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 # S283B190047

Gramts.gov Tracking#: GRANT12861879

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

<u>Closing Date: May 24, 2019</u>

PR/Award # S283B190047

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

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
05/24/2019	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Policy Studies Associates, Inc.

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
52-1265755	1039323070000

d. Address:

* Street1:	1120 20th Street, NW
Street2:	Suite 200N
* City:	Washington
County/Parish:	
* State:	DC: District of Columbia
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	20036-3414

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:	Brenda
Middle Name:	J.		
* Last Name:	Turnbull		
Suffix:			

Title: Principal

Organizational Affiliation:

Policy Studies Associates, Inc.

* Telephone Number:	202-939-5324	Fax Number:	202-478-2600

* Email: bturnbull@policystudies.com

Application for Federal Assistance SF-424

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

R: 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:

Region 4 Comprehensive Center, to provide high-quality, intensive capacity-building services to
state, regional, and local education agencies

Attach supporting documents as specified in agency instructions.

| Add Attachments | Delete Attachments | View Attachments |

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant   DC-001   * b. Program/Project   DE-All

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

1239-For SF-424 Line 16.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

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

    a. This application was made available to the State under the Executive Order 12372 Process for review on   05/23/2019 .

    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:	Brenda
Middle Name:	J.		
* Last Name:	Turnbull		
Suffix:			

* Title: Principal

* Telephone Number: 202-939-5324   Fax Number: 202-478-2600

* Email: bturnbull@policystudies.com

* Signature of Authorized Representative: Policy Studies Associates   * Date Signed: 05/24/2019

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SF-424 Line 16

      a.   DC-All
      b.   MD-All
      c.   NJ-All
      d.   PA-All

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

Name of Institution/Organization

Policy Studies Associates, Inc.

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	543,972.00	560,291.00	577,100.00	594,413.00	612,245.00	2,888,021.00
2. Fringe Benefits	251,315.00	258,855.00	266,620.00	274,619.00	282,857.00	1,334,266.00
3. Travel	58,606.00	60,364.00	62,175.00	64,041.00	65,962.00	311,148.00
4. Equipment						
5. Supplies	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	125,000.00
6. Contractual	1,182,204.00	1,098,084.00	1,062,479.00	1,062,479.00	1,035,420.00	5,440,666.00
7. Construction						
8. Other	80,000.00	133,183.00	136,922.00	104,100.00	97,354.00	551,559.00
9. Total Direct Costs (lines 1-8)	2,141,097.00	2,135,777.00	2,130,296.00	2,124,652.00	2,118,838.00	10,650,660.00
10. Indirect Costs*	416,149.00	421,469.00	426,950.00	432,594.00	438,408.00	2,135,570.00
11. Training Stipends						
12. Total Costs (lines 9-11)	2,557,246.00	2,557,246.00	2,557,246.00	2,557,246.00	2,557,246.00	12,786,230.00

*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: _____   To: _____   (mm/dd/yyyy)

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

The Indirect Cost Rate is _____ %.

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

(4)   If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☒ Yes   ☐ No   If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

☐ Is included in your approved Indirect Cost Rate Agreement?   Or,   ☐ Complies with 34 CFR 76.564(c)(2)?   The Restricted Indirect Cost Rate is _____ %.

PR/Award # S283B190047

ED 524

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.	
Policy Studies Associates, Inc.		

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

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.

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Standard Form 424B (Rev. 7-97)
Prescribed by OMB Circular A-102

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
Policy Studies Associates	Principal
APPLICANT ORGANIZATION	DATE SUBMITTED
Policy Studies Associates, Inc.	05/24/2019

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

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:	2. * Status of Federal Action:	3. * Report Type:
☐ a. contract	☐ a. bid/offer/application	☒ a. initial filing
☒ b. grant	☒ b. initial award	☐ b. material change
☐ c. cooperative agreement	☐ c. post-award	
☐ d. loan		
☐ e. loan guarantee		
☐ f. loan insurance		

4. Name and Address of Reporting Entity:

☒ Prime   ☐ SubAwardee

* Name
Policy Studies Assoociates, Inc.

* Street 1
1120 20th Street, NW

Street 2
Suite 200N

* City
Washington

State
DC: District of Columbia

Zip
20036-3414

Congressional District, if known: DC-001

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

6. * Federal Department/Agency:	7. * Federal Program Name/Description:
U.S. Department of Education	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 NA   Middle Name NA

* Last Name NA   Suffix

* Street 1 NA   Street 2 NA

* City NA   State   Zip NA

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

Prefix   * First Name NA   Middle Name NA

* Last Name NA   Suffix

* Street 1 NA   Street 2

* City NA   State   Zip NA

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:** Policy Studies Associates

Name: Prefix   * First Name NA   Middle Name NA

* Last Name NA   Suffix

Title: **Telephone No.:**   **Date:** 05/24/2019

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Standard Form - LLL (Rev. 7-97)

PR/Award # S283B190047

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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.

| 1234-Sec 427 GEPA--PSA.pdf | Add Attachment | Delete Attachment | View Attachment |

Section 427, General Education Provision Act (GEPA).

Policy Studies Associates, Inc. (PSA), is proposing to operate the Region 4 Regional Comprehensive Center in response to CFDA 84.283B, Application for New Grants Under the Comprehensive Centers Program. The primary purpose of the Region 4 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 the District of Columbia, Delaware, Maryland, and Pennsylvania.

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.

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

PSA 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 and recipients. The Center will require compliance with the policies, procedures and intent of Affirmative Action, Equal Employment Opportunity, and the Americans with Disabilities Act.

PSA will submit names to the Department 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.

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

Policy Studies Associates, Inc.

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.   * First Name: Brenda   Middle Name: J.

* Last Name: Turnbull   Suffix:

* Title: Principal

* SIGNATURE: Policy Studies Associates   * DATE: 05/24/2019

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Brenda	J.	Turnbull	

Address:

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2. Novice Applicant:

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

☒ Yes   ☐ No   ☐ Not applicable to this program

3. Human Subjects Research:

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

☐ Yes   ☒ No

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

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

☐ No   Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment

Abstract

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

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)

- Research issues, hypotheses and questions being addressed

- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

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

You may now Close the Form

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: | 1236-Project Abstract--Policy Studies Associates. | [Add Attachment] [Delete Attachment] [View Attachment]

Project Abstract

Policy Studies Associates (PSA) and its subcontractors, RMC Research and SRI International, have capacity to serve as the Regional Center for Region 4. The application addresses the ways in which the team will meet all the priorities and requirements for a Regional Center and deliver high-quality, evidence-based support for the use of evidence-based programs, practices, and interventions. Uniquely, this team brings together experienced members of the Comprehensive Center system with a team that has evaluated the Comprehensive Centers program nationally.

For both the Absolute Priority and Competitive Preference Priorities for Regional Centers, the Center has the following relevant capabilities:

■ Working effectively toward *significant*, sustained improvement at the *system* level through an evidence-based approach to Center work, strategic partnerships within the region that can multiply the power and sustainability of capacity-building services, and a deeply experienced and skilled project team.

■ A *project design* reflecting a research-based conceptual framework, using existing funding streams and building on related efforts, and featuring collaboration with partners.

■ Seasoned *project personnel,* well-qualified in all areas of Center work, under the direction of highly experienced co-directors who bring practice and research experience to their role.

■ An *evaluation plan* with measures, data sources, and reporting plans that will ensure feedback and continuous improvement and use of objective performance measures.

Appendices provide further details on the communications plan, the evaluation plan, and the logic model for the Center, along with resumes of all key personnel and letters of support and commitment.

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Absolute Priority 1 – Regional Center

The Center will work with clients and recipients as they carry out approved Consolidated State Plans. In this effort, priority will be placed on implementing and scaling up evidence-based programs, practices, and interventions that can directly benefit recipients serving disadvantaged students or students from low-income families. Services that address the unique educational obstacles faced by rural populations will also be a priority. If States seek help in addressing corrective actions or results from audit findings or monitoring that are programmatic in nature, the Center is equipped to provide such help. Finally, this Regional Center will work with the National Center both by providing needed information to the National Center and by participating in making capacity-building work as widely available as possible to regional and local education agencies and schools.

Competitive Preference Priorities – Regional Center

This application also demonstrates that Policy Studies Associates is a novice applicant and that the team brings innovative strategies to address two priorities identified for Regional Centers:

■ Promoting effective instruction in classrooms and schools through increasing access to effective principals or other school leaders and to effective educators. Innovative strategies include pipeline systems for preparation, selection, and support of leaders and educators, making effective use of data systems, and building on lessons learned in educator evaluation.

■ Empowering families and individuals to choose a high-quality education that meets their unique needs through access to choice of schools, curricular choice, programmatic choice, or choice within classrooms.

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Project Narrative File(s)

* Mandatory Project Narrative File Filename: 1235-Project Narrative--PSA.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.

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APPLICATION FOR REGION 4 COMPREHENSIVE CENTER

POLICY STUDIES ASSOCIATES

Contents

Significance

Responds to Application Requirement 4

Policy Studies Associates (PSA), with subcontractors RMC Research and SRI International, brings knowledge, experience, commitment, and enthusiasm to this application to join the Comprehensive Centers program as the Regional Center for Region 4. PSA is no stranger to the Comprehensive Centers, having conducted the first national evaluation of the program and participated as a major subcontractor in the second national evaluation. With this application, we seek to join the program as a contributor, applying the lessons of those evaluations in the important work of serving the region's students, educators, schools, agencies, and communities.

Our proposed work in the region reflects the following signature strengths, each of which will contribute to durable system change and improvement that leads to desired outcomes for students and schools in the region:

- An evidence-based approach to capacity building

- A commitment to strengthening an ecosystem of capacity building

- Expertise on high-leverage problems and evidence-based solutions in education

An Evidence-Based Approach to Capacity Building

We propose to practice what we preach. If we are to fulfill the mission of providing high-quality intensive services that build clients' and recipients' capacity to identify, implement, and sustain effective evidence-based programs, practices, and interventions that support improved educator and student outcomes, we must attend to the evidence that is relevant to our own work. For sustainability, our approach must be grounded in the evidence on *how* evidence is used and the evidence on productive ways of supporting its use.

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More and more, researchers and evaluators are seeing that the evidence they produce will rarely if ever find its way into use on its own. The Comprehensive Centers are a vital resource in bringing evidence-based practice to education agencies at all levels, and we believe they can do even better in the future. Systems and strategies for supporting evidence use in education can themselves be improved. In the words of the thoughtful director of planning and research for the Massachusetts Department of Elementary and Secondary Education, "The irony of my early years in my role is that if I had stopped to read the research on how research is used in policymaking, I would have been much quicker to become effective at my work" (Conaway, 2019). Here, we describe how we propose to apply that research in capacity-building assistance for policy and practice in Region 4.

Recent scholarship on evidence use suggests that we are in a third generation of understanding how evidence influences practice and policy in any field (Best & Holmes, 2010; Boaz & Nutley, 2019). The first two generations were important though perhaps insufficient. The first generation saw evidence use as a challenge of *dissemination* and emphasized the crafting of clear, actionable messages, models, and tools—products that emerged from a research supply chain to be picked up and used. The second generation reflected a growing understanding that *relationships* of sharing, partnerships, and networks have a part to play in fostering evidence use. Conaway's insights belong to this generation, which represents state-of-the-art practice in state agencies, local agencies, and Comprehensive Centers: she writes, "If research is insufficiently used in policymaking, it's because we have too few conversations between the policy and research communities, not because we have too few policy briefs" (2019, p.1).

The third generation of evidence on evidence-based capacity building extends these understandings. It brings in the notion that we must strengthen the *systems* that mediate

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evidence-based change—in other words, that implementation of evidence-based interventions often depends on the interlocking networks of agencies, stakeholders, and procedures that may support or inhibit use (Boaz & Nutley, 2019). This does not mean that dissemination and relationships don't matter, only that we must also attend to and develop systems as critical context (Best & Holmes, 2010). For a Comprehensive Center, state, regional, local, and community systems interact to drive opportunities for building capacity.

What does this mean for our work? It means knowing the contexts in which our clients and recipients work, and building capacity at multiple levels in coherent, mutually reinforcing ways. We will help clients and recipients work toward coherence in their improvement strategies across levels. For example, capacity to implement evidence-based interventions in schools depends crucially on systems and structures at the district level—professional learning opportunities, instructional coaching, human-capital procedures, data systems, and more. For activities funded under ESEA consolidated plans or supported by state initiatives, districts have standard operating procedures associated with the programs, and multiple channels for communication and support from the SEA; many districts also obtain support from an REA. Where these resources are strong and work in concert to support evidence-based improvement, effective change that leads to outcomes in schools becomes more likely.

Another facet of our evidence-based approach is that we will build capacity for careful questioning in the process of matching interventions to problems. Research shows that educational administrators, with the best of intentions, can move too quickly to solutions without taking enough time and care in assessing needs and analyzing root causes (Coburn, Honig, & Stein, 2009; Mintrop & Zumpe 2019). This is "solutionitis," or "the propensity to jump quickly on a solution before fully understanding the exact problem to be solved" (Bryk, Gomez, Grunow,

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& LeMahieu, 2015, p. 24). In working with problem-solving teams of state and local officials,

we have seen good results from time spent with driver diagrams or similar tools, a careful review

of relevant data from different analytic angles, and consideration of several possible solutions

before plunging into a policy or program choice. Our center will coach decisionmakers in

fighting the temptation to believe that, as Mintrop and Zumpe (2019) put it, "My problem is the

absence of my solution."

Our goals for organizational learning and policy leadership in the region are ambitious,

consistent with the logic model of the Comprehensive Centers program. We intend to build the

capacity to plan, implement, and evaluate school improvement programs—and the capacity to

embed these programs in a coherent policy and practice system. Again, we look to recent

research to inform our approach, and it tells us that these aims are related to "absorptive

capacity," a concept from the business literature on organizational learning. Cohen and

Levinthal (1990) used the term to refer to a firm's ability to value, assimilate, and apply new

knowledge, and a later conceptualization refers to a firm's capability for organizational learning

through knowledge creation and use (Zahra & George 2002). Intensive capacity building

services from our Regional Center will help our clients and recipients develop their capacity to

value and apply knowledge, create evidence, and build evidence use into their standard operating

procedures.

Therefore, in measuring the readiness of clients and recipients to engage in our intensive

capacity-building services, we will use evidence-based criteria from the literature, paying

attention to factors associated with absorptive capacity. Based on a thorough review of

literature, Farrell and Coburn (2016) suggest a framework for school district absorptive capacity

that we believe is generalizable to state and regional agencies. It includes: prior knowledge and

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expertise related to the domain of the problem on the part of at least some participating offices; internal communication pathways for knowledge sharing and problem solving; strategic leadership in prioritizing the assimilation and use of evidence; and resources for partnering, specifically the availability of staff time. In a subsequent empirical study of work in different school district offices, Farrell, Coburn, and Chong (2018) found evidence of the importance of the first three features. They observed greater uptake of new ideas and changes in practice associated with prior knowledge, internal communication among different offices, and leadership that set the tone for evidence use. This suggests that absorptive capacity is not only useful for measuring readiness but is also a type of capacity that we will want to help build so as to leave clients and recipients better positioned for continuing evidence use.

Wherever possible, we will encourage and support our clients and recipients in aligning interventions so that they reinforce one another and support systemic improvements. This includes selecting practices, programs, and interventions for implementation that are themselves systems that foster coherence in policy and action. For example, at the state level our work with the current Building State Capacity and Productivity (BSCP) Center has shown evidence that SEA leaders and staff attribute changes in capacity to their use of Strategic Performance Management (SPM) and Strategic Communication. These systems for aligning structures and functions to the agency's mission have, they believe, brought clarity and improved efficiency in their work at the SEA level. As an example at the district level, the Principal Pipeline Initiative in six large districts has shown the feasibility—and the effects on student achievement—of a strategic approach to developing and supporting school leaders with standards-aligned preparation, placement, evaluation, and support (Gates, Baird, Master, & Chavez-Herrerias, 2019; Turnbull, Anderson, Riley, MacFarlane, & Aladjem, 2016). Within schools, a cacophony

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of unrelated improvement initiatives works against organizational improvement, and new teachers may struggle to learn when they receive conflicting guidance from multiple streams of coaching or professional development (Srinivasan & Archer, 2018).

Because capacity building is, obviously, a matter of learning, we will apply evidence-based principles of adult learning and organizational learning in our work. The principles of adult learning are particularly useful in designing interactions with our clients and recipients. Based on the work of Knowles (1980), we will build on the experience and knowledge that participants bring to each event, respect their autonomy in self-directed learning and their leadership in activities, provide practical hands-on exercises, and highlight relevance to their individual and organization goals. Indeed, in our survey of participants in Comprehensive Center projects in the national evaluation (Turnbull et al., 2011), we found a correlation between a participant's report that they had had a role in planning the project and their rating of its relevance and usefulness.

To the extent possible, we will strongly encourage and support leaders of agencies or the units within them to participate directly and actively in the learning opportunities that we offer. This is an evidence-based stance: a thought-provoking study from Honig, Venkateswaran, and McNeil (2017) compared the extent to which district central offices shifted their practice after learning about evidence-based practices. Although conventional wisdom might say that the quality of external assistance makes the biggest difference—and the researchers did not find that external assistance doesn't matter—nevertheless, they found the deepest change:

> … not in districts with high-quality assistance from intermediary organizations but in those where central office leaders themselves regularly took a teaching-and-learning approach to help their colleagues and staff integrate challenging ideas into their practice.

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When leaders took on the role of learner while coaching their staff, changes were most evident, regardless of the quality of the outside assistance provided.

As clients and recipients reach the implementation stage with evidence-based practices or programs, we propose to take an evidence-based approach to capacity building that blends the tenets of implementation science and improvement science. Implementation science has made an important contribution to human-service fields by highlighting the barriers and uncertainties in putting innovations into practice. It has also identified conditions, capabilities, and tactics that are conducive to overcoming these barriers and uncertainties (Blase, Fixsen, Sims, & Ward, 2015; Fixsen & Blase, 2009). Following implementation science, we will take seriously the importance of pursuing "full and effective use" of evidence-based interventions. Effective use may be achieved by rigorously pursuing fidelity of implementation, with regular measurement that identifies deviations from fidelity, recognizing that straying from the original design may represent fatal mutations in that design.

At the same time, we also value the improvement-science approach. In many cases, we believe, those implementing an intervention can make principled adaptations when particular facets of the intervention do not appear well matched to the conditions of the implementing organization or the intended beneficiaries. Regular monitoring and feedback loops for emerging results provide guardrails in this process. Particularly in a networked improvement community, which we see as a useful design for implementation and scale-up, adaptations can be tested across sites and either continued or rejected on the basis of their results—thus generating new evidence on which to base future implementation choices. The Carnegie Math Pathways provide the strongest evidence to date of the success of this "adaptive integration" approach to evidence-based improvement (Huang, Norman, & Yamada, 2018).

