEA/LEA/school level outcomes as mid-term outcomes. As long-term outcomes, RMC has identified classroom and student level results, including: increases in educator and student performance, increases in positive indicators of educator and student performance in rural and high-poverty settings, and increases in positive indicators of equity, including closing achievement gaps and providing more equitable access and opportunity. Over the long-term, RMC also expects to be able to demonstrate codified changes in systems, policies, programs, and practices as well as the integration and absorption of these changes into Client and Recipient institutions.

Finally, R7CC's Logic Model provides a visual representation of the performance management, feedback, and formative and summative evaluation that will inform the progress made on the short-, mid-,

and long-term outcomes. The information gathered through these Comprehensive Center systems also inform continuous improvement of the Center inputs, processes, and outputs.

Convinced that Logic Models are critical for guiding not only the overall work of R7CC, but also each R7CC intensive technical assistance project, RMC will, upon award of R7CC, collaboratively develop a Logic Model for every project included in a State's Annual Service Plan with the Client (CSSO/Executive Leadership) and Recipients (SEA, REA, Districts, Schools). These Logic Models will guide R7CC staff, consultants, and other TA providers, as well as Clients, and Recipients, through the project implementation and will inform the evaluation of each project.

Finally, given the importance of Logic Models for communicating change, RMC is proposing that all R7CC personnel, including subcontractors, participate in a formal workshop/seminar focused on Logic Model development and use. Further, RMC is proposing that USED, through the National Center, consider the development of a self-paced, online, workshop/toolkit on Logic Models (rationale, types, essential elements, applications, etc.) that can be used as a professional development resource for Comprehensive Center personnel, other Federally-funded TA providers, Clients/Recipients of services, and State-Local TA providers in developing and incorporating Logic Models in their work.

Part 6 – Other Attachments
Region 7 Comprehensive Center (R7CC)
Appendix I

R7CC Communication Plan

Communication Plan

Communications and Engagement Assessment Rubric

Region 7 Comprehensive Center Communication Plan

Overview

This communications plan details the activities and strategies the Region 7 Comprehensive Center (R7CC) will employ to keep stakeholders informed about and engaged in beneficial technical assistance activities, to facilitate coordination and collaboration with strategic partners such as other Technical Assistance (TA) providers, and to ensure there is communication between each level as well as processes in place to support and continuously assess the implementation of evidence-based programs, practices, and interventions. The plan is intended to reduce duplications of effort among partners and to improve root cause analysis and problem identification through collaborative engagement so that each partner is focusing specific resources on, and strategically spreading coverage across, the highest-leverage problems in the region.

This plan does not assume passive dissemination; instead, R7CCwill design communication strategies to support effective implementation, progress monitoring and continuous improvement, evaluation of efficacy and return on investment (ROI), and comprehensive sustainability planning. R7CC will accomplish this, in part, by sharing findings with the regional education stakeholders and partners, including the U.S. Department of Education staff and the National Comprehensive Center, for dissemination across the network of federally-funded TA partners, specifically:

1. Which education practices appear promising, including *why* they are working and *how* they are impacting outcomes,
2. Which TA activities are highest-impact, as identified in TA activity feedback forms, to inform our TA peers, and
3. Which high-leverage problems will benefit from wraparound TA supports coordinated across the network of TA partners.

The following pages detail R7CC's guiding communications goals, expected outcomes, and the necessary planning and processes to achieve these stakeholder engagement, collaboration, and coordination results.

Communication Goals

Summary: Develop an effective communications system that enables routine and ongoing exploration of client and recipient needs as well as feedback on services provided.

Goals:

- Goal 1: Ensure timely identification of changes in state contexts.
- Goal 2: Assess needs and set up processes for outreach activities to share current and potential services.
- Goal 3: Share updates, monitor progress, and regularly coordinate with clients, National Center, and other federally funded TA centers.
- Goal 4: Collect feedback on TA services provided and regularly engage all stakeholders involved in or impacted by proposed services.
- Goal 5: Ensure processes are in place to support and continuously assess the implementation of evidence-based programs, practices, and interventions.

All of R7CC's communications will be coordinated by the center's leadership team, but content is developed and maintained by staff from R7CC.

Stakeholder Information

Based on the work RMC has done with clients in other technical assistance projects, the table below outlines the types of stakeholders at various levels in the education system (e.g., SEAs, REAs, LEAs, schools, others) with whom RMC regularly engaged, the frequency of RMC's communications, the format of communication, and R7CC staff responsible for initializing and maintaining the communication effort. At the beginning of the project, R7CC will survey all stakeholders (SEA clients, those impacted by services, and other TA centers and regional intermediary organizations) to understand preferences for communications that best meets client needs, and schedule communications accordingly. R7CC also plans to include questions in its survey about the types of information stakeholders would like to receive.

Partners include local and regional TA providers working with State education departments to support districts' implementation of ESSA and State priority initiatives, nationally recognized content experts and

practitioner learning networks, and Department-funded technical assistance partners. Partners may also include organizations that represent or work directly with R7CC stakeholders, as well as those that reach state and local policymakers, officials, and key education policy staff.

Stakeholder Group	Frequency	Format/Channel	Type of Communication	Responsible Individual(s)
State Commissioners in Alabama, Florida, and Mississippi	Beginning of the year and end of the year	Face-to-face meeting	Plan for needs assessment and root cause analysis, presentation of workplan	R7CC Director, State Liaison
Deputy/Assistant Commissioners	Quarterly	Face-to-face meeting that includes an infographic and summary of projects to be shared with the Commissioner	Presentation of Workplan Quarterly milestone meetings Monthly email reports	R7CC State Liaison, Project Lead (s)
R7CC Advisory Board	First and fourth quarter and as needed	Face-to-face and virtual	State service plans and needs-sensing	R7CC Director
Directors of various offices at SEAs	Bi-weekly/Weekly	Video communication Email	Weekly email reports Bi-weekly check ins	R7CC Project Lead(s)
SEA project staff	Weekly	Video communication Email	Emails, phone communications, video conferencing	R7CC Project Lead(s)
R7CC staff	Daily	Email/phone/in-person	Project updates, progress monitoring, changes in state and local contexts, emerging needs, feedback on services	R7CC Project Lead(s)
National Comprehensive Center	Monthly and as needed	Video communication	Support client, recipient, and center staff participation in learning opportunities	R7CC Staff Project Leads as needed
Other TA Centers	Monthly	Phone/Video Communication	Share project updates, discuss needs and opportunities to collaborate and learn from each other	R7CC Deputy Director
Regional intermediary organizations within the state	Quarterly or more frequently depending on the project	Email/Video communication In-person scheduled meetings	Share presentations with project updates, discuss additional needs and changes in state contexts	R7CC State Liaison
LEAs impacted by services	After every project milestone that involves direct support services	Directly via feedback survey	Feedback Surveys with close-ended and open-ended questions that assess the quality, usefulness, and relevance of TA work; Client/participant gains in knowledge and skills; intent to apply new knowledge and skills;	R7CC Internal Evaluator, Project Lead(s)

Stakeholder Group	Frequency	Format/Channel	Type of Communication	Responsible Individual(s)
			overall satisfaction with TA and R7CC facilitation skills	
External Consultants serving as content area experts	Monthly	Email/phone/in-person	Project requirements Scope of Work Updates and feedback on research gathered/services provided	R7CC Project Lead(s)
State chapters of national organizations	Monthly	Email/phone/in-person	Evidence of successful strategies that can be shared with clients, access to in-state experts, project updates, and assessments of current and anticipated needs of stakeholders served	R7CC State Liaisons, aProject Lead (s)
U.S. Department of Education	As needed	As needed	Project updates Budget updates Changes required in reporting Other aspects as needed	R7CC Director
State Boards of Education	As needed	Meeting	Materials preparation for SEA staff to include in presentations	R7CC Project Lead(s)

Types of Communication

R7CC will set up a communications system that encourages two-way communication, daily internal check-ins, and regular internal and external monitoring. R7CC will use the following effective strategies, along with data from R7CC's internal evaluation, to receive ongoing and timely input on Clients' needs and the usefulness of R7CC's services.

Project Planning Meetings

R7CC project planning meetings will include Needs Assessment, Root Cause Analysis, and Workplan presentations that outline a scope of work, problem statement, milestones, outputs, and outcomes. R7CC will work with clients to understand each SEA's reform initiatives and illustrate clearly how to work together to achieve each SEA's vision, goals, and priorities.

Managing and Prioritizing

SEA, REA, and LEA staff are inundated with information. Newsletters, policy and practice briefs, research briefs and studies, and numerous other print items are disseminated regularly. Policymakers and practitioners seek assistance in assessing the quality, legitimacy, and relevance of this information to their work. R7CC communications, including email, websites and social media, presentations, and general information dissemination will curate a repository of high-quality and high-relevant resources. R7CC will categorize and describe resources with specific use cases and strategies addressing high-leverage problems. R7CC will replace generic descriptions of resources with accounts that specify what the resource offers, how it can be used to address a problem or accomplish a goal, and who would benefit from using it.

Email Best Practices

Email is the most reliable form of communication with stakeholders. However, the sheer volume of email sent and received creates intense competition for recipients' attention. While helping stakeholders manage, prioritize, and act on information will help capture attention, the mechanics of drafting effective emails are an important strategy in getting there. The R7CC will employ email best practices, as identified by communications experts and U.S. Department of Education staff, such as:

- Crafting clear subject lines, including action to be taken (e.g., "reply requested") and due dates (if applicable).
- Making each email actionable and about only one topic.
- Keeping the text concise and scannable and using short paragraphs (2-3 lines) and formatting to ensure content is read.
- Responding to emails within 24 hours.
- Only including those who need to be a part of the discussion.
    - "To" field: recipients are expected to read and respond to the message.
    - "CC" field: (used sparingly) recipients who have a need to stay in the know.

Each email will be reviewed with the following principles in mind:

1. Clarity – Is the information written clearly and concisely – no filler language or vague references? Language is specific and concrete.
2. Strategic Framing – Is the value to recipients immediately clear (i.e., why should they continue reading the message past the first line)? Are the goals of the communication apparent and enticing to stakeholders looking for TA resources/opportunities to learn new information/skills to improve success?
3. Accuracy – Is the information being shared complete and accurate so that recipients can act on it without confusion or the need for follow up clarifying communication?

Technical Assistance Workshops

RMC has conducted several workshops in the past to build the capacity of state and local education leaders. This has happened through a combination of virtual and face-to-face meetings. RMC also values and regularly encourages peer exchanges within the center to ensure that there is no duplication of effort. If four projects are focused on supporting the development of a statewide implementation plan, R7CC will find and share the research on best practices, so it can be adapted to meet local needs.

Project Presentations/Website/Social Media

R7CC plans to present at national and regional conferences, use face-to-face meetings to support rural LEAs, communicate regularly with the National and other TA Centers, and share information that can be posted to the National Center website and promoted through social media. R7CC will also maintain a social media presence specifically for teachers and administrators to provide timely information.

R7CC's leadership team will be constantly finding new ways to leverage and enhance stakeholder partnerships. Core messages about a particular project will be updated frequently. Completed messages will be distributed to all staff as well as key external partners to ensure consistency of information. R7CC will closely monitor feedback, questions, and responses to ensure messages are effective and are reaching the appropriate audiences at the right time.

For every project RMC has undertaken, it has anticipated possible challenges and worked with clients to draft Frequently Asked Questions documents, encourage leadership to meet regularly with those who are in possible opposition, hear alternative points of view, and take steps to promote a common understanding.

Engagement with Stakeholders and feedback on services provided

RMC has engaged and will continue to engage stakeholders in a variety of ways, including, Ask the Expert bulletins, surveys, social media, virtual peer-to-peer exchanges, and the use of existing in-state communication channels.

RMC's projects have included state-level advisory groups with members from various stakeholder groups. When the state convened these advisory groups, RMC analyzed stakeholder representation and recommended changes based on this analysis. RMC has also used advisory groups as sources of information for regional and stakeholder needs and to identify changes in the state context.

RMCs regularly monitors news and key coverage of work to identify issues and challenges so that communication changes can be made as needed. RMC also closely monitors related comments and questions to gauge public support and/or understanding of key issues and reforms.

RMC's website has a "Contact us" form for anyone to request information. R7CC plans to include a dedicated email address that stakeholders can use to pose questions and submit feedback on especially

complicated policy changes or initiatives that R7CC referenced in public informational briefs/presentations. Staff will monitor this email box to ensure writers receive a rapid and personal response. R7CC will use this feedback to refine and improve its work.

Accessibility

RMC differentiates its messages to key stakeholders to ensure they receive the most relevant information about key initiatives or programs. A strategy that R7CC plans to employ is to encourage SEA clients to have key materials and presentations for the public available in different languages, ensuring the information reaches a wider audience. To do this cost-effectively, R7CC plans to work with available translation services within the SEA team.

R7CC is committed to the accessibility of its electronic and information technology to individuals with disabilities by meeting requirements from Section 508 of the Rehabilitation Act. RMC has an email address and online form to include in all communications, including any work products disseminated, to ensure all individuals have access to the information we share. RMC staff have received training in Section 508 compliance and ensure that any materials to be posted to RMC's website go through a very thorough screening process before being released.

Collaboration

RMC has a cloud-based document storage system which does not collect any personally identifiable information, including a robust package of policies and protocols to ensure confidentiality in work projects, especially concerning policy that the state has not yet announced.

RMC uses shared calendars to plan and monitor activities, meetings, and events. RMC also has an internal team website to regularly communicate successes, challenges, and projects updates.

RMC periodically surveys key audiences just before and immediately after the launch of major initiatives and closely reviews best practices from other organizations for use with web analytics, social media stats, and other digital information to measure the success and reach of efforts.

Ensuring Feedback and Continuous Improvement

Step 1: R7CC receives feedback from the Federal, State, and Local Level (via milestone meetings, conference presentations, workshop surveys, mid- and end-of-year project surveys, monthly and weekly check-ins, regional intermediary groups).

Step 2: R7CC documents this feedback (in monthly project logs, weekly project reports).

Step 3: R7CC and Internal Evaluator share the feedback with R7CC Leadership (in monthly project logs, monthly liaison meetings, internal staff meetings, and regular conversations between R7CC Project Leads and Director).

Step 4: R7CC Project Lead adjusts the project as appropriate and informs team members through meetings, emails, and presentations.

Step 5: R7CC Project Lead communicates response to the field (via milestone meetings, regional exchanges, conferences, National Center website, social media, and community partners).

Examine and Reflect

RMC engages in purposeful communication that has been planned in consultation with various stakeholders. However, even after planning, RMC believes it is important to monitor communications efforts regularly and have a plan to change things as needed.

RMC follows a 3-step process to examine and reflect on communications efforts:

Step 1: Observe

Step 2: Talk to and survey project staff

Step 3: Talk to and survey program recipients

In addition, using Implementation Science and Improvement Science to structure our activities ensures that R7CC will continuously assess the implementation of evidence-based programs, practices, and interventions. Improvement cycles (Plan-Do-Study-Act) throughout the projects will establish routine and ongoing monitoring toward agreed-upon outcomes, outputs, and milestones. Capacity assessments developed by NIRN, one of our subcontractors, provide a mechanism for timely identification of changes in state, regional, and local contexts that may impact project success. Integral components of the

communications plan are “baked in” to project activities to ensure that project staff and partners are closely linked to stakeholder and recipient feedback at every stage of the work.

RMC uses a modified version of the Communications and Engagement Assessment Rubric developed by the Reform Support Network to support SEAs in their communication efforts. R7CC believes that this tool will help to build SEA capacity to assess efforts and help refine R7CC’s strategy and ensure that needs are addressed.

Communications and Engagement Assessment Rubric

I. Overall Strategy

Topic	1: Basic	2: Emerging	3: Strong	4: Exemplary
Center communications and engagement goals and objectives *• Does the Center have a clear sense of what it is trying to accomplish through its communications and engagement efforts?* *• Are the goals and objectives clearly stated and actionable?*	We have no clear goals or objectives for our communications and engagement strategy.	We have several goals and objectives for our communications and engagement strategy that are shared with Center staff.	We have a concise set of clear and specific goals coupled with supporting objectives that are used to define our communications and engagement efforts and strategy.	We have clearly defined goals and objectives that are actionable and serve as the foundation for all of our communication and engagement efforts. Prior to all new initiatives we revisit our goals and objectives and refine or adjust as needed to ensure that we know exactly who we are trying to reach and engage and for what purpose.
Alignment to the Center's mission *• Does the Center have an overall strategic plan?* *• Does the Center's communications and engagement work connect to its overall vision and strategic goals?* *• Does the Center use this connection to illustrate how individual reforms are connected to a bigger set of goals?*	Center goals and priorities are not broadly articulated or understood, either inside or outside the Center.	We have a strategic plan but the Center's communications work is not aligned to it. Our messages rarely connect back explicitly to the Center's vision or goals. Our communications priorities do not always clearly reflect the Center's priorities.	We use our strategic plan to shape our communications plan. We strive to connect our messages to our vision, goals and strategies, particularly when dealing with complex issues.	We refer to our strategic plan regularly to ensure that our messages on all topics connect directly back to the Center's vision, goals and strategies, and to ensure that our key audiences see the connections and broader vision for our work.
Communications Plan *• Does the Center have an aggressive, proactive*	We have no communications plan or agreed upon Center wide priorities.	We follow a broad communications strategy based on a plan written	We have an up-to-date, clear communications plan, which includes a calendar of	We closely follow our communications plan, which includes a calendar of

Topic	1: Basic	2: Emerging	3: Strong	4: Exemplary
communications and engagement plan and a strategic plan? *• How often are these plans reviewed and updated?* *• How regularly does the Center use these plans?* *• Does the plan include crisis communication planning?*		several years ago and/ or see communications as the primary role of the Center communications/media staff.	proactive outreach strategies and a crisis communications plan, both of which are regularly used by the Center's communications director and other members of the senior leadership team.	proactive outreach and engagement strategies and a crisis communications plan. It assigns responsibility for all elements of Center communications. The plan is strategically designed to support key initiatives from across the Center.
Prioritization of communications and engagement *• Are communications and engagement top Center priorities?* *• How are these priorities made clear to staff?* *• How are these priorities reflected in the Center's actions?*	Given staffing and competing or pressing demands, communications and engagement are necessarily a low priority at our Center.	We say that communications and engagement are a high priority, but day-to-day demands take precedence. Communications are largely focused on responding and reacting; planned and thoughtful communications are often put off and given less attention than they deserve. We very rarely use the tools of two-way engagement (such as focus groups, advisory groups).	Our Center Director frequently stresses that communications and engagement are key to our work, and has made them a Center-wide priority. Most staff take this seriously, others do not. Some units communicate and engage stakeholders effectively, but not all do.	Our Center Director/Superintendent has made communications and engagement a Center-wide priority. This is taken seriously by staff in every unit. Efforts are coordinated by the Center's communications director, but content is developed and maintained by staff from across the Center.
Measuring success *• Does the Center have a process to measure the success of its communication efforts?* *• Who interprets the results, and how are they used?*	We do not formally measure our success. Trying to do so is not a priority given the challenges of measuring the impact of communications and other demands on our time.	We measure our success infrequently, but we do use feedback we receive during informal conversations, press coverage and web hits to gauge whether our communications efforts are working.	We regularly use both formal and informal feedback to measure our success. We frequently distribute surveys to key stakeholders to determine if they have heard and understood our messages.	We collect and review feedback regularly. In addition to using both formal and informal feedback to measure our success, our communications director reviews the survey results and, with senior staff, uses them to improve our

Topic	1: Basic	2: Emerging	3: Strong	4: Exemplary
			These results are used to improve our communications and engagement activities.	communications and engagement activities. We regularly monitor news and key blogger coverage of our work to determine where there is confusion or disagreement about our work.

II. Audience Segmentation

Topic	1: Basic	2: Emerging	3: Strong	4: Exemplary
Prioritizing audiences and disseminating information *• Does the Center consider which audiences are impacted by each initiative?* *• Does the Center determine which information is relevant to each audience?* *• Does the Center plan how to communicate the right material to each audience?*	We do not prioritize audiences or stakeholders; we distribute the same information to everyone.	When an initiative impacts one stakeholder group directly, we prioritize our communications to that group.	We analyze each initiative or program individually to determine which audiences are most directly impacted and prioritize communicating with these stakeholders.	We always differentiate our messages to key stakeholders to ensure that they receive the most relevant information about key initiatives or programs.
Strategies to reach teachers *• Is the Center able to reach teachers directly? How?* *• Does the Center work with the teacher's unions to communicate with the teachers?* *• Does the Center participate in regional meetings that enable teachers to communicate with Center staff directly?* *• Has the Center developed communication vehicles that allow teachers to ask questions and receive personalized answers?* *• Has the Center developed communication vehicles that allow teachers to provide feedback and that promote transparency in the feedback that is being provided?*	We do not communicate with teachers; we rely on school districts to do that.	We do not have the ability to communicate directly with teachers, but we do send district leaders materials for teachers and ask that they disseminate them widely. This information is also posted to our website. We have a cordial relationship with the teacher's unions and occasionally ask them to distribute information on our behalf. The Center Director occasionally meets with teachers while visiting schools.	We have a solid relationship with the teacher's unions and sometimes ask them to distribute information on our behalf. We meet with teachers at regional meetings or when traveling around the State whenever possible to gain additional feedback and input. The Center Director always visits classrooms when visiting school districts or communities.	We have a frequently updated database that enables us to contact teachers directly via email or regular mail. We use this to distribute regular news on new initiatives and programs of interest and other critical information to teachers. We have a strong relationship with the teacher's unions that enables us to work together even when we disagree about policies or initiatives. We regularly ask them to distribute information on our behalf and to co-sponsor or publicize any key State workshops for teachers. In addition to meeting when possible with teachers at regional meetings or when traveling around the State, the Center

Topic	1: Basic	2: Emerging	3: Strong	4: Exemplary
				Director regularly convenes one or more advisory committees of teachers to get their insights and advice about key initiatives. We maintain a social media presence directed specifically at teachers to provide up-to-date information.
Strategies to reach principals *• How does the Center communicate with principals?* *• How can principals communicate with Center staff directly?* *• Are there communication vehicles that allow principals to ask questions and receive personalized answers?* *• Has the Center developed communication vehicles that allow principals to provide feedback and that promote transparency in the feedback that is being provided?*	We do not communicate with principals; we rely on school district leaders to do that.	We do not have the ability to communicate directly with principals, but we do send out a regular (at least monthly) update for principals to district leaders and expect that they disseminate them. We post this update to our website. We work closely with the State's principal associations and occasionally ask them to distribute information on our behalf.	We have the ability to email principals and we send them a regular (at least monthly) update that is posted to our website. We work closely with the State's principal associations and participate in regional principals meetings each year. The Center Director always meets with principals in addition to district leaders when visiting school districts or communities.	We email principals directly and send them information on a regular basis to keep them updated on statewide and regional initiatives, issues and new programs. We have a close relationship with the State's principal associations and often ask them to distribute information on our behalf or help publicize or even co-sponsor workshops for school leaders. We regularly seek guidance and feedback from principals at regional meetings and their associations' annual meetings. The Center Director regularly convenes one or more advisory committees of principals to hear their insights and advice.
Strategies to reach superintendents, district leaders	We send superintendents information to address Center requests or compliance issues, but do not communicate with them on a regular schedule or	We have the ability to send email messages directly to superintendents. We use this vehicle to send critical information and to distribute	We regularly reach out to our superintendents by email to provide them with critical information and gather input and feedback on new initiatives.	We meet regularly with the leadership of the superintendents. The Center Director regularly convenes one or more advisory committees of superintendents

Topic	1: Basic	2: Emerging	3: Strong	4: Exemplary
• How does the Center communicate with district leaders? *• How does the Center collaborate with the superintendent's association?* *• Does the State Center Director meet with superintendents?*	routinely describe major State education initiatives or priorities.	regular (at least monthly) updates. We have a cordial relationship with the State's superintendents, and occasionally ask them to distribute information on our behalf.	We often ask both the superintendents and school boards associations to distribute information on our behalf. We meet with groups of superintendents at least annually and participate in regional meetings of these district leaders whenever possible.	and district leaders to hear their insights and advice about key initiatives.
Strategies to reach parents *• How does the Center reach parents?* *• Has the Center partnered with outside organizations to reach parents?* *• Can parents speak with Center staff directly?* *• Does the Center Director participate in regional meetings with parents?*	We do not conduct any outreach to parents. We assume districts, schools and/or the State's Parent Teacher Association (PTA) or equivalent Parent Teacher Organization (PTO) do that.	We do not conduct any direct outreach to parents, but the Center Director and Center leaders speak to them at regional meetings, workshops or conferences. We occasionally work with the State's PTA or equivalent PTO to distribute information to parents. Parents have input in decision making; for example, a parent representative sits on the State Board of Education, or a parent advisory group is consulted on a regular basis.	We occasionally send messages to principals to send home to parents about critical issues. We speak to parents at regional conferences and workshops and work closely with the State's PTA or PTO to regularly distribute information to parents. We meet with the State PTA or PTO leadership regularly to gauge the effectiveness of our communications and outreach efforts and seek their advice.	We regularly send messages or materials to principals that can be readily shared with parents on critical issues. We proactively seek opportunities to speak and listen to parents at regional events, and we work closely with the State's PTA or PTO to distribute information and gauge the effectiveness of our communications and outreach efforts. We maintain a social media presence directed specifically at parents to provide them with up-to-date information. The Center Director meets regularly with an advisory committee of parents to hear their insights and advice about key initiatives.
Strategies to reach community and business leaders	We do not do any direct outreach to community and/or business leaders but respond to their questions when they approach us.	We participate in meetings led by community and business leaders when we are invited.	We have a core group of community and/ or business leaders with whom we engage	The Center Director has an advisory committee of community and/or business

Topic	1: Basic	2: Emerging	3: Strong	4: Exemplary
• How does the Center reach community and/or business leaders? *• How frequently does the Center Director/Superintendent meet with community and/or business leaders?* *• What opportunities exist to engage community/business leaders?* *• Is someone at the Center responsible for building and maintaining these relationships?*		A business representative sits on the State Board of Education.	regularly, and who sit on advisory committees. The Center Director annually speaks with business leaders at the Chamber of Commerce or like entity and attends local and regional meetings when he is invited. The State's Business Alliance for Education or similar entity is one of our primary partners and regularly convenes business leaders to build understanding and support for new initiatives.	leaders with whom he meets on a quarterly basis. We have a core group of community/ business leaders with whom we work regularly and who frequently help to promote new initiatives within the business and advocacy communities. Some of the leading businesses in our State have offered grants or provided direct funding to support key initiatives that align with our core reform areas. We have one staff person dedicated to building and maintaining these relationships and to finding new ways to leverage and enhance these partnerships.

III. Audience-Specific Messages and Diverse Tactics

Topic	1: Basic	2: Emerging	3: Strong	4: Exemplary
Process to develop robust, audience-specific messages *• Does the Center ground its messages in research?* *• How does the Center determine what specific audiences want to know?* *• How does the Center ensure its messages are up-to-date, relevant and effective?*	We have no defined process to develop core messages about the design and implementation of key reforms.	Our communications director typically drafts broad messages that are reviewed by members of the senior leadership team, and sometimes our Center Director. Our media relations director uses them as talking points and in press releases.	Our Center's senior leadership team regularly collaborates on the development of core messages and, when possible, develops audience-specific messages on particularly controversial or complex issues, using best practices from other States. The Center Director gives final approval on all these core messages, which are then shared with senior leadership.	The development of core messages includes a scan of available market research, a review of best practices from other States, input from key audience focus groups and collaboration with the senior leadership of the Center. The core messages are updated frequently. Completed messages are distributed to all senior staff within the Center plus key external partners to ensure consistency of message. We closely monitor feedback, questions and responses to ensure our messages are effective and are reaching the appropriate audiences at the right time.
Development and distribution of tools Center wide to inform and manage communications *• Does the Center have communications tools (such as talking points or one-pagers on key issues)? If so, who uses them?* *• How often are they updated?*	When we develop core messages—which is not often—we develop one set and generally do not differentiate by audience.	We typically develop one set of core messages and communications materials, but when an issue is particularly important to or controversial for a specific audience, we develop separate sets of messages to address those concerns.	We typically develop multiple sets of messages and communications materials to address what we think are the needs of the different audiences impacted by a particularly important or controversial issue.	We proactively distribute core messages to our senior staff and external partners to ensure consistency. We survey and meet regularly with advocacy groups representing key audiences to ensure that this strategy is effective and use their guidance

Topic	1: Basic	2: Emerging	3: Strong	4: Exemplary
		We use these when speaking to the media.	We distribute these to external partners, use them in media briefings, on social media, to draft press releases and to regularly update Frequently Asked Questions on our website.	and feedback to improve our efforts.
Development and use of audience-specific messages *• Does the Center develop different messages for different audiences?* *• Are these audience-specific messages presented using different vehicles?* *• Are they effective? How do you know?*	When we develop core messages—which is not often—we develop one set and generally do not differentiate by audience.	We typically develop one set of core messages and communications materials, but when an issue is particularly important to or controversial for a specific audience, we develop separate sets of messages to address those concerns. We use these when speaking to the media.	We typically develop multiple sets of messages and communications materials to address what we think are the needs of the different audiences impacted by a particularly important or controversial issue. We distribute these to external partners, use them in media briefings, on social media, to draft press releases and to regularly update Frequently Asked Questions on our website.	We proactively distribute core messages to our senior staff and external partners to ensure consistency. We survey and meet regularly with advocacy groups representing key audiences to ensure that this strategy is effective and use their guidance and feedback to improve our efforts.
Use of messages that link reforms *• How does the Center use its messages to connect reform initiatives?* *• Do the messages track back to the larger vision and goals of the Center?* *• How does the Center make this connection clear?*	When we develop messages they are typically focused on a single initiative. We do not develop broad messages to intentionally link reforms.	We typically develop broad messages on individual initiatives to build understanding about what we are doing and why. When we develop messages, we review our goals and priorities as a point of reference.	We regularly develop and refine a set of core messages that link the initiatives together. These messages are used as primary talking points for Center senior leadership to ensure connections are consistently made about how individual reforms are linked to achieve the Center's	We have a set of broad, overall messages that we regularly refine and update each quarter to link all of the Center's reform initiatives and illustrate clearly how they work together to achieve the Center's vision, goals and priorities. Beyond talking points, the core messages also inform the content for most publications

Topic	1: Basic	2: Emerging	3: Strong	4: Exemplary
			broader vision, goals and strategic priorities. We give all staff members basic talking points on major initiatives.	and presentations as well as relevant press releases. We give staff talking points, boilerplate PowerPoint slides and other materials that reflect these broad messages.
Timeliness of message delivery *• Does the Center inform key audiences about big issues and/or changes (that is, new evaluation systems, test results) before they occur to manage expectations?* *• What methods are used to proactively inform key audiences?* *• How are partners involved?*	We lack capacity to inform stakeholders of big initiatives, decisions and changes before they are publicly announced.	We aim to be proactive and inform and involve key audiences in decisions related to major initiatives and changes in advance, but often run out of time. We have set this as a goal for the future because we recognize that this practice is important. We have involved some key partners in helping us think through when proactive communication is most important.	We proactively inform all key audiences about key elements of major initiatives and changes before they occur to build understanding and manage expectations. We typically distribute information to superintendents to share with teachers and principals, post information on our website and, when possible, conduct off-the-record, informational briefings with the media. We also work with key partners to involve them in our determining what we should proactively communicate about, with whom and when.	We always proactively inform our key audiences about major initiatives and changes before they occur and rely on them to help us build broad support and understanding. When appropriate, we conduct face-to-face briefings with core stakeholders, including superintendents and principal groups, to give them an opportunity to provide feedback and ask questions. Depending on the complexity of the issue, we distribute information to superintendents to share with teachers and principals, post information on our website, conduct media briefings, meet with key partners and publish op-eds in the regional papers.
Use of multiple communication vehicles *• What vehicles does the Center use to disseminate messages?*	We rely strictly on print and TV media coverage and our website—which is updated	We rely largely on media coverage for our communications, but also distribute a regular (at least	We use email listservs, media coverage and regional meetings to supplement our	We use a wide range of communications vehicles, including multiple social media tools, depending on the issue

Topic	1: Basic	2: Emerging	3: Strong	4: Exemplary
• Does the Center use different vehicles to communicate with different audiences?	periodically— to communicate.	monthly) newsletter to district leaders and other primary stakeholders. We maintain a robust Center website that is regularly updated.	Center newsletter and website. Our Center maintains a blog and/or Twitter feed, which is updated at least once a week, to discuss key issues and reforms.	and the audience to whom we need to communicate. We regularly hold regional meetings, Twitter town halls and webinars, and frequently meet in person with leaders of key advocacy organizations to reinforce our messages.
Use of social media and other non-traditional vehicles *• How does the Center use social media or other non-traditional communications vehicles?* *• With which audiences are these vehicles used to communicate?*	We do not use any social media or nontraditional vehicles. We rely on our traditional communications vehicles, mainly email and press releases	We are currently using one social media platform, which we update a few times a week with links to press releases and other Center announcements.	We use at least two social media platforms, and we are considering whether others will help us reach our key stakeholders. We use social media regularly to link to press releases, publications, op-eds and articles that align with our goals and priorities. We occasionally use these tools to engage in two-way conversations by soliciting feedback and input from teachers, parents and the general public.	We use multiple major social media platforms, after investing time and resources in identifying the ones that will best connect us with the audiences we want to reach. We regularly use these tools to engage stakeholders in discussion and solicit input and feedback. We closely monitor comments and questions to gauge public support and/ or understanding of key issues and reforms.
Evidence that messages are effectively delivered to target audience *• How does the Center track response?* *• How does the Center determine whether messages are having the desired effect?*	We are not able to track whether our communications are delivered effectively or how they are received.	We do not regularly track responses to our communications, but we occasionally speak to our partners to get their feedback and input on how our messages are being received	We regularly seek feedback from our partners through surveys and in-person meetings, and closely monitor media coverage. We also use some web analytics and other digital	We conduct focus groups with key audiences just before and immediately after the launch of major initiatives. We closely review market research on messaging and what other States are using and use web analytics, social media

Topic	1: Basic	2: Emerging	3: Strong	4: Exemplary
• How does the Center use messages from other States to identify best practices?		and whether they were accurately delivered.	information to measure our success and reach.	stats and other digital information to measure the success and reach of our efforts.