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In current work with a school district that is using improvement-science techniques in implementing a literacy intervention, we are struck by both the value and the challenges of gathering and using data on outcomes. This project's design calls for participating teachers to record features of their instructional practice and student responses, then review the data together. This allows the teachers to test and refine the instructional shifts that they are trying to make. Our takeaways are: this process can build practitioners' understanding of and commitment to an intervention; but practitioners have limited time and enthusiasm for developing and using the "practical measures" that improvement science calls for. In planning our services for this region, we will ensure that each intervention has a useful starter set of practical measures that clients and recipients can use to gauge their own progress.

Strengthening the Ecosystem of Capacity Building

No matter how skilled and diligent a Regional Center is, it cannot provide all the external support that clients and recipients need in order to sustain system change and improvement. Even with the resources brought in from the entire Comprehensive Center system through the National Center, the intensive capacity building that we provide will be at best a catalyst, contributor, and supplement to state and local capacity. For significant improvement that continues to benefit clients and recipients, we propose also to focus on strengthening the ecosystem of capacity-building resources that surrounds them every day.

Region 4 enjoys advantages. It is more affluent than many; distances between SEAs and districts and among districts are not vast; all five jurisdictions received grants under both the Race to the Top and the Statewide Longitudinal Data Systems programs that left them with data systems and other systems that can undergird today's initiatives. Significantly, the region is also rich in organizations and institutions, solidly established within the region, that are skilled and

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knowledgeable in evidence-based improvement. We propose to be a Regional Center that bridges the gap between the resources of the Comprehensive Center network and the resources of the region, leaving our clients and recipients better equipped to sustain improvements with added capacity and nearby sources of help. Here, we describe how we will build self-sufficiency and sustainability of state-led school improvement activities.

Serving as—and Collaborating With—In-Region Resources

First, the center of gravity for our professional work is in the region. PSA has been headquartered in the District of Columbia for its entire 38-year history. Key personnel from our subcontractors, RMC Research and SRI International, are based in offices just across the river in Virginia, or in New Jersey. This means that on any date that is convenient for a client or recipient, senior professionals can easily be anywhere in the region.

Second, we take seriously the value of nurturing the ecosystem of nearby capacity-building resources. Our in-region collaborators at the Joseph Cornwall Center for Metropolitan Research at Rutgers, the Delaware Academy for School Leadership, the Center for Research Use in Education (R4S), and the University of Pittsburgh have in-depth experience and knowledge in partnerships with and among state, regional, and local education agencies. We will constantly look for opportunities to align our intensive capacity-building services with theirs—to plan with them so that our services are complementary, to use their vocabulary when we work with their partners, and to work jointly if possible. When we work jointly with a regional partner, we will plan for efficiencies in long-term follow-up so that free or affordable services from a nearby partner will contribute to sustaining the results of the work.

In addition to these proposed collaborations in the region, we will be alert to new partners and new opportunities to work with in-region allies. We will of course establish a Memorandum

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of Understanding (MOU) with the Regional Educational Laboratory (REL) at Mathematica, with WestEd and other partners. We know that their existing collaborations and their skills, such as Mathematica's work in rapid-cycle evaluation, are assets to capacity building in the region, and we expect a collegial relationship with them.

Looking ahead, in collaboration with the Office of the State Superintendent of Education, we will establish a working relationship with the Research-Practice Partnership authorized by new legislation in the District of Columbia, which is currently expected to start operations by early 2020. This new entity, with a broad-based advisory group and mechanisms for input from the Mayor and Council of the District of Columbia, will have the potential to bring evidence-based programs, practices, and interventions into policy and practice, and we see great potential in teaming up on projects of mutual interest.

Third, place-based philanthropy is a powerful resource in this region that could be a natural ally for our intensive capacity building. We have seen a current example. We support work on leadership for equity and school improvement led by a collaborative team in Pennsylvania—comprising the SEA, the state's two major urban districts, and three nonprofits—that has attracted participation by the Heinz Endowments as a thought partner. The Rodel Foundation has been a partner for educational improvement efforts in Delaware, and similar roles are played by CityBridge Education in the District of Columbia and the Association of Baltimore Area Grantmakers in Baltimore. We will need to proceed carefully and deliberately in the effort to engage philanthropy. Our considerable experience in working with national and local foundations has sensitized us to the questions and concerns that may arise around bringing these or other entities into the orbit of the Regional Center: they may be cautious about an alliance that would bring an expectation of grants for activities that should be publicly funded;

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their agendas may not be fully in sync with those of the center's key clients, the SEAs. However, we see no harm in asking our clients whether we may open a conversation with these and other philanthropic organizations in order to explore mutual interests and possible opportunities for complementary or coordinated efforts.

Fourth and finally, collaborating with national associations can also give us entrée to their state chapters and members, allowing us to deepen ties within the region in that way. For example, the National Association of Secondary School Principals, knowing PSA's work on the development, deployment, and support of effective school leaders, has provided a letter of support for our application. With headquarters offices in suburban Virginia, association staff are close at hand for meetings in which we can plan coordinated work within the region.

Building on the Capacity Within Client and Recipient Agencies

In a memorable retort to well-meaning researchers who spoke of building practitioner capacity in research-practice partnerships, the Director of Research, Policy, and Practice in the School District of Philadelphia's Office of Research and Evaluation wrote a blog post titled, "So you think you can build my capacity?" (Lesnick, 2017). Her words are a reminder that our clients and recipients are far from blank slates or empty vessels, but already have strong professional skills and invaluable understanding of their context, opportunities, and constraints.

Our center will take an asset-based approach to capacity building, respectful of what our partners in the region know and can do. We will build on existing capacity by strengthening communication pathways and aligned efforts among agencies. For example, we may support the partnership among Intermediate Units and the Pennsylvania Department of Education that is using and further developing collective capacity to serve schools identified for Comprehensive Support and Improvement (CSI).

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The Prince George's County Public Schools, with whom we have worked, are an example of an LEA as potential collaborator for the center. Their outstanding work in school leader development, with Wallace Foundation support, is gaining notice as a national resource for districts interested in strengthening their principal pipelines. The district offers well-attended conferences on the assistant principalship, a position that is too often sadly neglected in local and state strategies for a strong and diverse pipeline of principals, and we will use participation in the conferences as part of our presence as a resource to the region. This is just one example of the way in which partnership with an LEA may open doors for the intensive capacity building that we will be able to provide.

Within any agency, strengthening communication pathways is a way of unleashing the agency's existing capacity. It has long been said that if state education agencies could tap all their existing capacity more smoothly across divisions and offices, they could work more effectively. The same can be true in larger school districts. We know that these agencies are making efforts to coordinate and collaborate internally rather than working in silos, and we will support those efforts.

At the school level, new research demonstrates that part of the ecosystem of support for evidence-based school improvement is already within the schools. Our proposed collaborator at the University of Delaware, R4S, has explored the pathways by which research-based knowledge finds its way to schools and has found that informal "knowledge brokers" within schools make a difference. Identifying these individuals, connecting with them, and supporting their learning offers an intriguing avenue for supporting change. Some are administrators, while others are in coaching, classroom teaching, counseling, or other staff roles (Farley-Ripple & Sareja, in press). As we work directly with schools or support districts and regional agencies in their capacity

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building in schools, we will pay particular attention to the value of spotting informal knowledge brokers and enlisting their participation.

Because recipient agencies at the regional and local levels bring their existing capacity to engagement with the center, opportunities for shared problem solving and learning will be important vehicles for the capacity building that the center will support. In particular, we expect to engage agencies in networked improvement communities (NICs) that can collaborate in work such as root-cause analysis of shared problems and implementation of evidence-based practices. We are fortunate to be able to work with Professor Jennifer Lin Russell at the University of Pittsburgh, an expert in the development of (NICs). She will help in anticipating challenges they are likely to encounter and in ensuring that our capacity-building assistance is state-of-the-art.

Regional Advisory Board

We look forward to identifying and working with a regional board of advisors, as prescribed in the authorizing legislation. Tapping the board's knowledge and enlisting its support will advance the power and sustainability of our capacity-building work.

With five SEAs in the region, we expect to name a full 25 members to the board. One will be an SEA staff member, either the chief state school officer (CSSO) or their designee. Others will bring the voices of REAs, rural and urban LEAs, schools, or communities. Researchers and assistance providers from our regional partners will contribute important insights from their cutting-edge work.

We will regularly inform the board and will seek members' feedback. An annual meeting will recap our progress and learning from the year but will also provide a more "blue-sky" opportunity for members to share, learn, and discuss fresh insights from research and practice. We see this kind of event as a valuable opportunity for all of us—Center, partners,

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clients, and recipients alike—to refresh our thinking, learn from others' perspectives, and return to our work with renewed energy.

Exceptional Experience and Capacity in the Center

PSA and its subcontractors, RMC Research and SRI International, offer an extraordinarily strong combination of hands-on experience with capacity building in this region (and beyond), expert knowledge of programs authorized under ESEA and state initiatives, and expertise in many high-leverage problems that can be addressed with evidence-based approaches. More detailed information about all key personnel appears in the Quality of Project Personnel section of this application, but here we briefly highlight the capabilities that we bring to our work on behalf of the region's educators and students.

Experience in Capacity-Building Work

PSA and its two subcontractors have complementary experience and expertise in capacity building. PSA currently works as an assistance provider to collaborative teams of state and local agency representatives in Maryland and Pennsylvania, as well as eight other states around the country. PSA is also supporting cross-state work of the Council of Chief State School Officers. RMC Research, a longtime leader in capacity-building services for evidence-based improvement around the country, has served all five jurisdictions of Region 4 as part of the current Mid-Atlantic Comprehensive Center and will bring relationships and contextual knowledge developed in those engagements. SRI works in the adjacent Appalachian region, as prime contractor for REL Appalachia, partnering with state and local agencies.

Experience in Evidence-Based Improvement

Our Center will be well prepared to work with clients and recipients to pinpoint high-leverage problems and to pursue high-leverage solutions, because our proposed team has impressive

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expertise in content and methods. Our roster includes leaders in the fields of school improvement, systems for increasing the numbers and quality of school leaders and educators, early care and education, services for students with disabilities, family and community engagement, literacy, mathematics, educational choice, and more. Team members are well versed in the criteria for evidence-based interventions under ESSA as well as in What Works Clearinghouse reviews. Our team also includes a former leader of the Department's *Doing What Works* efforts, which have brought evidence to life for practitioner use.

A close cousin to the use of evidence-based interventions is the strategic use of data for ongoing improvement in agency practice. PSA, RMC, and SRI all have decades of experience in supporting the collection and use of data for service improvement in federal education programs. All are well prepared to assist clients and recipients in building capacity related to the analysis and interpretation of data, including large-scale datasets. With extensive experience in formative evaluation of education programs, all the organizations are also well prepared to support clients' and recipients' ongoing evaluation and strengthening of their practices, programs, and initiatives.

Having described these signature features of our proposed Region 4 Center, we turn next to more detailed discussions of how we will address regional needs (the project design), the strengths of our personnel, and the plan for project evaluation. Incorporated within each section are the required elements of the application for a Regional Center.

Quality of the Project Design

Responds to Application Requirements (1), (2), and (8)

Clients and recipients of MACC services deserve tailored help that addresses their priorities, builds on their existing capacity, and positions them to achieve the outcomes that they seek for schools, educators, students, and communities. The conceptual framework that will guide our work, aligned with the Comprehensive Centers program logic model, reflects the latest research on effective evidence-based improvement in public agencies. The team's deep expertise in federal programs and our commitment to working in concert with regional resources will support the effective use of different funding streams. Partnerships with regional resources will continually strengthen the capacity-building ecosystem around clients and recipients.

Conceptual Framework

Our approach to evidence-based educational improvement is itself evidence-based. As described in the previous section of the proposal, our project design will apply the growing body of research on evidence use in policy and practice and on effective ways to build and support capacity for evidence-based improvement.

The conceptual framework that will guide the operation and evaluation of the Center is diagrammed and described in the Logic Model appendix to this proposal. It is closely aligned to the program-wide logic model but makes more explicit the dynamic nature of Regional Center work and the multiple feedback loops inherent in continuous, evidence-based improvement in systems of state, regional, and local contexts.

Our Center will work within the landscape of our clients and recipients, supplementing other national and state-level supports to build capacity by bringing additional content

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knowledge; methodological, implementation, and organizational expertise; access to resources; connections to other technical assistance partners; an evidence-based approach to support; and data. With these resources, we will build the capacity of SEA, REA, and LEA recipients to assess needs; develop logic models; identify evidence-based practices, programs, and interventions; plan and carry out implementation; and continuously improve their work on the basis of observed outcomes. Similarly, we expect to refine and improve this conceptual framework over time, reflecting the lessons we will learn in our work.

In addition to guiding our project design, the conceptual framework is also a guide for the evaluation of the Center. Basically, the components described in the boxes and circles in the diagram are the elements about which the evaluation will collect data. These data will allow us to confirm that the resources, participants, activities, outputs, and outcomes are observed during program operations. The arrows in the diagram represent analyses to confirm whether the hypothesized relationships among the components of the model can be verified.

Working with Similar or Related Efforts to Improve Outcomes

Our proposed center will integrate with and build on related efforts under programs or policies supported by community, state, and federal resources. This application gives an overview of data on needs in this region. It also describes how we will help build the client and recipient capacities that will support the use of evidence-based programs, policies, and interventions to meet needs and attain important outcomes. Our in-depth knowledge of programs authorized under ESEA, other education issues, and policy initiatives will allow us to integrate our services with similar or related efforts, and in particular with existing funding streams from federal programs and other sources.

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For our role in providing capacity-building assistance in each year, our first step will be to make plans with our SEA clients. Those plans will govern our work with the SEA itself and with REA and LEA recipients. For purposes of this proposal, we describe here what we already know about current trends, nationally and in the region, in areas of work that have been priorities for Comprehensive Centers in recent years and are likely to remain important. We highlight state approaches and priorities in the region, what those imply for ways in which we can integrate with or build on efforts to improve relevant outcomes, and the expert knowledge that we are able to bring.

Comprehensive and Targeted Support and Improvement

The reauthorized Title I sec. 1111(d) has resulted in the identification of Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools in all five jurisdictions in the region. The results show some commonalities in needs and some distinctive patterns (Exhibit 1)

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Exhibit 1

CSI and TSI schools in 2018-19, by state

	Delaware	District of Columbia	Maryland	New Jersey	Pennsylvania	TOTAL
CSI schools						
Number of CSI schools identified	8	18	43	80	97	141
Percent of all schools identified for CSI	4%	8%	3%	3%	3%	3%
TSI schools						
Number of TSI schools identified	9	5	376	78	193	459
Percent of TSI schools identified	4%	2%	26%	3%	7%	9%
Number of TSI schools identified, by subgroup						
Economically disadvantaged	1	1	118	11	53	130
Students with disabilities	8	2	285	26	139	313
English Learners	0	0	69	10	10	79
Race/ethnicity						
Asian/Native Hawaiian/ Pacific Islander	0	0	0	15	0	15
Black	0	1	44	9	54	54
Hispanic/Latino	1	0	29	9	14	38
White	0	0	19	34	7	53
Multiracial	1	1	15	2	3	18
Any race/ethnicity	2	2	110	62	78	174

PSA is proud to have partnered with the Council of Chief State School Officers (CCSSO) to develop a new resource, *State Responsibilities and Opportunities for School Improvement under the Every Student Succeeds Act,* which identifies areas of responsibility, challenges, and emerging practices in SEAs related to Section 1111(d). It highlights priorities that are likely to remain important at both the state and district levels in the near future, and for which our center will need to assist in building capacity where needed. We will continue to build upon this and

other resources from CCSSO. Based on national data and the data that we gathered and analyzed

for our region in partnership with CCSSO, the following priorities stand out:

■ Supporting local needs assessment and data use for school improvement

■ Supporting LEA use of funds for school improvement

A more general priority, "Developing and delivering technical assistance to LEAs," the

third-ranked priority among SEAs nationally, is also reported to pose difficult challenges in some

states within our region but not all, and we will direct our assistance based on the states'

expressed needs.

We also note that in a May 2019 CCSSO meeting on School and District Improvement,

several SEA representatives from around the country commented that under Section 1111(d)(3)

they need to work on developing "more rigorous" interventions for schools that remain in CSI

status. This seems likely to emerge as an area of high-leverage work.

Our proposed center brings exceptional strength to the important work of building

capacity for improvement of CSI and TSI schools. As described under Quality of Project

Personnel, our Co-directors, state Co-leads, and Technical Specialists have deep expertise in this

area of work. We approach it from an evidence-based perspective, drawing on the literature

(some of which we have written). This perspective includes not only familiarity with major

models in the field but also a healthy skepticism about quick fixes.

Over 30 years ago, Purkey and Smith (1983) described the challenge facing policy

makers seeking to turn around chronically low-performing schools, writing: "Genuine reform,

however, is predicated on finding solutions to relatively complex problems and devising policies

that will implant those solutions across the spectrum of schools that comprise public education.

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There are not now, as there have never been, simple answers to the questions of what is wrong with our schools and how they can be changed."

The key objective of this center is to partner with states to find evidence-based solutions. With the move away from rigid accountability systems and federally-mandated approaches to turnaround, as many have noted, ESSA holds the promise of jump-starting that possibility and spurring state innovation in turning around schools. Indeed, states have begun to explore a greater variety of options, including paying increased attention to leadership, charters, choice, and vouchers.

Prior to ESSA, states were limited to prescriptive turnaround options; in response, states tended to pick the least burdensome model, which, in turn, had limited effect (Dragoset et al., 2017). States now confront an array of turnaround options with a range of evidentiary bases. Some options offer one size fits all approaches; others offer seemingly little more than management platitudes about motivation, empowerment, and capacity building while failing to address the systemic instructional challenges schools face. Guiding states toward evidence-based practices requires a depth of understanding of the research literature on school turnaround and school improvement.

The opportunity and challenge for this comprehensive center is to identify and support states' implementation of the right turnaround strategies for their CSI and TSI schools. We know that TSI schools in the region in particular, face substantial challenges meeting the needs of both students with disabilities and English language learners. Across the five states, almost 70% of TSI schools were identified due to the performance of students with disabilities. Over 13% of schools were identified due to the performance of English language learners.

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The research literature on school turnaround and school improvement demonstrates that turnaround is possible, but it requires attention to multiple facets of school operations, most notably, the instructional core of schools, as well as support from the district, state, or other external support provider (Aladjem et al. 2006; Borman et al., 2003; U.S. Department of Education, 2010; Zhang et al. 2006). Among the more promising and cost-effective approaches are district investments in school leadership pipelines (Herman et al., 2016; Gates, et al. 2019). This study found that the effects of principal pipelines (that is, aligning principal standards, preparation, hiring, and evaluation and support) on student achievement were strong for schools with prior performance in the lowest quartile. A recent study of the federal Turnaround School Leaders Program (U.S. Department of Education, 2018) documented the readiness of districts and principal preparation programs to partner to train turnaround school leaders.

While policy makers understandably approach turnaround with a strong sense of urgency, there is little scientific evidence to support the idea of rapid improvement (Herman et al., 2008). Evidence from research on comprehensive school reform suggests that rapid improvement is likely neither real nor sustainable (Borman et al., 2003; Aladjem & Borman, 2006; Aladjem et al., 2006; Taylor, 2006; US Department of Education, 2010; Zhang, 2006). Sustained improvement requires depth of commitment to external support as well as vigilance against the accumulation of threats to implementation, such as leadership turnover, faculty turnover, loss of funding, etc.

We will tailor our assistance to the capacity-building needs that exist at different levels of the system, in offices with different functional specializations, and in relation to CSI and TSI schools. Some distinctive features of the design of states' current systems of improvement are the following:

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- Pennsylvania's statewide system of support has a prominent role for REAs, called Intermediate Units (IUs), to work in concert with the SEA as resource repositories and frontline coaches to LEAs. Regional improvement teams will work to facilitate school and district improvement for CSI schools. The 29 IUs have Statements of Work with the SEA and bring local relationships and existing capacity to their roles in supporting district and school improvement planning, design and implementation of intervention strategies, analysis and use of data, and stakeholder engagement. A school improvement dashboard developed by the SEA will provide updated information on district progress. The IUs expect that they need to build up some staff capabilities to address local needs, such as in social-emotional learning.

- New Jersey has REAs, most of which operate at the county level and are involved in implementation of school improvement. Development of strong, cohesive capacity to deliver support is a priority for both the SEA and REA levels.

- In Delaware and the District of Columbia, which do not have REAs, support for CSI and TSI flows from the SEA to the LEA and the school. The District of Columbia Public Schools, which is responsible for approximately half of the public schools in the jurisdiction, has an office that supports CSI and TSI schools; the many charter LEAs (many of which operate only a single school) have their own systems for supporting improvement. School-level needs assessment and planning are being completed at this time (May 2019), and we will explore with the SEA and, as appropriate, with DCPS and other LEAs how we may assist in building capacity to support improvement. The Delaware SEA has worked to transition from what was perceived as a punitive approach to a fully collaborative process for school improvement. With assistance from the current regional center, it features use of the CALL

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survey and WestEd's four domains of rapid school improvement. The SEA is also working to integrate support from across its own offices for services to students with disabilities and improvement in subject areas (such as mathematics and reading across the content areas).

- The Maryland SEA, which also has no REAs, has offered in-depth capacity-building support on working with data and selecting evidence-based interventions. For root-cause analysis, it partnered with a resource within the state. Like Delaware, it is working with WestEd's four domains of rapid school improvement. The SEA is eager to monitor the outcomes of its work, not only to spot local needs for more intensive support but also to assess and improve its own support systems on the basis of measurable outcomes in district and school capacity and student performance.

- Region-wide, 69 percent of TSI schools have been identified on the basis of their performance with students with disabilities; in Delaware, Maryland, and Pennsylvania this is the case for a majority of the TSI schools. Offices of special education in all the SEAs are involved in improvement efforts.

In this context, we see the following opportunities to build on related efforts aimed at our relevant outcomes in concert with existing funding streams:

- For short-term outcomes:
  - Increase human capacity through identifying and facilitating evidence-based professional learning opportunities for SEA and REA staff who may be working with data and programs in new ways, and for LEA and school staff working with pressing needs of CSI and TSI schools (e.g., SEL or inclusive education).
  - Increase resource capacity by helping agencies with the process of braided funding for CSI and TSI schools from multiple ESEA programs if they wish to do so.

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- Increase policy-leadership capacity for the SEA and LEAs related to looking ahead to medium- and longer-term outcomes and developing "more rigorous" options that are evidence-based for schools that do not meet exit criteria.

- Increase organizational capacity at all levels through work on coherence in improvement efforts and the use of tools like the Pennsylvania dashboard and Maryland's resources in root-cause analysis and evidence-based interventions.

- For mid-term outcomes: support SEAs and LEAs in assessing and strengthening their capacity to plan, implement, and evaluate school improvement, and their policies, practices, and systems for implementation and evaluation.

- For long-term outcomes, maintain a steady focus on indicators of need and progress related to educational opportunities and academic outcomes for disadvantaged and low-income students. This means ensuring that these indicators are incorporated into dashboards and, in the medium term, that SEAs and LEAs identify and use the lessons that emerge from sites that are making good progress.

Effective School Leaders and Educators

Pipelines and ongoing support for teachers, principals, and other school leaders have been matters of continuing attention for Comprehensive Centers. We expect to integrate with and build on the SEAs' and LEAs' efforts in our region, tapping Title II.A of ESEA as well as state, local, and philanthropic funding streams.

Nationally, there is concern about teacher shortages and an educator workforce that does not reflect the racial and ethnic composition of students. In our region, while there is not a crisis-level shortage of teachers, there are concerns in Delaware, Pennsylvania, and many LEAs about

the loss of teachers to neighboring jurisdictions, as well as pervasive concerns about the lack of diversity in teacher and leader pipelines.

There are also evidence-based programs, practices, and interventions available for strengthening the teaching and leading workforce. For teachers, SRI International has worked with the National Teacher Center, establishing evidence of the effectiveness of its induction program (Young et al., 2017). Our work on teacher leadership, conducted by SRI and PSA for the former Office of Innovation and Improvement at the U.S. Department of Education, produced a user-friendly set of materials on STEM teacher leadership, developed through collaboration with working groups composed of researchers and practitioners (https://innovation.ed.gov/what-we-do/stem/building-stem-teacher-leadership/stemteacherleadership/). Other evidence points to the value of efforts to retain higher-quality teachers in disadvantaged schools (Carver-Thomas & Darling-Hammond, 2017). And with increasing use of "grow-your-own" programs for a more diverse teacher pipeline, evidence on the most effective practices within and across those programs should become available.

Evidence also shows that principal quality is a major factor in teacher retention (Boyd et al., 2011; Dee & Goldhaber, 2017). The newest evidence on principal pipelines shows that a systemic approach of standards-based preparation, placement, evaluation, and support is not only feasible for large urban LEAs but also effective in raising student achievement (Gates, Baird, Master, & Chavez-Herrerias, 2019). PSA was a partner in the overall evaluation that produced this evidence, which qualifies as moderate (Tier 2) under ESSA. PSA oversaw all evaluation activities and took the lead in studying how districts went about planning, implementing, and sustaining their pipelines over a six-year period. With funding from the Wallace Foundation,

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PSA staff are currently designing capacity-building tools for LEAs interested in planning and implementing this evidence-based intervention.

A component of principal pipelines is a data system that organizes longitudinal data on principals and other school leaders and produces dashboards to support data-informed decisions in district policy and management. Based on our study of these systems (Anderson, Turnbull, & Arcaira, 2017), we see how they could be useful both in LEAs and statewide, and how a similar approach to organizing and using teacher data could also help states and districts place and support teachers.

In this region, much work is under way that is related to teachers and leaders:

- The District of Columbia has implemented a model of teacher professional learning that has drawn praise for its systemic approach (Srinivasan & Archer, 2018) and could be further fine-tuned. At the same time, the District has seen recent controversy over claims that teacher retention is unacceptably low. Because this claim from advocates is based on analysis of incomplete and apparently flawed public data, strengthened capacity for regularly producing solid analysis could build a better understanding of the situation and point the way to evidence-based improvements if needed. For school leaders in the District of Columbia, standards-based evaluation rubrics have been developed and cross-walked with the Professional Standards for Educational Leadership (PSEL).

- Delaware's Consolidated Plan provides details on equity in the distribution of teachers across student groups and describes plans for additional data and initiatives. These initiatives build on the SEA's multi-part Plan to Ensure Equitable Access to Excellent Educators for All Students, developed with extensive stakeholder involvement and with assistance from the Harvard Strategic Data Project (2015). The state has continued to develop and use equity

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indicators and to prioritize recruitment and retention for schools serving low-income populations. It has a number of programs and initiatives for recruitment and support of teachers and principals, and peer support for principal supervisors (Sykes & Martin, 2019). Evaluation of principals is based on the PSEL. The state is currently fielding a survey of teachers to gather feedback on the teacher-evaluation system.

■ Maryland has an Office of Professional Learning that offers resources in formative assessment for teachers and leaders. In a reorganization, the Maryland SEA created a single Office of Leadership Development and School Improvement, which has offered a year-long Leading for School Improvement Institute in 2018-19 for leaders of low performing schools. The institute addresses data use, instructional leadership, and improvement planning, among other topics. There has also been statewide interest in better leveraging the roles of assistant principals, who often oversee the master schedule, discipline, and other aspects of school climate. The state has adopted the PSEL standards.

■ In New Jersey, the SEA has identified and is planning to address growing gap between diversity of the student population and diversity of the teaching workforce. The Office of Recruitment, Preparation and Recognition has gathered data on the gap and is engaging stakeholders and setting targets. A State Professional Learning Committee has replaced two previous committees at the state level that focused separately on professional learning for teachers and leaders. For leaders, the state has adopted the PSEL standards.

■ Leaders in the Pennsylvania SEA express concern about a dwindling pipeline of teachers and leaders that does not reflect the diversity of the state. A Philadelphia nonprofit, Research for Action, documented the gap, observing that 6 percent of current teachers are persons of color and that, of the 8,552 graduates of teacher preparation programs in the state in 2017, just 29

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(not 29 percent, but 29) were African American males and 20 were Latino males (Fontana & Lapp, 2018). Initiatives under way include addition of equity-focused content to the required continuing education programs of the Pennsylvania Inspired Leadership programs for principals and assistant principals and to the new Superintendent Academy. The SEA is also working with LEAs, universities, nonprofit organizations, and foundations to plan ways of addressing the challenges, with assistance from PSA.

Subject to consultation with the clients and recipients, we can imagine building on their efforts in the following ways, taking advantage of existing funding streams:

- For short-term outcomes:
  - Increase human capacity for needs assessment, root-cause analysis, and planning to address the underlying challenges related to teachers and leaders.
  - Increase resource capacity through reviewing and helping improve the effectiveness of Title II.A programming, by helping to improve the functionality of data systems to answer important questions, and by connecting with interested foundations for seed money for teacher and leader pipelines and other interventions.
  - Increase policy-leadership capacity for the SEA and LEAs by facilitating planning that takes advantage of well-organized longitudinal data on educators' careers and relevant data on demographic trends in the state or the local area, and by supporting the engagement of different stakeholders, including higher education and educators' associations, in planning. Build on Maryland's annual Assistant Principal conferences, organized by the Prince George's County Public Schools, to identify policies that might strengthen the contributions and career opportunities of assistant principals.

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- Increase organizational capacity for system-level improvement efforts through cooperative efforts across offices and levels, and support efforts to increase intentionality in using SEAs' and LEAs' levers in human-capital management.

■ For mid-term outcomes: support SEAs and LEAs in monitoring early indicators of improvement in teacher and leader recruitment, placement, and retention to inform planning and implementation of their initiatives; ensure that planning, implementation, and evaluation are focused on the aim of improving the quality of instruction.

■ For long-term outcomes, maintain a steady focus on need and progress related to educational opportunities and academic outcomes for disadvantaged and low-income students.

Other High-Leverage Problems and Opportunities for the Target Schools

Schools that serve disadvantaged students or high percentages or numbers of students from low-income families, no matter how well or poorly they are currently performing, may benefit from a range of other problem-solving and capacity-building efforts in specific content. Here, we briefly review the opportunities available for capacity-building at the SEA, REA, LEA, or school level related to two such content areas: agency-level capacity building; and family and community engagement.

Intensive capacity building at the agency level

Many of our intensive capacity-building engagements will focus on specific challenges associated with implementation of Consolidated State Plans and related state, regional, or local purposes, as already described. However, we will also seek and use opportunities to build agency-level capacity. SEAs, REAs, and LEAs need agency-level capacity to articulate and effectively pursue a vision of educational improvement that will benefit disadvantaged or low-

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income students. We are well prepared to deliver services that address agency-level capacity, when needed and desired by clients and recipients.

ESSA gives states, REAs and districts the responsibility, flexibility, and opportunity to shift their roles toward providing high-quality support for educational improvement. Done in a coherent, systematic, and evidence-based way, such support holds the promise of improving the educational opportunities and outcomes for disadvantaged and low-income students. This shift, however, requires that agencies build their own capacity to set priorities and harness the array of resources available to them to design, build, carry out, and continuously improve a coherent set of system-wide strategies that reflect school improvement priorities and goals.

As needed and requested, our center will assist clients and recipients in building their capacity to support district and school improvement. Recognizing that agencies will start the work of capacity building from different points based on their unique structural, organizational, fiscal, and policy contexts, our objective will be to help them develop their own roadmap that reflects their vision for school improvement. We will work with each agency in strengthening its capacity to deliver coherent, coordinated, and evidence-based support. To the extent that this framework is comprehensive, reflecting the policies as well as the structural, staffing, and resource capacities of the agency, it can serve as the roadmap from which specific improvement strategies can flow.

The Pennsylvania SEA has already had experience in developing such a framework. PSA worked alongside CCSSO staff in Pennsylvania (and also in three other states outside our region) to support this process, which was based on the *Principles of Effective School Improvement Systems* (CCSSO, 2017) and used rubrics developed by the CCSSO and EducationCounsel. Foundation funding has supported this effort.

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Throughout the region, our center will be prepared to work with agency teams at all levels to develop their own capacity-building frameworks. For an SEA, the framework will address the capacity to support LEAs (and REAs if it has them); for an REA it will address the capacity to support LEAs; and for an LEA it will address the capacity to support schools. The CCSSO rubrics can be readily adapted for use at any level where an agency seeks to build its capacity to support other agencies or organizations for purposes of improving educator and student outcomes. Our staff will work with agency leadership teams to (1) determine the agency's needs and capacity to support efforts to improve schools; (2) identify strategies to build the agency's capacity; (3) implement the strategies; and (4) improve upon those strategies. As described by the CCSSO for its work with state agencies, the rubric "is designed to first assess and then help assist SEAs in shifting their culture and mindset" to reframe, reorganize, and then orchestrate the delivery of supports to districts.

Our use of a capacity-building framework will emphasize opportunities to establish or strengthen coherence among external technical assistance and support providers, in line with the agency's own vision and strategies. In Pennsylvania, we could build on this framework at the SEA level, offering the state technical assistance and support to implement improvement strategies aligned with its system of support. Examples could include helping the state align its criteria for awarding discretionary grants (e.g., McKinney-Vento, Migrant Education, 21st CCLC, etc.) with its district and school improvement plans or identifying and implementing strategies to encourage the development of educator pipelines at the district level. We could work with Pennsylvania's IUs and interested districts to develop their own frameworks that would complement and reinforce state support.

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Throughout our region, we are prepared to work with other SEAs and, if appropriate, with agencies within the state to identify and refine existing frameworks, or to develop a new framework, for their capacity to support improvement.

Family and community involvement

School, family, and community partnerships are central for students' educational and social-emotional outcomes (Epstein, 1995; Sheridan, Smith, Moorman Kim, Beretvas, & Park, 2019). Moreover, authentic partnerships have been demonstrated to increase educators' connections to families and communities, which allows them to leverage a wide range of resources to support student learning and improve schools' overall climates and cultures (Mapp & Kuttner, 2013). ESSA requires districts that receive Title I funds to develop written parent and family engagement policies that support meaningful collaboration between schools and families (Sec. 1116). ESSA has also authorized the Secretary to award grants to organizations for the creation of statewide family engagement centers that provide family engagement support or deliver programming (Sec. 4502). States in this region have established plans to increase family and community engagement, and we are committed to using our expertise to bolster these efforts. Members of our Center team, in work with a wide range of clients and settings, have identified critical strategies to engage families and communities, with a focus on building on the cultural strengths of minoritized and economically disadvantaged families.

Teaching for Change, for example, offers a signature approach to family engagement that has been implemented in public schools in Washington, D.C. and Maryland. This approach aims to build positive relationships among parents, support welcoming school climates, and strengthen parents' ability to advocate for their children and their schools. This work has underscored how community partners, in particular, help principals and teachers establish

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structures for authentic family-school partnerships in which parents are not just the recipients of information from schools. Similarly, an i3 development grant to the Children's Aid Parent Leadership Institute demonstrated that external organizations can help principals and teachers support parents strengthen skills and knowledge, which, in turn, contributes to whole-child development. Both programs have been evaluated by PSA teams over a period of years.

Our Center can draw on this and other expertise to support SEA strategies to increase family and community engagement. We are well positioned to help SEAs build capacity to leverage funding streams, such as Title IV funds to support engagement in 21st Century Community Learning Centers, and local community partners to support meaningful family and community engagement. For example, we can support the Pennsylvania State Department of Education efforts to help local districts set the context for family and community engagement at multiple levels. In that state, we are prepared to help state and local education agencies to build partnerships with external stakeholders such as A+ Schools in Pittsburgh, to strengthen outreach and communication to families and community stakeholders. Similarly, we can help the Delaware Department of Education refine and operationalize its definition of family engagement at both the state and district levels. Here, we would will draw on our research-based knowledge of barriers to family engagement to help build the capacity to incorporate the multiple strengths that parents from diverse racial, ethnic, and socioeconomic backgrounds bring to schools in authentic school, family, and community partnerships. Our work will help SEAs identify opportunities for family, school, and community collaboration that go beyond traditional approaches to form meaningful and authentic partnerships. We will be attentive to supporting SEA efforts to identify professional learning opportunities to help district and school-level personnel support family and community engagement in local schools.

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Collaboration of Appropriate Partners

As described in the first section of this proposal, Significance, a notable feature of our proposed approach will be the partnerships through which we will strengthen the ecosystem of capacity building in the region. Here, we elaborate on how those partnerships are designed to serve that important purpose.

With partners who have provided letters of support for this proposal and with others with whom we will forge relationships, we envision working to build complementarity in the capacity-building support that we offer to state, regional, or local recipients. This means that we will be knowledgeable about the in-state support that they provide; we will help recipients understand how our services and those of in-state providers can complement each other; and we will jointly plan ways in which in-state help can help sustain the capacity that we will help build.

The Joseph Cornwall Center for Metropolitan Research at Rutgers serves its Newark neighbors and works statewide in New Jersey. With a staff committed to strengthening education and communities, the center puts its research capabilities to work in demonstration programs. Its director is exploring opportunities to support leadership pipelines for schools serving disadvantaged or low-income students, and to forge a research-practice partnership in its area. The center's current and planned work dovetail well with the capabilities that our Center will bring for intensive capacity building in New Jersey at the state, regional, and local levels. As its projects evolve, we will discuss with New Jersey decision makers whether our Center and the Cornwall Center could usefully align some of our services.

The Delaware Academy for School Leadership (DASL) prepares and supports school leaders in Delaware and also partners with the SEA in literacy initiatives in urban and rural LEAs. Its highly capable staff are involved in work that may be closely related to the evidence-

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based initiatives that we would undertake with our Delaware SEA client. Whenever that is the case, we will be able to join forces as appropriate so that our services and DASL's are mutually reinforcing and do not cause any confusion or overload for recipients.

A national partner, the National Association of Secondary School Principals, is another valuable collaborator for our Center. Next year's National Principals Conference will take place in Region 4, in Maryland, and we expect good attendance from principals, assistant principals, and principal supervisors who work in this region. This could open opportunities for us to support attendees with cross-state learning in conjunction with the conference, if requested by our clients as part of an intensive assistance effort.

Research for Schools (R4S) is a center funded by the Institute for Education Sciences that seeks to identify strategies that can make research more meaningful to classroom practice. Its co-leader, Dr. Elizabeth Farley-Ripple, is also Director for the University of Delaware Partnership for Public Education. She has expertise in policy analysis and evidence-based decision-making and has worked on a range of educational and social policy issues, including research use at all levels of the system, administrator mobility, school and teachers' use of data, teacher quality and effects, and issues of equity in a variety of student outcomes.