IV. Stakeholder Engagement and Coalition Building

Topic	1: Basic	2: Emerging	3: Strong	4: Exemplary
Coalition building *• Do the critical State education organizations—the Center, higher education, early childhood, other State agencies, the State board of education, unions and professional associations—work together to communicate about key reforms?*	There is little cooperation or collaboration among State education organizations. Some may cooperate, but most work largely independent of one another.	Some education organizations generally get along and cooperate with one another. There is some interest in increasing collaboration on communications.	The most critical State education organizations collaborate on some of their major communications efforts involving related reforms.	Key State education organizations work collaboratively to communicate about reforms relevant to their work to ensure their messages align and support one another.
Working with existing stakeholders *• How does the Center maintain its relationships with key stakeholders?* *• How does the Center communicate with these groups directly?* *• How does the Center use some or all of these groups to relay key messages to their constituencies?* *• How frequently does the Center meet with key stakeholder groups?*	We do not have close relationships with any stakeholder groups.	We have growing relationships with all of the primary education-focused stakeholder groups and provide them with the same information that is distributed to the general public and media. The Center Director meets with key groups when he/she is invited to speak with them.	The Center Director meets with the leaders of key stakeholder groups at least once a year and speaks to their membership at their annual meetings. We communicate with these groups by sending these leaders copies of key newsletters, updates and other pressing information as it is released. We sometimes invite them to give us feedback on key decisions and initiatives.	We have a very strong relationship with all of the key stakeholder groups in the State, even those who have opposite opinions about key issues. Whenever possible we create opportunities for the leaders of these groups to play a role by participating in advisory committees, task forces and so on, so their voices can be heard. The Center Director meets with the leadership of key stakeholder groups regularly and speaks to their membership regularly. In addition to sending information as it is released, we provide these groups with talking

Topic	1: Basic	2: Emerging	3: Strong	4: Exemplary
				points and rely on them to help us in our efforts to disseminate key messages. We always invite them to give us feedback on key decisions and initiatives.
Involving stakeholders at the front end of developing new policies and programs *• How do teachers, principals, district leaders, parents and school board members provide input on draft policies, plans and strategies?* *• To what extent do they have a chance to be involved in actually shaping these policies, plans and strategies?* *• What mechanisms exist for involving key stakeholders in major decisions?*	We typically do not involve external stakeholders in making decisions. We do our best to inform them once decisions have been made.	We have set up several advisory committees on key issues that meet periodically. However, we do not have capacity to staff the committees and we are inconsistent in how we use the input and report back on our work.	For every major proposed policy change or program, we convene one or more advisory groups to help shape the decisions. The groups are staffed and are an essential part of our decision-making process.	Listening to our stakeholders is a core value that permeates all of our work. Because advisory groups play a key role in shaping all major policies and programs, we regularly adjust proposals based on their input and report back to them so they can see how their voices have been heard. We make a conscious effort to recruit and train advisory group members as "ambassadors" to help build broader understanding and support among their peers for the decisions that they have helped to shape.
Soliciting and using feedback after policies and strategies have been developed *• Do you inquire about how key stakeholders feel about new policies and programs?* *• How do teachers, principals, district leaders,*	We do not have any established feedback loops, or ways for stakeholders to provide regular feedback and understand how and why it was used.	We do not have any formally established feedback loops, but we do track and listen to any feedback when stakeholders reach out to us. We take unsolicited feedback by email or via social media platforms at all times.	We have established some clear feedback loops for major reform efforts and initiatives for educators. We regularly distribute surveys to generate feedback on a particular issue.	We have established strong feedback loops for major reform efforts and initiatives for educators. These include a dedicated email address for stakeholders to use to pose questions and submit feedback on especially complicated policy changes or

Topic	1: Basic	2: Emerging	3: Strong	4: Exemplary
parents and school board members provide feedback on draft policies, plans and strategies? How do they know how or if it is used? *• How is this feedback system monitored?* *• How often does the Center respond to feedback, and how?*		We occasionally distribute surveys to generate feedback on a particular issue.	All of the feedback we receive is used to inform our efforts to refine and improve our work.	initiatives. At least one staff member monitors this email box to ensure writers receive a personalized response. We use all of this feedback to refine and improve our work.
Use of stakeholders as "champions" *• How does the Center use likeminded stakeholders to speak on behalf of key reforms?* *• How are these stakeholders prepared to speak on the Center's behalf?* *• How are they kept up to speed on key issues?*	We do not rely on any stakeholders to act as our "champions" or partners but work with partner organizations when approached and appropriate.	We sometimes ask one or two key stakeholders to speak on our behalf to their constituents, other stakeholders or leaders about important reform plans. We typically provide them with basic briefing materials, as well as regular newsletters, updates and access to other reports and publications.	We provide key stakeholders with robust briefing materials, talking points, newsletters, updates and access to other reports and publications to prepare them to speak on our behalf to their constituents, other stakeholders or leaders about important reform plans. We seek their advice in advance of all critical decisions so they can be most effective as champions.	Stakeholders help us co-develop policies and materials for distribution to their members. We work with these stakeholder organizations to identify on-the-ground "champions" (for example, classroom teachers) who can speak concretely about the impact of State reform efforts and policies
Ensuring stakeholder "champions" are spreading the message accurately *• How does the Center measure the impact of messages spread by its communications team or by key stakeholders on the Center's behalf?* *• How is feedback collected?*	We do not rely on any stakeholders to act as our "champions" or partners but we do work with partner organizations when approached and appropriate.	We speak with key stakeholders after they communicate on our behalf to their constituents to get feedback on how their efforts were received. We monitor media news coverage.	We meet with key stakeholders after they communicate on our behalf to their constituents to discuss how these efforts were received. We monitor media news coverage and conduct focus groups to ensure that messages were disseminated	We track media coverage and occasionally spot-check public meetings to ensure that information is being disseminated accurately. We use all of this feedback to refine and improve our messages and outreach strategies and deepen our relationship with the

Topic	1: Basic	2: Emerging	3: Strong	4: Exemplary
• How is feedback used?			accurately and were fully understood. We mostly use this feedback to refine and improve our communications and outreach strategies.	most effective champions of our work. We follow up with our key stakeholders to ensure that they understand what has changed and why.
Communication with opponents *• How well does the Center anticipate criticism from opponents?* *• How does the Center respond to advocates who oppose key reforms?* *• How does the Center keep these opponents informed?* *• Are efforts made to maintain a relationship with opponents and to discuss—not debate—disagreements openly?*	We typically do not communicate with stakeholders who publicly oppose our initiatives or reforms.	We do not reach out to stakeholders who publicly oppose our initiatives or reforms but will speak with them if they reach out to us. We track their issues closely but do not respond.	We maintain a cordial relationship with opponents to anticipate when criticism may emerge. We do not engage in any public debates but do make an effort to keep our opponents informed about our position on key issues and correct factual errors when they are made publicly.	We maintain a cordial relationship with opponents to allow for an ongoing dialogue on key issues. We do not engage in unnecessary public debates but make an effort to keep opponents well-informed about our position on key issues and correct factual errors when they are made publicly. We meet with opponents occasionally and hear out their positions on key areas of conflict. We recognize that we will likely remain on opposite sides of certain issues, but take steps to remain professional and cordial, to learn from them and to help them understand our perspective when we can.

V. Capacity

Topic	1: Basic	2: Emerging	3: Strong	4: Exemplary
Extending Center capacity through partnerships with external stakeholders *• Does the Center have the internal capacity to meet its key reform goals? Has the State factored this information into its plans to engage external resources?* *• Are staff members provided access to professional development to understand how to engage external stakeholders to build internal capacity?* *• How does the State use external stakeholders as partners to extend internal capacity to reach its reform goals?* *• How is the process of engaging external stakeholders to build internal capacity reviewed and improved on a regular basis?*	Given staffing and competing or pressing demands, engaging external stakeholders to assist with reform efforts is a low priority. We are reluctant to engage in partnerships or have had trouble forming effective ones. Traditional partners, such as regional delivery systems, do not share our reform strategy, resulting in a competition for time, resources and attention on reform activities.	We try to engage external stakeholders to help implement key reforms, but day-to-day demands take precedence. We understand where external stakeholder groups can be helpful in supporting our efforts; some key partners are working in parallel and have aligned their activities. External stakeholders have let us know where they can be helpful in implementing key reforms. Education partners are working in parallel with us and are aligned in their reform activities.	Our senior leadership frequently stresses that engagement of external stakeholders is key to our work, and has made this kind of engagement an Center-wide priority. Some staff take this seriously; others do not. Some of our units engage stakeholders effectively, but not all do. External stakeholders are receiving the information they need to help with reform efforts and are actively participating. External stakeholders bring resources to the table and we leverage these resources to support the reform agenda. Staff members are provided access to professional development on engaging external stakeholders to help with reform efforts.	Our senior leadership has made stakeholder engagement to extend internal capacity an Center-wide priority. This is taken seriously by the staff in every unit. Nearly all communication on priority reforms leverages one or more external partnerships to further extend the reach of the message. Efforts are coordinated by an assigned unit or department within the Center, but content is developed and maintained by staff from across the Center. We and our external stakeholders nurture the partnership with honest and transparent information about the progress of the work, successes accomplished, and challenges encountered. We formalize long-term partnerships with external groups to continue work we have chosen no longer to do ourselves in order to focus internal resources on a smaller

Topic	1: Basic	2: Emerging	3: Strong	4: Exemplary
				set of critical high-impact activities.
Staff assigned to communications- or engagement-related roles *• Does the Center have a communications/ engagement team?* *• Are the members of the communications staff trained in communications and engagement?* *• Are members of this staff provided access to the Center Director?*	One person at our Center is charged with handling all communications, media and public/stakeholder engagement activities. This person is stretched thin and thus is almost always reactive rather than proactive.	Our one-person media office handles all of our communications and engagement related work. The person who staffs that office reports to the Chief of Staff to the Center Director. This person has some experience in Center communications and media relations.	Our communications director oversees all of the Center's communications/engagement efforts and a media relations staff member works directly with the media. Both have a background in communications and direct access to senior staff and the Center Director whenever necessary.	A member of our senior leadership team serves as communications director. This person oversees all of the Center's communications/engagement efforts, participates in all high-level meetings and provides the senior staff with guidance on all communications-related decisions. This senior leader is charged with ensuring that all Center messages are consistent, aligned and tied to the Center's vision, goals and strategic priorities. The communications director oversees a small staff responsible for media relations, publications, digital media, all Center messaging and regular engagement and outreach efforts. The members of this team are experienced in communications, public engagement and education policy, and have direct access to senior staff and the Center Director.
Resources	We have no budget to support communications, and only	We have a small communications office, but	We have at least a two-person communications office and a	We have three or more people in our communications office

Topic	1: Basic	2: Emerging	3: Strong	4: Exemplary
• What is the budget for the Center's communications or engagement office? How is it staffed? How is the funding used? *• How much is spent on professional development? Consultants? Participation in national organizations?*	one staff member dedicated to supporting communications.	no specific budget to support communications. We use in-house capacity (printing, graphic design, IT) to develop publications and our website.	small budget to support communications. This funding is used for graphic design services on major publications. A small percentage is used for membership to national organizations that provide. relevant professional development.	and maintain a modest budget to support communications. Beyond graphics support, this funding is used to contract research and writing when extra capacity is needed. Our communications staff are members in national organizations and attend conferences and participate in professional development and networking opportunities when they arise.

Part 6 – Other Attachments
Region 7 Comprehensive Center (R7CC)
Appendix J

R7CC Evaluation Plan

Evaluation Plan

RMC's evaluation plan is aligned directly to RMC's Regional Comprehensive Center Logic Model (see Appendix H) based on the USED CC Logic Model provided in the NIA and developed to support our proposed TA plan. Furthermore, the evaluation plan is based on RMC's theory of action that TA activities yielding planned outputs will lead to intended capacity-building outcomes and increase student learning in the long term.

Building on CC Experience. The proposed evaluation plan builds on the successful internal evaluation of RMC's Comprehensive Centers over the past 12 years, including the current Northeast Comprehensive Center (NCC) and the 2005-2012 Northeast and New York Comprehensive Centers and the Center on Instruction. RMC understands that the evaluation must be closely tied to USED-required measures while maintaining the flexibility to capture information across a potentially wide range of projects and state needs. The measures and processes RMC created for this purpose have been continuously refined over the course of multiple CCs, and are adaptable as USED's needs may shift.

Currently, RMC Research implements a multi-tiered system that provides regular formative and summative evaluation data to Project Directors, the Senior Management Team, state team leaders, and the USED Program Officer. From these data, RMC has learned the value of formal and informal progress monitoring, and the importance of timely communication among all levels of project staff and clients. Over the course of RMC's CC contracts and other federal and state contracts, RMC has built a strong repertoire of data collection tools to assist in such progress monitoring and communication. Additionally, throughout its CC history, RMC has responded in a timely and effective manner to changes and additions in USED evaluation and reporting requirements. RMC's plan for the R7CC will continue to use modified and updated versions of the existing measures and data collection activities indicated in Table I, enabling a constant feedback loop of activity, reflection, and modification that meet USED and RMC project management requirements. Additionally, RMC is partnering with the National Implementation Research Network (NIRN) and the State Implementation and Scaling Up Center of Evidence Based Practices (SISEP). Through their extensive work on implementation science, NIRN and SISEP have developed

measures and assessments of both readiness and capacity, which RMC intends to incorporate into its State Service Delivery Plans. These measures will assess the readiness of clients and recipients to engage in work with the CC, measure client and recipient capacity across the four capacity-building dimensions, and allow RMC to track client and recipient growth in both readiness and capacity over the course of the 5-year project. While these measures are not included in the evaluation design, they will inform the service delivery plans and may, over time, inform the evaluation.

Evaluation Design

RMC's evaluation plan can most easily be conceptualized as a formative and summative process that provides: 1) assistance to project leads and clients in determining progress on meaningful and actionable milestones, outputs, and outcomes; 2) on-going use of data to determine how well projects are meeting Performance Measures and intended changes in capacity, and the use of this information to inform decisions related to program implementation; and 3) summative quantitative and qualitative information on how projects have met Performance Measures.

All data collected are shared with the Project Director, Senior Management Team, other staff leadership, and the R7CC staff, and are used to provide feedback on Center, Client, and Recipient progress and performance and to continuously improve the R7CC operation and services.

Objective Performance Measures. The Performance Measures set forth by the Government Performance and Results Act (GPRA) will be used to measure the overall effectiveness of the R7CC to: 1) the extent to which CC clients are satisfied with the quality, usefulness, and relevance of services provided; 2) the extent to which the CC provides services and products to a wide range of client recipients; 3) the extent to which the CC demonstrates that capacity-building services are implemented as intended; and 4) the extent to which the CC demonstrates recipient outcomes are met. In addition to addressing the four Performance Measures, the evaluation will ensure and report on the attainment of project milestones, outputs, and outcomes. The following table provides an overview of what the evaluation will measure and how data used to determine success will be collected.

Table I: Proposed measures and methods for evaluating RMC's Region 7 Comprehensive Center

Performance Measure	**Data Collection Activity**				
	Project Logs	Feedback Survey	Interviews & Focus Groups	Case Study	Project Specific Data
GPRA Measures					
Performance Measure 1: The extent to which CC clients are satisfied with the Quality, Relevance, Usefulness of Services provided.		X	X		
Performance Measure 2: The extent to which the CC provides Services to a Wide Range of Recipients.	X	X	X		
Performance Measure 3: The extent to which the CC demonstrates that Capacity-building Services are Implemented as Intended	X	X	X		
Performance Measure 4: The extent to which the CCs demonstrate Recipient Outcomes are met.	X (General)				
Short-Term		X	X		
Mid-Term		X	X	X	
Long Term			X	X	X
Additional Performance Measures					
Extent to which CC Projects use the Evidence Base	X				X
Extent to which CC Projects support Fidelity of Implementation	X				X

Formative Evaluation Activities. The evaluation's formative data collection focuses on monitoring how well projects are meeting their milestones, outputs, and outcomes and provides Project leadership with regular updates. The formative evaluation is designed to answer the following questions:

- Are projects on track to meet their milestones, outputs, and outcomes?

- Are projects being implemented as intended?
- What challenges might hinder projects progress, and how can they be addressed?

Determining Actionable Milestones, Outputs, and Outcomes. The evaluator and Project Director will work with project leads on the initial determination of project milestones, outputs, and outcomes. The evaluator will work with leads to ensure that these are actionable, measurable, and likely to produce high-quality work that build state capacity. Along with the Project Director, the evaluator will review project plans to ensure work fits with the overall CC logic model, including whether it has sufficient depth and reach to increase human, organizational, policy, and resource capacity; and student outcomes.

Ensuring Milestones, Outputs, and Outcomes Are Met. Project progress toward meeting the agreed upon milestones, outputs, and outcomes will be monitored monthly. Project leads will submit logs through our online project management system, detailing progress made toward each milestone, output, and outcome; any additional activities or accomplishments made during the month; emerging challenges or barriers which could delay or derail project implementation; and expected activities for the following month (see Sample R7CC Project Log). In addition, logs will include links to documents, reports, or other artifacts that the evaluator can use to document a project's progress. Logs will be available to Project Directors and the Senior Management Team for use in their briefings with the USED Program Officer, to provide project staff with an on-going record of each state project, and to provide guidance and/or course correction on work if required.

Project Management will ask the evaluator to present regularly at All Staff meetings on the construction of outcomes, outputs, and milestones to ensure consistency across projects. The evaluator will also instruct staff on how to complete internal and USED project logs to ensure consistency in reporting. The evaluator will provide one-to-one consultation with staff to adapt survey measures to ensure fidelity to the measure while reflecting specific project activities.

Summative Evaluation Activities. Summative evaluation activities will be designed to provide data on how projects met all Performance Measures; how satisfied clients were overall with the TA provided; and whether clients describe increases in their knowledge and capacity as a result of the TA work.

Summative data on success will be collected from multiple levels of end-recipients when feasible, including but not limited to state and LEA staff. Successful project implementation will be determined by aggregating performance measures, client satisfaction, and reach of project outcomes.

Summative evaluation activities will address the following questions:

- What is the level of client satisfaction with the quality, usefulness, and relevance of TA? (Performance Measure 1)
- To what extent have R7CC activities reached a wide range of TA recipients? (Performance Measure 2)
- Were services implemented as intended ? (Performance Measure 3) If not, which services were not, and why?
- To what extent were project outcomes met (Performance Measure 4)?
- To what extent did projects support the use of evidence?
- To what extend did projects support fidelity of implementation?

Summative activities will be measured via quantitative and qualitative means in three ways: 1) feedback provided by state clients and TA recipients/participants who complete a Feedback Survey, 2) interviews or focus groups with selected clients about the R7CC's capacity-building work and its effects, 3) a case study that produces an in-depth examination of a single project that exemplifies R7CC work, and 4) project-specific analyses, to be determined on a case-by-case basis, where relevant student level data can be collected and used to determine impact.

Feedback Survey. RMC's Feedback survey is intended to collect data about all four Performance Measures as well as overall client satisfaction information. In RMC's NCC's evaluation work, a similar survey proved to be a particularly useful tool for collecting short- and mid-term outcome data and will be utilized by R7CC (see Sample R7CC Feedback Survey).

The Feedback Survey can be used in multiple ways depending on project needs and the types of data required, such as following specific TA events (e.g., workshops or trainings) with school, district, or

state-level staff, or used at least once a year with state clients on a more generalized basis. It is designed to be easily tailored to individual projects, yet by maintaining consistency across projects, it allows the evaluator to draw Center-wide conclusions about the success and reach of TA activities. The Feedback Survey includes close-ended and open-ended questions that assess multiple domains: the quality, usefulness, and relevance of TA work (e.g., "The technical assistance was provided in a clear and effective manner"); client/participant gains in knowledge or skills (e.g., "The facilitators enabled us to be more effective in accomplishing our goals"); client/participant gains in capacity (e.g., "The technical assistance increased state/local capacity to implement reform priorities for school and district improvement."); intent to apply new knowledge or skills (e.g., "What is the likelihood you will apply the information/tools presented?"); and overall satisfaction with the TA and the R7CC staff's facilitation skills (e.g., "The activities effectively involved participants."). Respondents rate each item related to TA delivery on a scale of 1 (strongly disagree) to 4 (strongly agree). Scores of 3 and 4 (agree, strongly agree) are combined to indicate high ratings. The Feedback survey also collects qualitative data from respondents on the utility of services, suggestions for improvement, and necessary project steps to move their work forward.

Interviews and Focus Groups. In order to collect more in-depth information on the R7CC's capacity-building goals, summative evaluation activities will also include interviews or focus groups. Interviews and focus groups can capture information on all Performance Measures but are especially suitable for capturing data on Performance Measures 3 and 4. Qualitative information gathered this way can also be more finely tailored to understanding the success of an individual project's short- and mid-term outcomes but is particularly valuable in understanding long-term (student-level) outcomes, which often cannot easily be measured directly.

Interview and/or focus group questions may investigate the nature of the TA provided, how the R7CC's work fits into the SEA's overall agenda, the benefits of the work, how the TA has led to changes within the agency or between the agency and other entities (e.g., LEAs), and indicators of long-term

impact on the state needs and student success. Findings will be summarized and reported to project leads and R7CC leadership in order to continuously improve TA services.

Case Study. The final summative measure RMC proposes using to track project impact is a case study of a single (or potentially more, as projects adapt to state needs) project that spans multiple years of implementation. In conjunction with Project Directors, the evaluator will select an initial project that best exemplifies the R7CC's work. Using a variety of measures (e.g., interviews, focus groups, and artifact analysis which may include student data) over multiple years, the case study will produce an in-depth examination of the effects of TA on state-level capacity building, including what has worked, what remains challenging, and any lessons learned. A multi-year study of a single project also allows for the strongest possibility of seeing long-term (student-level) outcomes based on state-level changes.

Reporting. RMC's internal reporting requirements (project logs, Feedback Surveys) are designed to be adaptable and updated as necessary to meet all USED periodic reporting requirements. RMC will produce an annual evaluation report that provides overall information about the R7CC's formative and summative data collection and showcases artifacts illustrating the culmination of successful Center activities and projects. By demonstrating the breadth and depth of the R7CC's work and the results, the report will guide future planning and continuous improvement.

Ensuring Feedback and Continuous Improvement

RMC's evaluation includes several processes for continuous feedback that lead to R7CC improvement.

Step 1: R7CC staff receives regular federal, state, and local feedback.

The evaluator will meet regularly with Senior Management to provide timely updates and address any concerns that might arise during data collection. In addition, the formative and summative data collection measures are designed to provide feedback to multiple levels of project staff.

Step 2: R7CC staff documents this feedback.

As previously mentioned, project leads will be required to complete monthly logs that describe their progress toward achieving project milestones, outputs, and outcomes and document any issues which could interfere with progress.

Step 3: Staff and evaluator share the feedback with Sr. R7CC Leadership.

The evaluator will read and summarize project logs on a monthly basis, and Project Directors and Senior Management Team members will use these summaries to make changes to project staffing and/or additional resources needed to keep projects on track and able to achieve intended outcomes. Additionally, the logs will be available to Project Directors and the Senior Management Team to monitor and act upon as needed. Formative data will be shared with project staff in quarterly All-staff meetings. The evaluator and Project Director will lead a discussion of this data and will identify any areas where data indicate that the R7CC is not reaching its intended outcomes. Strategies for addressing these areas will be developed with project staff and implemented to improve these areas of operation. As part of the summative data collection, the evaluator will analyze and report on all Feedback Survey and/or interview/focus group data to project leads and R7CC leadership. In order to ensure specific and actionable data is obtained, the Feedback Survey asks respondents to share suggestions for improvement and to describe additional support their project needs to move their work forward. Similar questions are included in all interview and focus group protocols as well.

Step 4: Project Lead adjusts the project as appropriate and informs team members.

Each year, the evaluator will present the findings from the Annual Evaluation Report to the staff, including themes related to service delivery that have emerged from the Feedback Survey's qualitative items, interviews, and focus groups. R7CC staff will discuss the findings, identify strengths and areas for improvement, and suggest strategies for improvement where needed. Based on this discussion, the Project Director and Senior Management Team will implement specific improvement strategies to address evaluation findings and reach intended outcomes. RMC's evaluation activities will also focus on building internal staff capacity. The ability to provide successful TA depends on state team leaders' and TA

providers' active efforts to improve their own knowledge and skills. RMC's evaluation of the NCC included regular surveys of CC staff to gather feedback on how the Project Directors and Senior Management Team could best assist staff and what internal activities had been most helpful to that end. Along with data from the client Feedback Survey, the internal survey will aid CC staff in developing their skills while serving the Project Director and Senior Management team in planning and supporting individual and All-staff professional development opportunities.

Step 5: Project Leads communicate their response to the field.

During the final step in the feedback loop process, project leads communicate findings, whether collected by logs, surveys, or other measures, to the field in the most appropriate ways. For example, information may be shared and acted upon with state contacts via meetings, or findings and insights might be disseminated via regional exchanges, conferences, the National Center website, or social media.

SAMPLE - NCC Project Log – XXX

2019 Submitted by:

Title	
Project Lead	
Staff changes	Left/joined project:
Reason staff changes	

Note: Please keep the Management Plan and the project budget in front of you before completing this log. If there are changes to be made to the project, please notify Sr. Management on a quarterly basis (December, March, June, September).

Milestones

Which milestones were met this month?
(Highlight the ones that were met. If no milestones were met, but there was progress made towards a milestone please indicate this in the comments section below. If there was no activity towards any milestone this month, please also indicate this in the comments section below.)

1.

2.

3.

4.

5.

For the milestone(s) selected above, please describe the activities undertaken, any preliminary evidence of implementation or results of implementation, or other information that would be useful for the evaluation to know.

Changes to the milestones in the management plan, if any:

Outcomes

Which outcomes were met this month?
(Highlight the ones that were met. If no outcomes were met, but there was progress made towards an outcome, please indicate this in the comments section below. If there was no activity towards any outcome this month, please also indicate this in the comments section below.)

1.

2.

3.

4.

Any comments about the outcomes
For example, activities undertaken (including specific events, products, or resources developed), SEA response, context, or any other information that would be useful to the evaluation to know.

Changes to the outcomes in the management plan, if any:

Outputs

Which outputs were produced this month?
(Highlight the ones that were met)

1.

2.

3.

4.

Any comments about the outputs or changes that need to be made to the Management Plan? *For example: SEA response, context, or useful information that would be useful for the evaluation to share with ED.*

Which events took place this month?
Eg: meetings, webinars etc.

Which products or resources were developed this month? *Please upload any products to the Google Drive and share the link to each one of these products.*

Unexpected Developments

Any unexpected developments and/or ad hoc requests?

NORTHEAST COMPREHENSIVE CENTER

EVENT TITLE
DATE

(Project leaders: Please include the explicit purposes and desired outcomes of your event.)