Dr. Farley-Ripple and the R4S staff are eager to work with our center as a partner in mutual learning: their cutting-edge findings will inform our work; our experience will inform their development of studies and measures. R4S develops and validates measures to document research use in schools, the conditions under which this happens, and the factors that promote or inhibit it, and it maps the social connections between researchers, research brokers (i.e., dissemination outlets, funding organizations, advocacy groups, etc. that serve as intermediaries between the research and practice communities), and practitioners. As a next stage in its work,

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R4S plans to apply its findings by developing information and training that will help build connections between the research and practice communities. The timing is right for our center to synchronize with and benefit from the work of R4S, particularly in Delaware but also with broader utility and implications that we look forward to sharing with the National Center.

Finally, Jennifer Lin Russell of the University of Pittsburgh is enthusiastic about supporting our work, particularly with respect to continuous improvement, work undertaken in conjunction with research-practice partnerships, or networked improvement communities of LEAs or schools that work together to tackle high-leverage problems. In discussing possibilities of working together, we have focused on our shared commitment to strengthening the infrastructure for improvement in the region by building and strengthening arrangements such as these. Dr. Russell's knowledge will be invaluable in helping us to ensure that we take an evidence-based approach in our own capacity-building work.

Maintaining Continuity of Services to States

We are pleased to assure the Department that we will assist with the transfer of pertinent resources and products, and maintain the continuity of services to states during this transition period, as appropriate. We will work with the FY 2012 Building State Capacity and Productivity Center to migrate products, resources, and other relevant project information to the National Center's Comprehensive Center network website.

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Quality of Project Personnel

Responds to Application Requirement (3)

We are fortunate to be able to propose a project team with exceptional qualifications in the work of capacity building for the Center's clients and recipients. Co-directors at PSA and key personnel at all three firms are ready to carry out evidence-based approaches to building capacity in identifying, implementing, and sustaining evidence-based programs, practices, and interventions. Consistent with our pledge to strengthen a local ecosystem of capacity supports, almost all team members work in the region or adjacent to it in Virginia. PSA has been based in the District of Columbia for its entire 37-year history.

PSA, RMC, and SRI are committed to a policy of nondiscrimination and equal opportunity. Each firm encourages applications for employment from members of groups who have been traditionally underrepresented based on race, color, national origin, gender, age, or disability. 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 steps to guarantee the equitable treatment of all employees in the workplace, all working partners, and all clients and recipients. The Center will require compliance with the policies, procedures and intent of Equal Employment Opportunity and the Americans with Disabilities Act.

Below we describe the content knowledge and proven skills that the team will bring to this work, as well as the performance management procedures that Center leadership will use.

Project Co-Directors

The proposed co-directors, each of whom will devote 50% time to the Center, are experts in the core challenges facing our clients and recipients. Like other senior PSA staff, they have used

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their engagement in evaluation studies as opportunities to support and build clients' capacity for evidence-based improvement. They know the Comprehensive Center program well and are prepared to lead a team that will bring a fresh perspective to Regional Center work.

Jeanine Hildreth, Co-Director

Dr. Hildreth's experience at PSA and in Baltimore City Public Schools (BCPS) has immersed her in the challenges of improving educational opportunities and outcomes for disadvantaged students and those in low-income families. An experienced manager who serves as Managing Director at PSA, she has led teams of all sizes at PSA and in BCPS. Her PSA teams have worked in partnership with dozens of agencies on needs assessment and on planning, implementation, and evaluation for continuous improvement of evidence-based initiatives. She has worked on statewide projects in Maryland and Delaware, as well as continuing to assist BCPS initiatives as a thought partner.

Here, we describe Dr. Hildreth's substantive experience in programs for capacity building and technical assistance, leadership, equity, school improvement, charter schools, and youth development.

Dr. Hildreth currently works as a technical assistance provider with a Maryland team that brings together leaders from the SEA, from two of the state's largest and highest-poverty districts, from higher education, and from the National Urban League. Team members are collaborating on ways to use the implementation of the Consolidated State Plan as an opportunity to improve school outcomes, school leadership in challenged schools, and equity in the education system statewide. Maryland is one of ten states participating in this project, called the ESSA Leadership Learning Community (ELLC), with leadership from the Council of Chief State School Officers, the Council of the Great City Schools, and the National Urban League; the

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Wallace Foundation sponsors the project and joins the national associations on its steering committee. Recent activities of the Maryland team have centered on immediate help for the identified CSI and TSI schools, with attention to stakeholder engagement, use of data to probe root causes, and an emerging focus on improving services to students with disabilities.

Dr. Hildreth is also a member of the PSA team that, in partnership with REL Midwest, is developing and delivering a training opportunity for school board members in Wisconsin. This training centers on engaging board members in district efforts to address the achievement and opportunity gaps for the state's Black students.

Dr. Hildreth has considerable experience in studying technical assistance, gleaning lessons that are reflected throughout this proposal. As external evaluator for the Building State Capacity and Productivity Content Center, she brings appreciation for the strengths seen in well-developed, intensive services provided by that center and its regional partners, as well as awareness of the threats to sustainability of Comprehensive Center work, particularly the chronic stresses and changes often found in SEAs. For this region, she was external evaluator for the Mid-Atlantic Equity Center, gathering and analyzing data on ways in which the center helped build the capacity of SEA, LEA, and school staff to develop and implement equitable policies and practices in areas such as student discipline, developing a positive school climate, and serving English language learners. Earlier, she was a team member for PSA's national evaluation of the Comprehensive Center program. She also serves as evaluation partner to a Fordham University technical assistance center that works with full-service community schools in a major urban district.

As Director of Research for BCPS for five years, Dr. Hildreth led internal evaluations of district improvement initiatives, oversaw administration of the district's annual climate survey,

helped develop the framework for an early warning system for middle grade students, and explored the nature and extent of chronic absenteeism. Before the district had a data warehouse, she developed a system to estimate graduation and dropout rates for students and to track student progress toward completion of high school graduation requirements. She also worked on district efforts to track student mobility and teacher retention.

Her responsibilities in BCPS included serving as a member of the Charter School Advisory Board that reviewed charter school applications and helping develop procedures for gathering and reporting the data to inform renewal decisions. She currently serves as a board member of a charter network in Baltimore, Afya Schools.

Several of Dr. Hildreth's recent projects have addressed school improvement and access to effective leaders and educators in large school districts, with attention to both the traditional and charter sectors. In separate projects for the Noyce Foundation and the Baltimore Community Foundation, she assessed BCPS efforts to strengthen the principal pipeline and the accountability and support systems for sitting principals. She worked with the Detroit Children's Fund as formative evaluator of initiatives assisting locally managed charter schools in building leadership and instructional capacity for school improvement. She recently completed a multi-year partnership with Children's Aid New York as evaluation partner for an Investing in Innovation development project that sought to strengthen full-service community schools by more actively engaging parent leadership.

Dr. Hildreth's projects related to literacy and STEM education give her a background in a range of approaches to these subjects that are likely to be of interest in the region. She recently worked with the Delaware Department of Education and the Delaware Academy for School Leadership as formative evaluator of a program in reading and writing that emphasized

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instructional coaching. In a current project outside this region, with a school district and its partners who are using an improvement-science approach in a literacy initiative, she is a critical friend and coach for the team. Earlier, she led a formative evaluation of READS for Summer Learning, a program that enlists families in support of their children's reading.

Finally, Dr. Hildreth has expertise in student transitions—into middle school, from middle school to high school, and from high school to college. She has worked on those issues while serving on the BCPS staff and in studying the implementation of evidence-based interventions developed by United Way Worldwide and College Summit, among others.

Dr. Hildreth earned her Ph.D. in Education Policy and Research from the University of Maryland, her M.A. in sociology from the University of Chicago, and her B.A. in sociology from Georgetown University. She has resided in Maryland for 25 years.

Brenda Turnbull, Co-Director

Dr. Turnbull has worked on the challenges of bringing evidence-based practices, programs, and interventions to education agencies and schools for the length of her career. As Principal of PSA, she is a skilled manager and leader of projects of all kinds in education. For many years she has directly managed the complex staffing and budgets of large projects and, in addition, overseen the company's use of human and financial resources across projects. She has decades of experience in selecting, deploying, managing, and supporting the performance of staff, subcontractors, and consultants for the successful completion of large projects.

Recently, for example, she led and managed a seven-year study of the Principal Pipeline Initiative for the Wallace Foundation. This major undertaking involved managing the staff of two organizations, consultants, and working relationships with major urban districts. Its methods were qualitative and quantitative, including an implementation study in participating districts that

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gathered data through annual site visits and surveys as well as an impact study led by PSA's subcontractor, RAND. The multiple reports from the study under her leadership have been crafted for usefulness to practice and policy, and she has communicated about them in presentations and interactive workshops in partnership with national practitioner associations.

We describe next Dr. Turnbull's substantive experience in programs for capacity building and technical assistance, Title I and other major federal programs, district and state initiatives to increase the supply and improve the placement of effective school leaders, and partnerships between research and policy or practice.

Dr. Turnbull was a senior team member for the two evaluations of the Comprehensive Centers program that have been completed to date. She is first author of the interim and final reports of the evaluation completed in 2011. In that study, she participated in study design and analysis, with a particular focus on the site visits and case studies that provided a detailed look at program operations, trends, and emerging results. The site visits and case studies, and unpublished analyses of the data, have informed our proposed design for the Region 4 Center. For example, we recognize the value that intensive capacity-building services offer when they address problems of substantial scope and, in particular, offer a multi-year developmental progression in capacity building. We learned from the survey findings that the relevance and usefulness of services are higher when clients co-plan them with the Center, and that insight is incorporated into our proposed plans.

After the completion of that study, PSA began to work with the regional South Central Comprehensive Center and the content center on Building State Capacity and Productivity as external evaluator. Dr. Turnbull has worked closely with providers of program services in those centers, helping to clarify their choices about high-leverage problems and identify meaningful

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indicators of capacity-building outcomes. Our proposed evaluation plan reflects these insights in its focus on tangible indicators.

In addition to working with the Comprehensive Centers program, Dr. Turnbull has long experience in studying the design and implementation of other federal efforts to bring evidence-based improvement to states, districts, and schools. Her dissertation examined the history of two programs in the former U.S. Office of Education that sought to identify and disseminate exemplary practice for schools. She has examined dissemination and technical assistance policy for several offices within the U.S. Department of Education. At PSA, she has led studies of technical assistance programs that include the specialized centers that previously served Title I, Title VII, and Indian Education. She led an evaluation of the Regional Educational Laboratory program in the 1990s, identifying strengths and challenges of the program.

Dr. Turnbull currently leads the PSA team that works with REL West in an improvement-science initiative in literacy improvement at the district level. As mentioned in the Significance section, we are learning from this initiative that an assistance provider will do well to provide participants in an improvement-science approach with practical measures that they may use in monitoring early outcomes. Our capacity-building approach to Center evaluation reflects this insight.

Implementation of the Elementary and Secondary Education Act (ESEA) has been a major area of professional contribution by Dr. Turnbull. Serving in a policy office in an earlier Administration, she assisted in analyzing the major provisions of Title I for the Administration's proposal to Congress for reauthorization. As director or senior team member of studies of state and local program administration, school program design, and classroom implementation she has used her familiarity with the Title I law, regulations, and programs. She has visited countless

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Title I districts and schools and interviewed administrators, teachers, aides, and parents about their experiences with the program: what outcomes it has brought and how it could work better for their students. She has also had recent opportunities to study positive examples of school turnaround in Title I schools, directing analysis and reporting on the case-study component of a multi-state study for the Institute of Education Sciences.

With the advent of ESSA, Dr. Turnbull began leading PSA's technical assistance to the ESSA Leadership Learning Community (ELLC), in which ten state-based teams composed of state, district, and nonprofit leaders work together to make plans for addressing issues of struggling schools and school leadership. PSA provides assistance to the teams and is documenting their experience for a planned series of public reports. Maryland and Pennsylvania are among the participating states.

Programs aimed at strengthening school leadership have been a recent area of specialization for Dr. Turnbull. The principal pipeline, mentioned earlier, is an evidence-based effort supported by the Wallace Foundation in which a participating school district aligns principal preparation, hiring, placement, evaluation, supervision, and support to a set of standards for principal's capabilities and performance. Key findings of our major study of this initiative (with RAND Corporation as our subcontractor) are that this approach makes a statistically significant difference in student achievement districtwide and that districts have sustained their cohesive, systemwide approaches to talent management.

The foundation is now launching the PSA team as a partner for tool development and capacity building that would support application of this evidence-based approach in other districts. For that purpose, the PSA team has designed a tool for districts to use in a process of

facilitated self-assessment. After piloting and revision next month, and pending approval by the foundation's board, the tool may move into wider use.

Dr. Turnbull holds an Ed.D. in Social Policy Analysis from the Harvard Graduate School of Education and an A.B. in English from Harvard College. Born in New Jersey, she is a product of New Jersey public schools. She has lived in the District of Columbia for 36 years.

Personnel Management

PSA's well-honed approaches to personnel and project management include establishing clear leadership roles, dedicated points of contact, and frequent communication internally and with clients. Both Jeanine Hildreth and Brenda Turnbull have decades of experience managing large teams of staff, subcontractors, and partners. They will work closely with two senior co-leads assigned to each state to establish milestones and timelines for the work with each state, to define roles and responsibilities, and to ensure that requisite expertise and resources are deployed to each recipient of capacity-building assistance.

The dedicated state co-leads will serve as direct points of contact to the SEA, REA, and LEA recipients and directly oversee, facilitate, and coordinate all Center work in the state. The state co-leads will establish open lines of communication and collaborative relationships with SEA contacts. Based on the needs and priorities identified by the state, the co-leads will identify technical specialists, resources and partners to engage in the development and implementation of strategies. Collectively, the teams assigned for each state—and each strategy—will bring the mix of substantive and methodological knowledge necessary to complete all tasks in a timely fashion and at the highest standards.

While Drs. Hildreth and Turnbull will be accountable for the quality of all interim and final products, the state co-leads will also hold team members accountable for the quality of their

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contribution to these products. Routinely, within- and cross-state teams will meet to discuss work in progress, share their emerging insights and alert one another to any considerations that might affect the timeline or resource requirements of upcoming activities. These discussions of work accomplished and issues encountered will ensure that all state co-leads from throughout the region keep each other informed about findings developed and methods being used. Issues that appear to be cutting across states will be discussed in weekly Comprehensive Center meetings.

For more than 35 years, PSA has deployed internal controls to ensure high-quality work, on-time completion of tasks, and delivery of all products, and these products' immediate utility. The following set of established systems will ensure timely, high-quality, and cohesive efforts to build capacity and deploy resources throughout the Mid-Atlantic region:

- Each state will have a dedicated point of contact for communication for the Center, ensuring frequent communication to stay informed of needs and progress, and enabling the team to address any unanticipated problems or challenges.

- For each state in the region, the Center directors and state leads will develop an internal project management plan highlighting specific tasks, deadlines, and staff responsibilities. Close monitoring of the management plan will ensure efficient coordination of the team's work, timely completion of deliverables, and quality assurance.

- Both the Center directors and the PSA business office will review a detailed, task-by-task spending report at the end of each month. They will work with state co-leads to review spending projections and ensure that Center activities stay within budget.

- As final authority on deliverables, the Center directors will review all deliverables in draft form, identify any revisions needed to meet the highest technical standards, and approve the final versions prior to delivery to the client.

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Key Personnel

We have assembled an exceptionally strong group of staff to provide evidence-based support to states, school districts, and regional educational agencies. **All key personnel are committed to this Center for at least 20% time. The role of state co-lead is a 30 to 50% commitment to work with that state.** An exhibit at the end of this section summarizes key personnel qualifications (Exhibit 2).

Daniel Aladjem, PSA, Technical Specialist

Dr. Aladjem has more than 20 years of experience in work that focuses on innovative federal, state, district, and foundation-sponsored strategies for changing the day-to-day classroom experiences of students. He has led and managed many large-scale projects for federal, foundation, and non-profit clients. Areas of expertise include school improvement (turnaround); state and district policy dynamics; and teacher development. His Ph.D. dissertation research at the University of Southern California examined early efforts to enact statewide voucher programs. Dr. Aladjem received his A.B. (history, with honors) and A.M. (secondary teaching) from Stanford University.

Leslie Anderson, PSA, New Jersey Co-Lead

Ms. Anderson has particular expertise in research and capacity building related to leader and educator development, including pipelines for advancement, evaluation that is combined with support, and the use of longitudinal data systems for strategic management of educator talent. She works in partnership with the capacity-building efforts of the CCSSO Leadership Academy with SEAs in five states. With REL Midwest, she has led capacity building assistance in Michigan on teacher residencies and a current project with school board members in Wisconsin. She has directed numerous studies of the administration and implementation of ESEA programs

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at the state and local levels. She holds an M.P.P. from the University of Chicago, Harris
Graduate School of Public Policy Studies, and a B.A. from Oberlin.

Derek Riley, PSA, Center Evaluator

Mr. Riley has conducted evaluation of federally funded technical assistance, research, and
educational programs for over 20 years, including national evaluations of the Comprehensive
Centers program, Equity Assistance Centers, and RELs, as well as conducting an external
evaluation of collaborative projects of the South Central Comprehensive Center. In 2017, he
supported a network of Comprehensive Centers in developing a common set of capacity-building
measures, as part of a larger effort to strengthen the coherence of Center evaluations. As
evaluation partner for cross-state initiatives of the CCSSO that convene teams from multiple
SEAs, he has in-depth knowledge of current state priorities and activities around school
improvement and the development of leaders and educators. A former classroom teacher, he
holds an Ed.M. from the Harvard Graduate School of Education and a B.A. from Miami
University of Ohio.

Christina Russell, PSA, Delaware Co-Lead

Ms. Russell leads PSA's partnership with a major government agency in New York City, the
Department of Youth and Community Development (DYCD). For that agency, she recently
facilitated an intensive process of developing an agency-wide theory of change as a framework
to strengthen technical assistance and impact across multiple programs. She works with a team
of Minnesota leaders from the SEA, an REA, LEAs, and a community-based organization to
develop and review strategies for equity-focused leadership in schools. Her past projects have
included studying partnerships between community-based organizations and schools, and
assistance to agencies and organizations in developing frameworks for performance

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management. She holds an Ed.M. from the Harvard Graduate School of Education and an A.B.
from Stanford University.

Tandra Turner, PSA, Pennsylvania Co-Lead

Ms. Turner currently supports a team of Pennsylvania leaders from the SEA, LEAs, community

organizations, and universities in developing strategies to diversify the state's teacher and leader

pipelines. A trained facilitator, she recently supported stakeholder engagement in a New York

City agency's development of a theory of change, and she supported a nonprofit based in the

District of Columbia by facilitating improvement cycles with program and school staff. She was

a team member for a recent study of the Turnaround School Leaders Program of the U.S.

Department of Education. She holds an M.P.P. from the University of Chicago, Harris School of

Public Policy and a B.A. from Spelman College.

Yvonne Woods, PSA, Technical Specialist

Ms. Woods provides support to an Ohio team developing strategies for improvement in school

districts serving disadvantaged and low-income populations. She has conducted studies of

school and youth programs in Delaware and New Jersey. For the National Governors

Association, she studied a program of technical assistance for policy leadership in early care and

education aimed at expanding access and quality. She holds an Ed.M. from the University of

Illinois at Urbana-Champaign and a B.A. from Yale University.

Laura Weeldreyer, Consultant to PSA, Maryland Co-Lead

At Johns Hopkins University, Ms. Weeldreyer oversees partnerships with states, districts, and

schools on behalf of the Everyone Graduates Center. She previously worked with Talent

Development Secondary, where she led continuous improvement in programming, and with

Expeditionary Learning (now called EL Education). Her work with SEAs and LEAs includes

engagements with the Hawai'i and Virginia SEAs and the Cleveland Metropolitan School District. She previously served as Deputy Chief of Staff in the Baltimore City Public Schools. She holds an M.P.A. from the University of Baltimore and a B.A. from the University of North Carolina, Chapel Hill.

Rima Azzam, RMC, Delaware and District of Columbia Co-Lead

Dr. Azzam has experience in serving the Mid-Atlantic region as Director of Operations for the MACC and Case Manager for the District of Columbia and Maryland. She previously directed a national technical assistance center supported by the U.S. Department of Education's Office of Safe and Drug-Free Schools and has provided technical assistance related to child and family mental health. With expertise in literacy and in services for students with disabilities, she is well prepared to build capacity related to critical issues for children, families, and schools in the region. She holds an Ed.D. and M.Ed. from Teachers College Columbia University, an M.Sc. from the University of London, and a B.Sc. from the University of Surrey.

Beverly Mattson, RMC, Pennsylvania Co-Lead

Dr. Mattson currently works with the Appalachian Region Comprehensive Center, providing capacity-building support with evidence-based initiatives for personalized learning and effective teachers and leaders. She has provided capacity-building assistance in Pennsylvania, Delaware, Maryland, and New Jersey on topics that include increasing access to choice, supporting improvement in low-performing schools, and improving access to effective teachers and leaders. She holds a Ph.D. from George Mason University, an Ed.S. from George Peabody College, Nashville, and an M.A. from the George Washington University.

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Karen Parker Thompson, RMC, Maryland Co-Lead

Ms. Parker Thompson brings expertise in family and community engagement and in change management for schools, districts, and community organizations. She has supported low performing schools and youth services in a range of communities, including those that are disadvantaged or low-income. Her skills include training, leading communities of practice in person and virtually, identifying and supporting implementation of evidence-based practices, and strengthening outreach to families and communities. She holds an M.S. from American University and a B.A. from the University of South Florida

Jennifer Ballen Riccards, RMC, New Jersey Co-Lead

Dr. Riccards is an expert in evidence-based practice, having directed the *Doing What Works* initiative in the U.S. Department of Education. In that capacity, she worked closely with the Comprehensive Centers, RELs, states, and school districts. She is experienced in school improvement at the secondary level and working with stakeholders. She has worked with county offices and others in New Jersey on services for students with disabilities. She holds an Ed.D. from the University of Pennsylvania and an A.M. and A.B. from Stanford University.

Kyle Snow, RMC, District of Columbia Co-Lead

Dr. Snow is an experienced provider of technical assistance to states. He previously worked in the Mid-Atlantic Comprehensive Center and currently works in the Appalachian Region Comprehensive Center and the Great Lakes Comprehensive Center. He has applied his deep expertise in early learning in particular to his technical assistance work. Dr. Snow has developed monitoring tools for programs serving young children and approaches to modeling the costs of high quality early education programs. Within this region he has led two multi-state convenings to analyze opportunities for including early learning in state ESSA plans. Dr. Snow also

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supported the development of a needs assessment framework for states to use in guiding their plans for using evidence-based practices to address high-need priorities. Dr. Snow earned his Ph.D. and M.A. in developmental psychology at Cornell University.

Katrina Laguarda, SRI, Technical Specialist

Ms. Laguarda has more than 15 years' experience directing evaluations of teacher professional development, school leadership, and school improvement programs that employ both rigorous experimental designs and careful assessment of implementation. She provides capacity-building assistance to program developers and to state education agency staff on use of evaluation data and other forms of evidence to inform continuous improvement processes, decision making, and strategic planning. For REL Appalachia, Laguarda is the West Virginia state liaison for the Cross-State Partnership on Using Data and Evidence to Facilitate Action. This collaboration among state education agency staff from four states supports the use of state databases and related products by local decisionmakers in strategic and program planning. Before joining SRI, Ms. Laguarda was at PSA, where she directed the first national evaluation of the Comprehensive Centers and was a senior member of the team that designed the second national evaluation. Ms. Laguarda earned her Ed.M. from the Harvard Graduate School of Education.

Deepa Patel, SRI, Technical Specialist

Ms. Patel conducts K–12 education research with a focus on studying charter school systems and efforts to strengthen teaching quality. Her work includes leading two studies funded by the Charter Schools Program Grant for Replications and Expansion of High-Quality Charter Schools that examine the scaling, replication, and expansion of two CMOs: IDEA Public Schools and Rocketship Public Schools. Prior to joining SRI, Ms. Patel taught middle school social studies in New York City and worked for the Office of Innovation and Incubation (formerly the Office of

New Schools) at Chicago Public Schools supporting the charter school application process, school principals in the months prior to charter school launch, and charter school renewal visits. Ms. Patel holds an M.P.P. from the University of California, Berkeley Goldman School of Public Policy and an M.A. in teaching from Fordham University.

Daniel Princiotta, SRI, Technical Specialist

Dr. Princiotta brings expertise in school choice, school improvement, teacher effectiveness, evidence-based education policy, and evaluation methods. Princiotta has nearly 20 years of experience designing and executing education research and providing assistance and strategic guidance to state and local education leaders, including governors, chief state school officers, state legislators, state education agency staff, and district superintendents. An expert in school choice, Dr. Princiotta has developed models for measuring charter school effectiveness for the National Alliance of Public Charter Schools, evaluated mechanisms for informing parents of school choice options for the Institute of Education Sciences, investigated U.S. charter school prevalence and characteristics for the Policy and Program Studies Service, and published reports on homeschooling and trends in the use of school choice for the National Center for Education Statistics. Dr. Princiotta has a Ph.D. in education and an M.A. in applied economics from the Johns Hopkins University.

Exhibit 2: Qualifications of Key Personnel

Key Personnel	Evidence-based practices	ESSA state plans	Working with SEAs/ REAs/	Continuous improvement	Programs for disadvantaged	Effective educators	Low-performing schools/	Data use and data systems	Family/ community	Early learning	Literacy	Special populations	Choice
PSA													
Jeanine Hildreth, Co-Director	x	x	x	x	x	x	x	x	x		x	x	x
Brenda Turnbull, Co-Director	x	x	x	x	x	x	x	x	x		x		
Dan Aladjem, Technical specialist	x	x	x	x	x	x	x	x			x		
Leslie Anderson, NJ Co-lead	x	x	x	x	x	x	x	x		x	x	x	
Derek Riley, Evaluator	x	x	x	x	x	x	x	x			x		
Christina Russell, DE Co-lead	x	x	x	x	x	x	x	x	x				
Tandra Turner, PA Co-lead	x	x	x	x	x	x	x	x	x		x		
Laura Weeldreyer (consultant) MD Co-lead	x	x	x		x	x	x				x		x
Yvonne Woods, Technical specialist	x	x	x	x	x	x				x	x	x	
RMC													
Rima Azzam, DC and DE Co-lead	x	x	x	x	x	x	x	x	x	x	x	x	
Jennifer Ballen Riccards, NJ Co-lead	x		x	x	x	x	x			x			
Beverly Mattson, PA Co-lead	x	x	x	x	x	x	x	x	x	x	x	x	x
Karen Parker Thompson, MD Co-lead	x		x		x	x	x		x			x	
Kyle Snow, DC Co-lead	x	x	x	x	x	x		x	x	x	x	x	
SRI													
Katrina Laguarda, Technical specialist	x	x	x	x	x	x	x	x					
Deepa Patel, Technical specialist	x	x	x		x	x							x
Daniel Princiotta, Technical specialist	x	x	x	x	x	x	x	x		x			x

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Quality of the Project Evaluation

Evaluation Overview

The Center evaluation team will collect quantitative and qualitative data for two core purposes: 1) provide ongoing feedback that supports continuous improvement of Center services and its joint efforts with clients, and 2) assess implementation and intended outcomes using objective performance measures. In the service of these two purposes, the evaluation is designed to answer the following evaluation questions:

1. To what extent did the Center implement its services as intended?

2. Who were clients and recipients of Center services, and how were they involved?

3. To what extent were short-term, intermediate, and long-term outcomes achieved, including increased capacity within SEAs and LEAs and improved achievement for disadvantaged and low-income students?

4. What were client and recipient assessments of Center services?

5. To what extent did the Center engage in a continuous improvement process to plan, implement, assess, and improve its services?

6. How can the Center improve its services for improved implementation and outcomes?

   The evaluation team will review each major Center project and develop a research design, as well as data collection and analysis plan. These evaluation plans will be tailored for each project to align with the project's intended outcomes and implementation activities, while accounting for stages of a project life cycle. An important step in developing evaluation plans will be the specification of objective implementation and performance measures, along with data sources and timelines for each. Evaluators will work with Center and client staff to develop

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measures tightly linked with project logic models and implementation plans, ensuring that the measures will provide actionable information and a precise assessment of progress and performance.

While performance measures will be tailored for each individual project, the evaluation team will draw from a foundational set of measures that fall into four categories. (These appear in Exhibits 3-6 below.) Every project's evaluation plan will include measures subsumed within the following buckets:

■ **Participant engagement** – E.g., the range of clients and recipients; whether participants are in a position to make progress toward intended outcomes; extent to which participants participate at intended intensities, frequencies, and durations.

■ **Client satisfaction** – E.g., client feedback on the quality, relevance, and usefulness of Center services and resources.

■ **Intended implementation** – E.g., whether services and resources were delivered on time and as intended in the implementation plan; whether the Center produced a needs assessment, project logic model, project implementation plan, and project evaluation plan; whether the Center engaged in formal process to use evaluation data and continuously improve.

■ **Intended outcomes** – E.g., capacity building (human, organizational, policy leadership, resource); organizational capacity to improve schools; policies to improve schools; systems to improve schools; sustainability of improvement efforts; opportunities for students; student academic achievement.

In addition to measuring and reporting performance at the project level, some data across projects will be rolled into an aggregate measure at the Center level. The evaluation team will

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report at the Center level on measures that fall into each of the above four categories, including measures of client satisfaction; quality, relevance, and usefulness; extent of participation as intended; areas of capacity building; and student academic achievement. Projects will be initiated and implemented on variable timelines, so measurement and reporting at the project and Center levels will reflect available data and timelines set in project implementation plans.

Data Collection and Sources

To address the evaluation questions listed above, the evaluation team will collect data from a variety of sources using multiple methods, with the goal of obtaining the most comprehensive data possible while minimizing the data collection burden placed on respondents. We anticipate that each major project will require evaluation data collected from the below sources. Additional information about each data source can be found in the attachment under Evaluation Plan (Application Requirement 6).

- **Project participant and activity logs.** The evaluation team will collect data from project activity and participation logs to determine the numbers and roles of participants in client and recipient organizations, as well as the intensity, frequency, and duration of participation by participant type.

- **Surveys of clients and recipients.** Confidentiality in responses will be assured when it is possible and advantageous for receiving candid responses, and federal, state, and local approval procedures will be followed. Surveys will include: 1) an annual Senior Client Manager survey for managers with a lead role in managing the client's partnership with the Center; 2) a Project Team Survey at key points during a project's life to client staff involved

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in planning, implementation, and/or monitoring of interventions or initiatives; and 3) a Participant Survey to recipients of project services.

- **Interviews and observations.** The evaluation team will conduct targeted interviews individually or in groups with client managers, project team members, and recipients of services. Interviews with Center staff will address implementation challenges, progress, and opportunities for improvement. The evaluation team will observe selected activities of project team, such as efforts to develop project logic models.

- **State administrative databases.** The evaluation team will work with the Center to develop Data Sharing Agreements with state clients, so that the evaluators have access to data needed to measure project outcomes. The types of data needed may include student-level data (e.g., assessment scores, graduation/on-track, discipline and suspension, post-secondary enrollment, demographics); human capital data (e.g., teacher and leader effectiveness, retention, equitable distribution, diversity; educator licensure); school climate data; school/LEA performance in the state accountability system under ESSA; and distribution and use of federal and state funds.

Procedures for Feedback and Continuous Improvement

One core purpose of the Center evaluation is to help the Center continuously improve its operation and the services it offers, so it can better assist its clients to design and implement programs and achieve measurable outcomes. The continuous improvement process is also intended to assist the Center to align its activities to client needs amidst shifting contextual challenges confronting client states (e.g., leader and staff turnover, shifting priorities, political pressures, resource and infrastructure obstacles). The evaluation team will use formal, data-rich

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feedback loops to help the Center assess its strengths, weaknesses, and improvement opportunities. Implementation and outcome data will be tracked and shared monthly through project-specific Data Dashboards, as well as synthesized into quarterly Continuous Improvement Memos that include recommendations. The evaluator will facilitate quarterly meetings with Center and client staff to reflect on the Memos and plan next steps for implementation. Throughout the evaluation process, the evaluation team will maintain a close, yet objective, partner relationship with project teams of Center and client staff members.

Support in Planning Projects and Tracking Progress Against Milestones

The evaluation team will join the Center and its clients in collaborative work involved in project planning, including activities to assess needs and readiness, develop a project logic model, and specify an implementation plan. There are three reasons for the evaluation team to be closely involved at the planning stage.

First, evaluator expertise can help in developing logic models and implementation plans that include outputs and outcomes that are measurable and reasonable within each project's anticipated timelines. The evaluator can ensure that the plans lend themselves to the monitoring of implementation and measurement of outcomes, which will later be critical for continuous improvement and sustainability.

Second, by collaborating on planning, the evaluation team will have the insights needed to develop an evaluation plan that best serves the Center and its clients, and also develop buy-in for the design and data collection. In addition to being able to tightly align performance measures with the logic model, the evaluators will be able to account for project contexts, priorities, and anticipated challenges and ensure that evaluation data are actionable.

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Third, involvement in project planning enables the evaluator to establish a partner role and relationships that set the stage for ongoing communication regarding project data and improvement. The evaluator will later provide feedback to the Center and its clients, and this early involvement will build professional trust and an understanding of how the evaluation's metrics and processes can be useful in helping support effective implementation and achievement of goals.

Over the course of project partnerships, the evaluation team will engage Center and client staff in developing and executing a replicable model for evaluating improvement efforts. This engagement will build SEA capacity in evaluation methods and tools that can be sustained independently or applied to other SEA improvement efforts. Evaluators will develop templates, guidance, and data reports that can be used for training clients and made available for future client use.

Measurement of the Implementation of Services and Activities

The evaluation team will provide needed expertise and human resources for monitoring whether projects are executed as laid out in project logic models and implementation plans. In any evaluation that is testing a theory of action, one must have a clear understanding of what was implemented (including fidelity and adaptation) in order to understand the role of the intervention in producing outcomes. However, practitioners and support providers often lack the time, skill, and perspective to objectively monitor their own implementation processes. The evaluation team will develop and carry out an evaluation plan that includes measurement of implementation fidelity and probes on the factors that may or may not justify adaptation/deviation from what was planned. Center and client staff will be consulted in

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designing and carrying out the evaluation of implementation, so that this aspect of the evaluation is meaningful, actionable, and sustainable.

The process for evaluating whether project processes are implemented as intended builds off the evaluators' past work assessing implementation fidelity and homes in on processes expected of all Regional Centers. Our first step is to identify measures of implementation that are aligned with the project logic model and implementation plan, and that will be useful for project leaders. We begin with a foundational set of measures of implementation (Exhibit 3). For each project, the evaluation team will select and further specify exactly what will be measured to assess whether the implementation occurred as intended and to ensure the data is useful for project improvement. To demonstrate the level of specificity we envision for objective performance measures of implementation, we provide the following hypothetical project-specific examples:

- *Participant engagement:* At least 3 participants from each participating LEA attend, on average, 80% of Networked Improvement Community meetings in Year 1.

- *Continuous improvement processes:* By November 2020, Center and SEA staff collaboratively produce a project logic model that reflects a needs and readiness assessment.

- *Continuous improvement processes:* In February and May 2020, the Center and SEA staff attend evaluator-led Continuous Improvement Meetings to discuss implementation data and plan steps for improvement.

- *Delivery of Center services and resources:* By April 2020, the Center delivers 4 webinars on the Domains of School Improvement.

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■ *Delivery of Center services and resources:* 100% of client managers report that the Center
provided research evidence on improving instructional leadership in schools.

Exhibit 3: Measures of Implementation and Participant Engagement

Measure domain	Measure description
Participant engagement	Center services are delivered to clients and recipients that are positioned to make progress toward the project's intended outcomes.
	Center services are delivered to a wide range of clients and recipients.
	Clients and recipients participate at intended intensities, frequencies, and durations.
Continuous improvement processes	Center and SEA staff collaboratively produce a needs and readiness assessment for each project.
	Center and SEA staff collaboratively produce a project logic model.
	Center and SEA staff collaboratively identify an evidence-based practice, intervention, or state-wide effort
	Center and SEA staff collaboratively produce a project implementation plan aligned with the needs assessment and logic model.
	Center and SEA staff collaboratively produce and carry out an evaluation plan aligned with the logic model and implementation plan, and that provides useful data for continuous improvement.
	Center and SEA staff incorporate evaluation data into revised practices and plans for implementation.
Delivery of Center services and resources	Center delivers services (e.g., professional development, targeted support, webinars) on time and as intended in the implementation plan, as well as ad hoc services based on emerging needs.
	Center provides resources (e.g., research evidence, tools, data, guidance) on time and as intended in the implementation plan, as well as ad hoc services based on emerging needs.

Supporting Use of Evaluation for Continuous Improvement

The evaluation will have a primary role in promoting and supporting the use of data for

improvement. Driven by an evaluation plan aligned with the project logic model and

implementation plan, the evaluators will collect, analyze, and produce actionable data.

Importantly, the evaluators will develop materials and facilitate discussions that engage the Center

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and its clients in making decisions based on the data. Project-specific Data Dashboards will provide real-time information about areas for improved implementation and progress on outputs and outcomes. Continuous Improvement Memos (quarterly) will synthesize data from multiple sources and provide recommendations, and these memos will provide the basis for evaluator-facilitated quarterly Continuous Improvement Meetings involving Center and client staff.

Feedback from clients and recipients will provide critical insights for continuous improvement of Center services, as well as broader project processes. Sources of feedback data will include surveys, interviews, and observation. An annual survey of senior SEA managers (e.g., superintendent, deputy, cabinet level leaders) will gather data on satisfaction with Center services across projects and emerging state priorities. A project-specific survey will be administered to SEA project leads to measure capacity-building and their perspectives on service quality, relevance, and usefulness. A participant survey will be administered to individuals who participated in project activities for their assessment of service quality, relevance, and usefulness, as well as changes to their knowledge or practice. Targeted interviews and focus groups will be conducted with participants at key points of the project, such as at a pilot phase or when a major strand of work is ending, and a new one is beginning.