Please rate the following statements using a scale of STRONGLY AGREE (4), AGREE (3), DISAGREE (2) OR STRONGLY DISAGREE (1). If the statement is not applicable, select DOES NOT APPLY.

	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**Does Not Apply**
1. The [information, materials, technical assistance, activities] was provided in a **clear and effective manner**.	4	3	2	1	
2. The [….] **referenced the research and theory** behind the information presented.	4	3	2	1	
3. The activities/discussions effectively **involved participants**.	4	3	2	1	
4. The [….] addressed an **important state priority** related to improving school and district performance.	4	3	2	1	
5. The [….] **addressed a capacity challenge** our state faces related to implementing education reform priorities to improve school and district performance.	4	3	2	1	
6. The [….] could be **directly applied** to work in our state.	4	3	2	1	
7. The [….] provided information that will help me/our state **make informed decisions** related to strengthening school and district performance.	4	3	2	1	
8. NCC staff/presenter highlighted **implications** of [….] for policies, programs, or practices in our state.	4	3	2	1	

NORTHEAST COMPREHENSIVE CENTER

	Strongly agree	Agree	Disagree	Strongly Disagree	Does Not Apply
9. The […..] focused on **strategies** that can be used now or in the future to take the next step in our work to help students achieve higher learning goals.	4	3	2	1	
10. As a result of [….] I am/my team is **better prepared** to carry out my/our responsibilities.	4	3	2	1	
11. The **pacing** of the meeting activities served the needs of the team.	4	3	2	1	
12. The **design** of sessions allowed opportunities to interact with peers.	4	3	2	1	
13. The facilitators structured the meeting to **include** participants in discussions.	4	3	2	1	
14. The facilitators **enabled us to be more effective** in accomplishing our goals.	4	3	2	1	
15. The [….] **strengthened my understanding** of [customize as appropriate, e.g., scientifically based research and exemplary practices or research based evidence on this topic].	4	3	2	1	
16. The [….] helped me **learn strategies** for improving [customize as appropriate].	4	3	2	1	

	Definitely will	Somewhat likely	Not likely	Not at all	Does not Apply
17. What is the likelihood you will **apply** information/tools presented?	4	3	2	1	

NORTHEAST COMPREHENSIVE CENTER

18. Support from NCC has enabled us to...

_____

_____

_____

_____

_____

_____

_____

_____

Please complete each statement:

19. To move our work forward, we could use support in...

_____

_____

_____

20. To improve the usefulness of future [….], I recommend...

_____

_____

_____

Please indicate your role:

_____ SEA Staff
_____ Principal
_____ Teacher
_____ BOCES
_____ Superintendent
_____ District Administrator
_____ Instructional Coach
_____ Curriculum Specialist
_____ Other School Administrator
_____ Higher Education
_____ Parent
_____ Other (please describe)

Please circle your state:

CT MA ME NH NY RI VT

Other: _____
(please list)

Part 6 – Other Attachments
Region 7 Comprehensive Center (R7CC)

Appendix K

R7CC Select Papers Supporting Service Delivery

1. Competitive Priority #2 – Ensuring Equitable Access to Effective Educators

2. Competitive Priority #3 – Empowering Families and Individuals To Chose a High-Quality Education That Meets Their Unique Needs

3. Technical Assistance &Implementation Science (NIRN)

4. NIRN Info Graphic on Implementation Science and Improvement Science

5. Assessing Readiness and Capacity (NIRN)

6. Adult Learning Theory (AEM)

Competitive Preference Priority #2 Promoting Effective Instruction in Classrooms and Schools: Ensuring Equitable Access to Effective Educators

Over 3 decades ago, *A Nation at Risk* (NCEE, 1983) set forth a call to action to strengthen public education in this country. Shortly thereafter, *A Nation Prepared* (Carnegie Corp., 1986) set forth an agenda for tackling the complex task of creating a more effective educator workforce. Since that time, there have been myriad policy initiatives and research studies undertaken toward achieving that goal. Early efforts focused on the need to understand the impact of teachers and principals on student achievement and to study the qualities and characteristics of effective teaching and leadership that lead to improvements in student achievement. The focus then turned to determining how to accurately and fairly assess the effectiveness of teachers and leaders. While those efforts continue, federal policy along with researchers and national organizations are increasingly focused on ensuring equitable access to effective educators as a means of closing opportunity and achievement gaps among historically underserved students, including those living in poverty, attending low-performing schools, and in rural communities. This paper sets forth a comprehensive summary of research and literature pertaining to the issue of access to effective educators and leaders in schools and provides a brief description of the three long-term technical assistance projects RMC is proposing within this Competitive Preference Priority for the R7CC.

RESEARCH ON THE EDUCATOR WORKFORCE

The Impact of Teachers and Principals on Student Learning. In the late 1990s and early 2000s research focused on learning about the relationship between teachers and principals and student achievement. From this body of research, a long-held assumption about the impact teachers and principals having influence over student outcomes has been confirmed.

Teacher Effectiveness. Research shows that teacher effectiveness is the single most important school-based factor in student success. For example, students who had highly effective teachers for 3 years in a row scored 50 percentile points higher on achievement tests than students who had less effective teachers 3 years in a row (Sanders & Rivers, 1996). Other research suggest that the students of a more effective teacher will experience 1.5 years of growth in an academic year, while those taught by a less effective teacher will increase experience only half a year's growth (Hanushek, et al., 2005). Another study suggests that assigning great teachers 5 years in a row to a class of disadvantaged children could close the achievement gap between these students and their privileged peers (Hanushek, Kain, O'Brien, & Rivkin, 2005). Taken together, this research suggests not only ***teachers matter*** but that the most ***effective teachers promote above average growth in student learning.***

What it means to be an effective teacher has been the focus of research and professional organizations for many years. Foundational early research on effective teaching (Witrock, 1986) provided an important yet insufficient understanding of effective teaching for teaching and learning in today's schools. Efforts have been underway to develop an understanding of what teaching and learning for a 21st century world requires (Kilbane & Milman, 2013). Compelled by federal policy to first set standards for teachers and later to evaluate teacher effectiveness led to the creation of a range of frameworks setting forth the most important standards and competencies teachers must demonstrate to be considered effective (Danielson, 2007, Marzano, Carbaugh, and Toth, 2007, InTASC, 2013). States adopted or adapted their own standards and methods for assessing teacher effectiveness based on these frameworks. These set forth the

common expectations for what teachers should know and be able to do and were used for evaluation and professional growth purposes.

We know, however, that teacher practice is also differentiated and specialized by the grade, subject matter, and the students being served. An effective teacher must have the knowledge and skill associated with good teaching and must also have the content and skills needed to implement the evidence-based programs and practices needed to teach their students. The evidence base for improving teacher effectiveness encompasses (a) competencies found to be effective for all teachers, (b) the instructional practices found to be effective for improving literacy, mathematics, and science outcomes for students, including those proven to be effective for English learners and students with special needs, (c) teaching practices shown to be effective for supporting students' social and emotional growth, and (d) strategies and programs with an evidence based for strategies to improve the teaching workforce, including recruitment and selection, hiring, induction, professional learning, teacher evaluation, teacher compensation, and career advancement.

Principal Effectiveness. Studies looking into the relationship between principals and student achievement show that the ***quality of the principal is second only to the impact of a teacher on student performance*** and literature spanning several decades supports the notion that effective leadership is important for school success (Branch, Hanshuk, & Rivkin, 2013; Hallinger & Heck, 2003; Grissom & Loeb, 2011). Highly effective principals, in one study, raised the achievement of a typical student in their schools by between 2 and 7 months of learning in a single year. Conversely, ineffective principals negatively impacted student learning by about the same amount (Branch, et al., 2013). Research examining characteristics of principals and their behavior has pointed out relationships to school outcomes such as student achievement, student engagement, and teacher retention (see, for example, Louis, Leithwood, Wahlstrom, & Anderson, 2010; Rangel, 2018).

Research suggests that the total (direct and indirect) effects of leadership on student learning account for about a quarter of total school effects (Anderson, Leithwood, Seashore, & Wahlstrom,2010). There is uncertainty about what particular aspects of principal preparation, skills, and behaviors result in the best outcomes for schools and students (Osborne-Lampkin, et al., 2015). Yet there is broad consensus about the importance of effective school leadership and its indirect influence on school outcomes through, for example, the creation of conditions that allow teachers to improve their instructional practice; the allocation of people, money, time, and programs; and the establishment of a school culture that promotes high expectations, professional practice, and opportunities for collaboration (Murphy, Elliott, Goldring, & Porter, 2006).

A recent review of research on approaches for improving school leadership (Herman et al., 2017) summarized an emerging evidence base related to potentially effective school leadership actions and the effectiveness of interventions for improving school leadership that may be supported by states and districts. Findings from reviewed studies highlight the following categories of evidence-based interventions: (a) leader evaluation systems (2 tier IV studies); (b) principal preparation programs (2 tier II, 2 tier III, and 2 tier IV studies); (c) strategic staff management, such as efforts to improve recruitment and selection processes (1 tier II study); (d) professional learning (1 tier I, 2 tier II, and 3 tier IV studies); (e) working conditions, such as increased autonomy, incentives, or targeted support (2 tier II and 3 tier IV

studies); and (f) school improvement models with a focus on improving leadership (1 tier I, 2 tiers I & II, and 5 tier II studies).

Teacher Leadership. A growing body of research and literature is pointing to the impact teachers can have when taking on leadership roles within a school. Due to this growing body of evidence, ESSA calls out teacher leadership as an intervention strategy. While there is no clear consensus about what constitutes teacher leadership (Neumerski, 2012), in the current landscape of rigorous standards implementation, teacher leadership is gaining increased attention and interest as a school improvement practice. Broadly defined, teacher leadership can be understood as specific roles and responsibilities that recognize the talents of the most effective teachers and deploy them in service of student learning, adult learning and collaboration, and school and system improvement (Curtis, 2013).

A growing body of research is examining the relationship between the various teacher leadership roles and the impacts on students and schools. Recent research (Ingersoll, 2016) examining the impact on student achievement found that: (a) schools with higher levels of both instructional leadership and teacher leadership have greater student achievement, (b) schools often do not emphasize those elements of instructional leadership and areas of teacher leadership that are most strongly related to student achievement, and (c) high-poverty schools often have lower levels of both instructional leadership and teacher leadership, which could put their students at an academic disadvantage. Finally, efforts to mitigate the significant and costly rate of teacher turnover as described below, are supported by a growing body of research that links teacher roles in decision making and teacher voice to increased teacher retention (Ingersoll, Sirinides, and Dougherty, 2017).

The Educator Pipeline. To understand a state's teacher and leader workforce strengths and gaps, policy makers and educational leaders look to understanding trends across the pipeline – the pathway from educator preparation, to selection and hiring, and through early-, mid-, and late career. Research has illuminated significant gaps in the educator pipeline which, if unaddressed, will lead to an increasingly inefficient and ineffective workforce for our students (Ingersoll, 2016; Barth, et al. 2016). For students living in poverty, in low-performing schools, and in rural communities, the problems are statistically more acute. Presenting what research has found to be significant across the teacher and leader career pathways is too voluminous to expound here, yet some consistent findings are important to highlight relative to ensuring students in poverty, in low-performing schools, and those in rural communicates have access to effective teachers and leaders. These include:

- Low-income students and students of color are more likely than their higher income and White counterparts to be taught by an ineffective teacher. There is evidence that the effects of teacher quality are long-lasting and cumulative; the effects of poor-quality instruction linger and are exacerbated over time. (Darling-Hammond & Ball, 1998; Haycock, 1998)
- Students in high-poverty and high-minority settings bear the brunt of teacher shortages. In 2013-14, on average, high-minority schools had four times as many uncertified teachers as low-minority schools (Carver-Thomas, & Darling-Hammond, 2017).
- Teachers with stronger credentials tend to teach in schools with more advantaged and higher performing students and, to a far lesser extent, that similar matching occurs across classrooms within schools (Clotfelter, Ladd, & Vigdor, 2007).

- Chronic staffing problems persist in schools with many poor, minority, and low-performing students, even when there are surpluses of candidates seeking employment for similar positions in other schools (Gais, Malatras, & Wagner, 2017).
- Teacher and leader turnover is significantly higher in high-poverty, high-minority schools (Carver-Thomas & Darling-Hammond, 2017; Carver-Thomas, 2018; Ingersoll, & May, 2011).
- The more rural the school, the more challenging recruiting and retaining a qualified teacher becomes. Roughly 40% of remote schools struggle to fill positions in every subject (Lavalley, 2018).

Racial Diversity and Cultural Competence. America's public school teachers are far less racially and ethnically diverse than their students (Geiger, 2018; Hoyer, Malkus, &Sparks, 2015). The disparity between students racial and ethnic make-up and that of their teachers is important as research shows that students of color, in particular, benefit by being taught by teachers who reflect their racial and ethnic identify. Research shows teachers of color boost the academic performance of students of color, including improved reading and mathematics test scores, improved graduation rates, and increases in aspirations to attend college (Carver-Thomas, 2018). A National Institute of Economics study showed that students of color from low-income households are more likely to stay in school, graduate and go to college if they have even one teacher of color in elementary school. The study determined that students of color who had one teacher of color in third, fourth, or fifth grade were 29% less likely to drop out of school; for boys of color from very low-income households were 39% less likely to drop out of school. The study determined this to be a "race match effect," also known as the "role model effect" (Gershenson, Hart, Lindsay, & Papageorge, 2017).

Several challenges face policy makers and leaders working to diversify the educator workforce. These include the high rate of turnover for teachers of color who change schools or leave the profession, thereby offsetting any successful recruitment of teachers of color (Ingersoll & May, 2011). In addition to negatively impacting student achievement, high teacher turnover rates exacerbate teacher shortages because inexperienced and underprepared teachers—who have some of the highest turnover rates—are often hired to replace those who leave, resulting in a "revolving door" of teachers. Higher turnover rates among teachers of color disproportionately impact students of color and students in poverty because teachers of color are more likely to serve these groups of students (Carver-Thomas and Hammond, 2017). Finally, a critical factor in achieving any long-term success is the need to identify and mitigate racial and cultural bias in selection and hiring and may be a cause for teachers of color to leave their schools or the profession all together. Two qualitative studies found that Black and Latino teachers feel disrespected and de-professionalized in their jobs, despite often exerting more emotional and actual labor than their colleagues (Griffin & Tackie, 2016).

REFERENCES

Anderson, S. E., Leithwood, K., Seashore Louis, K. S, & Wahlstrom, A. L. (2010). *Learning from Leadership: Investigating the links to improved student Learning: Final report of research to The Wallace Foundation.* Minneapolis, MN: University of Minnesota.

Barth, P., Dillon, N., Holland-Higgins, B., & Hull, J. (2016).*Fixing the holes in the teacher pipeline: An overview of teacher shortages* [White paper]. Alexandria,VA: Center for Public Education. Retrieved from: www.centerforpubliceducation.org/system/files/Teacher%20Shortage_0.pdf

Branch, G., Hanushek, E. A., & Rivkin, S. (2013). Measuring the impact of effective principals. *Education Next, 13*(1).

Carnegie Corp. *A nation prepared: Teachers for the 21st century. The report of the task force on teaching as a profession*. Hyattsville MD: Carnegie Corp.

Carver-Thomas, D. (April 2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Washington, DC: Learning Policy Institute.

Carver-Thomas, D., & Darling-Hammond, L. (2017). *Teacher turnover: Why it matters and what we can do about it.* Palo Alto, CA: Learning Policy Institute.

Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (March 2007). *How and why do teacher credentials matter to student achievement.* Washington, D.C.: Calder Urban Institute.

Curtis, R. (2013). *Finding a new way: Leveraging teacher leadership to meet unprecedented demands.* Washington, DC: Aspen Institute.

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: ASCD.

Darling-Hammond, L. & Ball, D. (1998). *Teaching for high standards: What policy makers need to know and be able to do*. University of Pennsylvania: Consortium for Policy Research in Education.

Gais, T., Malatras, J., & Wagner, A. (July 2017). *A background on potential teacher shortages in the United States.* New York: SUNY Rockefeller Institute of Government.

The National Commission on Excellence in Education (1983). *A nation at risk: The imperative for educational reform.* Washington, D.C.: US Department of Education.

Geiger, A. (2018). *America's public school teachers are far less racially and ethnically diverse than their students.* Pew Research.

Gershenson, S., Hart, C. M. D., Lindsay, C. A., & Papageorge, N. W. (March 2017). *The long-run impacts of same-race teachers.* Bonn, Germany: IZA Institute of Labor Economics.

Griffin, A. & Tackie, H. (Nov 2016). *Through our eyes: Perspectives and reflections from Black teachers and Through our eyes: Perspective and reflections from Latino teachers*. Washington, D.C.: Education Trust.

Grissom, J. A., & Loeb, S. (2011). Triangulating principal effectiveness: How perspectives of parents, teachers, and assistant principals identify the central importance of managerial skills. *American Educational Research Journal*, *48*(5), 1091–1123.

Hallinger, P. & Heck, R. H. (2003). Understanding the principal's contribution to school improvement. In Wallace, M. and Poulson, L. (Eds.), *Learning to read critically in educational leadership and management* (pp. 215–235). London: Sage Publishers.

Hanushek, E. A., Kain, J. F., Rivkin, S. G. (March, 2005). Teachers, schools, and academic achievement. *Econometrica*, *73*(2), 417–458.

Haycock, K. (1998). *Good teaching matters: How well qualified teachers can close the gap*. Washington, D.C.: Education Trust.

Herman, R., Gates, S. M., Arifkhanova, A., Barrett, M., Bega, A., Chavez, Herrerias, et al., (2017). *School leadership interventions under the Every Student Succeeds Act: Evidence review. Updated and Expanded. Research Report.* Santa Monica, CA: RAND Corporation.

Hoyer, K. M., Malkus, N., Sparks, D. (Nov 2015). *Teaching vacancies and difficult to staff teaching positions in public schools. Stats in Brief*. Washington, D.C.:US Department of Education: NCES.

Ingersoll, R. M., & May, H. (2011). *Recruitment, retention and the minority teacher shortage. CPRE Research Report #RR-69*. Philadelphia, PA: Consortium for Policy Research in Education, University of Pennsylvania.

Ingersoll, R. M. (Dec 2016). *Why schools have difficulty staffing their classrooms with qualified teachers?* Presentation of research at the Talent for Turnaround Leadership Academy, Washington, DC.

Ingersoll, R. M.; Sirinides, P., & Dougherty, P. (2017). *School Leadership, Teachers' Roles in School Decision making, and Student Achievement*. CPRE Working Papers.

Interstate Teacher Assessment and Support Consortium (InTASC). (2013). *InTASC model core teaching standards and learning progressions for teachers 1.0.* Washington, D.C.: Council of Chief State School Officers.

Lavalley, M. (Jan 2018). *Out of the Loop: Rural schools are largely left out of research and policy discussions, exacerbating poverty, inequity, and isolation*. Alexandria, VA: Center for Public Education: National School Boards Association.

Kilbane, C. R & Milman, N. B. (2013). *Teaching models: Designing instruction for 21st century learners*. New York: Pearson

Louis, K. S., Leithwood, K., Wahlstrom, K. L., Anderson, S. E. (2010). *Learning from leadership: Investigating the links to improved student learning. Final report of research to the Wallace Foundation.* New York: The Wallace Foundation.

Marzano, B., Carbaugh, B., Toth, M. (2007). *The Marzano focused teacher evaluation model.* West Palm Beach, FL: Learning Sciences Marzano Center.

Murphy, J., Elliot, S. N., Goldring, E., & Porter, A. C. (2006). Learning-centered leadership: A conceptual foundation. New York: Wallace Foundation.

Neumerski, C. (August 2012). Rethinking instructional leadership, a review: What do we know about principal, teacher, and coach instructional leadership, and where should we go from here? *Education Administration Quarterly, 49*(2) 310–347.

Osborne-Lampkin, L., Folsom, J. S., and Herrington, C. D. (2015). A systematic review of the relationships between principal characteristics and student achievement (REL 2016–091). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from http://ies.ed.gov/ncee/edlabs.

Rangel, V. S. (Feb 2018). A review of the literature on principal turnover. Review of Educational Research: *American Education Research Journal, 88*(1) 87–124.

Sanders, W. L., & Rivers, J. C. (1996). *Cumulative and residual effects of teachers on future student academic achievement.* Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center.

Wittrock, M.C., editor. (1986). *Handbook of research on teaching*. Washington, DC: American Educational Research Association.

Competitive Priority #3 – Empowering Families and Individuals To Chose a High-Quality Education That Meets Their Unique Needs

Competitive Preference Priority #3 Empowering Families and Individuals To Chose a High-Quality Education That Meets Their Unique Needs

While a growing range of options is providing more opportunities for students and their families to find coursework, programs, and schools suited to their needs, it is also heightening concerns about equity and access. This paper sets forth a comprehensive summary of research and literature pertaining to the range of educational choice and options for students and families in today's education landscape as well as a brief description of the long-term, intensive technical assistance that RMC is proposing under this Competitive Preference Priority.

Educational Options in the US

Throughout the history of the United States, families with the financial resources have had the ability to decide where their children attend school, either by choosing where to live based on the public school or by choosing to send their children to private school. In 2016, 20% of parents of school-age children reported moving to their neighborhood for the public school (Snyder, de Brey, & Dillow, 2019) while, in 2105, 10.2% of all K-12 students attended private schools (McFarland et al., 2018). However, as argued by Milton Friedman, known as the father of modern school choice, in his 1980 documentary, "What's Wrong with our Schools", these choices have not been as available to parents in low-income neighborhoods. For those parents, there were few opportunities for a quality education in their community.

For Friedman the solution to this lack of access was to apply free market principles by giving these families taxpayer-funded vouchers to use at any approved school they choose, private or public (1955). A later school reform advocate, Ray Budde (1988) presented the foundational concepts of charter schools in his paper "Education by Charter" as an approach to improving the quality of public schools. Although Budde's interest was on improving public schools by reorganizing existing schools and giving teachers greater control and autonomy, after the release of *A Nation at Risk* (NCEE,1983), legislators and other public officials turned to Budde's charter school concept in their search for answers to reforming U.S. public education. Since that time both private education choice programs and charter schools have gained momentum.

Traditional education choice programs

Private education choice programs. Vouchers or private education choice programs are viewed by supporters as providing the maximum possible choice and competition in education. As of 2017, 27 states and Washington, D.C. have at least one private education choice program and some have more than one type (Nix, 2017). These programs include: state funding of vouchers to cover private school tuition (14 states and DC), tax credit scholarship program (17 states), tax credits or deductions to parents who send their children to private schools (8 states) and education savings accounts that allow parents to choose how to spend the state's per-pupil allotment for their child's education (5 states) (Nix, 2107). Even with this growth in available private education choice programs, EdChoice (2019) estimates that only a total of 971,319 families nationwide participate in one of these programs.

Research on private education choice programs has demonstrated some positive effects on both program participants and their counterparts who remained in public schools after private school choice programs were implemented in their districts (ExcelinEd, 2018). Additionally, positive effects on

participants' civic values and positive financial impacts for taxpayers and school districts were identified along with long-term benefits including greater high school graduation rates and increased college enrollment rates for provide education choice participants ExcelinEd, 2018).

Charter Schools. From 2000 to 2015, public charter schools increased from 2.1% to 7% of all public schools with a growth in enrollment to 5.7% of the total public school enrollment in the U.S (McFarland et al., 2018). In 2105-16, 57% of charter schools were located in cities compared to only 25% of traditional public schools. Charter schools also had Black or Hispanic enrollments of greater than 50% more frequently than traditional public schools (23% vs. 9% and 25% vs. 16% respectively) while 58% of traditional public schools had more than 50% White enrollment as compared to 34% of charter schools (McFarland et al., 2018).

Research on charter schools has been mixed with many charter schools performing similarly to traditional schools in their district. For instance, while one in four charter schools outperformed their traditional counterpart in reading, more than half performed about the same (Center for Public Education, Updated 2017). However, there does appear to be more promise for charter schools in urban districts with at least one analysis finding that more than half of the charter schools in urban districts outperformed the traditional public schools in those districts in both reading and math (CREDO, 2015).

The Continuing Problem of Access and Equity

Even with this growth and some promising outcomes in both private education choice and charter schools, school choice is still not evenly available to all parents and students in the U.S. with only 32.1% of rural parents indicating that public school choice was available to them compared to 53.1% of their urban counterparts (Snyder et al., 2019). Additionally, school choice is not as equally accessed by parents of differing socioeconomic levels even when it is available. For instance, although 42.2% of parents in households with family incomes below the poverty threshold had access to school choice, only 21.5% of these parents considered other schools for their children (Snyder et al., 2019). In contrast, 39.1% of nonpoor parents reported having access to school choice with 31.3% of them reported considering other schools for their children (Snyder et al., 2019).

Personalized Learning

More recently, both education reformers and education choice advocates have begun to focus on personalized learning as way to increase student engagement and parental choice as well as to better meet individual student learning needs and interests. While allowing students and their families choices about where, when and from whom students received their education, personalized learning can lead to improved student engagement through content that is more relevant to each student's interests and customized to their individual needs (Hanover Research, 2014). These approaches are further supported as an effective means for reducing dropout rates (Dynarski et al., 2008) and increasing student achievement (Koeze, 2007). Strategies included in a personalized learning approach can include a variety of full- and part-time programs and strategies, including online or blended schools or programs; internships, apprenticeships or other work-based learning programs; dual or concurrent enrollment programs; credit recovery, accelerated learning, and tutoring.

Virtual schools or programs. Digital learning options offer opportunities to address many of the obstacles of more traditional models of school choice that exist in rural areas. According to research from

The Foundation on Blended and Online Learning (2018), four categories of online and blended learning options that help rural school and students access high quality education courses and programs. These include state virtual schools, course access programs, fully online schools, district consortia and regional service agencies. Through these options, rural districts are able to access courses taught by licensed and highly qualified teachers that they are unable to offer locally due either to low numbers of eligible or interested students or lack of a licensed, qualified teacher.

Virtual schools and programs are growing with 30 states and the District of Columbia operating one; however, they currently serve less than one half of one percent of the total school age population. Of concern, on-time graduation rates for full-time virtual schools are about half the national average. While studies suggest that students taking advanced placement or other high-level courses through online options do well, credit recovery is the most common reason students take online courses.

Course Access programs are state-centralized delivery systems that offer high-need courses through online, blended, or face-to-face settings from a range of high-quality providers to supplement what districts and schools can offer. These programs are designed to meet gaps in access to college and career preparation courses, including the 21% of high poverty and 22% of rural schools that do not offer Algebra I or higher and the 25% of high poverty and 26% of rural schools that don't offer Biology or higher (ExcelinEd, 2018). Currently, eleven states across the country offer some form of course access program.

Internships, apprenticeships and other work-based learning programs**.** While apprenticeships have long been a part of many trade-based occupations, there has more recently been a call for an expanded use of apprenticeships, internships, and other work-based learning opportunities. The goal for this expansion is not focused only on better preparing workers to fill existing and newly created jobs, but also to prepare them for future jobs, especially in industries with cutting-edge technology. Additionally, at the Federal level, over $1 billion is available through the Workforce Innovation and Opportunity Act to fund employment and training services, including apprenticeships, across the country. Additionally, apprentices may be eligible for either Pell Grants, $3,000 per apprentice on average, or federal work-study grants, $2,000 per apprentice on average.

Benefits of these work-based learning programs include increasing student connections to the workforce and careers as well as addressing labor shortages, especially in rural areas and in high-skill trade occupations. Through these programs, employers train and develop highly skilled employees to meet their needs which can reduce employee turnover rates, increase employee productivity, and lower employee recruitment costs (Cai, 2018). The U.S. Department of Labor estimates that employers receive an average of $1.47 in increased productivity for every dollar they spend on apprenticeships (NCSL, November 2018). In addition to these benefits to employers, individuals who participate in apprenticeships have the opportunity to receive on-the-job training, instruction from a high school or community college partner, and a portable, recognized credential. Additionally, individuals participating in apprenticeships have been found to spend more time at work reading books, manuals and diagrams and using advanced math than their peers at the same literacy and numeracy levels Approximately 43% of those in apprenticeships spent more than 80% of their time learning as compared to only 29% of their non-apprenticeship counterparts. Additionally, approximately 30% of apprenticeship participants reported

using their reading skills more than 80% of their work time in contract to only 24% of non-participants (Cai, 2018).

As a result of the increased interest in and support for apprenticeship programs, the U.S. Department of Labor's Registered Apprenticeship program has seen a 42% increase in registered apprentices since 2013 (Torpey, 2017). Additionally, states are increasingly passing legislation to support apprenticeship programs with 7 states passing 11 new apprenticeship laws in 2016, 14 states passing 20 new apprenticeship laws in 2017, and 19 states passing 29 new apprenticeship laws in 2018 (NCSL, November 2018). These new laws fall mainly into five categories: (1) establishing new apprenticeship programs or creating new requirements for existing programs which accounts for about 50% of the legislation between 2016 and 2018; (2) authorizing new funds to incentivize apprenticeships, including tax credits and grants to employers and scholarships for students who participate in apprenticeships; (3) increasing awareness of available apprenticeship programs by requiring high school counselors to include information about these options in their advising programs; (4) ensuring that apprenticeships can be used to meet traditional credit requirements and that these credits transfer to postsecondary institutions; and (5) expanding apprenticeship programs to prevent discrimination and ensure diversity.

Even with the supportive legislation and funding support, challenges to expanding apprenticeship programs internationally have included low participation rates, low completion rates and inadequate information for both employers and students. In the U.S., one challenge to expanding enrollment in apprenticeship programs is the expectation by 83% of parents that their children will go to college (McQuiggan & Megra, 2017). These parents may not see the connection between apprenticeships, which have historically been connected to blue collar industries, and white collar, professional positions. However, apprenticeship programs can help students develop employability skills necessary in all occupations and professions.

To overcome these challenges, districts should work to expand their apprenticeship programs to include industries involving cutting-edge technology (e.g.; information technology, cybersecurity, geospatial technology, and biotechnology). School districts should also work to strengthen relationship with local industries and promote career technical education programs that promote time-effective learning that integrates simultaneous classroom instruction and structured on-the-job experience (Cai, 2018).

Dual or concurrent enrollment and early college high school programs. While these programs vary slightly in design, they all provide high school students to take and earn credit for college courses. In the case of both dual enrollment and early college high school programs, the courses are taught at the high school location by high school teachers who are familiar to the students. In concurrent enrollment programs, participating students are enrolled in both their local high school and a postsecondary institution and take classes through both. High school credit-bearing courses are taught by high school teachers, while college-credit courses are taught by instructors at the postsecondary institution.

Identified benefits for these programs include lower costs for students, enabling students to earn college credits early, increasing student understanding of the rigor level of college courses, increasing access to quality coursework, improving coordination between secondary and postsecondary institutions, providing students who were not considering college an idea of what college courses are like, and

increasing the number of students who go on to college (Meador, 2017; CDE, 2017). Some of the benefits have been confirmed by research demonstrating positive effects of dual enrollment programs on student college degree attainment, college access and enrollment, credit accumulation, high school completing, and general high school academic achievement (IES, February 2017).

These programs are also growing rapidly with 82% of all public high schools offering dual enrollment to students in 2010-11 and 3,000 high schools adding these programs since that time (National Alliance of Concurrent Enrollment Partnerships, 2018). According to the National Center for Education Statistics (NCES), 2016 follow-up with participants in the High School Longitudinal Study of 2009 (Shivji & Wilson, 2019), about a third of these students took courses for postsecondary credit in high school. These courses were more frequently taken by students whose parents had higher levels of education and White students than by students whose parents had lower levels of education or who were Hispanic or Black. Eighty percent of students in this sample most frequently took these courses at their own high school while 17% took them at a college campus, 8% took them online, and 6% took them at another high school. Students in rural schools more frequently took these courses online than did their suburban or urban counterparts while students in city schools took them more frequently on a college campus than did students in rural or suburban high schools.

While 46 states currently have statewide policies governing at least one statewide dual enrollment program, local district and postsecondary-level institution policies govern dual enrollment in the other four states. Policies governing dual enrollment programs also vary widely by state with twelve states requiring all high schools and eligible postsecondary institutions to provide dual enrollment opportunities and 21 states making these partnerships voluntary. Students and their parents are most frequently responsible for paying tuition for these courses (22 states (ECS, 2019). Having to pay for their child's dual and concurrent enrollment courses may be a challenge for low income families who may not have the resources to do so and may contribute to the fact that 19% of low-income students nationally participate in some form of concurrent enrollment program versus 23% of their higher-income counterparts. This is an issue that should be addressed if these programs are to meet their full potential for students from high-poverty families, especially considering that students qualifying for free or reduced price lunch are twice as likely to go directly to college after high school if they have taken at least one concurrent enrollment course in high school National Alliance of Concurrent Enrollment Partnerships, 2018).

For some students, the location where courses are offered may also limit access to these programs. While at least 17 states allow the courses to be offered online, 30 states allow them to be offered only on the high school or postsecondary campus and two states allow them to be offered only on postsecondary campuses National Alliance of Concurrent Enrollment Partnerships, 2018). This challenge may be especially significant for students living in rural areas or low income students who may not live near or have transportation to a postsecondary campus offering these courses or whose high schools do not offer the courses due to low enrollment or interest in the program. To ensure that dual or concurrent enrollment and early college high school programs are viable educational choice options for students attending rural schools and from high poverty families, these challenges must be addressed by states.

Credit recovery, accelerated learning and tutoring. Credit recovery programs provide an opportunity for students to re-take previously failed courses required for high school graduation and to earn credit if they successfully complete the course, frequently in an effort to catch up or stay with their graduation cohort. In 2014-15, 89% of high schools offered at least one credit recovery course and 15% of high school students participated in a credit recovery program (USDOE, March 2018). Some studies of credit recovery programs have shown positive outcomes including an Institute of Education Science (IES)-sponsored study finding that the majority of students in both online and in-person credit recovery courses successfully recovered credits in Algebra I (Heppen et al., 2016). However, a What Works Clearinghouse (WWC) systematic review was unable to draw conclusions about the effectiveness or ineffectiveness of credit recovery programs based on the available research (WWC, 2015).

The National Survey on High School Strategies Designed to Help At-Risk Students Graduate (USDOE, March 2018) revealed some interesting differences in credit recovery programs based on school factors, including school size, school poverty, school locale, and school graduation rate. These included that high-poverty schools are more likely to offer at least one credit recovery course to students and to target students for these courses who have disciplinary or behavioral issues than low-poverty schools. Rural schools most frequently targeted students performing below standards or grade level and students with attendance issues for these courses. Additionally, high poverty and rural schools tended to offer online credit recovery courses more frequently than in person or blended courses. Rural schools and high poverty schools were also more likely to offer credit recovery during the school day (88% and 84% respectively) or during the summer (68% and 73% respectively).

Accelerated learning programs also show promise for meeting the individualized needs of students and are a good option for schools seeking to personalize learning. Historically, these programs were used to provide high-achieving students with opportunities to earn college credit while still in high school, but more recently they have been used to strengthen the engagement of middle and low achievers in their learning and increase their academic momentum (College and Career Readiness and Success Center, September 2013). These programs can include Advanced Placement courses, dual or concurrent enrollment programs and provide students to move through secondary and postsecondary education at an individualized pace that meets their academic needs. According to a recent REL Northwest report (Hodara & Pierson, 2018), accelerated learning participants were 30 percentage points more likely to graduate from high school, 25 percentage points more likely to enroll in college, and 22 percentage points more likely to persist in college than their non-participating peers.

Academic tutoring may be an effective way to help high school students who have fallen behind academically. At least one study found that students who receive one hour of tutoring per day from a recent college graduate through the Match tutoring program had higher math test scores and math grades than those who did not participate (Cook et al., 2015). Additionally, research suggest that some comprehensive support programs that provide academic tutoring along with other services like test taking and study skills, academic advising, and mentoring may increase the likelihood that students will stay in school and graduate (Dynarski et al., 2008; U.S. Department of Education, 2006). Peer tutoring programs, such as Peer Tutoring and Response Groups, Classwide Peer Tutoring, and Peer-Assisted Learning

Strategies have demonstrated potentially positive effects on academic indicators including English language development, reading achievement, alphabetics, comprehension, and reading fluency.

REFERENCES

Budde, R. (1988). *Education by Charter: Restructuring School Districts.* Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast & Islands.

Cai, J. (2018). *A new look at apprenticeship: Linking school to 21st Century skills.* Alexandria, VA: Center for Public Education.

Center for Public Education (January 2017). *School Choice: What the Research Says.*Alexandria, VA: Center for Public Education.

Center for Research on Education Outcomes (CREDO) (2015). *Urban Charter School Study: Report on 41 Regions.* Stanford, CA: CREDO, Stanford University.

College and Career Readiness and Success Center. (September, 2013). *Understanding Accelerated Learning Across Secondary and Postsecondary Education*. Washington, DC: AIR.

Colorado Department of Education (n.d.) *Concurrent Enrollment*. Retrieved 2018 from https://www.cde.state.co.us/postsecondary/concurrentenrollment

Cook, P. J., Dodge, K., Farkas, G., Fryer, R. G., Guryan, J., Ludwig, J., & Mayer, S. (2015). *Not Too Late: Improving Academic Outcomes for Disadvantaged Youth*, Evanston, IL: Institute for Policy Research, Northwestern University.

Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., & Smink, J. (2008). *Dropout Prevention: A Practice Guide (NCEE 2008–4025)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc.

EdChoice (April 2019). *Fast Facts on School Choice*. Retrieved from: http://www.edchoice.org/our-resources/fast-facts.

Education Commission of the States (ECS) (2019). *Dual Enrollment – All State Profiles*. Denver, CO: ECS. Retrieved April 19, 2019 from http://ecs.force.com/mbdata/mbprofgroupall?Rep=DEA.

ExcelinEd (2018). *College and Career Pathways: Equity and Access*. Retrieved from https://www.excelined.org/wp-content/uploads/2018/10/ExcelinEd.Report.CollegeCareerPathways.CRDCAnalysis.2018.pdf.

ExcelinEd. (2018). *The Research on Private Education Choice*. Retrieved from https://www.excelined.org/wp-content/uploads/2018/06/ExcelinEd.PolicyToolkit.PrivateChoice.Research.2018.pdf

Friedman, M (Host), & Massey, G. (Director). (1980). *What's wrong with our schools?* [Documentary]. United States: PBS.

Friedman, M. (1955). The Role of Government in Education. In R.A. Solo (Ed.), *Economics and the Public Interest*. (pp. 123- 144). New Brunswick, New Jersey: Rutgers University Press.

Heppen, J., Allensworth, E., Sorensen, N., Rickles, J., Walters, K., Taylor, S., Michelman, V., & Clements, P. (2016). *Comparing the Effects of Online and Face-to-Face* Credit *Recovery in Algebra I.* Washington, DC: American Institutes for Research.

Hodara, M. & Pierson, A. (2018). *Supporting the Transition to College: Accelerated Learning Access, Outcomes, and Credit Transfers in Oregon.* Portland, OR: Education Northwest, Regional Educational Laboratory Northwest. Retrieved from: https://files.eric.ed.gove/fulltext/ED589159.pdf.

Hanover Research (November 2014). *Impact of Student Choice and Personalized Learning*. Washington, DC: Hanover Research.

Institute of Education Sciences. (February 2017). *What Works Clearinghouse Intervention Report, Dual Enrollment Programs*. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.

Koeze, P., A. (2007). Differentiated Instruction: The Effect on Student Achievement in an Elementary School. *Master's Theses and Doctoral Dissertations*, *31*. Retrieved from http://commons.emich.edu/cgi/viewcontent.cgi?article=1030&context=theses

McFarland, J., Hussar, B., Wang, X., Zhang, J., Wang, K., Rathbun, A., Barmer, A., Forrest Cataldi, E., & Bullock Mann, F. (2018). *The Condition of Education 2018* (NCES 2018-144). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [April 18, 2019] from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018144.

McQuiggan, M. & Megra, M. (2017). *Parent and Family Involvement in Education: Results from the National Household Education Surveys Program of 2016* (NCES 2017-102). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved April 18, 2019 from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017102.

Meador, Derrick. (March 2017). *What is Concurrent Enrollment?* ThoughtCo. Retrieved from https://www.thoughtco.com/what-is-concurrent-enrollment-319425.

National Alliance of Concurrent Enrollment Partnerships (2018). *Fast Facts about Dual and Concurrent Enrollment*. Retrieved April 2018 from http://www.nacep.org/research-policy/fast-facts/.

National Conference of State Legislatures (November 2018). *Apprenticeships in K-12 and Higher Education*. Denver, CO. Retrieved from: www.ncsl.org/research/education/apprenticeships-in-k-12-and-higher-education.aspx.

Nix, N. (January 22, 2017). *America's School Choice Map: 5 Hot Spots for Vouchers, Savings Accounts and Tuition Tax Breaks.* Retrieved from: https://www.the74million.org/article/Americas-school-choice-map-5-hot-spots-for-vouchers-savings-accounts-and-tuition-tax-breaks/

Shivji, A. & Wilson, S. (February 2019). *Dual Enrollment: Participation and Characteristics* (NCES 2019-176). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education Washington, DC. Retrieved April 21, 2019 from https://nces.ed.gov/pubsearch/pubsinfor.asp?pubid=2019176.

Snyder, T. D., de Brey, C., & Dillow, S. A (2019). *Digest of Education Statistics 2017* (NCES 2018-070). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

The National Commission on Excellence in Education (1983). *A nation at risk: The imperative for educational reform.* Washington, D.C.: US Department of Education.

The Foundation for Blended and Online Learning. (2018). *Digital Learning Strategies for Rural America: A scan of policy and practice in K–12 education.* Retrieved from https://www.blendedandonlinelearning.org/research-reports/rural-report

Torpey, E. (2017). *Apprenticeships: Occupations and outlook.* U.S. Department of Labor. Retrieved from https://www.bls.gov/careeroutlook/2017/article/apprenticeships_occupations-and-outlook.htm?view_full

U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, Policy, and Program Studies Service. (March 2018). *Issue Brief: Credit Recovery*. U.S. Department of Education. Retrieved from https://www2.ed.gov/rschstat/eval/high-school/credit-recovery.pdf

U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (2006). *A Study of the Effect of the Talent Search Program on Secondary and Postsecondary Outcomes in Florida, Indiana and Texas: Final Report from Phase II of the National Evaluation*. Washington, D.C.: U.S. Department of Education. Retrieved from https://www2.ed.gov/rschstat/eval/highered/talentsearch-outcomes/ts-report.pdf.

What Works Clearinghouse. (2015). *Dropout Prevention Intervention Report: Credit Recovery Programs.* U.S. Department of Education, Institute of Education

Technical Assistance &Implementation Science (NIRN)

Technical Assistance & Implementation Science

Ward & Ryan Jackson

Technical Assistance Informed by Implementation Science

Historically, TA has been defined as transfer of "new knowledge along with new technology to others who do not know about it" (Blase, 2009; Choudhury, 2001). More recently, goals of TA have broadened to focus on building capacity for service and system changes needed to enable use of evidence-based approaches. Given poor penetration and sustainability rates for evidence-based approaches in education, it is clear that many TA strategies are falling short of realizing the potential of using research evidence in practice to produce positive social impacts (Metz, 2016).

Katz and Wandersman (2016) demonstrated that quality standards for TA are essentially nonexistent, TA is rarely delivered systematically, and often front-loaded to support uptake of new or enhanced practice and programs, with less attention given to supporting stabilization, sustainability, and scaling. The Center's approach will use implementation and improvement sciences to help determine conditions and activities that undergird evidence-based TA strategies to ensure sufficient attention is given to stabilization, sustainability, scaling, and efficiency. Specifically, TA will include: 1) capacity development so that participants are "ready" to use evidence and participate in a rigorous technical assistance process; 2) identification of critical needs that, if satisfied, would improve student and family outcomes; 3) selection of "good fit evidence" matched to identified needs increasing likelihood that expected outcomes will be achieved; 4) mutual consultations among researchers, service providers, funders, and public agencies to identify and articulate effective approaches, practices' core components, and fidelity assessments; 5) identification, installation and improvement of implementation infrastructure that results in competency, alignment, and sustainability; 6) stage-based work that aligns implementation activities to developmental phase of implementation efforts, including creating readiness for full, effective, and sustained use of evidence-based practices; 7) development of implementation teams that provide an accountable structure to design, test, and problem solve as implementation moves forward; 8) intentional use of data to drive decision-making and continuous quality improvement at each stage of implementation; and 9) alignment and integration of evidence-based practices with ongoing policy, regulatory, evaluation, and monitoring processes to ensure compliance, competence, and continuous improvement within publicly funded agencies (Metz, 2016).

Current Research Basis

Implementation Science. Education systems struggle to transfer use of practices supported by evidence into educators' and leaders' skill sets (Madon et al., 2007). Implementation science addresses these challenges by determining conditions and activities that facilitate use of instructional and leadership practices supported by evidence. Specifically, implementation science is the study of methods to promote use of research findings in practice. Its development is based on evidence from multiple disciplines including education (McIntosh, Mercer, Nese, & Ghemraoui, 2016) and is applicable within a broad range of human services (Blase, Fixsen, Naoom, & Wallace, 2005; Nilsen, 2015; Peterson, 2016). Findings from implementation science indicate that to achieve socially significant impact, practices need to be supported by evidence and matched to goals of the organization, implemented in a deliberate and adaptive manner, and supported by a hospitable environment and intentional learning.

Implementation science research demonstrates the needed to strengthen alignment of policy and practice in education, and further develop state leaders skills and knowledge as they build a systemic infrastructure. Research reviews and syntheses reveal common tenets or themes across various implementation frameworks and strategies (Fixsen et al., 2005; Meyers, Durlak, & Wandersman, 2012). First is the recognition that systems are complex, often unpredictable, and must be responsive to changes needed to support effective use of practices. Purposeful selection of the evidence-based practices to address need, use of readiness assessments, inclusion of stakeholders, and active engagement of facilitators and leaders to cultivate collaborative cultures also are common across implementation frameworks. Crucial to attaining and sustaining socially significant outcomes is use of a stage-based approach to guide general and specific capacity development and infrastructure (Metz et al., 2015; Saldana, Chamberlain, Wang, & Brown, 2012), responsiveness to iterative data cycles, and use of bidirectional feedback loops are (Fixsen, Blase, Metz, and VanDyke, 2015). Finally, aligning initiatives (e.g., ESSA, SSIP, improvement plans) that includes leveraging already existing resources to accomplish coherent systemic goals is paramount (Coburn, Hill, & Spillane, 2016; McIntosh et al., 2015; Tseng, 2012). The proposed Center will be guided by these tenets in their infrastructure and capacity development work with educators and leaders of state and local education agencies.

Improvement Science. To accelerate student success, education systems at all levels must operate in continuous cycles of renewal and improvement so that research or practices supported by evidence can be used by educators and leaders. This iterative process requires on-going data-driven planning, identification, and analysis of problems (barriers) that lead to evaluation of efforts selected so sustainable systems can be built (Sanders, 2009). Identifying effective processes that produce multidimensional scaling as detailed by Coburn (2003) entails use of an implementation framework that results in depth (i.e., changes in beliefs across levels of the system), sustainability (maintenance over time), spread (growth in the number of schools with durable and supportive infrastructure at the district level), and ownership or transfer of authority from external supports (e.g., national TA centers, SEAs) to educators and leaders (Bolt, 2005; Griffiths et al., 2007; Vaughn & Fuchs, 2003). To achieve this tipping point, iterative cycles examining usability, alignment with other initiatives, feasibility, and fidelity of use must be conducted (Byrk et al., 2015; Daniels & Sandler, 2008; Fixsen et al., 2005; Kubiak & Benbow, 2009; Reosekar & Pohekar, 2014). Improvement science provides the backbone to accomplish this task using data that highlights demands of the system and practices as stage-based work in implementation continues.

A common element across improvement science is the PDSA cycle. Specifically, a PDSA cycle is a "complex intervention made up of series of interdependent steps and key principles that inform its application" (Taylor et al., 2014; p. 291). Derived from industrial quality control, PDSA cycles are used to inspect effects of purposeful and planned transformations to a system, examine new ways of work when introduced in a setting, and study how policies and guidelines align with new practices or processes. The PLAN phase identifies possible barriers or challenges to efficiency and feasibility. The DO phase uses the "planned" process and collects answers (data) to questions developed in planning. The STUDY phase analyzes data about process and outcomes. The ACT phase applies learning to improve process and outcomes. Finally, CYCLE reflects ongoing processing through PDSA phases until learning

diminishes and outcomes are attained at sustainable levels across all contexts and settings. Not surprisingly, PDSA cycles are used widely across human services including education (Cohen-Vogel, et al., 2015; Daniels & Sandler, 2008; Varkey, et al, 2007).

Active Implementation Frameworks

To achieve the Center's goals and objectives, evidence-based practices from fields of implementation and improvement sciences will be drawn upon to build capacity of SEAs and their respective agencies to support educators' use of instructional and leadership practices supported by evidence. Specifically, Active Implementation Frameworks (AIFs; Fixsen et al., 2005) will serve as the primary implementation approach of the Center. The AIFs were selected due to its' versatility across disciplines, operationalization of practices, accompanying capacity assessments measures, effective use in capacity building to achieve outcomes (Metz, Bartley, Ball, Wilson, Naoom, & Redmond, 2014), and effective use within education by the SISEP center and its collaborators (e.g., SEAs, ESAs, LEAs, and OSEP TA funded Centers). In addition, improvement cycles are a critical component of the AIFs. AIFs include Implementation Drivers, Stages of Implementation, Implementation Teams, Usable Innovation, and Improvement cycles.

Implementation infrastructure includes building blocks needed to support practice, organizational, and systems change (Metz & Bartley, 2012). The AIFs of *Implementation Drivers* are used to denote this infrastructure. Implementation Drivers are mechanisms of change and can be categorized as Competency, Organizational, and Leadership supports. Competency drivers are aimed at fully and effectively using the practice and include *selection* of educators with required skills and abilities; *training* of educators and others involved at the agency to provide knowledge related to the theory and underlying values of the practice, on-the-job *coaching* to rehearse and master the new skills; and use of multiple data sources for feedback to educators to improve *fidelity*.

Organizational drivers (e.g., *systems intervention, facilitative administration and decision support data system)* are essential to sustainable change. To create a hospitable, organizational environment, data systems need to be established to support decision-making, including collection and use of programmatic, fidelity, and outcome data. In addition, administrators need to facilitate the new practice by (1) providing necessary leadership to address challenges and create solutions, (2) developing clear communication and feedback loops, (3) adjusting and developing policies and procedures (as necessary) to support the practice, and (4) reducing administrative barriers. A third organizational driver, Systems Intervention, refers to connections and alignment to external systems (such as other organizations or individuals within the community) to ensure availability of financial, organizational, and human resources required to support the new practice. Finally, different types of Leadership (e.g., technical and adaptive) are necessary to address challenges encountered in implementation (Heifetz & Laurie, 1997).

Implementation Stages outline necessary activities for infrastructure development and implementation over time and include Exploration, Installation, Initial Implementation, and Full Implementation (Fixsen et al., 2010). Each stage of implementation does not abruptly end as another begins. That is, they overlap, with activities related to one stage occurring or reoccurring as activities related to the next stage begin. Understanding Stages is important and allows the Center to match its work to the Stage of the state or local education agency. Similarly, stage-based work is

important for state and local education agencies as they work to implement and scale leaders and educators' use practices.

The *Exploration Stage* reflects a critical starting place for work with states, districts, schools and others. Activities of this stage include assessing readiness and needs of the agency and community, considering possibilities for meeting those needs, judging feasibility of different program models to meet identified needs, forming implementation team, deciding on a plan of action and resources needed to enact the plan, and creating readiness. Taking time for exploration saves time and money (Romney, 2011) and improves chances for success (Saldana, Chamberlain, Wang, & Brown, 2011; Slavin, Madden, Chamberlain, & Cheung, 2010). During the *Installation Stage*, necessary individual and organizational competencies and supporting infrastructure are developed, acquired or repurposed for practices. Activities include selecting staff, identifying training and coaching supports, providing initial training, identifying fidelity measures and data systems, and assuring access to materials and equipment necessary to support practice (Metz & Barltey, 2015; Saldana et al., 2012). During *initial implementation*, selected practice first is put into use within schools and classrooms. Key activities include use strategies to promote continuous improvement of supports (e.g., training, coaching, fidelity, data systems). *Full Implementation* occurs as the practice becomes integrated into all levels of the system. Full Implementation is reached when 50% of more of intended educators or leaders are using a practice with fidelity and expected outcomes are being achieved.

Implementation Teams provide an internal support structure to move selected practices through Implementation Stages. They ensure that the infrastructure (i.e., implementation drivers), is used effectively to support practices. Teams consist of 3 – 5 members who collectively know the selected practice well, understand science and best practices of implementation, and know how to use improvement cycles at various levels (Blase, Fixsen, & Phillips, 1984; Fixsen, Blase, & Van Dyke, 2011; Higgins, Weiner, & Young, 2012; Saldana et al., 2011). Implementation Teams are accountable for creating conditions and providing supports needed for improvement in organizations, practices, and systems. These AIFs represent the central focus of the Center's services and products to facilitate infrastructure and capacity development for instructional and leadership practices supported by evidence.

References

Blase, K. (2009). Technical Assistance to Promote Service and System Change. *Roadmap to Effective Intervention Practices #4*. Tampa, Florida: University of South Florida, Technical Assistance Center on Social Emotional Intervention for Young Children.

Blase, K. A., Fixsen, D. L., Naoom, S. F., & Wallace, F. (2005). *Operationalizing implementation: Strategies and methods*. Tampa: University of South Florida, Louis de la Parte Florida Mental Health Institute

Blase, K.A, Fixsen, D.L., Sims, B.J., & Ward, C.S. (2015). Implementation Science – Changing Hearts, Minds, Behavior, and Systems to Improve Educational Outcomes. Paper presented at the Wing Institute's Ninth Annual Summit on Evidence-Based Education, Berkeley, CA.

Blase, K. A., Fixsen, D. L., & Phillips, E. L. (1984). Residential treatment for troubled children: Developing service delivery systems. In S. C. Paine, G. T. Bellamy, & B. Wilcox (Eds.), *Human*

services that work: From innovation to standard practice (pp. 149-165). Baltimore: Paul H. Brookes Publishing.

Blase, K., Kiser, L., & Van Dyke, M. (2013). *The Hexagon Tool: Exploring Context*. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.

Bolt, S. E. (2005). Reflections on practice within the Heartland problem-solving model: The perceived value of direct assessment of students. *The California School Psychologist, 10,* 65–79.

Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. (2015). *Learning to improve: How America's schools can get better at getting better*. Cambridge, MA: Harvard Education Press.

Center for School Turnaround (2016). *Annual State Education Agency Survey.* San Francisco, CA: WestEd.

Choudhury, S. H. (2001). Fostering successful technical assistance partnerships: Input paper for the UNCDF/SUM and UNDP Africa Global Meeting May 30 to June 1, 2001Young and Promising Microfinance Institutions. New York: United Nations Capital Development Fund/Special Unit for Microfinance. Retrieved June 4, 2009, from http://www.uncdf.org/english/microfinance/uploads/ thematic/02-Asa-SuccessfulTA-Final.pdf

Coburn, C. (2003). Rethinking scale: Moving beyond numbers to deep and lasting change. *Educational Researcher, 32*(6), 3-12.

Coburn, C. E., Hill, H. C., & Spillane, J. P. (2016). Alignment and accountability in policy design and implementation: The Common Core State Standards and implementation research. *Educational Researcher, 45*(4), 243-251. doi:10.3102/0013189X16651080.

Cohen-Vogel, L., Tichnor-Wagner, A., Allen, D., Harrison, C., Kainz, K., Rose Socol, A., & Xing, Q. (2015). Implementing educational innovations at scale: Remaking researchers into improvement scientists. *Educational Policy, 29* (1), 257-277.

Daniels, V. S., & Sandler, I. (2008). Use of quality management methods in the transition from efficacious prevention programs to effective prevention services. *American Journal of Community Psychology, 41*(3-4), 250-261. doi:10.1007/s10464-008-9170-3

Fixsen, D. L., Blase, K. A., Horner, R., & Sugai, G. (2009, February). *Scaling-up evidence- based practices in education. Scaling-up Brief #1.* Chapel Hill: The University of North Carolina, FPG, SISEP.

Fixsen, D. L., Blase, K. A., Duda, M. A., Naoom, S. F., & Van Dyke, M. (2010). Sustainability of evidence-based programs in education. *Journal of Evidence-Based Practices, 11*(1), 30-46.

Fixsen, D. L., Blase, K. A., Metz, A., & Van Dyke, M. (2013). Statewide implementation of evidence-based programs. *Exceptional Children (Special Issue), 79*(2), 213-230.

Fixsen, D. L., Blase, K. A., Metz, A., & Van Dyke, M. (2015). Implementation science. In J. Wright (Ed.) *International encyclopedia of the social & behavioral sciences* (2nd ed., pp. 695-702). Oxford, England: Elsevier.

Fixsen, D. L., Blase, K. A., & Van Dyke, M. K. (2011). Mobilizing communities for implementing evidence-based youth violence prevention programming: A commentary. *American Journal of Community Psychology, 48,* 133-137.

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network. nirn.fmhi.usf.edu/resources/publications/ Monograph/index.cfm

Griffiths, A. J., Parson, L. B., Burns, M. K., VanDerHeyden, A., & Tilly, W. D. (2007). *Response to intervention: Research for practice.* Alexandria, VA: National Association of State Directors of Special Education.

Heifetz, R. A., & Laurie, D. L. (1997). The work of leadership. *Harvard Business Review, 75*, 124-134.

Higgins, M. C., Weiner, J., & Young, L. (2012). Implementation teams: A new lever for organizational change. *Journal of Organizational Behavior, 33*, 366-388.

Katz, J. & Wandersman, A. (2016). Technical assistance to enhance prevention capacity: a Research synthesis of the evidence base. *Prevention Science,* doi:10.1007/s11121-016-0636-5

Kubiak, T. M. & Benbow, D. W. (2009). *The Certified Six Sigma Black Belt Handbook*, 2nd edition, ASQ Quality Press.

Madon, T., Hofman, K. J., Kupfer, L., & Glass, R. I. (2007). Public health. Implementation science. *Science*, *318*, 1728-1729.

McIntosh, K., Mercer, S. H., Nese, R. N. T., & Ghemraoui, A. (2016). Identifying and predicting distinct patterns of implementation in a school-wide behavior support framework. *Prevention Science, 17*, 992-1001.

McIntosh, K., Kim, J., Mercer, S. H., Strickland-Cohen, M. K., & Horner, R. H. (2015). Variables associated with enhanced sustainability of school-wide positive behavioral interventions and supports. Assessment for Effective Intervention, 40, 184-191.

Means, B., Toyama, Y., Murphy, R., & Baki, M. (2013). The effectiveness of online and blended learning: A meta-analysis of the empirical literature. *Teachers College Record*, *115*, 1-47.

Metz, A., & Bartley, L. (2012). Active Implementation Frameworks for program success: How to use implementation science to improve outcomes for children. *Zero to Three Journal*, *32*(4), 11-18.

Metz, A., Bartley, L., Ball, H., Wilson, D., Naoom, S., & Redmond, P. (2014). Active Implementation Frameworks (AIF) for Successful Service Delivery: Catawba County Child Wellbeing Project. *Research on Social Work Practice*, 1-8.

Metz, A., Naoom, S.F., Halle, T., & Bartley, L. (2015). *An integrated stage-based framework for implementation of early childhood programs and systems* (OPRE Research Brief OPRE 2015-48). Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Metz, A., Ward, C., & Louison, L. (2017). *Increasing the Effectiveness and Agility of Intermediary Organizations to Support Implementation: Reflections from the National Implementation Research Network.* Paper presented at Global Implementation Conference, Ontario, Canada.

Meyers, D. C., Durlak, J. A., & Wandersman, A. (2012). The quality implementation framework: A synthesis of critical steps in the implementation process. *American Journal of Community Psychology, 50*, 462-480.

Nilsen, P. (2015). Making sense of implementation theories, models and frameworks. *Implementation Science*, *10*. doi:10.1186/s13012-015-0242-0

Peterson, H. B. (2016). Great moments in global health, and why we are in one now. *Obstetrics and gynecology* (New York. 1953), *128*(6), 1225-1232. doi:10.1097/AOG.0000000000001742

Reosekar, R. S., & Pohekar, S. D. (2014). Six Sigma methodology: A structured review. *International Journal of Lean Six Sigma (5)*4, 392-422, doi:10.1108/IJLSS-12-2013-0059.

Romney, S. (2011). *From the ivory tower to the Golden Gate: San Francisco's parent training programs*. Paper presented at the Learning & Leadership Summit, San Francisco, CA.

Saldana, L., Chamberlain, P., Wang, W., & Brown, H. C. (2011). Predicting program start-up using the stages of implementation measure. *Administration and Policy in Mental Health*. doi: 10.1007/s10488-011-0363-y.