Evaluators will also interview Center staff and partner service providers to gather internal perspectives on individual projects, including what is working or not and opportunities moving forward. Our experience has shown that evaluators can help providers reflect on their practice, and can objectively synthesize these reflections with other data and feedback from clients.

Exhibit 4 provides measures of client satisfaction that will be tailored for specific projects and will inform continuous improvement. To demonstrate the level of specificity we envision

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for objective performance measures of client satisfaction, we provide the following <u>hypothetical</u> project-specific examples:

- *Quality of services:* 80% of SEA clients report by survey that Center support on selecting Evidence-Based Practices for Community Schools was high-quality

- *Usefulness of services*: 60% of LEA recipients report by survey that Center support was useful for making decisions in their professional role

Exhibit 4: Measures of Client Satisfaction

Measure domain	Measure description
Satisfaction	Clients and recipients report satisfaction with Center services and project activities.
Quality of services	Clients and recipients report that Center services are based on the highest rigor of evidence available and delivered in accessible formats for intended clients and recipients.
Relevance of services	Clients and recipients report that Center services address their priorities, needs, and contexts.
Usefulness of services	Clients and recipients report that Center services support clients' and recipients' learning and action regarding improvement efforts.

The evaluation team will also seek to provide useful information to the Center's clients for the purpose of continuous improvement. The Center and its clients comprise partnerships in improvement, and much data collected on implementation and outputs have relevance to clients' own efforts to improve schools. Thus, the evaluation team will share data with the Center's SEA, REA, and LEA partners, including through Continuous Improvement Memos.

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Using Objective Performance Measures of Outcomes

A second core purpose of the Center evaluation is to measure the outcomes of Center services, including the Center's progress on milestones leading toward distal outcomes. Outcome measures will be aligned with outcomes that appear in the project logic models. They will be tailored for each project, though all measures will fall within parameters laid out in federal guidance about Regional Center requirements and purposes. Outcomes will be measured throughout the life of projects, and they will be reported in Memos for project continuous improvement and in Annual Reports for Center-wide accountability and planning.

Participation in Specification of <u>Outcomes</u> in Project Logic Models

The evaluation team will collect, analyze, and report on data for objective performance measures related to Center outcomes (Exhibit 5). Evaluators will identify project-specific outcome measures early in the project's life, ensuring that outcome measures are aligned with and driven by outcomes expressed in the project logic model. An evaluator will join Center staff in their collaborative work with clients to develop the logic model, in order to bring an evaluator's perspective on what is reasonable and measurable given the intended implementation processes. Similarly, the evaluation team will be in close contact with the project team as they collaboratively develop and implementation plan, allowing for refinement of the outcome measures and the setting of measurement thresholds and timelines.

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Exhibit 5: Measures of Outcomes

Measure domain	Measure description
Short-term outcomes	
Human capacity	Center services build individual and collective capacities within SEAs, including their knowledge, skills, technical expertise, management of policy and leadership changes.
Organizational capacity	Center services build SEA organizational capacities, including structures that support clear communication and shared understanding of the organization's visions and goals, the delineated individual roles and responsibilities, and internal coordination and collaboration around a shared purpose.
Policy leadership capacity	Center services build SEA policy capacities, including structures that support alignment, differentiation, communication, and enactment of policies and initiatives.
Resource capacity	Center services build SEA resource capacities, including the tangible materials and assets that support alignment and use of funds.
Mid-term outcomes	
Sustainability	Center services support SEA efforts that can be sustained independent of the Center.
Capacity to improve schools	Center services build SEA and LEA capacities to assess root causes of poor school performance, provide effective guidance on local improvement planning and use of funds, and support and monitor improvement efforts.
Policies to improve schools	Center services contribute to improved SEA and LEA policies and policy guidance for school improvement.
Systems to improve schools	Center services contribute to the strengthening of SEA and LEA systems for school improvement, including the internal coherence of the systems and alignment across organizational structures.
Long-term outcomes	
Opportunities for students	Center services are associated with improved student opportunities in areas prioritized by the SEA (e.g., teacher and leader effectiveness, retention, and equitable distribution; student rigorous course taking; student attendance; student discipline/suspension).
Academic outcomes	Center services are associated with improved student academic outcomes relevant to SEA priorities (e.g., state assessment performance, graduation rates, post-secondary enrollment).

In developing measures related to outcomes in project logic model, the evaluation team will turn to a set of foundational measures that are aligned with intended outcomes expressed in the Center's conceptual framework. Outcome measures will be used to assess Center

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performance related to capacity building, sustainability, improved policies and systems, and student opportunities and achievement.

Objective performance measures will include criteria for determining whether specific thresholds were met. For example, a hypothetical project outcome measure might read: "80% of participating SEA staff report an increase in their capacity to conduct root cause analyses with LEA and school staffs, measured through a pre- and post-survey." All performance measures and their thresholds will be set through consultation with Center staff.

The evaluation will assess outcomes throughout the life of individual projects, up through the culmination of the Center contract. It is important to note that progress toward outcomes will be tracked along the way, including before they are expected to occur, in order to monitor progress and maintain an awareness and intentionality about more distal outcomes. For instance, objective performance measures for long-term outcomes will appear on project Data Dashboards even at early stages of a project. To demonstrate the level of specificity we envision for objective performance measures of client satisfaction, we provide the following hypothetical project-specific examples:

Short-term outcomes:

- *Human capacity:* 80% of members on the State Professional Learning Committee report by survey that that they gained new knowledge on how to conduct root cause analysis

Intermediate outcomes:

- *Policy leadership capacity:* 40% of participating LEA leaders report that they adopted new principal professional standards as a result of Center services

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- *Sustainability:* SEA creates a .5 FTE (or greater) position to sustain supports to LEAs in strengthening leadership in CSI schools

Long-term outcomes:

- *Academic outcomes:* 80% of schools receiving Center-provided, evidence-based technical assistance improve graduation rates for students with disabilities, compared with 30% of comparison schools that did not receive assistance.

Quantitative Data to Measure Outcomes

Quantitative data used to measure outcomes will come primarily from surveys of client and recipients and from state administrative databases. The evaluation team will administer three types of surveys—client manager, project team, recipient—that gather data on short-term and intermediate outcomes, as well as implementation and outputs. For instance, surveys of recipients and project team members will include parallel questions that measure increases in capacity at individual and organizational levels (e.g., human, organizational, policy leadership, and resource capacities). Surveys will also produce quantitative data on client and recipient perspectives regarding changes to the systems and policies that support school improvement.

Though objective performance measures will be tailored for individual projects, the evaluation team will roll project data up for Center-level analysis and reporting. For example, client survey items regarding quality, relevance, and usefulness will have the same constructs and can be aggregated across projects. Similarly, survey items that measure changes in capacity and participant behaviors will be shared across projects. Methods for measuring long-term outcomes, such as student outcomes, will be applicable across projects.

Administrative data from SEAs and LEAs, along with planning documents, will allow the evaluators to assess change in opportunities for students and student academic outcomes for a subset of core projects. Examples of administrative data include: student performance on state and local assessments, graduation and attendance rates, equitable distribution of effective teachers and leaders, enrollment rates in rigorous academic courses/programs, student discipline and suspension rates, and so on.

The methods used with administrative data to analyze progress toward long-term outcomes will be responsive to client needs for assessing the project success, will account for the form of the data available to assess the outcomes, and will build on data collected for continuous improvement and implementation monitoring. Selection of the methods would be dependent upon the type of assistance the center offered, the group the assistance was intended to impact, and the availability of appropriate data. For example, to assess the long-term outcome of Center assistance to address teacher recruitment and retention, an event history analysis or other time-series analysis may be an appropriate to compare schools or districts that received Center assistance to those that did not, while also giving insight into the length of time teachers stay in their schools and the key points at which teachers leave (e.g., after two years, after a change in school leadership). The comparison group of similar schools or districts would be selected by the synthetic control method, coarsened exact matching, or propensity score matching, as appropriate, using student and teacher characteristics. Alternately, other methods such as multilevel, logistic, or multinomial regression may be appropriate, all depending on the type of assistance, recipients, and available data. Regardless of the selected method, evaluators will ensure that the results are presented in accessible ways to allow for their use by both Center staff and clients.

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Qualitative Data to Measure Outcomes

Qualitative data are useful for measuring outcomes, in addition to providing insights on the implementation and outputs that lead to outcomes. While survey data can quantify respondent perspective on change in capacity, systems, and policies, qualitative data can triangulate/validate quantitative evidence, elaborate on the specifics of what changed, and illustrate how those changes occurred. For example, if surveys show that 80% of respondents report that their capacity to conduct root cause analysis improved, interviews can ferret out exactly what practices the respondent is doing differently and which activities led to these changes, and document reviews can provide insights on newly codified procedures, templates, and training materials that reflect organizational outcomes.

The evaluation team will conduct targeted interviews with clients and recipients on major Center projects, particularly when quantitative evidence or implementation data suggest that qualitative information will add value to measurement and understanding. Interviews, whether individual or group, will collect data on whether and how Center service contributed to outcomes. They will also illuminate examples of outcomes that could be instructive to other projects, as well as the complexities and challenges that limit outcomes.

Document reviews will also gather evidence of outcomes, particularly those outcomes that occur at organizational levels and involve policies and systems. Organizational change can often be observed in the artifacts used internally and externally for improvement purposes. For instance, we expect to look at materials such as: SEA and LEA plans and implementation materials, guidance on evidence-based practices, organizational charts, policy documents, local monitoring tools and data reports, training materials, budget and use-of-funds guidance.

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Lastly, the evaluation team will look for opportunities to observe evidence of measurable outcomes. Observation can confirm changes in individual and organizational capacities, particularly when the intervention requires Center recipients to build the capacities of individuals responsible for ensuring better opportunities for students (e.g., LEA coaches, principals, teachers, community partners).

Evaluation Reporting for Improvement and Accountability

Outcomes data are helpful in examining both whether Center services achieved outcomes and ways in which those services can be improved. The evaluation team will help Center and client staff understand the interplay between implementation and outcome data.

The evaluation team will provide data for continuous improvement and the assessment of performance through reports and ongoing communication. Evaluators will develop and regularly update Data Dashboards for major projects. Data Dashboards will include objective performance measures for outcomes and implementation. Evaluators will synthesize data and produce recommendations in Continuous Improvement Memos. These in turn will serve as a foundation for quarterly meetings that will be facilitated by the evaluators and engage Center and client staff in discussions about progress, continuous improvement, and implementation plans. An annual report will provide analysis to take stock of Center work at the Center, state, and project levels, with a focus on outcomes, relationships with clients, and Center systems of service. In addition to providing useful information for improvement, the Annual Reports will help the Center apply internal accountability and report on performance to the U.S. Department of Education.

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Below is a summary of deliverables for reporting data to Center (and in some cases, client) staff (Exhibit 6). The schedules of delivery will be tailored to respond to pressing needs and data availability to maximize the evaluation's contribution to Center improvement.

Exhibit 6: Deliverables for Communicating Evaluation Findings

Deliverable	Description
Ongoing Communication and Collaboration	The evaluation team and Center staff will maintain communication regarding Center activities, client and recipient participation, and project progress. The evaluation team will collaborate with Center to develop and monitor evaluation plans based on project logic models.
Evaluation Meetings (monthly)	The evaluation team will facilitate meetings with Center leaders and key staff, at least monthly, using an agenda driven by data relevant for improvement and outcome measurement.
Data Dashboards (monthly)	The evaluation team will develop and regularly update dashboards that enable Center and client staff to track project participation, implementation, outputs, and outcomes. Data Dashboards will be developed for each SEA and its major projects.
Continuous Improvement Memos and Meeting (quarterly)	The evaluation team will develop a quarterly memo that provides analysis and recommendations based on data presented in the Data Dashboard and other sources, including surveys, interviews, observation, participation logs, and SEA administrative data. These memos will be designed for the purpose of informing mid-course corrections and monitoring progress toward intended outcomes. They will be presented to Center staff and clients in quarterly meetings about future steps.
Annual Evaluation Report and Meeting (annually)	This report will focus on progress toward intended outcomes, while summarizing achievements, challenges, and recommendations for continuous improvement. It will be presented to all Center staff as part of a facilitated discussion to take stock of Center work, adjust Center processes and structures, and plan future efforts with states. In cases where they would useful for Center reflection, the annual report will include case study profiles of effective Center services and client relationships.

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Absolute Priority 1 – Regional Centers

Policy Studies Associates, Inc., with its subcontractors RMC Research and SRI International, is pleased to submit this application to serve as the Regional Center for Region 4. The team is prepared to carry out a program of high-quality intensive capacity services to the region that will support state clients and recipients in identifying, implementing, and sustaining evidence-based programs, practices, and interventions that support improved educator and student outcomes.

Our application describes how we propose to assist clients and recipients in the following ways:

(1) Carrying out approved Consolidated State Plans under the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act of 2015 (ESSA). These services will focus on the implementation and scaling up of evidence-based programs, practices, and interventions that directly benefit recipients with disadvantaged students or high percentages or numbers of students from low-income families, as well as recipients that are implementing comprehensive support and improvement (CSI) or targeted support and improvement (TSI) activities.

Activities that will respond to this portion of the requirement include assisting SEAs, LEAs, and (in the two states that have them) REAs with their next steps related to schools identified for CSI or TSI. While all states have identified such schools, there is variation within the region in plans, state systems of support, and areas of need. Our five-year plan, attached, illustrates this divergence by suggesting that we could, for example, work with Pennsylvania as it strengthens the coherence of a system for working with CSI schools in which REAs play a key role, while working with Delaware and Maryland to maintain and, as appropriate, evaluate and adjust their use of a particular evidence-based intervention for such schools.

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For another high priority in a number of states, increasing the supply and diversity of teachers and leaders, with support under ESEA Title II, we will also focus our services on work that addresses the needs of recipients serving disadvantaged or low-income students. Again, we note differences across the states, and suggest that New Jersey might be at a point of taking steps to launch an initiative, while Delaware may want to revisit and assess the set of interrelated initiatives that were designed in 2015.

(2) Implementing and scaling up evidence-based programs, practices, and interventions that address the unique educational obstacles faced by rural populations.

Our region is not highly rural, although several of Pennsylvania's REAs and some of New Jersey's REAs serve rural areas, and Maryland's SEA has hired some liaisons to rural regions to address school improvement. We will work with these states to facilitate implementation and, as necessary, scaling of any evidence-based programs, practices, and interventions that strengthen these agencies' work with rural schools identified for CSI or TSI activities. For our services related to choice, we have identified issues that may arise in expanding choice for families and students in rural areas, and we will work with the states to address these issues with evidence-based programming as desired.

(3) Identifying and carrying out capacity building services to clients that help states address corrective actions or results from audit findings and monitoring, conducted by the department, that are programmatic in nature, at the request of the client.

The District of Columbia and Pennsylvania have had fiscal audits that have resulted in findings related to some procedural practices, but we have not found evidence of any programmatic implications from recent audits or monitoring in this region. Should such implications arise, and should state clients request our assistance, we will be well prepared to

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provide it. Our team has long experience in studying state administration of federal programs and is familiar with past areas of focus for monitoring. In the past we have gathered and analyzed data on the programmatic challenges arising in administration of all the major categorical programs in ESEA, with implications for technical assistance that may help address these challenges. We will be able to draw on that knowledge if a state requests capacity-building services in the wake of an audit or monitoring.

(4) Working with the National Center to identify trends and best practices, and develop cost-effective strategies to make their work available to as many REAs, LEAs, and schools as possible.

We look forward to working closely with the National Center. Our communications and evaluation plans, presented in appendices to the proposal narrative, will allow us to generate information on trends and needs. We will also cooperate with the National Center in the development and implementation of multi-region strategies to support multiple REAs, LEAs, and schools with common needs.

The following pages present the five-year plan required in this application. It draws on our knowledge of the states in the region, but we admit that this knowledge is imperfect. Immediately upon award of this cooperative agreement, we will establish respectful working relationships with every SEA and engage in the in-depth discussions that will produce plans much better targeted on priorities and needs. Our experience in working with SEAs enables us to approach this task skillfully, and the knowledge that we bring to the table will help it move forward efficiently.

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Five-Year Plan

Delaware: Educators for Schools in Need

Year	Problem	Phase	Services	Key Pers.	Partners	Milestones	Outputs	Outcomes
1	Multiple strong efforts to ensure that educator talent reaches the schools in greatest need, launched in 2015, may benefit from review of effectiveness and overall coherence, and an update of the plan	Evaluation, preliminary implementation planning	With DDOE, help build capacity for evaluating and updating a major set of initiatives by: -assembling and reviewing data on results for leader and educator distribution across schools. -as feasible, assessing evidence that associates existing EBPs and statewide interventions with observed changes or lack of change -revisiting the plan for interventions	Azzam, Snow, Anderson, Princiotta	REL Mid-Atlantic MAEC DASL (in-state partner for leader development)	3/20 Data review largely complete and usable 4/20 Plan for needed improvements in datasets 8/20 Identification of strengths/ weaknesses of EBPs 9/20 prelim. plan revisions	Data incorporated within implementation cycle	Resource capacity (data systems) Human & organization capacity for evaluation focused on mid-term outcomes
2		Revisiting logic model. Selection of next statewide interventions Final implementation planning	Help build capacity to -revisit and refresh the existing logic model -gather stakeholder input -brief policymakers on results to date and options for improvement -launch a revised plan			11/20 stakeholder input gathered 2/21 policy makers briefed 5/21 decisions 8//21 plan launch	Plan reflects stakeholder and policy input Data system improvements launched	Policy leadership capacity Resource capacity Improved capacities and systems to plan improvement
3-4		Implementation	Help build capacity for cycles of ongoing outcome evaluation and adjustment			Ongoing	Incremental adjustments	Improved distribution of talent to schools
5			Same as Year 1: explore the possible need to launch another improvement cycle for the multi-faceted work on access to educator and leader talent in high-need schools					

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Delaware: Continuation and/or Update of Work on Coherence and CSI

Year	Problem	Phase	Services	Key Pers.	Partners	Milestones	Outputs	Outcomes
1	Work launched with the current MACC in prior years on **agency-wide coherence** and **CSI school improvement** may or may not be meeting current needs. If it is, we will continue to support it. If not, we will present new options and support chosen EBPs	Needs assessment Selection (or confirmation) of EBP	Review satisfaction with and results from work on **DDOE agency-wide coherence** If an alternative is needed, build capacity to -revise the logic model -select an EBP	Azzam, Snow, Anderson	CCSSO, if needed	October – needs assessment completed Spring - If a new approach is called for, logic model revised Summer – EBP selected if needed	Needs assessment Logic model EBP confirmation or selection	Human and org. capacity to review and either maintain or change course on a major improvement initiative.
			Review satisfaction with and results from work on **rapid CSI school improvement** If an alternative is needed, build capacity to -revise the logic model -select an EBP	Azzam, Snow, Aladjem	WestEd, if needed			
2-5		Implementation	Capacity-building assistance with ongoing implementation of the preferred EBP	Azzam, Snow	WestEd and/or CCSSO, if needed	Ongoing	Progress on the chosen path	Capacity and systems to implement programs. Improved opportunities and outcomes for schools and students.