Saldana, L., Chamberlain, P., Wang, W., & Brown, C. H. (2012). Predicting program start-up using the stages of implementation measure. *Administration and Policy in Mental Health and Mental Health Services Research*, *39*(6), 419-425. doi:10.1007/s10488-011-0363-y.

Sanders, M. (2009). Collaborating for change: How an urban school district and a community-based organization support and sustain school, family, and community partnerships. *Teachers College Record*, *111*(7), 1693-1712.

Slavin, R. E., Madden, N. A., Chamberlain, A., & Cheung, A. (2010). Effects of a data-driven district-level reform model. *Best Evidence Encyclopedia*. Retrieved from http://www.bestevidence.org/resources/resources.htm

Taylor, M. J., McNicholas, C., Nicolay, C., Darzi, A., Bel, D., & Reed, J. E. (2014). Systematic review of the application of the plan-do-study-act method to improve quality in healthcare. *British Medical Journal of Quality and Safety*, *23*, 290–298.

Tseng, V. (2012). *The uses of research in policy and practice*. Washington, DC: Society for Research in Child Development. Retrieved from

Varkey, P., Reller, M. K., & Resar, R. K. (2007). Basics of quality improvement in health care, *Mayo Clinic Proceedings*, *82*, 735-739.

Vaughn, S., & Fuchs, L. S. (2003). Redefining learning disabilities as inadequate response to instruction: The promise and potential problems. *Learning Disabilities Research & Practice*, *18*, 137-146.

NIRN info graphic on Implementation Science and Improvement Science

Implementation & Improvement Sciences

Working together to produce socially significant outcomes

Commonalities and Complements

Use teaming structures

Network Improvement Communities[2] and Linked Implementation Teams[1] use data to identify needs, develop theories of action, and follow iterative cycles of improvement that prioritize implementers' voices in planning and problem solving.

Use a variety of data

Both sciences use data related to process, fidelity, context, organizational factors, and stakeholder input to drive problem solving and decision making.

Focus on systems

Both approaches are system focused. Improvement science focuses on factors outside individuals while implementation science focuses on roles, structures, and functions that support capacity to use a practice with fidelity.

Use Improvement Cycles

Repeated Plan-Do-Study-Act (PDSA) cycles answer questions (*What are we trying to accomplish? How will we know that a change is an improvement? What change can we make that will result in improvement?*) to learn and improve practices and systems as a result of change.

Start small across varied contexts

Both sciences propose starting small with learning from PDSA cycles before scaling using either a Transformation Zone[1] or Improvement Project[2] methodology to develop capacity, refine the practice, and build readiness before scaling.

Focus on practitioner level needs

Both sciences emphasize use of a systemic selection process. Improvement science identifies high leverage problems and related solutions. Similarly, implementation science examines fit and need of systems, practices, and users.

Implementation Science[1]

"Methods or techniques used to enhance the adoption, implementation, and sustainability" of a practice (Proctor et al., 2013).

- Systems are central focus of support for effective use of practices
- Uses bi-directional feedback loops
- Practices selected based on local need and fit
- Aligns initiative and leverages resources to meet coherent goals
- Iterative cycles of data guide improvement
- Follows a stage-based approach to change

Improvement Science[2]

A methodology that uses cycles of inquiry to learn what is needed to improve practice (Bryk et al., 2015).

- Problem specific and user focused
- Address variation in performance
- Cannot improve what cannot be measured
- Anchors improvement in disciplined inquiry
- Sees the system
- Accelerates improvement through Networked Communities

"The goal is not to answer factual questions about what is, but rather to determine what is required."

National Implementation Research Network, 2015
Implementation Science

"They knew what they wanted to happen but were now trying to figure out how to get it to happen."

Bryk et al., 2015
Improvement Science

PR/Award # S283B190023

Assessing Readiness and Capacity (NIRN)

An Introduction to Readiness and Capacity Measures

Readiness for change has been demonstrated to be a critical precursor for successful implementation of evidence-based practices; however, it is often an under-emphasized part of the implementation process (Fixsen, Blase, Horner, Sugai, 2009; Weiner et al, 2008). Organizational readiness for change refers to the "extent to which targeted employees (especially the implementers) are psychologically and behaviorally prepared to make the changes in organizational policies and practices that are necessary to put the innovation into practice and to support innovation use" (Weiner et al., 2009). Moving forward with implementation of evidence-based practices without readiness can lead to costly and poor results. For example, false starts, stalling of implementation by growing resistance by staff, and all together failure can occur when readiness is overestimated or not attended to by leaders and the implementation team (Weiner, 2008).

An implementation team can be defined as a team with diverse perspectives and a sitting executive leader with the authority to make decisions and allocate resources, because the primary focus of this team is to take responsibility for effective use of evidence-based practices. For example, teachers would receive initial training before they were expected to use a new practice. Then, data would drive all decisions for on-going training and support to engage in continuous improvement of teacher and staff skill. The accountability for developing, nurturing, and sustaining readiness rests with leadership, the organization's implementation team, and those supporting the organization through the implementation process. It is important to note that readiness is not a pre-existing condition or an enduring characteristic of an individual, organization, or system. Readiness for change must be developed, nurtured, and sustained during the implementation process (Fixsen, Blase, Horner, & Sugai, 2009).

The fields of implementation science and system change have identified key components of readiness for change. Various definitions and models have been put forth but common elements or factors can be identified across the various models and definitions (Holt et al, 2007; Lehman, et al., 2001; Wiener, et al, 2008). The first of these factors is the perceived need for change. The motivation or need for change must be substantive and merit use of resources, including adequate funding and personnel time. Furthermore, data from quantitative and qualitative sources must validate the need and motivation for change. A second factor is efficacy, or confidence that the change or evidence-based practice can be implemented. As part of efficacy, leadership and the implementation team, along with stakeholders, need to consider information about the evidence- based practice, the implementation methods and tools to be used, any associated risks with implementation, and the feasibility of the implementation. A third factor in readiness for organizational change is the belief that the change would be organizationally beneficial. The fourth factor is the personal belief that the change would be personally beneficial. The final component of readiness is management support—the level of commitment to the change and implementation process by organizational leaders, including the commitment to securing the necessary resources to create capacity and sustain use of the evidence-based practice over time.

READINESS

Assessing an organization's level of readiness is accomplished through the use of both qualitative (e.g., observation and interviews) as well as quantitative (e.g., surveys) methods. Many of the available instruments for organizational readiness for change exhibit limited evidence of reliability and validity (Holt, et al., 2007; Rubenstein, et al., 2014, Weiner, et al., 2008). Furthermore, progress toward their development has been deterred due to lack of a coherent theoretical framework or conceptual understanding of readiness (Rubenstien, et al., 2014). To obtain a comprehensive picture of readiness, the

Regional Comprehensive Center will assess indicators of a State Education Agencies (SEA) readiness through a mixed-methods approach using interviews, observations, and an implementation capacity assessment. Specifically, using a stage-based approach, the Regional Comprehensive Center will engage in a series of meetings and interviews with state leadership (e.g., Chief School State Officer and/or Deputy CCSSO, Assistant Superintendents, Directors, others) and stakeholders (e.g., SEA staff, state board members, educators from the field, families). In addition, observations of current teams at the SEA will be conducted to develop a common understanding of the TA partnership, ensure a mutually informed partnership agreement, assess commitment, assess and create initial readiness, and identify alignment of systemic change work to the SEA needs and current efforts (e.g., SSIP, ESSA). Readiness indicators assessed through the process by Center staff would include the perceived need for change, the level of efficacy to engage in the implementation process to support use of the innovation, considerations of benefits and associated risks with implementation, the allocation and prioritization of resources for implementation, and the level of commitment from senior leadership.

Additional exploration activities to support assessment and creation of readiness include: supporting leadership in conducting an analysis of outcome and programmatic data to determine areas of need; an analyzing current infrastructure using the State Capacity Assessment and action planning; and conducting an inventory to capture current initiatives, use of resources (personnel, funds), and outcomes. Center staff use data and information from these exploration activities to tailor their approaches, services, and resources to the SEA's needs and continued development of readiness for the change process.

CAPACITY

In addition to readiness for change, another key component to develop and assess throughout the implementation process and TA partnership is the SEA's **capacity**. Greenberg, Domitrovich, Graczyk, & Zins (2005) identify capacity to effect change as one of seven system factors that should be considered in pre-planning any innovation, in addition to the readiness for change. Capacity refers to the organization/systems, policies, human, and other resources that are necessary to successfully adopt and sustain effective innovations. Developing capacity to adopt, implement, scale up, and sustain use of practices supported by evidence is a pressing need in states, regions, districts, and schools. A recent survey revealed that the majority of SEA leaders need assistance in building the capacity of local education agencies (LEAs) as well as assistance in developing their own capacity to support school improvement and teachers' use of effective practices (Center for School Turnaround, 2016).

Until recently, other than self-reports, there were no validated tools to quantify this need or make recommendations for discrete actions for improvement. While some implementation capacity measures are available, these measures: (a) lack specificity in addressing core implementation components (Landenberger & Lipsey, 2005; Mihalic & Irwin, 2003), (b) are specific to a particular program (Begeny, Upright, Eaton, Ehrenbock, & Tunstall, 2013; Olds, Hill, O'Brien, Racine, & Moritz, 2003; Schoenwald, Sheidow, & Letourneau, 2004; Snyder, Hemmeter, Fox, Crowe, Bishop, & Miller, 2013), or (c) only indirectly assess the influences of some of the core implementation components (Aarons, Cafri, Lugo, & Sawitzky, 2012; Bess, Perkins, & McCown, 2011; Goldring, Mavrogordato, Taylor, & Haynes, 2015). Education leaders need reliable and valid assessments to measure and strengthen the implantation capacity of their state, regions, districts, and schools to effectively use evidence-based practices and improve student learning.

In response to this void, the State Implementation and Scaling Up of Evidence Based Practices Technical Assistance Center within the National Implementation Research Network developed and

validated measures of implementation capacity and a general measure of educators' use of effective instructional practices grounded in implementation science. These implementation capacity assessments measure core implementation components at multiple levels of a state education system (state, regional, district, and school). In addition, they address the four dimensions of capacity building including human, organizational, policy, and resources.

The capacity assessments include the following:

- State Agency Capacity Assessment (SCA; Ward, et al., 2019),
- Regional Capacity Assessment (RCA; St. Martin et al., 2015),
- District Capacity Assessment (DCA; Ward et al., 2015), and
- School-Level Drivers Best Practices Assessment (DBPA; Ward et al., 2019).

These assessments drive systemic change and build capacity by providing timely information about implementation efforts for leaders and stakeholders, as well as generating actionable goals that can be monitored for improvement. Specifically, the capacity assessments provide a snapshot of an organization's infrastructure, roles, and functions, and allow teams within the organizations to leverage opportunities and build robust systems conducive to supporting systemic change through new ways of work. Repeated use of capacity assessments enables an organization to monitor systemic change over time. Although the capacity assessments are in various stages of development and use, they meet the following criteria:

- Relevant, including indicators of key leverage points for improving practices, organization routines, and system functioning,
- Sensitive to changes in capacity and aligned with indicator scores that increase as capacity is developed and decrease when setbacks occur,
- Consequential, in that the items are important to the respondents and users and scores inform prompt action planning to develop capacity; repeated assessments allow users to monitor progress regularly as capacity develops, and
- Practical, requiring modest time to learn how to administer assessments with fidelity to the protocol and for staff to respond and rate the items.

A brief summary of each capacity assessment is provided below, including a description of its scaling structure and established psychometric properties. It should be noted that all of the capacity assessments are administered by a trained administrator and facilitator and completed by identified respondents as a group/team using consensus-based scoring. The use of consensus-based scoring produces greater depth of discussion, exchange of knowledge and information, generation of items for action planning, and collective commitment to continuous improvement. The administration method also helps to address power differentials that may be present and protects voices from diverse perspectives. SISEP has a national online web-based data management system that education agencies and Technical Assistance providers may use to capture scores, generate real time reports over time, and manage user access.

State - Agency Capacity Assessment. The State - Agency Capacity Assessment (SCA) was developed to assess the impact and presence of efforts to build strong foundations needed to adopt, sustain, and scale effective practices so that they lead to positive outcomes. The SCA assesses the extent to which a state education agency invests in and aligns system components to support use of best practices, including support and development of staff competency and implementation teams within and across all levels of the system. The 23 items on the SCA fall within one of three scales: Leadership, Infrastructure and Resources, and Communication and Engagement. Each item is scored on a three-point scale (2- Fully in

Place, 1- Partially in Place, and 0- Not in Place) using a scoring rubric, producing a total score and a score for each scale. The State Capacity Assessment item development is informed by a scoping research review of organizational capacity development, NIRN's Active Implementation Frameworks, and experience in building capacity. Current work is underway to establish the instrument's technical adequacy. It was developed through usability testing to establish its relevance, sensitivity to change, consequential validity, and practicality of use.

Table 1. Description of State - Agency Capacity Assessment Scales

Scale	**Description**
Leadership	Assesses leadership and coordination functions that champion change and on-going improvement across the system, including external stakeholders. These eight items address advocacy, accountability, and shared decision-making while creating a culture of on-going learning and improvement.
Infrastructure & Resources	Refers to leadership's commitment to develop an infrastructure that supports effective and sustained implementation of innovations, including attention to policies and procedures and resource allocation to support continuous improvement.
Communication & Engagement	Nine items examine leadership's communication with and support of collaborative partnerships with stakeholders, including their regional and local agencies, with a focus on establishing collegial trust and shared understanding of key initiatives, both internally to the agency as well as with external stakeholders.

Regional Capacity Assessment. The Regional Capacity Assessment (RCA) was developed to assist regional education agencies in aligning their Regional Education Agencies (REA) system components to support use of best practices in districts and schools. The capacity of a REA refers to the systems, activities, and resources necessary for the REA to be able to facilitate district-level implementation of practices supported by evidence. Each of the 28 items is scored on a three-point scale (2- Fully in Place, 1- Partially in Place, and 0- Not in Place) and fall within one of four major scales (i.e., Leadership, Competency, Organization, and Stage-Based Functioning). A score for each scale and a total score is generated. Psychometrically, the content validity of the RCA has been established (Ward, et al., 2019). Current research is underway to establish the RCA's internal structure, internal consistency, and test-retest reliability.

Table 2. Description of Regional Capacity Assessment Scales

Leadership	
Leadership	Active involvement in facilitating and sustaining systems change to support implementation of practices supported by evidence through strategic communication, decisions, guidance, and resource allocation.
Action Planning	Team development, use, and continuous improvement of implementation plans to develop regional and district implementation capacity.
Competency	

Fidelity	Regional team use of a process to operationalize practices supported by evidence and support districts in selecting and using fidelity measures to measure practice implementation and support implementers to achieve positive outcomes.
Staff Selection	Regional agency's process for selecting and planning for continuous professional learning of regional staff to support regional and district implementation capacity.
Training	Regional team secures high-quality training in implementation science and selected practice supported by evidence, and uses data on effectiveness to inform improvements in selection, training, and coaching.
Coaching	REA-designed coaching system to ensure high quality coaching is provided for districts; data on coaching effectiveness inform improvements in selection, training, and coaching.
Organization	
Decision Support Data Systems	Regional team has access to relevant capacity, implementation, and student outcome data and utilizes those data within a systematic problem-solving/improvement process.
Facilitative Administration	Active, intentional, and on-going alignment of internal processes, policies, regulations, and structures enable more effective and productive ways of working .
Systems Intervention	Intentional and on-going efforts to influence external factors such as policies, environments, systems or structures that interfere with the core functions of districts and schools in the region.
Stage-Based Functioning	
Stage-based functioning	Intensity and types of supports and activities match the stage of capacity development.

District Capacity Assessment. The District Capacity Assessment (DCA) assists school districts in implanting practices supported by evidence that benefit students. To accomplish this, the DCA engages school districts in a structured process designed to develop a plan create or secure the systems, activities, and resources necessary to the successful and sustained use of the practices. It also identifies external supports that may be needed from a state or regional team. The DCA consists of 26 items; each is scored on a three-point scale (i.e., 2- Fully in Place, 1- Partially in Place, 0- Not in Place) with three subscale scores (i.e., Competency, Leadership, and Decision Support Data System). A score for each scale and a total score are generated. Psychometrically, the DCA's content validity has been established and it has been demonstrated to have an adequate internal structure (RMSEA = .071, CFI = .93, TLI = .92), internal consistency (Cronbach alphas of 0.91 for the total score and 0.79 to 0.81 for the subscale scores), and test-retest reliability (r = .98 for Leadership, .78 for Decision Support Data System and Competency Scales), (Ward, St Martin, Harms, & Russell, 2018).

Table 3. Description of District Capacity Assessment Subscales

Organizational Leadership

Active involvement in facilitating and sustaining systems change to support implementation of the effective innovation through strategic communication, decisions, guidance, and resource allocation.
Competency
Strategies to develop, improve, and sustain educators' ability to implement an Effective Innovation as intended in order to achieve desired outcomes. Includes items related to fidelity, selection, training, and coaching.
Data System for Decision Making
Strategies for collecting, analyzing, communicating, and responding to data in ways that result in continuous improvement of systems and supports for educators to implement practices supported by evidence.

Drivers Best Practices Assessment. The Drivers Best Practices Assessment (DBPA) was developed to assist organizations in assessing their current supports and resources for high-quality use of selected practices supported by evidence and is intended for use at the school level. Specifically, organizations can use the DBPA to: identify strengths and opportunities for improvement in their current supports and resources; select implementation best practices to strengthen staff competency and organizational practices; and provide an implementation team with a structured process to develop an action plan and data to monitor progress. The DBPA includes 30 items that fall within seven subscales across two broad scales (see Table 1) that represent Implementation Drivers or core components of infrastructure needed to support practice, organizational, and systems change (Fixsen et al., 2005).

Table 1. Description of Drivers Best Practices Assessment Scales

Competency Drivers
Strategies to develop, improve, and sustain educators' ability to implement an Effective Innovation as intended in order to achieve desired outcomes. Competency Drivers items address fidelity, selection, training, and coaching.
Organization Drivers
Strategies for analyzing, communicating, guiding, and responding to data in ways that result in continuous improvement of supports for staff to use the selected program or practice. Organization Drivers include Decision Support Data System, Facilitative Administration, and Systems Intervention.

References

Aarons, G. A., Cafri, G., Lugo, L., & Sawitzky, A. (2012). Expanding the domains of attitudes towards evidence-based practice: The Evidence-based Practice Attitude Scale-50. *Administration and Policy in Mental Health and Mental Health Services Research*, *39*(5), 331-340. doi:10.1007/s10488-010-0302-3

Begeny, J., Upright, J., Easton, J., Ehrenbock, C., & Tunstall, K. (2013). Validity estimates and functionality of materials and procedures used to monitor the implementation integrity of a reading intervention. *Journal of Applied School Psychology*, *29*, 284-304. doi:10.1080/15377903.2013.810187

Bess, K. D., Perkins, D. D., & McCown, D. L. (2011). Testing a measure of organizational learning capacity and readiness for transformational change in human services. *Journal of Prevention & Intervention in the Community, 39*, 35-49. doi:10.1080/10852352.2011.530164

Fixsen, D., Naoom, S., Blase, K., Friedman, R., & Wallace, F. (2005) *Implementation research: A synthesis of the literature*. Tampa, FL: National Implementation Research Network. Retrieved from https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/NIRN-MonographFull-01-2005.pdf

Goldring, E. B., Mavrogordato, M., & Haynes, K. T. (2015). Multisource principal evaluation data: Principals' orientations and reactions to teacher feedback regarding their leadership effectiveness. *Educational Administration Quarterly, 51*, 572-599. doi:10.1177/0013161X14556152

Greenberg, M. T., Domitrovich, C. E., Graczyk, P., & Zins, J. E. (2005). The study of implementation in school-based preventive interventions: Theory, research and practice (Volume 3). Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration.

Holt, D., et al. (2007). "Readiness for organizational change: The systematic development of a scale." *Journal of Applied Behavior Sciences 43:* 232 - 255.

Landenberger, N. A., & Lipsey, M. W. (2005). The positive effects of cognitive-behavioral programs for offenders: A meta-analysis of factors associated with effective treatment. *Journal of Experimental Criminology, 1,* 451-476. doi:10.1007/s11292-005-3541-7

Mihalic, S. F., & Irwin, K. (2003). Blueprints for violence prevention: From research to real-world settings—factors influencing the successful replication of model programs. *Youth Violence and Juvenile Justice, 1*, 1-23. doi:10.1177/1541204003255841.

Olds, D. L., Hill, P. L., O'Brien, R., Racine, D., & Moritz, P. (2003). Taking preventive intervention to scale: The nurse-family partnership. *Cognitive and Behavioral Practice, 10*, 278-290. doi:10.1016/S1077-7229(03)80046-9

Rubenstein, L. V., et al. (2014). Assessing Organizational Readiness for Depression Care Quality Improvement: Relative Commitment and Implementation Capability. *Implementation Science* 9(1).

Schoenwald, S. K., Sheidow, A. J., & Letourneau, E. J. (2004). Toward effective quality assurance in evidence-based practice: Links between expert consultation, therapist fidelity, and child outcomes. *Journal of Clinical Child and Adolescent Psychology, 33*(1), 94-104. doi:10.1207/S15374424JCCP3301_10

Snyder, P. A., Hemmeter, M. L., Fox, L., Crowe Bishop, C., & Miller, M. D. (2013). Developing and gathering psychometric evidence for a fidelity instrument. *Journal of Early Intervention, 35*, 150-172. doi:10.1177/1053815113516794

St. Martin, K., Ward, C., Fixsen. D. L., Harms, A., & Russell, C. (2015). *Regional Capacity Assessment.* Chapel Hill, NC: National Implementation Research Network, University of North Carolina at Chapel Hill.

Ward, C., Cusumano, D., Metz, A., Louison, L., & Loper, A. (2019). *State Capacity Assessment (v.26).* Chapel Hill, NC: University of North Carolina at Chapel Hill. Based on: Fixsen, D.L., Ward, C. S., Duda, M.A., Horner, R. & Blase, K.A. (2015). *State Capacity Assessment (SCA) for Scaling Up Evidence-based Practices (v. 25.2).*

Ward, C., Harms, A., St. Martin, K., Cusumano, D., Levy, R., & Russell, C. (2019). Regional Capacity Assessment Technical Manual. National Implementation Research Network, University of North Carolina at Chapel Hill.

Ward, C., Metz, A., Louison, L., Loper, A., & Cusumano, D. (2018). *Drivers Best Practices Assessment.* Chapel Hill, NC: National Implementation Research Network, University of North Carolina at Chapel Hill. Based on: Fixsen, D.L., Blase, K., Naoom, S., Metz, A., Louison, L., & Ward, C. (2015). *Implementation Drivers: Assessing Best Practices.* Chapel Hill, NC: National Implementation Research Network, University of North Carolina at Chapel Hill.

Ward, C., St. Martin, K., Horner, R., Duda, M., Ingram-West, K., Tedesco, M., Putnam, D., Buenrostro, M., & Chaparro, E. (2015). *District Capacity Assessment*. Chapel Hill, NC: University of North Carolina at Chapel Hill.

Ward, C., St Martin, K., Harns, A., &. Russell, C. (2018). *District Capacity Assessment: Development of a Tool to Support Implementation of Education Practices and Innovations.* Manuscript submitted for publication.

Weiner, B. (2009). A theory of organizational readiness for change. *Implementation Science 4(1)*: 67.

Weiner, B., et al. (2008). "Conceptualization and measurement of organizational readiness for change: a review of the literature in health services research and other fields." *Med Care Res Rev 65:* 379 - 436.

Adult Learning Theory (AEM)

Cox, E. (2015). Coaching and adult learning: Theory and practice. *New Directions for Adult and Continuing Education, 2015*(148), 27-38.

Adults need to know. They need to know how the content is related to the real-world problems; 2. Adults learn only when they are ready to learn and when they have a need to learn; 3. Adults have their life and work experience, that influences what they learn and can even hinder the learning of new things; 4. Adults are self-directed -as people grow older and mature they become more self-directed in their learning; 5. Adults are internally motivated for the most part, though they can respond to external motivators as bigger salary or new job offer; 6. Adults think about their learning as a life-centered activity, they are not interested to learn information which is not related to their life.

Condelli, L., Kirshstein, R., Silver-Pacuilla, H., Reder, S., & Wrigley, H.S. (2010). *Changing the Odds: Informing policy with research on how adult learners succeed*. American Institutes for Research.

Research has identified the barriers adult learners face in attaining their education and English proficiency goals, entering and advancing in employment, succeeding in postsecondary education and training, and navigating service systems. Most adult learners face long odds in trying to meet these goals. What would it take to address these barriers and produce better outcomes? What policies, focused investments, and public-private partnerships would help change the odds? The American Institutes for Research (AIR) hosted a Symposium, *Changing the Odds: Informing Policy with Research on How Adult Learners Succeed*, on September 16, 2009. The panelists and participants discussed innovative solutions and collaborations for supporting today's low-skilled adult learners and challenges to improving adult education and workforce development outcomes facing the nation.

Dunst, C.J., & Trivette, C.M. (2009). Let's be PALS: An evidence-based approach to professional development. *Infants & Children, 22*(3), 164-176.

An evidence-based approach to professional development is described on the basis of the findings from a series of research syntheses and meta-analyses of adult learning methods and strategies. The approach, called PALS (Participatory Adult Learning Strategy), places major emphasis on both active learner involvement in all aspects of training opportunities and instructor/trainer-guided learner experiences. The use of PALS practices has been found to be associated with improved learner knowledge, use, and mastery of different types of intervention practices. Implications for in-service training are described.

Fitzgeral, C.J., Laurian-Fitzgerald, S., & Popa, C. (Eds.). (2018). *Handbook of Research on Student-Centered Strategies in Online Adult Learning Environments*. IGI Global.

As traditional classroom settings are transitioning to online environments, teachers now face the challenge of using this medium to promote effective learning strategies, especially when teaching older age groups. Because adult learners bring a different set of understandings and skills to education than younger students, such as more job and life experiences, the one-size-fits-all approach to teaching does not work, thus pushing educators to create a student centered approach for each learner. The "Handbook of Research on Student-Centered Strategies in Online Adult Learning Environments" is an important resource providing readers with multiple perspectives to approach issues often associated with adult learners in an online environment. This publication highlights current research on topics including, but not limited to, online competency-based education, nontraditional adult learners, virtual classrooms in public universities, and teacher training for online education. This book is a vital reference for online

trainers, adult educators, university administrators, researchers, and other academic professionals looking for emerging information on utilizing online classrooms and environments in student-centered adult education.

Goetzman, D. (2012). *Dialogue Education Step by Step: A Guide for Designing Exceptional Learning Events*. Montpelier, VT: Global Learning Partners

The 4 A's of Adult Learning

- **ANCHOR** the content within the learner's experience;
- **ADD** new information;
- Invite the learner to **APPLY** the content in a new way or situation;
- Ask the learner to decide how or what he or she will take **AWAY** and use this learning in the future.

Griffiths, K. & Campbell, M. (2009). Discovering, applying, and integrating: The process of learning in coaching. *International Journal of Evidence Based Coaching and Mentoring*, *7*(2), 16-31.

Professional coaching is a rapidly expanding field with interdisciplinary roots and broad application. However, despite abundant prescriptive literature, research into the process of coaching is minimal. Similarly, although learning is inherently recognised in the process of coaching, the process of learning in coaching is little understood and learning theory makes up only a small part of the evidence-based coaching literature. In this grounded theory study of coaches and their clients, the process of learning in coaching across a range of coaching models is examined and discussed. The findings demonstrate how learning in coaching emerged as a process of discovering, applying and integrating new knowledge, which culminated in a process of developing. This process occurred through eight key coaching processes shared between coaches and clients and combined a multitude of learning theories.

Griffiths and Campbell (2009) propose that educational coaching is a process of discovering, applying and integrating new knowledge and suggested a learning model with student goals as the main driver of the learning. More recent work of Griffiths (2015) posits that adult and lifelong learning are well-aligned with the stages of the coaching process and proposes a coaching-learning model that places the adult learner at the center of the model where the individual's need to know something and their readiness to learn contributes toward the achievement of goals and learning outcomes (Griffiths, 2015). "This model would be brought alive through a transformational learning-alliance between coach and learner, thereby providing a goal-directed, action-based coaching framework facilitated through processes such as active listening, powerful questioning, problem-solving, self-regulation and observation."

Griffiths, K. (2015). Personal Coaching: Reflection on a Model for Effective Learning. *Journal of Learning Design*, *8*(3), 14-28.

In suggesting a combined coaching-learning model (see Figure 2), a shift in educational approach is required. Currently in formal educational contexts such as schools, colleges and universities, learning outcomes are dictated by a curriculum which is then delivered "unto" students and results in the achievement of educational goals as set down by a regulatory board. In contrast, a model for learning in which a "coach approach" is adopted would place students' personal goals at its pinnacle. Thus, as in adult learning, a student's individual need to know and readiness to learn would dictate their development towards their goals and in turn deliver learning outcomes. This model would be brought alive through a transformational learning-alliance between coach and learner, thereby providing a goal-directed, action-based coaching framework facilitated through processes such as active listening, powerful questioning, problem-solving, self-regulation and observation.

Knowles, M. (1975). *Self-Directed Learning: A Guide for Learners and Teachers*. Chicago, IL: Follett Publishing Company.

The self-directed learning guide consists of three parts: The Learner, The Teacher, and Learning Resources. Part 1 contains four inquiry projects which examine the importance of self-directed learning, its assumptions, required competencies, and learning plan design. The nature of the inquiry between author and teacher in Part 2 is to explore the implications for teachers of having self-directed learners as students. Knowles visualizes the teacher role as that of facilitator of learning rather than teacher, procedural guide rather than content transmitter. The reader is led through a semester graduate course in "The Nature of Adult Education," taught by the author, where the teacher performs as a facilitator and resource to self-directed learners. Part 3 consists of 15 learning resources: a comparison of assumptions and processes, competencies of self-directed learning, a learning contract, descriptions of self-directed learners, relationship-building exercises, a consultation skill-practice exercise, a self-assessment exercise, a content-course self-assessment instrument, guidelines for stating objectives, questioning strategies/techniques, relating methods to objectives, exercises in reading a book proactively and using human resources proactively, types of evidence for different objectives, and examples of rating scales. The appendix contains guidelines for contract learning.

The meaning of the term andragogy, which is a learning theory coined by Malcolm Knowles (1975), is rooted in Greek meaning “man-led” as compared to pedagogy, or “child-led.” Knowles coined this term and his theory of andragogy and developed adult learning principles which state that adult learning is internally motivated and self-directed, and brings in life experiences and knowledge Adults who are learning something new are focused on a goal in their learning, and that learning needs to be relevant to their lives as well as practical. Additionally, adults are more apt to be more successful in their learning if they feel respected (Knowles, 1975).