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District of Columbia: Early Care and Education

Year	Problem	Phase	Services	Key Pers.	Partners	Milestones	Outputs	Outcomes
1	Early learning standards were deemed inadequate and have been the subject of planning and review, assisted by the current MACC. With the expansion of early care and learning to ages 0-3, further updating is likely needed, along with more interagency coordination.	Standards for ages 4-5 may be in implementation Standards for ages 0-3 will require needs assessment and a logic model.	Provide capacity-building assistance for moving the in-progress standards to their next stage. Provide capacity building and assist in finding evidence-based resources for OSSE's role related to the new age group as plans for roll-out are developed. Support development of capacity for cross-agency coordination, with policy and regulatory dimensions.	Snow, Azzam	Other RMC specialists in early care and education, as needed	TBD depending on the status of the current effort, and details of the expansion (which depend on budget decisions to be finalized in June 2019).	A needs assessment and logic model for ages 0-3 Progress toward or in implementation for ages 4-5.	Organization., policy, and resource capacity for completion and/or introduction of standards, and for coordination across agencies. Groundwork for policies that may extend support for healthy growth and learning to early years.
2		Selection and planning for EBPs and implementation, including plans for monitoring and evaluation	Help build capacity for moving standards to the next stage.			Depends on Year 1 progress	Planning for implementation, and/or early implementation of evidence-based standards	Org., policy, and resource capacity for policy planning in a cutting-edge policy initiative.
3-5	Monitoring, planning, and adjustment will be needed during implementation	Implementation and evaluation	Help build agency capacity to identify and prioritize needed adjustments in practice and policy.			TBD	Monitoring reports, evaluative analysis of challenges and options	Org., policy, and resource capacity in monitoring, evaluation, and policy.

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District of Columbia: Teacher Retention

Year	Problem	Phase	Services	Key Pers.	Partners	Milestones	Outputs	Outcomes
1	Teacher retention has been identified as an issue in two charter LEAs and is being addressed there through work on induction mentoring with the current MACC. Because teacher retention may also be an issue in traditional public schools, an expanded focus may be helpful.	Needs assessment Root cause analysis	If requested, build capacity to assess the scope and location of retention challenges using data systems and root-cause analysis, leading to development of a logic model for addressing retention in other LEAs, potentially including DCPS. If not, support next steps with the two charter LEAs as needed. Assess the quality and completeness of data on the teaching force	Snow, Azzam, Laguarda, Princiotta	National Center resources from the former GTL Center Use of Title II resources	12/19 Determine scope of work for year 1 and beyond. If requested: 6/20 Completion of structured process to assess the data system and to assemble evidence for root-cause analysis 9/20 Root cause analysis completed by OSSE and LEAs	If requested: Analysis of longitudinal data availability and completeness Analysis of the state of teacher retention and areas to address Root cause analysis	Resource, human, and organization capacity in assembling and using data. Human and organization capacity for root-cause analysis. Baseline data to inform future assessment of progress
2-5	If a wide-scale project began in year 1, more work will be needed in years 2-5	Identification of EBP(s) Plan for implementation Pilot and then wider implementation	Assist in exploration of a range of EBPs, including those from NTC, if not already included in the toolkit developed with the previous MACC. Support OSSE and LEAs in planning and carrying out pilot and wider implementation of selected EBP(s).			3/21 EBP(s) identified with LEAs 6/21 plan for pilot implementation 3/22 Review of experience with pilot; plan for year 4 3/23 and 3/24 Activities adjusted based on data	Selection of EBP(s) Plan for implementation Improved plan for implementation based on pilot Ongoing, data-based improvement	All four types of capacity in OSSE and LEAs Improved data quality and usability Potential for measurable results in teaching quality

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Maryland: CSI and TSI

Year	Problem	Phase	Services	Key Pers.	Partners	Milestones	Outputs	Outcomes
1	Having made a strong start in planning and assistance to LEAs with CSI and TSI schools, MSDE wants to ensure that the local work will lead to mid- and long-term outcomes, and needs a framework for evidence and evaluation to inform adjustments.	Evaluation of an evidence-based state-wide effort	Support MSDE and LEAs in identification of "on-track indicators" for the efforts of LEAs and schools. Provide expert assistance in the identification of measures and procedures for evaluation, ensuring that burden is minimized and practical measures—i.e., those that help inform local practice—are used. Provide capacity-building assistance for evaluation.	Weeldreyer Parker-Thompson Hildreth	National Center	10/19 Initial plan developed with MSDE team, for CSSO consideration 1/20 LEAs and schools provide input on purposes, measures, and procedures 2/20 Data collection begins 8/20 Analysis of quantitative and qualitative completed, with participation by MSDE, LEAs, and schools	Draft evaluation plan Final first-year evaluation plan Practical measures that can be used for local purposes in CSI/TSI schools Analysis of findings and initial consideration of action implications	Human, org., and resource capacity for collaborative evaluation design on a critical policy issue for schools serving disadvantaged/ low-income students Early findings and stronger capacity for the effort to assess and improve EBPs on the basis of evaluation evidence.
2-3		Evaluation Needs assessment Root cause analysis Review of EBPs	While conducting further rounds of evaluation, use the indicators and trends to assess LEA and school needs, probe root causes for any lack of improvement, and explore evidence-based solutions			Semi-annual reviews of new findings and trends Annual root cause analysis & consideration of EBPs	User-friendly data summaries for SEA, LEA, and school participants Decisions on EBPs	Improved practices, systems, and policies for ongoing evidence-based improvement in critical work
4-5		Implem. plan and implem. of adjustments	Support and build capacity for state-level planning for schools exiting CSI status and those needing more rigorous interventions			TBD	Policy decisions by SEA and LEAs	Improved educational opportunities and academic outcomes for disadvantaged and low-income students

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Maryland: Students with Disabilities (SWDs) in TSI Schools

Year	Problem	Phase	Services	Key Pers.	Partners	Milestones	Outputs	Outcomes
1	In 285 of 386 schools identified for TSI, services for SWDs are not enabling them to achieve at desired levels	Needs assessment Root cause analysis Logic model EBP(s)	Focusing on those TSI schools serving disadvantaged/ low-income, assist MSDE in forming and supporting a NIC of LEA and schools to: -Assess capacity and readiness to improve services; -Identify root causes (e.g., lack of inclusive services; late identification of disabling conditions, need for family engagement) -Develop logic model for improvement - Select EBP(s)	Weeldreyer Parker-Thompson	OSEP's CEEDAR when/ as needed Russell (in-region expert on NICs)	11/19 NIC formation and needs assessment 3/20 Root cause analysis and logic model 7/20 EBP(s) selected;	Needs assessment, root cause analysis, logic model, and EBP selection	Human, resource, and org. capacity
2		Implementation	With MSDE and the NIC, help build capacity for implementation, with continuous improvement based on practical measures			11/20 Implementation plan, including milestones and measures 6/20 Initial steps taken in schools 7/20 plan review	NIC members continue to participate and report benefits in human and organization capacity	Human, resource, and org. capacity First steps toward tracking mid-term outcomes
3	Other TSI schools and their LEAs may have similar needs	Needs assessment, root-cause analysis, EBP selection	With MSDE and interested NIC members, review new statewide data; invite newly identified TSI schools to learn from the NIC's work				Original NIC members participate in scale-up	Improved LEA and school capacity for planning and implementation
4-5		Scale the NIC work if appropriate	Build a system of NICs addressing challenges in serving SWDs				Scale-up to more LEAs and schools	Improved opportunities and outcomes

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New Jersey: Development of Leaders for High-Need Schools

Year	Problem	Phase	Services	Key Pers.	Partners	Milestones	Outputs	Outcomes
1	With Achieve NJ, use of PSEL standards, and a state-level committee on professional learning for both principals and teachers, New Jersey is in a good position to take further steps in the development of talent pipelines for leadership. These are especially needed for leadership in schools serving disadvantaged or low-income students.	Needs assessment Root cause analysis Exploration of EBPs	Build capacity of the SEA and State Professional Learning Committee to assess needs and priorities in leadership development, to conduct root cause analysis, and to explore EBPs. Depending on state priorities and early findings, the work may address a data system to support advancement opportunities	Anderson Ballen-Riccards	REL Mid-Atlantic Cornwall Center (in-state partner) Possible foundation support	4/20 Needs assessment 7/20 Root cause analysis 9/20 SEA and committee exploration of EBPs	Needs assessment Root cause analysis Analysis of potentially suitable EBPs	Human and organizational capacity for needs assessment, root cause analysis, and EBP analysis
2		EBP selection	Build capacity for managing, facilitating, and using stakeholder engagement in EBP selection, and for navigating sensitivities around possible use of individual-level longitudinal data			3/21 Completion of facilitated stakeholder convenings 8/21 Proposal for evidence-based implementation, with plans for monitoring results	Meetings held and views documented EBP(s) selected Plan developed for higher-level approval	Organizational and policy leadership capacity in the SEA. Improved SEA capacity to plan for school improvement via talent pipelines
3-4		Implementation, with assessment of fidelity and emerging results	Support and build capacity for SEA role in implementation and ongoing monitoring/ evaluation			4/22 Implementation under way in pilot districts 4/23 Wider implementation. if feasible.	Implementation in pilot districts and beyond, as feasible. Data collected and used.	Improved systems to implement and evaluate talent pipelines as means to school improvement
5		Use of evaluation data in implementation cycle	Support and build capacity for use of data to improve implementation.			Continuous improvement in design and implementation.	Data used at state and local levels.	Visible results in indicators of leaders' fit in high-need schools

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New Jersey: Family and Community Engagement

Year	Problem	Phase	Services	Key Pers.	Partners	Milestones	Outputs	Outcomes
1	Family and community engagement in disadvantaged and low-income communities could be strengthened to support CSI and TSI schools.	Needs assessment	Along with the SEA, assist in identifying LEAs with readiness to engage families and communities more extensively, and support capacity-building at the LEA and school level to assess needs and look toward plans	Ballen-Riccards Anderson	Cornwall Center (in-state partner)	4/20 LEAs identified 9/20 Needs assessment well under way in LEAs with readiness	Needs assessments developed	Human and org. capacity in SEA, LEAs, and schools.
2-3		Logic model for engagement Selection of EBP(s) for engagement	Assist and build capacity in developing logic model for strengthening engagement. Build capacity for selecting EBP(s) for engagement			2/21 Logic model(s) developed locally 8/21 EBP(s) selected locally	Logic models developed EBPs selected	Human and org. capacity in SEA, LEA, and schools.
4-5		Implementation planning and implementation of EBP(s) for engagement, with evaluation for continuous improvement	Build LEA capacity for planning, evaluation planning, and EBP implementation. Build SEA capacity to support all of above.			Progress in planning, implementation, and evaluation in LEAs working on engagement.	Fidelity and early results assessed. Data used in improvement cycles.	LEA and SEA org. and policy capacity for implementation. cycles informed by data. Early signs of improved opportunities and outcomes for students.
4-5	**For some of the LEAs,** selecting and planning a **community schools EBP** may be appropriate as a next phase.	Needs assessment, logic model, and selection of EBP for community schools	Build LEA capacity for needs assessment, logic modeling, selection of EBP, and planning for implementation of community schools EBP. Build SEA capacity for ongoing services related to all of the above steps			Needs assessment, logic models, selection of EBPs, and planning	Needs assessment, logic models, and EBP selection completed	Continued improved outcomes for students. LEA org. capacity for needs assessment, logic models, and EBP selection.

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Pennsylvania: Strengthening REA System Capacity and Coherence

Year	Problem	Phase	Services	Key Pers.	Partners	Milestones	Outputs	Outcomes
1	Regional Intermediate Units (IUs) play a pivotal role in the statewide system of support for CSI and TSI schools. Engaging them in capacity building for coherent, systemic support—similar to what the SEA has already worked on—could strengthen the overall system.	Needs assessment and root-cause analysis Logic model EBP selection EBP plan	With the SEA and IUs, build capacity for needs assessment, logic model development, and EBP selection. Based on the logic model and key EBP features, provide capacity-building assistance in planning for implementation.	Turner Mattson	CCSSO, if needed. SEA staff will be partners for REA capacity building, also.	12/19 Needs assessed 1/20 Logic model developed 3/20 EBP selected 7/20 Plan, including plans for monitoring implementation and outcomes	Development of needs assessment, logic model, and EBP plan	Human & org. capacity for needs assessment and selection and planning of EBP. Policy leadership capacity in considering IU roles in relation to existing and future capacity
2		Initial implementation	Support and build capacity for state-wide effort			6/21 Key activities completed and initially assessed	SEA and IU actions consistent with the plan	Human, resource, and org. capacity in IUs. Further development of SEA policy capacity.
3-5		Continuing implementation with monitoring and improvement	Support the IUs in strengthening their capacity to support LEAs and schools Support the SEA in continuing to enhance coherence of the overall system			TBD as cycles of improvement proceed.	Adjustments to the system based on outcome measures.	Improved SEA and IU capacity to support school improvement Improved educational opportunities for target students

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Pennsylvania: Improving Equity in Educational Opportunities

Year	Problem	Phase	Services	Key Pers.	Partners	Milestones	Outputs	Outcomes
1	Pennsylvania education leaders are concerned about the size of the achievement gap and want to address it through equity in staffing, resources, and services. A new dashboard helps the state assess the scope and nature of the problem. While existing efforts will continue, a strategically planned combination of state-wide initiatives may be needed.	Needs assessment Logic model	Because equity challenges are multifaceted, capacity for needs assessment logic-model development will be helpful both in understanding the entire problem and in identifying high-leverage first steps toward solutions.	Turner Mattson	MAEC	12/19 Working group convened, representing the SEA and potentially LEAs and stakeholders 4620 Facilitated process of needs assessment and logic-model development completed	Specifications for EBPs that address priority needs Initial consideration of EBPs	Human, resource, policy leadership, and org. capacity to untangle complex problems and take organized steps toward solutions
2		Selection of state-wide effort(s) Plan for implementation	Support deliberations by bringing knowledge of evidence-based interventions and continuing to facilitate assessment and planning for action			10/20 Working group begins consideration of interventions 1/21 Effort(s) prioritized 5/21 Plan developed	Desired level of agreement among SEA offices and multiple stakeholders Priorities Plan for implementation	Organizational, resource, and policy leadership capacity in the SEA and beyond (LEAs, nonprofits, community, etc.)
3-5		Implementation cycles, with evaluation	Continue to build capacity for putting efforts into action and evaluating for the kinds of results that can be expected for each effort at each stage. Also continue to support the SEA and stakeholders in knitting together related initiatives for mutual reinforcement.			TBD	Actions taken for continuous improvement of the efforts.	Improved capacity, policies, and systems to plan, implement, and evaluate improvement efforts Improved educational opportunities for target students. Improved academic outcomes for target students.

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Competitive Preference Priorities

Competitive Preference Priority 1 – Novice Applicants

Policy Studies Associates, Inc. (PSA) is a novice applicant, meeting all criteria in the definition, as detailed below.

(a)(1)(i) PSA has never received a grant or subgrant under the Comprehensive Centers program. (PSA's has previously worked with two grantees, but those services were performed under purchase orders from Edvance/Westat and the University of Oklahoma.)

(a)(1)(ii) PSA has never been a member of a group application that received a grant under the Comprehensive Centers program.

(a)(1)(iii) PSA has not had an active discretionary grant from the Federal Government in the five years before May 24, 2019.

(a) (2) This is not a group application.

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Competitive Preference Priority 2 – Promoting Effective Instruction in Classrooms and Schools

(1) *Promoting innovative strategies to increase the number of students who have access to effective principals or other school leaders in schools that will be served by the project.*

Pipelines for principals and other school leaders have been matters of continuing attention for Comprehensive Centers. The newest evidence on principal pipelines shows that a systemic approach of standards-based preparation, placement, evaluation, and support is not only feasible for large urban LEAs but also effective in raising student achievement (Gates, Baird, Master, & Chavez-Herrerias, 2019). PSA was a partner in the overall evaluation that produced this evidence, which qualifies as moderate (Tier 2) under ESSA. PSA oversaw all evaluation activities and took the lead in studying how districts went about planning, implementing, and sustaining their pipelines over a six-year period. With funding from the Wallace Foundation, PSA staff are currently designing capacity-building tools for LEAs interested in planning and implementing this evidence-based intervention.

Subject to consultation with the clients and recipients, innovative strategies to increase student access to effective principals—or other leaders—in schools served by the project include the following:

- Increase human capacity for needs assessment, root-cause analysis, and planning to identify the underlying challenges—e.g., in preservice training, hiring and placement, and/or on-the-job support—affecting school leader effectiveness.

- Develop tools that strengthen human capacity to recruit, hire, and place highly effective leaders in schools and that reflect standards of effective leadership practice. Assist SEAs and LEAs in developing specialized leader training, hiring, and placement systems for chronically low-performing schools.[1]

- Increase resource capacity by helping to improve the functionality of data systems on principals and other school leaders to better inform hiring and placement decisions and the flow of talent into the principalship, as well as longer-term district policy and management decisions, such as succession planning. Build on Denver's Vacancy Matching Tool to develop a tool that can strengthen principal hiring and placement decisions by generating up-to-date, aggregate information on principal competencies.

- Increase human capacity to assist SEAs and LEAs in developing—or strengthening—evaluation systems that improve leader effectiveness by directly aligning available supports (e.g., from principal supervisors, coaches, or mentors, or through trainings) with leaders' identified needs.

- Monitor early indicators of improvement in leader recruitment, placement, and retention to inform planning and implementation of new leader development projects and initiatives; ensure that planning, implementation, and evaluation are focused on the aim of improving the quality of instruction.

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[1] The Wisconsin Urban Leadership Institute (WI-ULI) was an intentional collaboration between the Wisconsin Department of Public Instruction and Wisconsin's five largest urban school districts to develop leaders' competencies and dispositions to effectively lead in in some of the state's most challenging urban schools.

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- Increase policy-leadership capacity for the SEA and LEAs by facilitating planning that takes advantage of well-organized longitudinal data on educators' careers and relevant data on demographic trends in the state or the local area, and by supporting the engagement of different stakeholders, including higher education and educators' associations, in planning. Build on Maryland's annual Assistant Principal conferences, organized by the Prince George's County Public Schools, to identify policies that might strengthen the contributions and career opportunities of assistant principals.

- Increase organizational capacity for system-level improvement efforts through cooperative efforts across offices and levels; support efforts to increase intentionality in using SEAs' and LEAs' levers in human-capital management.

(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.

In addition to increasing the number of effective school leaders, there are also evidence-based programs, practices, and interventions available for strengthening the teaching workforce. For teachers, SRI International has worked with the National Teacher Center, establishing evidence of the effectiveness of its induction program (Young et al., 2017). Similarly, a recent report about teachers' entry into the profession explained that strengthening teachers' preparation, particularly their clinical experiences, is critical to improving their effectiveness Partelow & Konoske-Graf (2017). With regard to on-the-job support intended to improve educator effectiveness, PSA's study of teacher evaluation systems for the Policy and Program Studies Service at the U.S. Department of Education found that teachers who participated in rigorous, multi-measure evaluations believed that the delivery of classroom observations and feedback had

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improved their professional practice (Anderson et al, 2016). Other evidence points to the value of efforts to retain higher-quality teachers in disadvantaged schools (Carver-Thomas & Darling-Hammond, 2017).