Krasnoff (2015). *Leadership Coaching: Evidence-based practices*. Northwest Comprehensive Center at Education Northwest. https://nwcc.educationnorthwest.org/sites/default/files/practice-brief-leadership-coaching.pdf

This is why school districts are increasingly deploying leadership coaches to help school principals develop the leadership and interpersonal skills they need to effectively lead teams of teachers through organizational upheaval and transformation. Transformational leadership coaching, as a model for professional development and school improvement, has been shown to be an effective approach to producing necessary changes (Reeves, 2009). This paper is a review of literature related to leadership coaching, best practices identified by those working in the field of leadership (or principal) coaching, and an extrapolation of the evidence based on the literature.

McCarthy, G. (2015). Motivating and enabling adult learners to develop research skills. *Australian Journal of Adult Learning*, *55*(2), 309.

Adult learners undertaking a coursework masters are understandably nervous about undertaking research projects. However if done well, such projects represent a way to encourage the quantity and quality of practitioner research, which is important in all management disciplines, not only the emerging discipline of coaching. This paper offers an alternative to the individual master-apprentice model to which many research students are still exposed. Addressing the motivational needs identified in self-determination theory (autonomy, competence and relatedness) as well as self-efficacy and incorporating good practices in feedback, it outlines a way to make the process of learning how to do research more engaging than

sitting listening to lectures. The paper reports the findings of a survey of the participants in the 2012 cohort who were asked if their competence and confidence in undertaking a research project had changed before and after undertaking the class, and if so, to list what they, their peers or staff had done to contribute to this change. The paper concludes that the approach offers a useful way to help adult learners develop research skills.

McCarthy (2015) demonstrates that when adult learners were allowed to choose their own research projects that they found relevant to their own lives, and the teacher utilized a coaching model rather than a lecture model, the result was a learning environment where the learners were able to build upon their existing strengths and develop and expertise in their researching skills as well as an appreciation for the research process.

Next Steps New Hampshire (2019). Implementation Science and PALS. Retrieved from: https://nextsteps-nh.org/about-us/implementation-science-and-pals/

Project READ (2019). Implementation Science. Retrieved from https://caspdg.org/implementation.html

Roessger, K.M. (2016). Skills-based learning for reproducible expertise: Looking elsewhere for guidance. *Journal of Vocational Education & Training, 68*(1), 118-132.

Despite the prevalence of adult skills-based learning, adult education researchers continue to ignore effective interdisciplinary skills-based methods. Prominent researchers dismiss empirically supported teaching guidelines, preferring situational, emancipatory methods with no demonstrable effect on skilled performance or reproducible expertise. This paper presents findings showing empirically supported best bet practices for adult skills-based learning. These findings are synthesised into seven guidelines for skills-based teaching. Educators may use these practices to inform practice and structure learner-centred adaptive training programmes.

Strawn, J. (2015). *Making Skills Everyone's Business: A call to transform adult learning in the United States*. Office of Career, Technical, and Adult Education, U.S. Department of Education.

Skills matter. In the past year, a remarkable convergence of data, analysis, and policy informed us of just how much they matter to individuals, their families and communities, and to the economy overall. This report presents a vision for making adult skill development—*upskilling*—more prevalent, efficient, effective, and convenient. This vision rests on an understanding that foundation skills—the combination of literacy, numeracy, and English language as well as employability skills required for participation in modern workplaces and contemporary life—are a shared responsibility of, and value and benefit to the entire community.

Utah State Office of Education, Utah Multi-Tiered System of Supports, Retrieved from https://ies.gov/ncee/edlabs/regions/west/.../UMTSS_Handbook.pdf

Utilizing implementation science, the UMTSS state implementation team provides ongoing support and coaching to LEAs as they move through the stages of implementation. UMTSS focuses on building the necessary infrastructure for successful and sustainable implementation of MTSS. To support implementation efforts, UMTSS provides access to state and national resources, scaffolds leadership structures, and provides ongoing coaching in data-analysis, problem-solving strategies, and best-practices in MTSS.

Part 6 – Other Attachments
Region 7 Comprehensive Center (R7CC)
Appendix L

R7CC Latest Indirect Cost Rate Agreement

INDIRECT COST RATE AGREEMENT
COMMERCIAL ORGANIZATION

Organization:

RMC Research Corporation
1501 Wilson Boulevard, Suite 400
Arlington, VA 22209

Date: April 25, 2019

Agreement No: 2019-014

Filing Reference: This replaces previous Agreement No. 2017-202
Dated: 12/6/2017

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in the Federal Acquisition Regulations.

Section I - Rates and Bases

Type	From	To	Rate	Base	Applicable To
Final	1/1/2017	12/31/2017	99.6%	SW	Labor O/H
Final	1/1/2017	12/31/2017	13.8%	TDC	G&A
Provisional	1/1/2018	12/31/2018	95.5%	SW	Labor O/H
Provisional	1/1/2018	12/31/2018	9.9%	TDC	G&A
Provisional	1/1/2019	12/31/2019	96.0%	SW	Labor O/H
Provisional	1/1/2019	12/31/2019	9.9%	TDC	G&A

Distribution Base:

SW Total direct salaries and wages.

TDC Total direct costs plus labor overhead.

Applicable To:

Labor O/H Overhead

G&A General and Administrative

Treatment of Fringe Benefits:
The cost of vacation, holiday, sick leave pay and other paid absences are included in the organization's fringe benefit rate and are not included in the direct cost of salaries and wages. Claims for direct salaries and wages must exclude those amounts paid or accrued to employees for periods when they are on vacation, holiday, and sick leave or are otherwise absent from work.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than $1,500.

Section II – Particulars

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

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

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

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

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

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

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

Section III - Special Remarks

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

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

Section IV – Approvals

For the Organization:

RMC Research Corporation
1501 Wilson Boulevard, Suite 400
Arlington, VA 22209

Signature

PRADIP TANNA
Name

CONTROLLER
Title

04/26/2019.
Date

For the Federal Government:

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

Frances Outland Digitally signed by Frances Outland Date: 2019.04.25 15:53:27 -04'00'

Signature

Frances Outland
Name

Director, Indirect Cost Division
Title

April 25, 2019
Date

Negotiator: Andre Hylton
Telephone Number: (202) 245-7568

Part 6 – Other Attachments
Region 7 Comprehensive Center (R7CC)
Appendix M

R7CC References

APPENDIX M
References

ACT, Inc.. (2017). *The condition of college and career readiness* 2017. Princeton, NJ: ACT. Retrieved from http://www.act.org/content/dam/act/unsecured/documents/cccr2017/CCCR_National_2017.pdf

Alabama Department of Education. (2018a). *Quick facts 2017-2018*. Retrieved from https://www.alsde.edu/sec/comm/Quick%20Facts/QF-2018-Online.pdf

Alabama Department of Education. (2018b). *2017-2018 Emergency and provisional certificate: Teacher data.* Retrieved from https://www.alsde.edu/dept/erc/ERC%20Other%20Data/Teacher%20Certification-Emergency%20and%20Provisional%20Certificate%20Teacher%20Data.pdf#search=teacher%20certification

Anderson, S. E., Leithwood, K., Seashore Louis, K. S, & Wahlstrom, A. L. (2010). *Learning from Leadership: Investigating the links to improved student Learning: Final report of research to The Wallace Foundation.* Minneapolis, MN: University of Minnesota.

Bacevich, A., & Salinger, T. (2006). *Lessons and recommendations from the Alabama Reading Initiative: Sustaining focus on secondary reading.* Washington, DC: American Institutes for Research.

Baek-Kyoo, J. (2005). *Executive coaching: a conceptual framework from an integrative review of practice and research*. Human Resource Development Review, 4, 462-488.

Balfanz, R., MacIver, D. J., & Byrnes, V. (2006). The implementation and impact of evidence-based mathematics reforms in high-poverty middle schools: A multi-site, multi-year study. *Journal for Research in Mathematics Education*, *37*(1), 33-64.

Barber, M. and Fullan, M. (2005, March). Tri-level development: Putting systems thinking into action. *Education Week*, *24*(25), 34-35. Retrieved on April 20, 2019 from https://www.edweek.org/ew/articles/2005/03/02/25fullan.h24.html

Barth, P., Dillon, N., Holland-Higgins, B., & Hull, J. (2016).*Fixing the holes in the teacher pipeline: An overview of teacher shortages* [White paper]. Alexandria,VA: Center for Public Education. Retrieved from: www.centerforpubliceducation.org/system/files/Teacher%20Shortage_0.pdf

Bean, R. M., Draper, J. A., Hall, V., Vandermolen, J., & Zigmond, N. (2010). Coaches and coaching in Reading First schools: A reality check. *The Elementary School Journal*, *111*, 87–114.

Berquist, K. M. & Philips, S. (1999). *A book review of executive coaching: An appreciative inquiry approach.* Sacramento, CA: Pacific Soundings Press.

Blase, K. (2009). Technical Assistance to Promote Service and System Change. Roadmap to Effective Intervention Practices #4. Tampa, Florida: University of South Florida, Technical Assistance Center on Social Emotional Intervention for Young Children.

Blase, K. A., Fixsen, D. L., Naoom, S. F., & Wallace, F. (2005). *Operationalizing implementation: Strategies and methods.* Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute.

Blase, K. A., Fixsen, D. L., & Phillips, E. L. (1984). *Residential treatment for troubled children: Developing service delivery systems.* In S. C. Paine, G. T. Bellamy, & B. Wilcox (Eds.), Human services that work: From innovation to standard practice (pp. 149-165). Baltimore: Paul H. Brookes Publishing.

Blase, K. A, Fixsen, D. L., Sims, B. J., & Ward, C. S. (2015). Implementation Science – Changing Hearts, Minds, Behavior, and Systems to Improve Educational Outcomes. Paper presented at the Wing Institute's Ninth Annual Summit on Evidence-Based Education, Berkeley, CA.

Blase, K., Kiser, L., & Van Dyke, M. (2013). *The Hexagon Tool: Exploring context.* Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.

Bolt, S. E. (2005). Reflections on practice within the Heartland problem-solving model: The perceived value of direct assessment of students. *The California School Psychologist*, *10*, 65–79.

Branch, G., Hanushek, E. A., & Rivkin, S. (2013). Measuring the impact of effective principals. *Education Next*, *13*(1).

Brosnan, P., & Erchick, D. (2010, October). Mathematics coaching and its impact on student achievement. Paper presented at the annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Columbus, OH. Retrieved from http://www.pmena.org/pmenaproceedings/PMENA%2032%202010%20Proceedings.pdf

Bryk A. S. (2009). Support a science of performance improvement. *Phi Delta Kappan*, *90*, 597-600.

Bryk, A. S., Gomez, L., Grunow, A., & LeMahieu, P. (2015). *Learning to improve: How America's schools can get better at getting better.* Cambridge, MA: Harvard Education Publishing.

Bryk A. S., Gomez L. M., & Grunow, A. (2011). *Getting ideas into action: Building networked improvement communities in education*. Stanford, CA: Carnegie Foundation for the Advancement of Teaching. Retrieved from https://www.carnegiefoundation.org/wp-content/uploads/2014/09/bryk-gomez_building-nics-education.pdf

Bryk, A. S., Sebring, P. B., Allensworth, E., Easton, J. Q., & Luppescu, S. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: University of Chicago Press.

Burnett, D. (2016). ESSA poses capacity challenges for State Education Agencies. *Education Week*, *35*(18), 22-23. Retrieved from https://www.edweek.org/ew/articles/2016/01/20/essa-poses-capacity-challenges-for-state-education.html

Campbell, P. F., & Malkus, N. N. (2011). The impact of elementary mathematics coaches on student achievement. *The Elementary School Journal*, *111*, 430–454.

Carnegie Corp. *A nation prepared: Teachers for the 21st century. The report of the task force on teaching as a profession*. Hyattsville MD: Carnegie Corp.

Carver-Thomas, D. (April 2018). *Diversifying the teaching profession: How to recruit and retain teachers of color.* Washington, DC: Learning Policy Institute.

Carver-Thomas, D., & Darling-Hammond, L. (2017). *Teacher turnover: Why it matters and what we can do about it.* Palo Alto, CA: Learning Policy Institute.

Casey, L., Di Carlo, M., Bond, B., & Quintero, E. (2015). *The state of teacher diversity in American education*. Washington, DC: Albert Shanker Institute. Retrieved from http://www.shankerinstitute.org/sites/shanker/files/The%20State%20of%20Teacher%20Diversity_0.pdf

Center on Instruction (2008). *Leading for reading: An introductory guide for K-3 reading coaches*. Portsmouth, NH: RMC Research Corporation. Retrieved from https://www.centeroninstruction.org/497-leading-for-reading-facilitators-guide

Center on School Turnaround. (2017). *Four domains for rapid school improvement: A systems framework.* Sacramento, CA: WestEd. Retrieved from https://centeronschoolturnaround.org/wp-content/uploads/2018/03/CST_Four-Domains-Framework-Final.pdf

Center for School Turnaround (2016). *Annual state education agency survey.* San Francisco, CA: WestEd.

Chetty, R., Friedman, J. N., & Rockcoff, J. E. (2011). *The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood* (Working Paper 17699). Cambridge, MA: National Bureau of Economic Research. Retrieved from http://www.nber.org/papers/w17699.

Choudhury, S. H. (2001). Fostering successful technical assistance partnerships: Input paper for the UNCDF/SUM and UNDP Africa Global Meeting May 30 to June 1, 2001Young and Promising Microfinance Institutions. New York: United Nations Capital Development Fund/Special Unit for Microfinance. Retrieved from http://www.uncdf.org/english/microfinance/uploads/thematic/02-Asa-SuccessfulTA-Final.pdf

Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (March 2007). *How and why do teacher credentials matter to student achievement.* Washington, D.C.: Calder Urban Institute.

Coburn, C. (2003). Rethinking scale: Moving beyond numbers to deep and lasting change. *Educational Researcher*, *32*(6), 3-12.

Coburn, C. E., Hill, H. C., & Spillane, J. P. (2016). Alignment and accountability in policy design and implementation: The Common Core State Standards and implementation research. *Educational Researcher*, *45*, 243-251. https://doi.org/10.3102/0013189X16651080

Cohen-Vogel, L., Tichnor-Wagner, A., Allen, D., Harrison, C., Kainz, K., Rose Socol, A., & Xing, Q. (2015). Implementing educational innovations at scale: Remaking researchers into improvement scientists. *Educational Policy*, *29*, 257-277.

College Board. (2018). *AP Program Results: Class of 2018.* Princeton, NJ: The College Board. Retrieved from https://reports.collegeboard.org/ap-program-results/class-2018-data

Computer Science for Mississippi (CS4MS). (2018). Retrieved from https://cs4ms.org/2016/08/the-cs4ms-pilot/

Coniam, S. (2010, October). *Mathematics coaching and its impact on urban fourth grade students' mathematics proficiency on high stakes testing.* Paper presented at the annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Columbus, OH. Retrieved from http://www.pmena.org/pmenaproceedings/PMENA%2032%202010%20Proceedings.pdf

Cross, F. (2017). *Teacher shortage areas: Nationwide listing 1990-1991 through 2017-2018* (OMB 1840-0595). Washington, DC: U.S. Department of Education, Office of Postsecondary Education. Retrieved from https://www2.ed.gov/about/offices/list/ope/pol/ateachershortageareasreport2017-18.pdf

Curtis, R. (2013). *Finding a new way: Leveraging teacher leadership to meet unprecedented demands.* Washington, DC: Aspen Institute.

Daniels, V. S., & Sandler, I. (2008). Use of quality management methods in the transition from efficacious prevention programs to effective prevention services. *American Journal of Community Psychology*, *41*, 250-261. doi:10.1007/s10464-008-9170-3

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: ASCD.

Darling-Hammond, L. & Ball, D. (1998). *Teaching for high standards: What policy makers need to know and be able to do*. University of Pennsylvania: Consortium for Policy Research in Education.

Ernst, C., & Chrobot-Mason, D. (2011). *Boundary spanning leadership: Six practices for solving problems, driving innovation, and transforming organizations*. New York: McGraw Hill.

ExcelinEd. (2018). *College and career pathways: equity and access.* Tallahassee, FL: Foundation for Excellence in Education. Retrieved from https://www.excelined.org/wp-content/uploads/2018/10/ExcelinEd.Report.CollegeCareerPathways.CRDCAnalysis.2018.pdf

Fielding, L., Kerr, N., & Rosier, P. (2007). Annual growth for all students: Catch-up growth for those who are behind. Kennewick, WA: New Foundation Press.

Fixsen, D. L., Blase, K. A., Duda, M. A., Naoom, S. F., & Van Dyke, M. (2010). Sustainability of evidence-based programs in education. *Journal of Evidence-Based Practices*, *11*(1), 30-46.

Fixsen, D. L., Blase, K. A., Horner, R., & Sugai, G. (2009, February). *Scaling-up evidence- based practices in education.* Scaling-up Brief #1. Chapel Hill: The University of North Carolina, FPG, SISEP.

Fixsen, D., Blase, K., Metz, A., & Van Dyke, M. (2015). Implementation Science. *International Encyclopedia of the Social and Behavioral Sciences*, *11*, 695-702.

Fixsen, D. L., Blase, K. A., Metz, A., & Van Dyke, M. (2013). Statewide implementation of evidence-based programs. *Exceptional Children*, *79*, 213-230.

Fixsen, D. L., Blase, K. A., & Van Dyke, M. K. (2011). Mobilizing communities for implementing evidence-based youth violence prevention programming: A commentary. *American Journal of Community Psychology*, *48*, 133-137.

Fixsen, D., Blase, K., Ward, C., Jackson, K. R., & Coffey, J. (2018). *Developing education capacity for change.* Manuscript in preparation.

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation research: A synthesis of the literature* (FHMI Publication #231). Tampa, FL: University of Southern Florida, Louis de la Parte Mental Health Institute, the National Implementation Research Network.

Florida Department of Education. (2018). *Every Student Succeeds Act State Plan*. Tallahassee, FL: FLDOE. Retrieved from http://www.fldoe.org/core/fileparse.php/14196/urlt/FL-ESSA-StatePlan.pdf

Florida Department of Education. (2018). *PK-12 Portal: Enrollment*. Tallahassee, FL: FLDOE. Retrieved from https://edstats.fldoe.org/SASWebReportStudio/gotoReportSection.do?sectionNumber=1

Fullan, M. (2006). *Change theory: A force for school improvement* (Paper No. 157). Australia: Centre for Strategic Education.

Gais, T., Malatras, J., & Wagner, A. (July 2017). *A background on potential teacher shortages in the United States.* New York: SUNY Rockefeller Institute of Government.

Gates, S. M., Baird, M. D., Master, B. K., & Chavez-Herrerias, E. R. (2019). *Principal pipelines: A feasible, affordable, and effective way for districts to improve schools*. Santa Monica, CA: RAND Corporation. Retrieved from https://www.rand.org/pubs/research_reports/RR2666.html

Geiger, A. (2018). *America's public school teachers are far less racially and ethnically diverse than their students.* Pew Research.

Gershenson, S., Hart, C., Hyman, J., Lindsay, C., & Papageorge, N. W. (2017). *The long-run impacts of same-race teachers* (IZA DP No. 10630). Bonn, Germany: Institute of Labor Economics. Retrieved from http://ftp.iza.org/dp10630.pdf

Goldhaber, D., & Hansen, M. (2010). Race, gender, and teacher testing: How informative a tool is teacher licensure testing? *American Educational Research Journal, 47*, 218-251. doi: 10.3102/0002831209348970

Goldring, R., & Taie, S. (2018). *Principal attrition and mobility: Results from the 2016-17 principal follow-up survey* (NCES 2018-066). Washington DC: United States Department of Education, National Center for Education Statistics. Retrieved from https://nces.ed.gov/pubs2018/2018066.pdf

Google Inc. & Gallup Inc. (2017). *Computer science learning: Closing the gap* (Issue Brief No. 4). Retrieved from https://goo.gl/hYxqCr

Griffin, A. & Tackie, H. (2016). *Through our eyes: Perspectives and reflections from Black teachers and Through our eyes: Perspective and reflections from Latino teachers*. Washington, D.C.: Education Trust.

Griffiths, A. J., Parson, L. B., Burns, M. K., VanDerHeyden, A., & Tilly, W. D. (2007). *Response to intervention: Research for practice.* Alexandria, VA: National Association of State Directors of Special Education.

Grissom, J. A., & Loeb, S. (2011). Triangulating principal effectiveness: How perspectives of parents, teachers, and assistant principals identify the central importance of managerial skills. *American Educational Research Journal, 48*, 1091–1123.

Hallinger, P. & Heck, R. H. (2003). Understanding the principal's contribution to school improvement. In Wallace, M. and Poulson, L. (Eds.), *Learning to read critically in educational leadership and management* (pp. 215–235). London: Sage Publishers.

Handal, B., Watson, K., Petocz, P., & Maher, M. (2018). Choosing to teach in rural and remote schools: The zone of free movement. *Education Research and Perspectives: An International Journal*, *45*(1), 1-32. Retrieved from http://www.erpjournal.net/wp-content/uploads/2018/04/01_ERPV45_Handal.pdf

Hanushek, E., Kain, J. F., O'Brien, D., & Rivkin, S.G. (2005). *The market of teacher quality*. Stanford, CA: Stanford University.

Haycock, K. (1998). *Good teaching matters: How well qualified teachers can close the gap*. Washington, D.C.: Education Trust.

Hedberg, C. (2018). *Evidence Use in Massachusetts School Districts.* Springfield, MA: Massachusetts Department of Elementary and Secondary Education, Office of Planning and Research. Retrieved from http://www.doe.mass.edu/research/reports/2018/08evidence.docx

Heifetz, R. A., & Laurie, D. L. (1997). The work of leadership. *Harvard Business Review*, *75*, 124-134.

Herman, R., Gates, S. M., Arifkhanova, A., Barrett, M., Bega, A., Chavez-Herrerias, E. R., Han, E., Harris, M., Migacheva, K., Ross, R., Leschitz, J. T., & Wrabel, S. L. (2017). *School leadership interventions under the Every Student Succeeds Act: Evidence review*. Santa Monica, CA: The RAND Corporation. Retrieved from https://www.rand.org/pubs/research_reports/RR1550-3.html

Higgins, M. C., Weiner, J., & Young, L. (2012). Implementation teams: A new lever for organizational change. *Journal of Organizational Behavior*, *33*, 366-388.

Hoyer, K. M., Malkus, N., & Sparks, D. (2015). *Teaching vacancies and difficult to staff teaching positions in public schools. Stats in Brief.* Washington, D.C.:US Department of Education: NCES.

Hussar, W. J., & Bailey, T. M. (2019). *Projections of education statistics to 2027* (NCES 2019-001). Washington, DC: United States Department of Education, National Center for Education Statistics.

Ingersoll, R. M., & May, H. (2011). *Recruitment, retention and the minority teacher shortage. CPRE Research Report #RR-69*. Philadelphia, PA: Consortium for Policy Research in Education, University of Pennsylvania.

Ingersoll, R. M. (2016, December). *Why schools have difficulty staffing their classrooms with qualified teachers?* Presentation of research at the Talent for Turnaround Leadership Academy, Washington, DC.

Ingersoll, R. M.; Sirinides, P., & Dougherty, P. (2017). *School leadership, teachers' roles in school decision making, and student achievement*. CPRE Working Papers.

Interstate Teacher Assessment and Support Consortium (InTASC). (2013). *InTASC model core teaching standards and learning progressions for teachers 1.0.* Washington, D.C.: Council of Chief State School Officers.

Jochim, A. & Gross, B. (Eds.). (2016). *Maximizing opportunities under ESSA. The SEA of the Future, 6.* San Antonio, TX: Building State Capacity & Productivity Center at Edvance Research, Inc.

Joyce, B., & Showers, B. (2002). *Student achievement through staff development (3rd ed.).* Alexandria, VA: Association for Supervision and Curriculum Development.

Katz, J. & Wandersman, A. (2016). *Technical assistance to enhance prevention capacity: A research synthesis of the evidence base*. *Prevention Science, 17*, 417-428. doi: 10.1007/s11121-016-0636-5

Kilbane, C. R & Milman, N. B. (2013). *Teaching models: Designing instruction for 21st century learners*. New York: Pearson

Knowles, M. S., Holton III, E. F., & Swanson, R. A, (2015.) *The adult learner: The definitive classic in adult education and human resource development, 8th Edition*. New York: Routledge.

Kubiak, T. M. & Benbow, D. W. (2009). *The Certified Six Sigma Black Belt Handbook*, 2nd edition, ASQ Quality Press.

Latterman, K., & Steffes, S. (2017). Tacking teacher and principal shortages in rural areas. *LegisBriefs, 25* (40). Denver, CO: National Conference of State Legislatures. Retrieved from http://www.ncsl.org/research/education/tackling-teacher-and-principal-shortages-in-rural-areas.aspx

Lavalley, M. (2018). *Out of the Loop: Rural schools are largely left out of research and policy discussions, exacerbating poverty, inequity, and isolation*. Alexandria, VA: Center for Public Education, National School Boards Association.

Learning Forward. (2011). *Learning designs*: *Standards for professional learning*. Oxford, OH: Learning Forward. Retrieved from https://learningforward.org/standards/learning-designs

Literacy-Based Promotion Act of 2013, MS Code § 37-177-1 (2014).

Louis, K. S., Leithwood, K., Wahlstrom, K. L., Anderson, S. E. (2010). *Learning from leadership: Investigating the links to improved student learning. Final report of research to the Wallace Foundation.* New York: The Wallace Foundation.

Madon, T., Hofman, K. J., Kupfer, L., & Glass, R. I. (2007). Public health. Implementation science. *Science*, *318*, 1728-1729.

Maranto, R., & Shuls, J. (2012). How do we get them to the farm?: Efforts to improve rural teacher recruitment and retention in Arkansas. *Rural Educator, 34*(1), 1-9. Retrieved from http://files.eric.ed.gov/fulltext/EJ1000101.pdf

Marzano, B., Carbaugh, B., Toth, M. (2007). *The Marzano focused teacher evaluation model.* West Palm Beach, FL: Learning Sciences Marzano Center.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). School leadership that works: From research to results. Alexandria, VA: ASCD.

Matsumura, L. C., Garnier, H. E., Correnti, R., Junker, B., & DiPrima Bickel, D. (2010). Investigating the effectiveness of a comprehensive literacy coaching program in schools with high teacher mobility. *The Elementary School Journal*, *111*(1), 35–62.

McCall, R. C., Padron, K., & Andrews, C. (2018). Evidenced-based instructional strategies for adult learners: A review of the literature. *Codex, 4*(4), 29-47.

McIntosh, K., Kim, J., Mercer, S. H., Strickland-Cohen, M. K., & Horner, R. H. (2015). Variables associated with enhanced sustainability of school-wide positive behavioral interventions and supports. *Assessment for Effective Intervention, 40*, 184-191.

McIntosh, K., Mercer, S. H., Nese, R. N. T., & Ghemraoui, A. (2016). Identifying and predicting distinct patterns of implementation in a school-wide behavior support framework. *Prevention Science, 17*, 992-1001.

McIntosh, K., Sterrett, M. H., Nese, R. N., Strickland-Cohen, M. K., & Hoselton, R. (2016). Predictors of sustained implementation of school-wide positive behavioral interventions and support. *Journal of Positive Behavior Interventions, 18*, 209-218. doi: 10.1177/1098300715599737

Means, B., Toyama, Y., Murphy, R., & Baki, M. (2013). The effectiveness of online and blended learning: A meta-analysis of the empirical literature. *Teachers College Record, 115*, 1-47.

Merriam, S.B. (2004). The changing landscape of adult learning theory. Review *of Adult Learning & Literacy, 4*, 199-220.

Metz, A., & Bartley, L. (2012). Active Implementation Frameworks for program success: How to use implementation science to improve outcomes for children. *Zero to Three Journal, 32*(4), 11-18.

Metz, A., Bartley, L., Ball, H., Wilson, D., Naoom, S., & Redmond, P. (2014). Active Implementation Frameworks (AIF) for Successful Service Delivery: Catawba County Child Wellbeing Project. *Research on Social Work Practice*, 1-8.

Metz, A., Naoom, S. F., Halle, T., & Bartley, L. (2015). *An integrated stage-based framework for implementation of early childhood programs and systems*. (OPRE Research Brief 2015-48). Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Metz, A., Ward, C., & Louison, L. (2017). *Increasing the Effectiveness and Agility of Intermediary Organizations to Support Implementation: Reflections from the National Implementation Research Network.* Paper presented at Global Implementation Conference, Ontario, Canada.

Meyers, D. C., Durlak, J. A., & Wandersman, A. (2012). The quality implementation framework: A synthesis of critical steps in the implementation process. *American Journal of Community Psychology, 50*, 462-480.

Mississippi Department of Education. (2018a). *Literacy-Based Promotion Act annual report of performance and student retention*. Jackson, MS: Mississippi Department of Education.

Retrieved from https://www.mdek12.org/sites/default/files/Offices/MDE/SSE/2017-2018-Combined-report-LBPA.pdf

Mississippi Department of Education. (2018b). *Mississippi Succeeds Report Card.* Jackson, MS: Mississippi Department of Education. Retrieved from https://msrc.mdek12.org/ReportCard/?EntityID=0000-000&SchoolYear=2017

Mississippi Department of Education. (2018c). *2018 Student Assessment.* Jackson, MS: Mississippi Department of Education. Retrieved from https://www.mdek12.org/OPR/Reporting/Assessment/2017-18

Mississippi Department of Education. (2017). *Mississippi comprehensive literacy plan: Strong readers = strong leaders.* Jackson, MS: Mississippi Department of Education. Retrieved from https://www.mdek12.org/sites/default/files/mclp-7-16-2017_final-(1).pdf

Mississippi Dual Enrollment and Advanced Placement Task Force (MS DEAP). (2018).*Procedures manual for the state of Mississippi: Dual enrollment & accelerated programs.* Jackson, MS: Mississippi Department of Education. Retrieved from https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/SEC/Course%20Codes/Procedures-Manual-for-the-State-of-Mississippi-Dual-Enrollment-Accelerated-Programs-Fall-2018_0.pdf

Mississippi Succeeds Report Card. (2018). *Mississippi 2017-2018.* Retrieved from https://msrc.mdek12.org/ReportCard/?EntityID=0000-000&SchoolYear=2017

Murphy, J. F. (2004). *Leadership for literacy: Research-based practice, PreK-3*. Thousand Oaks, CA: Corwin Press.

Murphy, J., Elliot, S. N., Goldring, E., & Porter, A. C. (2006). *Learning-centered leadership: A conceptual foundation.* New York: Wallace Foundation.

NAEP Reading Report Card. (2017). *The Nation's Report Card.* Washington, DC: National Center for Education Statistics, U.S. Department of Education, Institute of Education Sciences. Retrieved from https://nces.ed.gov/nationsreportcard/about/organization_governance.aspx

National Association of Secondary School Principals. (2017). *Position statement: Principal shortage*. Reston, VA: NASSP. Retrieved from https://www.nassp.org/policy-advocacy-center/nassp-position-statements/principal-shortage/

National Center for Children in Poverty. (2018). *50 state demographic data generator*. New York: NCCP. Retrieved from http://www.nccp.org/tools/demographics/

The National Commission on Excellence in Education (1983). *A nation at risk: The imperative for educational reform.* Washington, D.C.: US Department of Education.

National Reading Technical Assistance Center. (2010). *How does coaching affect classroom practice?* Portsmouth, NH: RMC Research Corporation.

Neuman, S. B., & Cunningham, L. (2009). Providing books and other print materials for classroom school libraries: A position statement of the International Reading Association. *American Educational Research Journal*, *46*(2), 532-566. Retrieved from https://files.eric.ed.gov/fulltext/ED436715.pdf

Neumerski, C. (August 2012). Rethinking instructional leadership, a review: What do we know about principal, teacher, and coach instructional leadership, and where should we go from here? *Education Administration Quarterly, 49*, 310–347.

Nilsen, P. (2015). Making sense of implementation theories, models, and frameworks. *Journal of Implementation Science*, *10*(1), 53. doi: 10.1186/s13012-015-0242-0.

Osborne-Lampkin, L., & Folsom, J. S. (2017). *Characteristics and career paths of North Carolina school leaders* (REL 2017–230). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from https://files.eric.ed.gov/fulltext/ED573082.pdf

Osborne-Lampkin, L., Folsom, J. S., & Herrington, C. D. (2015). A *systematic review of the relationships between principal characteristics and student achievement* (REL 2016–091). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from https://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=412

Peterson, H. B. (2016). Great moments in global health, and why we are in one now. *Obstetrics and gynecology* (New York. 1953), *128*, 1225-1232. doi:10.1097/AOG.0000000000001742

Proctor, E. K., Powell, B. J., & McMillen, J. C. (2013). Implementation strategies: recommendations for specifying and reporting. *Implementation Science*, *8*(1), 139.

Rangel, V. S. (2018). A review of literature on principal turnover. *Review of Educational Research, 88*, 87-124. doi: 10.3102/0034654317743197

Reeves, D. (2007). New ways to hire educators. *Educational Leadership*, *64*(8), 83-84.

Rentner, D.S., Kober, N., & Braun, M. (2019). *State leader interviews: How states are responding to ESSA's evidence requirements for school improvement*. Washington, DC: Center on Education Policy. https://www.cep-dc.org/displayDocument.cfm?DocumentID=1502

Reosekar, R. S., & Pohekar, S. D. (2014). Six Sigma methodology: A structured review. International *Journal of Lean Six Sigma, 5*, 392-422, doi:10.1108/IJLSS-12-2013-0059.

Rivkin, S., Hanushek, E., & Kain, J. (2005). Teachers, schools and academic achievement. *Econometrica, 73*, 418-458.

RMC Research Corporation. (2018). *Mississippi's Literacy-Based Promotion Act: An inside look.* Tallahassee, FL: The Foundation for Excellence in Education. Retrieved from https://www.excelined.org/wp-content/uploads/2019/03/ExcelinEd.MSGatewaytoSuccess.March2019.pdf

Romney, S. (2011). *From the ivory tower to the Golden Gate: San Francisco's parent training programs.* Paper presented at the Learning & Leadership Summit, San Francisco, CA.

Rosenberg, L., Christianson, M. D., & Angus, M. H. (2015). Improvement efforts in rural schools: Experiences of nine schools receiving school improvement grants. *Peabody Journal of Education, 90*, 194-210. http://eric.ed.gov/?id=EJ1059583

Ross-Gordon, J. (2011). Research on adult learners: Supporting the needs of a student population that is no longer nontraditional. *Peer Review*, *13*(1), 26-29.

Rowland, C., Feygen, A., Lee, F., Gomez, S., & Rasmussen, C. (2018). *Beyond accountability: Improving the use of information to support teaching and learning through continuous improvement cycles.* Washington, D.C.: American Institutes for Research.

Roza, M., Celio, M. B., Harvey, J., & Wishon, S. (2003). *A matter of definition: Is there truly a shortage of school principals?* Seattle, WA: Center for Reinventing Public Education. Retrieved from https://www.wallacefoundation.org/knowledge-center/Documents/Is-There-Truly-a-Shortage-of-School-Principals.pdf

Saldana, L., Chamberlain, P., Wang, W., & Brown, H. C. (2011). Predicting program start-up using the stages of implementation measure. *Administration and Policy in Mental Health*. doi: 10.1007/s10488-011-0363-y

Saldana, L., Chamberlain, P., Wang, W., & Brown, C. H. (2012). Predicting program start-up using the stages of implementation measure. *Administration and Policy in Mental Health and Mental Health Services Research*, *39*, 419-425. doi:10.1007/s10488-011-0363-y

Sanders, M. (2009). Collaborating for change: How an urban school district and a community-based organization support and sustain school, family, and community partnerships. *Teachers College Record*, *111*, 1693-1712.

Sanders, W. L., & Rivers, J. C. (1996). *Cumulative and residual effects of teachers on future student academic achievement.* Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center.

Saultz, A., Mensa-Bonsu, Q., Yaluma, C., & Hodges, J. (2018). *Charter school deserts: High-poverty neighborhoods with limited educational options.* Washington DC: The Thomas B. Fordham Institute. Retrieved from http://files.eric.ed.gov/fulltext/ED592388.pdf

Shakman, K. & Rodriguez, S. M. (2015). *Logic models for program design, implementation, and evaluation: Workshop toolkit* (REL 2015-057). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. Retrieved from hhttp://files.eric.ed.gov/fulltext/ED556231.pdf

Showwalter, D., Klein, R., & Hartman, S. L. (2017). *Why rural matters 2015-2016: Understanding the changing landscape*. Washington DC: The Rural School and Community Trust. Retrieved from http://www.ruraledu.org/user_uploads/file/WRM-2015-16.pdf

Slavin, R. E., Madden, N. A., Chamberlain, A., & Cheung, A. (2010). Effects of a data-driven district-level reform model. *Best Evidence Encyclopedia*. Retrieved from http://www.bestevidence.org/resources/resources.htm

St. Martin, K., Ward, C., Fixsen. D. L., Harms, A., & Russell, C. (2015). *Regional Capacity Assessment.* Chapel Hill, NC: National Implementation Research Network, University of North Carolina at Chapel Hill.

Sutton, J. T., Burroughs, E. A., & Yopp, D. A. (2011). Coaching knowledge: Domains and definitions. *Journal of Mathematics Education Leadership*, *13*(2), 12-20. Retrieved from http://www.montana.edu/emc/documents/NCSM.Coaching.Knowledge.Fall2011.pdf

Taylor, M. J., McNicholas, C., Nicolay, C., Darzi, A., Bel, D., & Reed, J. E. (2014). Systematic review of the application of the plan-do-study-act method to improve quality in healthcare. *British Medical Journal of Quality and Safety*, *23*, 290–298.

Tseng, V. (2012). *The uses of research in policy and practice.* Washington, DC: Society for Research in Child Development.

Unger, C., Lane, B., Cutler, E., Lee, S., Whitney, J, Arruda, E., & Silva, M. (2008). *How can state education agencies support district improvement? A conversation amongst education leaders, researchers, and policy actors*. Providence, RI: The Education Alliance at Brown University. Retrieved from https://www.brown.edu/academics/education-alliance/sites/brown.edu.academics.education-alliance/files/publications/Symposium.pdf

United States Department of Education. (2016). *Non-regulatory guidance: Using evidence to strengthen education investments.* Washington, D.C.: United States Department of Education, Office of Elementary and Secondary Education. Retrieved from https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf

United States Department of Education. (2017). *Alabama's ESSA Plan*. Washington DC. Retrieved from https://www.alsde.edu/dept/essa/State%20Plan/Alabama%20ESSA%20Final.pdf

United States Department of Education (2018). *Mississippi consolidated state plan: The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act*. Washington DC. Retrieved from https://www.mdek12.org/sites/default/files/documents/SSE/MS-ESSA-Plan-2018.pdf

United States Department of Education, Institute for Educational Sciences, National Center for Educational Statistics. (n.d.). *NAEP data explorer.* Washington DC. Retrieved from https://www.nationsreportcard.gov/ndecore/xplore/nde

Varkey, P., Reller, M. K., & Resar, R. K. (2007). Basics of quality improvement in health care, *Mayo Clinic Proceedings*, *82*, 735-739.

Vaughn, S., & Fuchs, L. S. (2003). Redefining learning disabilities as inadequate response to instruction: The promise and potential problems. *Learning Disabilities Research & Practice*, *18*, 137-146.

W. K. Kellogg Foundation (2004). *Logic model development guide.* Battle Creek, MI: W.K. Kellogg Foundation.

Wanberg, C. R., Kammeyer, Mueller, J. D., & Marchese, M. (2006). Mentor and protégé predictors and outcomes of mentoring in a formal mentoring program. *Journal of Vocational Behavior*, 69, 410-423. Retrieved from https://www.sciencedirect.com/science/article/abs/pii/S0001879106000649

Ward, C., Cusumano, D., Metz, A., Louison, L., & Loper, A. (2019). *State Capacity Assessment (v.26).* Chapel Hill, NC: University of North Carolina at Chapel Hill. Based on: Fixsen, D.L., Ward, C. S., Duda, M.A., Horner, R. & Blase, K.A. (2015). *State Capacity Assessment (SCA) for Scaling Up Evidence-based Practices (v. 25.2).*

Ward, C., St. Martin, K., Horner, R., Duda, M., Ingram-West, K., Tedesco, M., Putnam, D., Buenrostro, M., & Chaparro, E. (2015). *District Capacity Assessment*. Chapel Hill, NC: University of North Carolina at Chapel Hill.

West, G., Clapp, S. P., Averill, M. D., & Cates, W. (2012). Defining and assessing evidence for the effectiveness of technical assistance in furthering global health. *Global Public Health*, *7*, 915-930.

Wittrock, M.C., (Ed.). (1986). *Handbook of research on teaching*. Washington, DC: American Educational Research Association.

Zollinger, S., Brosnan, P., Erchick, D. B., & Bao, L. (2010, October). *Mathematics coaching: Impact on student proficiency levels after one year of participation.* Paper presented at the annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Columbus, OH. Retrieved from http://www.pmena.org/pmenaproceedings/PMENA%2032%202010%20Proceedings.pdf

Part 6 – Other Attachments
Region 7 Comprehensive Center (R7CC)
Appendix N

R7CC Intergovernmental Review

Region 7 – Florida

From: State_Clearinghouse <State.Clearinghouse@dep.state.fl.us>
Sent: Tuesday, April 30, 2019 3:44 PM
To: Sheryl Turner <sturner@rmcres.com>
Cc: State_Clearinghouse <State.Clearinghouse@dep.state.fl.us>
Subject: RE: Intergovernmental Review Process for CFDA 84.283B

While it is covered by EO 12372, the Florida State Clearinghouse does not select the project for review. You may proceed with your project.

Please send future electronic requests directly to the State Clearinghouse email address, State.Clearinghouse@dep.state.fl.us

Good Luck.

Chris Stahl, Coordinator
Florida State Clearinghouse
Florida Department of Environmental Protection
3800 Commonwealth Blvd., M.S. 47
Tallahassee, FL 32399-2400
ph. (850) 717-9076
State.Clearinghouse@floridadep.gov

From: Sheryl Turner <sturner@rmcres.com>
Sent: Tuesday, April 30, 2019 12:42 PM
To: Stahl, Chris <Chris.Stahl@dep.state.fl.us>
Cc: State_Clearinghouse <State.Clearinghouse@dep.state.fl.us>; Sheryl Turner <sturner@rmcres.com>
Subject: Intergovernmental Review Process for CFDA 84.283B

Good Afternoon Mr. Stahl,
RMC Research Corporation will be submitting an application to the Office of Elementary and Secondary Education of the U.S. Department of Education for Region 7 in the Comprehensive Centers Program
(CFDA 84.283B) on or before May 24, 2019. This application states, "The Comprehensive Centers program, authorized under the Educational and Technical Assistance Act of 2002 (ETAA), supports the establishment of not less than 20 Comprehensive Centers to provide capacity-building services to State educational agencies (SEAs), regional educational agencies (REAs), local educational agencies (LEAs), and schools that improve educational outcomes for all students, close achievement gaps, and improve the quality of instruction." We will be submitting a proposal for Region 7 Comprehensive Center, which will include Florida, Alabama, and Mississippi.

Please let me know what your procedure is for providing you with the information that you need in order to comply with the Intergovernmental Review process. We are happy to provide you with all that you need to complete the process.
Thank you for your time and effort.
Sincerely,

Sheryl
****
Sheryl Turner
Director
RMC Research Corporation
3550 Buschwood Park Drive, Suite 130
Tampa, FL 33618

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** 1235-R7CC Budget Narrative.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

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

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

Tracking Number:GRANT12860917 Funding Opportunity Number:ED-GRANTS-040419-001 Received Date:May 23, 2019 10:56:55 AM EDT

PART 5
BUDGET NARRATIVE – DETAIL
RMC Research Corporation

Budget Information and Budget Narrative for the Region 7 Comprehensive Center (R7CC)

This section of the proposal contains the following information:

- **5 Year Budget Summary**
- **5 Year Budget Narrative**
- **Year One – Budget Summary**
- **Year One – Budget Detail**
  - Schedule A – Direct Labor
  - Schedule B – Travel & Per Diem
  - Schedule C – Subcontractors, Consultants and Partners with MOUs
  - Schedule D – Other Direct Costs
- **Year Two – Budget Summary**
- **Year Two –Budget Detail**
  - Schedule E – Direct Labor
  - Schedule F – Travel & Per Diem
  - Schedule G – Subcontractors, Consultants and Partners with MOUs
  - Schedule H – Other Direct Costs
- **Year Three – Budget Summary**
- **Year Three – Budget Detail**
  - Schedule I – Direct Labor
  - Schedule J – Travel & Per Diem
  - Schedule K – Subcontractors, Consultants and Partners with MOUs
  - Schedule L – Other Direct Costs
- **Year Four – Budget Summary**
- **Year Four – Budget Detail**
  - Schedule M – Direct Labor
  - Schedule N – Travel & Per Diem
  - Schedule O – Subcontractors, Consultants and Partners with MOUs
  - Schedule P – Other Direct Costs
- **Year Five – Budget Summary**
- **Year Five – Budget Detail**
  - Schedule Q – Direct Labor
  - Schedule R – Travel & Per Diem
  - Schedule S – Subcontractors, Consultants and Partners with MOUs
  - Schedule T – Other Direct Costs
- **RMC Research Corporation's Most Recent Provisional Indirect Cost Rate Agreement** (See PART 6: Other Attachments, section of this Application)

RMC Research Corporation – Region 7 Comprehensive Center (R7CC)

Five Year – Budget Summary

The Five Year Budget Summary for the Region 7 Comprehensive Center (R7CC) represents the total costs, both direct costs and indirect costs, for the grant beginning on October 1, 2019 and concluding on September 30, 2024.

This Five Year Budget Summary and Five Year Budget Narrative is followed by a Budget Summary and Detailed Budget Schedules, for each of the five performance years.

As per the instructions, RMC Research has made sure that the total budget in each year does not exceed the total allocation represented for the Region published in the NIR.

RMC Research Corporation – Region 7 Comprehensive Center (R7CC)

Budget Narrative for Year One – Year Five

Personnel – The Direct Labor Schedule presents the name/title of the individual RMC staff person proposed along with the estimated percentage of time they are expected to work on the project. This percentage is translated into estimated days and estimated hours. RMC Research uses 1880 hrs/235 days as its Full Time Equivalent (FTE). The total number of hours/days available in any given year (excluding weekends) that a person might have available to charge to a project is 2080 hrs or 260 days. RMC Research does not use 2080 hrs or 260 days in calculating an FTE since most staff will use vacation, paid holiday and sick leave at some point over the period of the year. That time is charged to Overhead rather than being a direct charge to a client. RMC Research has calculated an average estimated salary/cost of living adjustment of 3.5% in Year Two. Beyond Year Two, RMC Research has not modified the annual budgets further since those budgets will be dictated by Congressional appropriations and Departmental allocations as well as by the Annual Service Delivery Plan.

Fringe Benefits – Due to its Cost Pricing Structure and the requirements of USED's Office of Grants Administration (OGA)/Indirect Cost Division (ICD), RMC Research does not maintain a separate Fringe Benefits charge. Fringe Benefits, such as vacation, holidays, sick leave, jury duty, funeral leave, etc., and medical, dental, vision insurance, life insurance, retirement plans, tuition reimbursement, etc. are all included in RMC's Provisional Overhead Rate (described later) which is calculated against RMC Direct Labor.

Travel and Per Diem – In this Schedule, RMC's estimated costs for Travel are divided into two (2) categories, Airfare and Ground Travel. Airfare is computed as an average, coach, roundtrip fare. Ground travel includes costs of getting to and from the airport such as taxi, bus, personal auto, parking, etc. Ground travel also includes the cost of on-site car rental or the mileage reimbursement (currently at 58¢/mile) for personal auto to and from the Client/Recipient site. All travel originates and ends at the RMC office site in the Region.

Per Diem includes Subsistence (meals) and Lodging (as required). RMC Research reimburses up to the allowable FTR allowance for the area. Any expense in excess of fifteen dollars ($15.00) must be accompanied by a receipt. Alcoholic beverages are excluded from all expense reimbursement claims.

Trips for this grant include: trips to and from Washington, DC for meetings with USED; meetings with the National Center and/or other Regional Comprehensive Centers at yet to be determined locations; meetings with Clients and Recipients for service delivery; and meetings of the Regional Advisory Board.

Equipment – In this Schedule, RMC has budgeted funds for laptop computers for new personnel as well as software licenses, renewals and upgrades and maintenance and repair.

Supplies – In this Schedule, RMC has budgeted funds to support workshops, seminars and conferences. These funds will be used for participant binders, newsprint/chart paper, markers, notepads, published materials, printed handouts, etc.

Contractual – In this Schedule, RMC Research has budgeted a pool of funds under Subcontractors and Partners with MOUs. At this time, RMC Research proposes entering into a subcontractor relationship with four (4) entities these include:

- University of Mississippi, Center for Excellence in Literacy Instruction, is a leader in the region in research evidence-based early reading, school turnaround and equity and cultural diversity in the classroom. They will support Region VII service teams focusing on literacy, school turnaround, recruitment, development, and retention of educators and leaders.
- Applied Engineering and Management Corporation (AEM) is nationally recognized for its work in premier technical assistance and data management partnerships. AEM provides extensive technical skills and subject matter expertise such as equitable access, talent management, teacher retention, role of school leaders, and rural access issues. They will support Region VII service teams focusing on mathematics, school turnaround, assessment, educator and leadership effectiveness.
- The National Implementation Research Network (NIRN) and the State Implementation & Scaling Up Center of Evidence Based Practices (SISEP) at the University of North Carolina – Chapel Hill is nationally recognized for its resource, tools and professional development related to Implementation Science and Evidence Based Programs. Resources include the Phases of Implementation, State Capacity Assessment, Regional Capacity Assessment, and District Capacity Assessment. They will support Region VII service teams focusing on capacity building, readiness to implement and sustain initiatives.

- WestEd, Inc. is a nonpartisan, nonprofit research, development, and service agency that tackles real-world challenges to improve learning, healthy development, and equity in communities throughout the United States and abroad. They will support Region VII service teams focusing on technical assistance, research, evaluation, policy analysis in content areas such as numeracy, STEM, and career and technical assistance.

As opportunities arise and are deemed appropriate RMC may also elect to use some funds from this pool to support short-term engagement of Partners with MOUs.

RMC Research also has set aside funds for consultants at an average estimated rate of $1000/day (including travel and expenses). No specific consultants have been engaged at this time, but examples of consultants used previously by RMC have been provided.

- Dr. Marcia Kosanovich – national literacy expert, researcher, and professional development developer.
- Dr. Chris Gilmer – national expert in collaborations with HBCUs and technical assistance to leaders in rural, high-poverty school and district in the areas of diversity and access.
- Dr. Shelley Billig – national expert in school and district improvement technical assistance and developing state and district systems of school support.

Construction – Not Applicable

Other – In this Schedule, RMC Research has included costs for Communication, Postage and Printing/Reproduction including the basis for the cost.

Total Direct Costs – This cost is presented on the Budget Summary for the year.

Indirect Costs – RMC Research uses two (2) Indirect Cost Rates. The first, Overhead, includes all the costs that are customarily not charged as Direct Costs to clients. These include such items as medical/life insurance, vacation, holiday, sick leave and similar employee benefits, retirement, rent, utilities, liability insurance, base lease amounts for copiers, servers/computers, phone systems, etc. Overhead is applied only to Direct (RMC) Labor. RMC Research also has a General & Administrative (G&A) indirect rate which is calculated on Total Labor and Other Direct Costs. G&A indirect costs cover finance and accounting, human resources, audits, legal services, etc.

The most current approved provisional indirect cost rate agreement for RMC Research can be found in the PART 6: Other Attachments section of this Application.

Region 7 - FL, MS, AL
RMC Research Corporation
Five Year Summary Budget
October 1, 2019 - September 30, 2024

Direct Labor

Direct Labor Subtotal (Schedule A, E, I, M, Q)	$	3,898,821
Overhead (including fringe benefits)	$	3,742,868
Total Direct Labor	**$**	**7,641,689**

Other Direct Costs

Airfare (Schedule B, F, J, N, R)	$	155,750
Ground Travel (Schedule B, F, J, N, R)	$	138,640
Subsistence (Schedule B, F, J, N, R)	$	198,000
Lodging (Schedule B, F, J, N, R)	$	145,200
Subcontractors & Consultants (Schedule C, G, K, O, S)	$	6,950,000
Communication (Schedule D, H, L, P, T)	$	56,700
Postage (Schedule D, H, L, P, T)	$	15,000
Printing/Reproduction (Schedule D, H, L, P, T)	$	39,000
Materials and Supplies (Schedule D)	$	15,180
Technology (Schedule D, H, L, P, T)	$	16,856
Total Other Direct Costs	**$**	**7,730,326**
Total Direct Labor and Other Direct Costs	**$**	**15,372,015**
General and Administration (G&A) of RMC Direct Labor & ODC	**$**	**1,521,831**
Total Cost of Contract - Five Years	**$**	**16,893,846**

Region 7 - FL, MS, AL
RMC Research Corporation
Budget Summary - Year One
October 1, 2019 - September 30, 2020

Direct Labor

Direct Labor Subtotal (Schedule A)	$	758,513
Overhead (including fringe benefits)	$	728,172
Total Direct Labor	**$**	**1,486,685**

Other Direct Costs

Airfare (Schedule B)	$	31,150
Ground Travel (Schedule B)	$	27,728
Subsistence (Schedule B)	$	39,600
Lodging (Schedule B)	$	29,040
Subcontractors & Consultants (Schedule C)	$	1,430,000
Communication (Schedule D)	$	11,340
Postage (Schedule D)	$	3,000
Printing/Reproduction (Schedule D)	$	7,800
Materials and Supplies (Schedule D)	$	4,060
Technology (Schedule D)	$	4,000
Total Other Direct Costs - Year One	**$**	**1,587,718**
Total Direct Labor and Other Direct Costs - Year One	**$**	**3,074,403**
General and Administration (G&A) on RMC Direct Labor & ODC	**$**	**304,366**
Total Cost of Contract - Year One	**$**	**3,378,769**

Region 7 - FL, MS, AL
RMC Research Corporation
Schedule A - Year One
October 1, 2019 - September 30, 2020
Direct Labor

Name/Title	Percentage of Time	Est. Days	Est. Hours	Rate/ Hour	Est. Cost
Dr. Everett Barnes Principal Investigator/Officer-in-Charge	20%	47	376	$ 133.77	$ 50,298
Ms. Sheryl Turner Project Director/Sr. Research Associate – evidence-based programs, ESSA administration, sustainability, literacy	90%	211.5	1692	$ 54.40	$ 92,045
Ms. Karyn Lindsay Deputy Project Director/Sr. Research Associate – ESSA administration, professional developer, school choice, family engagement	100%	235	1880	$ 40.00	$ 75,200
Dr. Trudy Hensley Sr. Research Associate – leadership development, rural education, assessments, school turnaround, literacy	50%	117.5	940	$ 70.00	$ 65,800
Dr. Angel Meeks Sr. Research Associate – district leadership development, rural education, school turnaround, equity, curriculum, policy analysis	80%	188	1504	$ 45.00	$ 67,680
Dr. Archie Hill Research Associate – school turnaround, rural education, cultural diversity, educational technology	50%	117.5	940	$ 40.00	$ 37,600
Ms. Ruth Gumm Research Associate – ESSA administration, literacy, school turnaround, policy analysis, evidence-based programs	100%	235	1880	$ 38.00	$ 71,440
Ms. Tricia Cox Research Associate – literacy, effective educators, coaching, rural education, professional developer, assessments	100%	235	1880	$ 38.00	$ 71,440
Ms. Kim Mazzell McWhirter Research Associate – school turnaround, literacy, effective educators, urban education, evidence-based programs	50%	117.5	940	$ 38.00	$ 35,720
Dr. Joshua Melton Internal Evaluator/Research Associate – evaluation, school choice, STEM education	75%	176.25	1410	$ 40.00	$ 56,400
Ms. Clarissa Hernandez Associate Communications/Operations	50%	117.5	940	$ 28.00	$ 26,320
Technology Support	75%	176.25	1410	$ 37.00	$ 52,170
Clerical/Secretarial/Logistical Support	120%	282	2256	$ 25.00	$ 56,400
				Direct Labor	**$ 758,513**
				Subtotal Direct Labor - Year One	**$ 758,513**

Region 7 - FL, MS, AL
RMC Research Corporation
Schedule B - Year One
October 1, 2019 - September 30, 2020
Travel and Per Diem

Airfare		
Project Director Meetings at least twice a year From Tampa, FL to Washington, DC and return 2 RMC Staff Member @ $500/trip x 2 trips	$	2,000
Other Meetings with CC Network Coordinators From Tampa, FL to various locations and return 10 person trips @ $500/trip	$	5,000
Provide TA to Clients in Region 7 From Tampa, FL to various client sites in Region 7 and return 42 trips $575/trip	$	24,150
Subtotal Airfare	**$**	**31,150**
Ground Travel		
Ground travel to and from airport, including mileage, tolls, parking, taxi/bus, etc. Est. $100/person/trip x 56 trips	$	5,600
Ground travel to deliver Technical Assistance in Region 7 including rental car Est. $250/trip x 24 trips	$	6,000
Ground travel to deliver Technical Assistance in Region 7 Est. 800 miles/person/month (round trip) @ .58/mile x 3 persons x 12 months	$	16,128
Subtotal Ground Travel	**$**	**27,728**
Total Transportation	**$**	**58,878**
Subsistence		
Trips to DC for Project Directors meetings Est. $75/day x 4 person days	$	300
Other Meetings with CC Network Coordinators Est. 20 person days @ ave. $75/day/person	$	1,500
Field days delivering Technical Assistance in Region 7 Est. $75 @ ave. 6 days/month/person x 7 persons x 12 months	$	37,800
Subtotal Subsistence	**$**	**39,600**
Lodging		
Trips to DC for Project Director meetings Est. $225/night x 2 person x 2 nights x 2 meetings	$	1,800
Other Meetings with CC Network Coordination Est. $180/person/night x 30 person nights	$	5,400
Field days delivering Technical Assistance in Region 7 Est. $130/nights @ ave. 2 nights/month/persons x 7 persons x 12 months	$	21,840
Subtotal Lodging	**$**	**29,040**
Total Per Diem	**$**	**68,640**
Total Transportation & Per Diem - Year One	**$**	**127,518**

Region 7 - FL, MS, AL
RMC Research Corporation
Schedule C - Year One
October 1, 2019 - September 30, 2020
Subcontractors and Consultants

Subcontractors		
University of Mississippi	$	300,000
Applied Engineering Management Corporation (AEM)	$	500,000
University of North Carolina at Chapel Hill, NIRN	$	285,000
WestEd, Inc.	$	225,000
Subtotal Subcontractors - Year One	**$**	**1,310,000**
National Consultant Pool		
50 days @ $1,000/day	$	50,000
Subtotal Consultants - Year One	**$**	**50,000**
Collaborative Partnerships/MOUs		
Collaborative Partnerships/MOUs Examples: Excellence In Education Foundation; HBCUs; CCSSO; National Research Center for Career and Technical Education; National Assessment Center, etc.	$	70,000
Subtotal MOUs/Collaborative Partnerships - Year One	**$**	**70,000**
Total Subcontractors and Consultants - Year One	**$**	**1,430,000**

Region 7 - FL, MS, AL
RMC Research Corporation
Schedule D - Year One
October 1, 2019 - September 30, 2020
Other Direct Costs

Communication		
Toll free, National incoming WATS line (Band 1) and support line Est. $135/month x 12 months per line	$	1,620
Outgoing long distance calls est. $310/month x 12 months	$	3,720
Fractional high speed T-1* internet communication line, point to point 128 KBS- 24 hour access Est. $500/month x 12 months	$	6,000
Subtotal Communication	**$**	**11,340**
Postage		
General mailing costs est. $100 /month x 12 months	$	1,200
Overnight/Next day postage est. $150/month x 12 months	$	1,800
Subtotal Postage	**$**	**3,000**
Printing/Reproduction		
General Xerox copying (correspondence, reports, mail-outs, workshop materials, etc.) est. $650/month x 12 months	$	7,800
Subtotal Printing/Reproduction	**$**	**7,800**
Materials and Supplies		
Materials and supplies for seminars, workshops, and conferences	$	4,060
Subtotal Materials and Supplies	**$**	**4,060**
Technology		
Technology lease, purchase, replacement/refurbishment, software licenses, maintenance agreement, etc.	$	4,000
Subtotal Technology	**$**	**4,000**
Subtotal Other Direct Costs - Year One	**$**	**30,200**

Region 7 - FL, MS, AL
RMC Research Corporation
Budget Summary - Year Two
October 1, 2020 - September 30, 2021

Direct Labor

Direct Labor Subtotal (Schedule E)	$	785,077
Overhead (including fringe benefits)	$	753,674
Total Direct Labor	**$**	**1,538,751**

Other Direct Costs

Airfare (Schedule F)	$	31,150
Ground Travel (Schedule F)	$	27,728
Subsistence (Schedule F)	$	39,600
Lodging (Schedule F)	$	29,040
Subcontractors & Consultants (Schedule G)	$	1,380,000
Communication (Schedule H)	$	11,340
Postage (Schedule H)	$	3,000
Printing/Reproduction (Schedule H)	$	7,800
Materials and Supplies (Schedule H)	$	2,780
Technology (Schedule H)	$	3,214
Total Other Direct Costs - Year Two	**$**	**1,535,652**
Total Direct Labor and Other Direct Costs - Year Two	**$**	**3,074,403**
General and Administration (G&A) on RMC Direct Labor & ODC	**$**	**304,366**
Total Cost of Contract - Year Two	**$**	**3,378,769**

Region 7 - FL, MS, AL
RMC Research Corporation
Schedule E - Year Two
October 1, 2020 - September 30, 2021
Direct Labor

Name/Title	Percentage of Time	Est. Days	Est. Hours	Rate/ Hour	Est. Cost
Dr. Everett Barnes Principal Investigator/Officer-in-Charge	20%	47	376	$ 133.77	$ 50,298
Ms. Sheryl Turner Project Director/Sr. Research Associate – evidence-based programs, ESSA administration, sustainability, literacy	90%	211.5	1692	$ 54.40	$ 92,045
Ms. Karyn Lindsay Deputy Project Director/Sr. Research Associate – ESSA administration, professional developer, school choice, family engagement	100%	235	1880	$ 40.00	$ 75,200
Dr. Trudy Hensley Sr. Research Associate – leadership development, rural education, assessments, school turnaround, literacy	50%	117.5	940	$ 70.00	$ 65,800
Dr. Angel Meeks Sr. Research Associate – district leadership development, rural education, school turnaround, equity, curriculum, policy analysis	80%	188	1504	$ 45.00	$ 67,680
Dr. Archie Hill Research Associate – school turnaround, rural education, cultural diversity, educational technology	50%	117.5	940	$ 40.00	$ 37,600
Ms. Ruth Gumm Research Associate – ESSA administration, literacy, school turnaround, policy analysis, evidence-based programs	100%	235	1880	$ 38.00	$ 71,440
Ms. Tricia Cox Research Associate – literacy, effective educators, coaching, rural education, professional developer, assessments	100%	235	1880	$ 38.00	$ 71,440
Kim Mazzell McWhirter Research Associate – school turnaround, literacy, effective educators, urban education, evidence-based programs	50%	117.5	940	$ 38.00	$ 35,720
Dr. Joshua Melton Internal Evaluator/Research Associate – evaluation, school choice, STEM education	75%	176.25	1410	$ 40.00	$ 56,400
Ms. Clarissa Hernandez Associate Communications/Operations	50%	117.5	940	$ 28.00	$ 26,320
Technology Support	75%	176.25	1410	$ 37.00	$ 52,170
Clerical/Secretarial/Logistical Support	120%	282	2256	$ 25.00	$ 56,400
				Direct Labor	**$ 758,513**
				Ave. Salary/Cost of Living Increase 3.5%	**$ 26,564**
				Subtotal Direct Labor - Year Two	**$ 785,077**

Region 7 - FL, MS, AL
RMC Research Corporation
Schedule F - Year Two
October 1, 2020 - September 30, 2021
Travel and Per Diem

Airfare		
Project Director Meetings at least twice a year From Tampa, FL to Washington, DC and return 2 RMC Staff Member @ $500/trip x 2 trips	$	2,000
Other Meetings with CC Network Coordinators From Tampa, FL to various locations and return 10 person trips @ $500/trip	$	5,000
Provide TA to Clients in Region 7 From Tampa, FL to various client sites in Region 7 and return 42 trips $575/trip	$	24,150
Subtotal Airfare	**$**	**31,150**
Ground Travel		
Ground travel to and from airport, including mileage, tolls, parking, taxi/bus, etc. Est. $100/person/trip x 56 trips	$	5,600
Ground travel to deliver Technical Assistance in Region 7 including rental car Est. $250/trip x 24 trips	$	6,000
Ground travel to deliver Technical Assistance in Region 7 Est. 800 miles/person/month (round trip) @ .58/mile x 3 persons x 12 months	$	16,128
Subtotal Ground Travel	**$**	**27,728**
Total Transportation	**$**	**58,878**
Subsistence		
Trips to DC for Project Directors meetings Est. $75/day x 4 person days	$	300
Other Meetings with CC Network Coordinators Est. 20 person days @ ave. $75/day/person	$	1,500
Field days delivering Technical Assistance in Region 7 Est. $75 @ ave. 6 days/month/person x 7 persons x 12 months	$	37,800
Subtotal Subsistence	**$**	**39,600**
Lodging		
Trips to DC for Project Director meetings Est. $225/night x 2 person x 2 nights x 2 meetings	$	1,800
Other Meetings with CC Network Coordination Est. $180/person/night x 30 person nights	$	5,400
Field days delivering Technical Assistance in Region 7 Est. $130/nights @ ave. 2 nights/month/persons x 7 persons x 12 months	$	21,840
Subtotal Lodging	**$**	**29,040**
Total Per Diem	**$**	**68,640**
Total Transportation & Per Diem - Year Two	**$**	**127,518**

Region 7 - FL, MS, AL
RMC Research Corporation
Schedule G - Year Two
October 1, 2020 - September 30, 2021
Subcontractors and Consultants

Subcontractors		
University of Mississippi	$	300,000
Applied Engineering Management Corporation (AEM)	$	485,000
University of North Carolina at Chapel Hill, NIRN	$	285,000
WestEd, Inc.	$	200,000
Subtotal Subcontractors - Year Two	**$**	**1,270,000**
National Consultant Pool		
40 days @ $1,000/day	$	40,000
Subtotal Consultants - Year Two	**$**	**40,000**
Collaborative Partnerships/MOUs		
Collaborative Partnerships/MOUs Examples: Excellence In Education Foundation; HBCUs; CCSSO; National Research Center for Career and Technical Education; National Assessment Center, etc.	$	70,000
Subtotal MOUs/Collaborative Partnerships - Year Two	**$**	**70,000**
Total Subcontractors and Consultants - Year Two	**$**	**1,380,000**

Region 7 - FL, MS, AL
RMC Research Corporation
Schedule H - Year Two
October 1, 2020 - September 30, 2021
Other Direct Costs

Communication		
Toll free, National incoming WATS line (Band 1) and support line Est. $135/month x 12 months per line	$	1,620
Outgoing long distance calls est. $310/month x 12 months	$	3,720
Fractional high speed T-1* internet communication line, point to point 128 KBS- 24 hour access Est. $500/month x 12 months	$	6,000
Subtotal Communication	**$**	**11,340**
Postage		
General mailing costs est. $100 /month x 12 months	$	1,200
Overnight/Next day postage est. $150/month x 12 months	$	1,800
Subtotal Postage	**$**	**3,000**
Printing/Reproduction		
General Xerox copying (correspondence, reports, mail-outs, workshop materials, etc.) est. $650/month x 12 months	$	7,800
Subtotal Printing/Reproduction	**$**	**7,800**
Materials and Supplies		
Materials and supplies for seminars, workshops, and conferences	$	2,780
Subtotal Materials and Supplies	**$**	**2,780**
Technology		
Technology lease, purchase, replacement/refurbishment, software licenses, maintenance agreement, etc.	$	3,214
Subtotal Technology	**$**	**3,214**
Subtotal Other Direct Costs - Year Two	**$**	**28,134**

Region 7 - FL, MS, AL
RMC Research Corporation
Budget Summary - Year Three
October 1, 2021 - September 30, 2022

Direct Labor

Direct Labor Subtotal (Schedule I)	$	785,077
Overhead (including fringe benefits)	$	753,674
Total Direct Labor	**$**	**1,538,751**

Other Direct Costs

Airfare (Schedule J)	$	31,150
Ground Travel (Schedule J)	$	27,728
Subsistence (Schedule J)	$	39,600
Lodging (Schedule J)	$	29,040
Subcontractors & Consultants (Schedule K)	$	1,380,000
Communication (Schedule L)	$	11,340
Postage (Schedule L)	$	3,000
Printing/Reproduction (Schedule L)	$	7,800
Materials and Supplies (Schedule L)	$	2,780
Technology (Schedule L)	$	3,214
Total Other Direct Costs - Year Three	**$**	**1,535,652**
Total Direct Labor and Other Direct Costs - Year Three	**$**	**3,074,403**
General and Administration (G&A) on RMC Direct Labor & ODC	**$**	**304,366**
Total Cost of Contract - Year Three	**$**	**3,378,769**

Region 7 - FL, MS, AL
RMC Research Corporation
Schedule I - Year Three
October 1, 2021 - September 30, 2022
Direct Labor

Name/Title	Percentage of Time	Est. Days	Est. Hours	Rate/ Hour	Est. Cost
Dr. Everett Barnes Principal Investigator/Officer-in-Charge	20%	47	376	$ 138.45	$ 52,057
Ms. Sheryl Turner Project Director/Sr. Research Associate – evidence-based programs, ESSA administration, sustainability, literacy	90%	211.5	1692	$ 56.30	$ 95,260
Ms. Karyn Lindsay Deputy Project Director/Sr. Research Associate – ESSA administration, professional developer, school choice, family engagement	100%	235	1880	$ 41.40	$ 77,832
Dr. Trudy Hensley Sr. Research Associate – leadership development, rural education, assessments, school turnaround, literacy	50%	117.5	940	$ 72.45	$ 68,103
Dr. Angel Meeks Sr. Research Associate – district leadership development, rural education, school turnaround, equity, curriculum, policy analysis	80%	188	1504	$ 46.58	$ 70,056
Dr. Archie Hill Research Associate – school turnaround, rural education, cultural diversity, educational technology	50%	117.5	940	$ 41.40	$ 38,916
Ms. Ruth Gumm Research Associate – ESSA administration, literacy, school turnaround, policy analysis, evidence-based programs	100%	235	1880	$ 39.33	$ 73,940
Ms. Tricia Cox Research Associate – literacy, effective educators, coaching, rural education, professional developer, assessments	100%	235	1880	$ 39.33	$ 73,940
Ms. Kim Mazzell McWhirter Research Associate – school turnaround, literacy, effective educators, urban education, evidence-based programs	50%	117.5	940	$ 39.33	$ 36,970
Dr. Joshua Melton Internal Evaluator/Research Associate – evaluation, school choice, STEM education	75%	176.25	1410	$ 41.40	$ 58,374
Ms. Clarissa Hernandez Associate Communications/Operations	50%	117.5	940	$ 28.98	$ 27,241
Technology Support	75%	176.25	1410	$ 38.30	$ 54,003
Clerical/Secretarial/Logistical Support	120%	282	2256	$ 25.88	$ 58,385
				Direct Labor	**$ 785,077**
				Subtotal Direct Labor - Year Three	**$ 785,077**

Region 7 - FL, MS, AL
RMC Research Corporation
Schedule J - Year Three
October 1, 2021 - September 30, 2022
Travel and Per Diem

Airfare		
Project Director Meetings at least twice a year From Tampa, FL to Washington, DC and return 2 RMC Staff Member @ $500/trip x 2 trips	$	2,000
Other Meetings with CC Network Coordinators From Tampa, FL to various locations and return 10 person trips @ $500/trip	$	5,000
Provide TA to Clients in Region 7 From Tampa, FL to various client sites in Region 7 and return 42 trips $575/trip	$	24,150
Subtotal Airfare	**$**	**31,150**
Ground Travel		
Ground travel to and from airport, including mileage, tolls, parking, taxi/bus, etc. Est. $100/person/trip x 56 trips	$	5,600
Ground travel to deliver Technical Assistance in Region 7 including rental car Est. $250/trip x 24 trips	$	6,000
Ground travel to deliver Technical Assistance in Region 7 Est. 800 miles/person/month (round trip) @ .58/mile x 3 persons x 12 months	$	16,128
Subtotal Ground Travel	**$**	**27,728**
Total Transportation	**$**	**58,878**
Subsistence		
Trips to DC for Project Directors meetings Est. $75/day x 4 person days	$	300
Other Meetings with CC Network Coordinators Est. 20 person days @ ave. $75/day/person	$	1,500
Field days delivering Technical Assistance in Region 7 Est. $75 @ ave. 6 days/month/person x 7 persons x 12 months	$	37,800
Subtotal Subsistence	**$**	**39,600**
Lodging		
Trips to DC for Project Director meetings Est. $225/night x 2 person x 2 nights x 2 meetings	$	1,800
Other Meetings with CC Network Coordination Est. $180/person/night x 30 person nights	$	5,400
Field days delivering Technical Assistance in Region 7 Est. $130/nights @ ave. 2 nights/month/persons x 7 persons x 12 months	$	21,840
Subtotal Lodging	**$**	**29,040**
Total Per Diem	**$**	**68,640**
Total Transportation & Per Diem - Year Three	**$**	**127,518**

Region 7 - FL, MS, AL
RMC Research Corporation
Schedule K - Year Three
October 1, 2021 - September 30, 2022
Subcontractors and Consultants

Subcontractors		
University of Mississippi	$	300,000
Applied Engineering Management Corporation (AEM)	$	485,000
University of North Carolina at Chapel Hill, NIRN	$	285,000
WestEd, Inc.	$	200,000
Subtotal Subcontractors - Year Three	**$**	**1,270,000**
National Consultant Pool		
40 days @ $1,000/day	$	40,000
Subtotal Consultants - Year Three	**$**	**40,000**
Collaborative Partnerships/MOUs		
Collaborative Partnerships/MOUs Examples: Excellence In Education Foundation; HBCUs; CCSSO; National Research Center for Career and Technical Education; National Assessment Center, etc.	$	70,000
Subtotal MOUs/Collaborative Partnerships - Year Three	**$**	**70,000**
Total Subcontractors and Consultants - Year Three	**$**	**1,380,000**

Region 7 - FL, MS, AL
RMC Research Corporation
Schedule L - Year Three
October 1, 2021 - September 30, 2022
Other Direct Costs

Communication		
Toll free, National incoming WATS line (Band 1) and support line Est. $135/month x 12 months per line	$	1,620
Outgoing long distance calls est. $310/month x 12 months	$	3,720
Fractional high speed T-1* internet communication line, point to point 128 KBS- 24 hour access Est. $500/month x 12 months	$	6,000
Subtotal Communication	**$**	**11,340**
Postage		
General mailing costs est. $100 /month x 12 months	$	1,200
Overnight/Next day postage est. $150/month x 12 months	$	1,800
Subtotal Postage	**$**	**3,000**
Printing/Reproduction		
General Xerox copying (correspondence, reports, mail-outs, workshop materials, etc.) est. $650/month x 12 months	$	7,800
Subtotal Printing/Reproduction	**$**	**7,800**
Materials and Supplies		
Materials and supplies for seminars, workshops, and conferences	$	2,780
Subtotal Materials and Supplies	**$**	**2,780**
Technology		
Technology lease, purchase, replacement/refurbishment, software licenses, maintenance agreement, etc.	$	3,214
Subtotal Technology	**$**	**3,214**
Subtotal Other Direct Costs - Year Three	**$**	**28,134**

Region 7 - FL, MS, AL
RMC Research Corporation
Budget Summary - Year Four
October 1, 2022 - September 30, 2023

Direct Labor

Direct Labor Subtotal (Schedule M)	$	785,077
Overhead (including fringe benefits)	$	753,674
Total Direct Labor	**$**	**1,538,751**

Other Direct Costs

Airfare (Schedule N)	$	31,150
Ground Travel (Schedule N)	$	27,728
Subsistence (Schedule N)	$	39,600
Lodging (Schedule N)	$	29,040
Subcontractors & Consultants (Schedule O)	$	1,380,000
Communication (Schedule P)	$	11,340
Postage (Schedule P)	$	3,000
Printing/Reproduction (Schedule P)	$	7,800
Materials and Supplies (Schedule P)	$	2,780
Technology (Schedule P)	$	3,214
Total Other Direct Costs - Year Four	**$**	**1,535,652**
Total Direct Labor and Other Direct Costs - Year Four	**$**	**3,074,403**
General and Administration (G&A) on RMC Direct Labor & ODC	**$**	**304,366**
Total Cost of Contract - Year Four	**$**	**3,378,769**

Region 7 - FL, MS, AL
RMC Research Corporation
Schedule M - Year Four
October 1, 2022 - September 30, 2023
Direct Labor

Name/Title	Percentage of Time	Est. Days	Est. Hours	Rate/ Hour	Est. Cost
Dr. Everett Barnes Principal Investigator/Officer-in-Charge	20%	47	376	$ 138.45	$ 52,057
Ms. Sheryl Turner Project Director/Sr. Research Associate – evidence-based programs, ESSA administration, sustainability, literacy	90%	211.5	1692	$ 56.30	$ 95,260
Ms. Karyn Lindsay Deputy Project Director/Sr. Research Associate – ESSA administration, professional developer, school choice, family engagement	100%	235	1880	$ 41.40	$ 77,832
Dr. Trudy Hensley Sr. Research Associate – leadership development, rural education, assessments, school turnaround, literacy	50%	117.5	940	$ 72.45	$ 68,103
Dr. Angel Meeks Sr. Research Associate – district leadership development, rural education, school turnaround, equity, curriculum, policy analysis	80%	188	1504	$ 46.58	$ 70,056
Dr. Archie Hill Research Associate – school turnaround, rural education, cultural diversity, educational technology	50%	117.5	940	$ 41.40	$ 38,916
Ms. Ruth Gumm Research Associate – ESSA administration, literacy, school turnaround, policy analysis, evidence-based programs	100%	235	1880	$ 39.33	$ 73,940
Ms. Tricia Cox Research Associate – literacy, effective educators, coaching, rural education, professional developer, assessments	100%	235	1880	$ 39.33	$ 73,940
Ms. Kim Mazzell McWhirter Research Associate – school turnaround, literacy, effective educators, urban education, evidence-based programs	50%	117.5	940	$ 39.33	$ 36,970
Dr. Joshua Melton Internal Evaluator/Research Associate – evaluation, school choice, STEM education	75%	176.25	1410	$ 41.40	$ 58,374
Ms. Clarissa Hernandez Associate Communications/Operations	50%	117.5	940	$ 28.98	$ 27,241
Technology Support	75%	176.25	1410	$ 38.30	$ 54,003
Clerical/Secretarial/Logistical Support	120%	282	2256	$ 25.88	$ 58,385
				Direct Labor	**$ 785,077**
				Subtotal Direct Labor - Year Four	**$ 785,077**

Region 7 - FL, MS, AL
RMC Research Corporation
Schedule N - Year Four
October 1, 2022 - September 30, 2023
Travel and Per Diem

Airfare		
Project Director Meetings at least twice a year From Tampa, FL to Washington, DC and return 2 RMC Staff Member @ $500/trip x 2 trips	$	2,000
Other Meetings with CC Network Coordinators From Tampa, FL to various locations and return 10 person trips @ $500/trip	$	5,000
Provide TA to Clients in Region 7 From Tampa, FL to various client sites in Region 7 and return 42 trips $575/trip	$	24,150
Subtotal Airfare	**$**	**31,150**
Ground Travel		
Ground travel to and from airport, including mileage, tolls, parking, taxi/bus, etc. Est. $100/person/trip x 56 trips	$	5,600
Ground travel to deliver Technical Assistance in Region 7 including rental car Est. $250/trip x 24 trips	$	6,000
Ground travel to deliver Technical Assistance in Region 7 Est. 800 miles/person/month (round trip) @ .58/mile x 3 persons x 12 months	$	16,128
Subtotal Ground Travel	**$**	**27,728**
Total Transportation	**$**	**58,878**
Subsistence		
Trips to DC for Project Directors meetings Est. $75/day x 4 person days	$	300
Other Meetings with CC Network Coordinators Est. 20 person days @ ave. $75/day/person	$	1,500
Field days delivering Technical Assistance in Region 7 Est. $75 @ ave. 6 days/month/person x 7 persons x 12 months	$	37,800
Subtotal Subsistence	**$**	**39,600**
Lodging		
Trips to DC for Project Director meetings Est. $225/night x 2 person x 2 nights x 2 meetings	$	1,800
Other Meetings with CC Network Coordination Est. $180/person/night x 30 person nights	$	5,400
Field days delivering Technical Assistance in Region 7 Est. $130/nights @ ave. 2 nights/month/persons x 7 persons x 12 months	$	21,840
Subtotal Lodging	**$**	**29,040**
Total Per Diem	**$**	**68,640**
Total Transportation & Per Diem - Year Four	**$**	**127,518**

Region 7 - FL, MS, AL
RMC Research Corporation
Schedule O - Year Four
October 1, 2022 - September 30, 2023
Subcontractors and Consultants

Subcontractors		
University of Mississippi	$	300,000
Applied Engineering Management Corporation (AEM)	$	485,000
University of North Carolina at Chapel Hill, NIRN	$	285,000
WestEd, Inc.	$	200,000
Subtotal Subcontractors - Year Four	**$**	**1,270,000**
National Consultant Pool		
40 days @ $1,000/day	$	40,000
Subtotal Consultants - Year Four	**$**	**40,000**
Collaborative Partnerships/MOUs		
Collaborative Partnerships/MOUs Examples: Excellence In Education Foundation; HBCUs; CCSSO; National Research Center for Career and Technical Education; National Assessment Center, etc.	$	70,000
Subtotal MOUs/Collaborative Partnerships - Year Four	**$**	**70,000**
Total Subcontractors and Consultants - Year Four	**$**	**1,380,000**

Region 7 - FL, MS, AL
RMC Research Corporation
Schedule P - Year Four
October 1, 2022 - September 30, 2023
Other Direct Costs

Communication		
Toll free, National incoming WATS line (Band 1) and support line Est. $135/month x 12 months per line	$	1,620
Outgoing long distance calls est. $310/month x 12 months	$	3,720
Fractional high speed T-1* internet communication line, point to point 128 KBS- 24 hour access Est. $500/month x 12 months	$	6,000
Subtotal Communication	**$**	**11,340**
Postage		
General mailing costs est. $100 /month x 12 months	$	1,200
Overnight/Next day postage est. $150/month x 12 months	$	1,800
Subtotal Postage	**$**	**3,000**
Printing/Reproduction		
General Xerox copying (correspondence, reports, mail-outs, workshop materials, etc.) est. $650/month x 12 months	$	7,800
Subtotal Printing/Reproduction	**$**	**7,800**
Materials and Supplies		
Materials and supplies for seminars, workshops, and conferences	$	2,780
Subtotal Materials and Supplies	**$**	**2,780**
Technology		
Technology lease, purchase, replacement/refurbishment, software licenses, maintenance agreement, etc.	$	3,214
Subtotal Technology	**$**	**3,214**
Subtotal Other Direct Costs - Year Four	**$**	**28,134**

Region 7 - FL, MS, AL
RMC Research Corporation
Budget Summary - Year Five
October 1, 2023 - September 30, 2024

Direct Labor

Direct Labor Subtotal (Schedule Q)	$	785,077
Overhead (including fringe benefits)	$	753,674
Total Direct Labor	**$**	**1,538,751**

Other Direct Costs

Airfare (Schedule R)	$	31,150
Ground Travel (Schedule R)	$	27,728
Subsistence (Schedule R)	$	39,600
Lodging (Schedule R)	$	29,040
Subcontractors & Consultants (Schedule S)	$	1,380,000
Communication (Schedule T)	$	11,340
Postage (Schedule T)	$	3,000
Printing/Reproduction (Schedule T)	$	7,800
Materials and Supplies (Schedule T)	$	2,780
Technology (Schedule T)	$	3,214
Total Other Direct Costs - Year Five	**$**	**1,535,652**
Total Direct Labor and Other Direct Costs - Year Five	**$**	**3,074,403**
General and Administration (G&A) on RMC Direct Labor & ODC	**$**	**304,366**
Total Cost of Contract - Year Five	**$**	**3,378,769**

Region 7 - FL, MS, AL
RMC Research Corporation
Schedule Q - Year Five
October 1, 2023 - September 30, 2024
Direct Labor

Name/Title	Percentage of Time	Est. Days	Est. Hours	Rate/ Hour	Est. Cost
Dr. Everett Barnes Principal Investigator/Officer-in-Charge	20%	47	376	$ 138.45	$ 52,057
Ms. Sheryl Turner Project Director/Sr. Research Associate – evidence-based programs, ESSA administration, sustainability, literacy	90%	211.5	1692	$ 56.30	$ 95,260
Ms. Karyn Lindsay Deputy Project Director/Sr. Research Associate – ESSA administration, professional developer, school choice, family engagement	100%	235	1880	$ 41.40	$ 77,832
Dr. Trudy Hensley Sr. Research Associate – leadership development, rural education, assessments, school turnaround, literacy	50%	117.5	940	$ 72.45	$ 68,103
Dr. Angel Meeks Sr. Research Associate – district leadership development, rural education, school turnaround, equity, curriculum, policy analysis	80%	188	1504	$ 46.58	$ 70,056
Dr. Archie Hill Research Associate – school turnaround, rural education, cultural diversity, educational technology	50%	117.5	940	$ 41.40	$ 38,916
Ms. Ruth Gumm Research Associate – ESSA administration, literacy, school turnaround, policy analysis, evidence-based programs	100%	235	1880	$ 39.33	$ 73,940
Ms. Tricia Cox Research Associate – literacy, effective educators, coaching, rural education, professional developer, assessments	100%	235	1880	$ 39.33	$ 73,940
Ms. Kim Mazzell McWhirter Research Associate – school turnaround, literacy, effective educators, urban education, evidence-based programs	50%	117.5	940	$ 39.33	$ 36,970
Dr. Joshua Melton Internal Evaluator/Research Associate – evaluation, school choice, STEM education	75%	176.25	1410	$ 41.40	$ 58,374
Ms. Clarissa Hernandez Associate Communications/Operations	50%	117.5	940	$ 28.98	$ 27,241
Technology Support	75%	176.25	1410	$ 38.30	$ 54,003
Clerical/Secretarial/Logistical Support	120%	282	2256	$ 25.88	$ 58,385
				Direct Labor	**$ 785,077**
				Subtotal Direct Labor - Year Five	**$ 785,077**

Region 7 - FL, MS, AL
RMC Research Corporation
Schedule R - Year Five
October 1, 2023 - September 30, 2024
Travel and Per Diem

Airfare		
Project Director Meetings at least twice a year From Tampa, FL to Washington, DC and return 2 RMC Staff Member @ $500/trip x 2 trips	$	2,000
Other Meetings with CC Network Coordinators From Tampa, FL to various locations and return 10 person trips @ $500/trip	$	5,000
Provide TA to Clients in Region 7 From Tampa, FL to various client sites in Region 7 and return 42 trips $575/trip	$	24,150
Subtotal Airfare	**$**	**31,150**
Ground Travel		
Ground travel to and from airport, including mileage, tolls, parking, taxi/bus, etc. Est. $100/person/trip x 56 trips	$	5,600
Ground travel to deliver Technical Assistance in Region 7 including rental car Est. $250/trip x 24 trips	$	6,000
Ground travel to deliver Technical Assistance in Region 7 Est. 800 miles/person/month (round trip) @ .58/mile x 3 persons x 12 months	$	16,128
Subtotal Ground Travel	**$**	**27,728**
Total Transportation	**$**	**58,878**
Subsistence		
Trips to DC for Project Directors meetings Est. $75/day x 4 person days	$	300
Other Meetings with CC Network Coordinators Est. 20 person days @ ave. $75/day/person	$	1,500
Field days delivering Technical Assistance in Region 7 Est. $75 @ ave. 6 days/month/person x 7 persons x 12 months	$	37,800
Subtotal Subsistence	**$**	**39,600**
Lodging		
Trips to DC for Project Director meetings Est. $225/night x 2 person x 2 nights x 2 meetings	$	1,800
Other Meetings with CC Network Coordination Est. $180/person/night x 30 person nights	$	5,400
Field days delivering Technical Assistance in Region 7 Est. $130/nights @ ave. 2 nights/month/persons x 7 persons x 12 months	$	21,840
Subtotal Lodging	**$**	**29,040**
Total Per Diem	**$**	**68,640**
Total Transportation & Per Diem - Year Five	**$**	**127,518**

Region 7 - FL, MS, AL
RMC Research Corporation
Schedule S - Year Five
October 1, 2023 - September 30, 2024
Subcontractors and Consultants

Subcontractors		
University of Mississippi	$	300,000
Applied Engineering Management Corporation (AEM)	$	485,000
University of North Carolina at Chapel Hill, NIRN	$	285,000
WestEd, Inc.	$	200,000
Subtotal Subcontractors - Year Five	**$**	**1,270,000**
National Consultant Pool		
40 days @ $1,000/day	$	40,000
Subtotal Consultants - Year Five	**$**	**40,000**
Collaborative Partnerships/MOUs		
Collaborative Partnerships/MOUs Examples: Excellence In Education Foundation; HBCUs; CCSSO; National Research Center for Career and Technical Education; National Assessment Center, etc.	$	70,000
Subtotal MOUs/Collaborative Partnerships - Year Five	**$**	**70,000**
Total Subcontractors and Consultants - Year Five	**$**	**1,380,000**

Region 7 - FL, MS, AL
RMC Research Corporation
Schedule T - Year Five
October 1, 2023 - September 30, 2024
Other Direct Costs

Communication		
Toll free, National incoming WATS line (Band 1) and support line Est. $135/month x 12 months per line	$	1,620
Outgoing long distance calls est. $310/month x 12 months	$	3,720
Fractional high speed T-1* internet communication line, point to point 128 KBS- 24 hour access Est. $500/month x 12 months	$	6,000
Subtotal Communication	**$**	**11,340**
Postage		
General mailing costs est. $100 /month x 12 months	$	1,200
Overnight/Next day postage est. $150/month x 12 months	$	1,800
Subtotal Postage	**$**	**3,000**
Printing/Reproduction		
General Xerox copying (correspondence, reports, mail-outs, workshop materials, etc.) est. $650/month x 12 months	$	7,800
Subtotal Printing/Reproduction	**$**	**7,800**
Materials and Supplies		
Materials and supplies for seminars, workshops, and conferences	$	2,780
Subtotal Materials and Supplies	**$**	**2,780**
Technology		
Technology lease, purchase, replacement/refurbishment, software licenses, maintenance agreement, etc.	$	3,214
Subtotal Technology	**$**	**3,214**
Subtotal Other Direct Costs - Year Five	**$**	**28,134**