Again, subject to consultation with the clients and recipients, innovative strategies to increase student access to effective educators in schools served by the project include the following:

■ Increase human capacity for needs assessment, root-cause analysis, and planning to identify the underlying challenges—e.g., preservice training, evaluation and on-the-job support—affecting educator effectiveness and retention.

■ Increase human capacity to assist SEAs and LEAs in crafting evaluation and support systems that improve teacher effectiveness by delivering regular, ongoing support (e.g., through high-quality principal and assistant principal observations and feedback) that directly addresses teachers' identified needs.

■ Monitor early indicators of improvement in teacher on-the-job support and retention to inform planning and implementation of new teacher effectiveness projects and initiatives; ensure that planning, implementation, and evaluation are focused on the aim of improving the quality of instruction.

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Competitive Preference Priority 3 – Empowering Families and Individuals to Choose a High-Quality Education That Meets Their Unique Needs

Educational choice has long been seen as a way to find the best match between a student and their learning experience. For the last few decades, district magnet schools, charter schools, and intra- and inter-district choice policies have offered students the ability to choose a school that is the best match for their talents and interests. Public school choice has also been used to provide students in poverty with the ability to enroll in better schools than they would otherwise have access to.

When clients in our region seek capacity-building assistance in empowering families and individuals through expansion of choice, our partnership with the Center on Reform in Public Education (CRPE) will enable us to offer innovative, state-of-the-art ideas and support. As shown in our proposal section on Quality of Project Personnel, a number of members of the Center staff have expertise in choice. With additional expert input from CRPE researchers, these Center staff and others will be well equipped to work with jurisdictions to assess their needs, develop logic models, select evidence-based approaches, plan implementation, and carry out cycles of implementation and improvement in their chosen approaches.

Here, we describe several kinds of innovations in the expansion of choice, along with the challenges they bring and the ways in which we will build capacity for implementation and scale.

An Expanding View of Educational Choice

While school choice is still a relevant avenue for broadening student access, educational choice includes much more. Instead of simply choosing the primary learning environment, students

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increasingly have the opportunity to choose a personalized learning experience through curricular choice, programmatic choice, and choice within a classroom (Exhibit 7). These opportunities can improve the educational experience of students from under-resourced families.

Curricular choice offers students the ability to select learning experiences within schools, across specific disciplines (e.g. STEM, humanities, arts, global studies), career pathways, or credit-bearing dual enrollment.

Programmatic choice, or out-of-school learning, is an opportunity for students to expand their knowledge base, diversify their experiences, and forge stronger connections with their community. These include summer or after school programs, sports, arts enrichment programs, community service projects, and work-based learning. These experiences teach students important soft skills that prepare them for life and work.

Finally, students are seeing increasing opportunities to choose learning experiences within classrooms as teachers design units and lessons in such a way that students can choose how they engage with content and how they demonstrate content mastery.

Exhibit 7: Four Dimensions of Educational Choice

Type of choice	Description
Choice of a primary learning environment	This can include the option to enroll in a charter school, unassigned district school, online school, alternative school, drop-out recovery programs, or homeschool.
Programmatic choice	These are non-credit bearing options that extend a student's learning and are often organized by the family or student, although some schools also offer this programming after school. These include arts enrichment, sports, work-based learning, and afterschool clubs.
Curricular choice	This includes curricular options available to a student within a school as single classes or programs. This includes dual enrollment, gifted and talented programs, and CTE pathways. It can also include credit-bearing options outside of school, like internships or place-based learning in a community.
Instructional choice within a classroom	With instructional choice, students are given choice and agency in their learning experience. Certain types of instructional practice are more likely to lead to student agency, like project-based learning, personalized learning, small group instruction, and differentiated assignments.

Challenges in Providing Educational Choice

While school choice presents new opportunities to families and students, how it is implemented defines whether the policies will result in equitable access to quality options or simply increasing opportunities for the most resourced students. Students who live in communities that did not embrace school choice or were ill-suited to school choice policies (e.g. rural communities) can now benefit from the opportunity to actively shape their own learning through other types of educational choice.

As the promise of choice expands, four critical policy issues cut across school choice, curricular choice, programmatic choice, and choice within a classroom.

Ensuring Quality Choices

Whether students are making choices in their classrooms, curriculum, out of school experiences, or schools, those must be of quality for students to benefit.

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Quality school choice requires adequate oversight and accountability. This has led to a focus on quality charter school authorizing, as well as performance frameworks and policies governing sanctions and rewards for all schools of choice. In addition to original research about the importance of oversight, CRPE has developed a number of policy briefs to guide educators, including Holding Charter Authorizers Accountable: Why It Is Important and How It Might Be Done, The Portfolio Strategy CEO: The Job and How to Prepare for It, and Accountability and the Federal Role: A Third Way on ESEA. As choice expands to include classroom, curricular, and out of school choice, the field will need to develop a new perspectives on oversight and accountability that better accounts for different definitions of quality.

In other forms of educational choice, ensuring quality requires that those providing the choices (be they classroom teachers, schools, charter providers, or external providers) have the capacity and resources to design and implement quality programs and that proper oversight and accountability systems have been designed and implemented.

Bolstering capacity can take many forms depending on the choices that are being provided. For example, professional development on designing units for differentiated experiences and school leadership buy-in can support teachers in effectively delivering classroom level choices. High-quality curriculum models and school-level flexibility help schools provide curricular choice.

Ensuring Equitable Access to Choices

Equitable access to choice cannot be assumed. Historically, students have been steered toward certain curricular options based on adult assumptions about their learning and capacities, whether that be toward advanced coursework or career tracks. Less affluent students often find their access to out of school significantly curtailed by the costs to participate in these programs and

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further find that the supply of quality school in their neighborhoods is very limited. Students

with disabilities frequently find their options limited as teachers and schools fail to provide for

the accommodations they require and underestimate their ability to perform in different learning

settings. Rural students find their choices limited because the system lacks capacity to offer

them. Understanding the sources of unequal access and how to address it is an ongoing concern

in all types of educational choice.

Families face consistent barriers to accessing quality school options related to finding and

understanding information about their choices, navigating enrollment and application processes,

and finding a way to get to the school. These barriers are greatest for low-income families.

Informed by surveys and interviews with families and system leaders, CRPE has developed

policy guidelines for cities interested in streamlining enrollment, improving transportation and

strategic siting practices, and supporting low-income families through high-touch navigation

services.

Creating and Managing the Supply of Choices

There is an important role for states, districts, and community-based partners to develop new

programs, be part of curricular options like career pathways, or support new and redesigned

schools. Governmental organizations, institutions of higher education, or nonprofits assess

whether available options are reaching all communities of students, and assess whether the

available options meet the needs and interests of all students.

The field has built considerable understanding in what policies and practices to use to

manage the array of school options – that is, district and charter. However, close relationships are

needed among families, districts, and organizations that monitor quality and provide options.

For about ten years, dual enrollment and advanced coursework have proliferated at the high school level, and new career pathways are now open to students. Student-centered learning has also spread to districts across the country. Critical questions do remain, however, especially related to the capacity of rural communities to create curricular opportunities with limited resources and how can teachers balance student choice in a classroom while maintaining the quality of instruction? The field will be answering these and many other questions together.

Providing Adequate Information for Families to Make Informed Choices

Information systems are essential to ensuring that families and students are able to find quality learning opportunities that match their interests, talents and needs. The field has made considerable advances in understanding what kind information and information tools help students to make school choices. However, the field must still learn how to communicate about choices to students and families and how to best support them in selecting among these choices.

Support for Districts and States

Informed by CRPE's decades of work in the field, the Center will be able to provide research-informed support for system leaders at the district and state level.

Improving Access and Quality of School Choice

- Strategic consulting for LEA leaders in how to manage a portfolio of school options, both charter and district. This includes developing the district position, creating the procedures necessary to identify school needs, and developing the relationships necessary to strategically manage choice options.

- Gap analysis of district practice and state policy that make school choice difficult to access for under-resourced families and families with students who have IEPs.

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- Gap analysis of state policy to identify policy barriers to improving the quality, equitable school options. This would include recommendations to consultants who can support the analysis of charter authorizing practices, state innovation laws, funding, and teacher professional standards.

- Support for district and state leaders in developing tools that remove access challenges for families in poverty. This includes support in developing and implementing streamlined applications and unified enrollment systems, information guides, transportation systems, and high-touch choice support services for under-resourced families.

- Strategic consulting for district leaders, nonprofits, and city leaders in engaging families and community members in siting, designing, and closing schools.

- Support for state and district leaders interested in developing city-specific accountability systems that provide the information families need to select a good-fit school and the information local leaders need to manage the portfolio of school options.

Improving Access to and Quality of Programmatic, Curricular, and Instructional Choice

- Support for district leaders in the implementation of district-wide student-centered instructional practices.

- District and state-level analysis of policy that inhibits the expansion of programmatic, curricular, and instructional choice options, and of policy that inhibits family access to programmatic, curricular, and instructional choice options.

- Support for state and district leaders interested in developing local, city-specific accountability systems that provide adequate information about the programmatic, curricular,

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and instructional choices available as well as provide alternative accountability measures to

track quality across these different options.

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This attachment includes:

- **Application Requirements 5, 6, and 7**
- **Resumes**
- **Letters of Commitment and Support**

Policy Studies Associates

Region 4

APPLICATION REQUIREMENTS 5, 6, and 7

Policy Studies Associates

Region 4

Communications

Responds to Application Requirement (5)

The Region 4 Comprehensive Center team will communicate regularly with clients, recipients, regional partners, the Regional Advisory Board, and the National Center. A guiding principle of the proposed Region 4 Center is that honest, on-going communication about purposes, strategies, and local context is the bedrock foundation of opportunities to build trusting relationships, to foster shared learning and growth, and to support continuous improvement.

The Center's state co-leads will serve as the primary point of contact for all Center activities for each state in the region. Monthly calls with the key SEA contact, as designated by the chief state school officer (CSSO) will provide essential opportunities to hear about any emerging needs, learn how states are leveraging Center support, identify where potential service corrections are needed, and discuss any important changes in SEA policies or priorities that may affect the nature or scope of work at the SEA, REA, LEA, and school levels. These conversations can highlight new areas for state support and identify changes in any part of the ecosystem that might affect services and supports needed in another part of the system.

Comprehensive Center state co-leads and other key personnel will work intensively with the appropriate SEA, REA, LEA, and/or school staff as we develop and carry out plans for specific projects. We take the goal of co-creating activities and leveraging local knowledge and strengths seriously and view these planning conversations as critical for ensuring that Center services support state and local efforts to develop coherent systems of support. We anticipate that these conversations will occur on at least a weekly basis at the height of activities and will also incorporate conversations with the Center evaluator to ensure that project plans align with

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Center goals. We will also plan to hold debriefing sessions with key local staff upon completion of a training session or deliverable completion to discuss potential next steps.

We will supplement these conversations with key staff at the SEA with regular reviews of data from surveys completed by SEA, REA, LEA, and/or school staff who participate in or plan workshops, webinars, or other training opportunities facilitated by Region 4 staff. These surveys (administered by the evaluator) will provide Center staff with information about reactions to the content and delivery of professional learning opportunities. They will serve as a regular source of information to Center staff about the needs and interests of on-the-ground SEA, REA, LEA, and school staff who are participants in Center capacity-building activities and charged with implementing local improvement activities and strategies.

For transparency and shared ownership of the Center's work, we will share the formative quarterly continuous improvement memos and final reports completed by the evaluator with the CSSO, other primary contacts in the region, and the Advisory Board. Sharing of this information will allow all staff and partners to discuss current work and develop plans for future work throughout the region.

Our communications with the National Center will be frequent and will ensure that our Center contributes effectively to the collective resources of the Comprehensive Center system. We will follow all procedures that the National Center establishes for sharing information about emerging needs in the region and results of our work with clients and recipients. Having worked with Comprehensive Centers in two national evaluations of the program, we recognize the importance of presenting a coherent picture of the overall system for all interested stakeholders, and we look forward to working with the National Center in making this happen.

The Region 4 website will share information about the Center's work both within the region and nationally. Subject to approval by the Department, the website will be regularly updated with relevant information including: (1) links to reports and tools developed by Center staff for a specific project; (2) links to other relevant resources; (3) commissioned blog posts by Center staff or other invited authors about important topics related to ESSA implementation, school improvement, equity, funding, etc.; and (4) a link to the Center's Twitter feed which will highlight posts about Center work and other information from other Regional Centers, RELs, education agencies and other organizations. The website will also provide a means to share general information about Center resources and services across the entire region and provide a platform for potential customers to request assistance or support. Exhibit 1 (below) provides an overview of the methods, audiences, and goals of the proposed communications plan.

Exhibit 1

Communications Plan

Communication Method	Frequency	Participants/ Audience	Goal	Responsible Staff Person
Customer feedback/need-sensing call	Monthly	SEA contact	Informally gather information from state staff leading about current projects and assess changes in state goals and priorities	State lead
Service planning meetings/calls	Weekly (or more frequently as needed during active service planning)	SEA, REA, LEA contacts for a specific project	Ensure that all Center services are jointly developed with state and local staff and reflect local needs, goals, and priorities	State lead and training partners
Participant feedback survey analyses	As needed after training sessions	Participants in training activities/webinars	Gather information from participants in capacity-building activities	Training partner/ evaluator
Advisory Board meeting	Annual	• Region 4 Center staff • Advisory Board members	Share progress and performance milestones with Advisory Board members, discuss strengths and weaknesses of current service, plan for the upcoming service year.	State leads and project directors
Formative and summative evaluation reports	Quarterly/ Annual	• Region 4 Center staff • Advisory Board members • Chief state officer • Key SEA/REA/ LEA/school contacts	Provide an independent view on Region 4 Comprehensive Center progress and performance to serve	Evaluator
Region 4 Center website	On-going with regular updates	Region 4 and national stakeholders	• Provide timely information on key Center activities and new information/ research on topics of interest. • Share Center developed research and tools	Communications manager

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Evaluation Plan

Responds to Application Requirement (6)

As an elaboration on proposal content regarding evaluation of Center services, we describe here the data sources and criteria for measuring implementation milestones, outputs, and outcomes. For a full discussion of the way in which the proposed evaluation is serve project purposes, please see the section of the main proposal narrative titled Quality of the Project Evaluation.

Data Sources

Project participant and activity logs. The evaluation team will collect data from project activity and participation logs to determine the numbers and roles of participants in client and recipient organizations, as well as the intensity, frequency, and duration of participation by participant type. We track participation by state, project, type of activity, participant type, and so on. Project activity logs will be helpful in determining whether planned activities occurred as intended, or otherwise. Participation and activity data will demonstrate which Center services can be linked to client and recipient assessments of services, as well as resultant outcomes.

Surveys of clients and recipients. The evaluation team will administer three types of surveys. Each will be administered using a web-based survey platform (e.g., Qualtrics) by email, with phone or email follow-up for non-responders. Confidentiality will be assured when it is possible and advantageous for receiving candid responses. Data collection instruments will be reviewed and approved through PSA's federally certified Institutional Review Board. Research approval will be secured when required by education organizations, such as LEAs.

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- An annual Senior Client Manager survey will be administered to the superintendent, deputy superintendent, and/or other cabinet level leaders that have a lead role in managing the client's partnership with the Center. In most cases, we anticipate SEA leaders completing this survey, though some situations may warrant REA and LEA leaders responding. The survey will collect data on client satisfaction; quality, relevance, and usefulness; alignment with state priorities; support from sources other than the Center; capacity building; sustainability of interventions/initiatives associated with Center services; and emerging client needs and interests.

- A Project Team Survey will be administered at key points during a project's life to client staff involved in planning, implementation, and/or monitoring of interventions/initiatives associated with Center services. These are individuals who are partners that may benefit from Center services but are also in the role of developing systems or services for LEAs, schools, or individual practitioners. The survey will collect data on satisfaction; capacity building; effects on practice and knowledge; feedback for improved service; quality, relevance, and usefulness; and project management and implementation. This survey will be administered at the end or beginning of major strands of project work, as well as at the project's culmination. A short version of the survey will be administered at the outset of the project, in order to collect baseline data by which to measure changes in capacity at individual and organizational levels.

- A Participant Survey will be administered to recipients of project services, primarily those in which the Center had a key role in delivering but possibly other services that fit within the client's project logic model and for which the project team wants evaluation data. The Participant Survey may be administered after major activities or key junctures

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of the project, but is not intended as an event-specific "exit ticket." The survey will collect data on quality, relevance, and usefulness; capacity building; implementation challenges and context constraints; alignment with local priorities; and effects on practice and knowledge.

Interviews and observations. The evaluation team will conduct targeted interviews and observations when the project's logic model and implementation plan indicate they will be useful for improvement. Interviews will be conducted individually or in groups with respondents such as client managers, project team members, and recipients of services. Interviews with clients and recipients will collect data on how the services contributed to improved capacity, examples to illuminate effective services and implementation, and the complexities and challenges of changing practices and systems.

The evaluation team also expects to conduct interviews with Center staff regarding implementation challenges and progress, alignment of implementation with the logic model and intended outcomes, sustainability, client participants, strength of the research base, and recommendations for continuous improvement. These interviews with Center staff will be an opportunity to promote reflection and prepare for team discussions about progress and next steps.

The evaluation team will observe important activities of the project team. Most importantly, the evaluators will join the Center and client in the needs assessment and development of the project logic model, maintaining a focus on what outcomes are reasonable given the planned activities and timeline. The evaluators will gain a deeper understanding of how to translate implementation activities and outcomes into objective performance measures that will be useful and accurate in the context of the project vision. The evaluators will also join project team continuous improvement activities, including meetings focused on project

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evaluation data such as the Continuous Improvement Meetings that they will facilitate. Services directly to recipients will be observed when the project team needs "external" insight on specific aspects of project implementation.

State administrative databases. The evaluation team will work with the Center to develop Data Sharing Agreements with client states, so that the evaluators have access to data needed to measure project outcomes. The types of data needed will vary by project, depending on the intended outcomes and implementation plan, but may include student-level data (e.g., assessment scores, graduation/on-track, discipline and suspension, post-secondary enrollment, demographics); human capital data (e.g., teacher and leader effectiveness, retention, equitable distribution, diversity; educator licensure); school climate data; school/LEA performance in the state accountability system under ESSA; and distribution and use of federal and state funds.

Criteria for measuring implementation milestones, outputs, and outcomes

The table below includes measures that will be used to assess performance at the project-level and Center-level. In developing project-specific evaluation plans, the evaluation team will work with the Center and its clients to identify objective performance measures based on outcomes in project logic models. For each measure, the team will set thresholds for performance and specify data collection procedures and sources, analytic methods, and timelines.

	Measure	Data source	Methods for measurement	Timing
Implementation Milestones				
Evaluation Q1 – Who were clients and recipients of Center services, and how were they involved? Evaluation Q3 – To what extent did the Center engage in a continuous improvement process to plan, implement, assess, and improve its services? Evaluation Q4 – To what extent did the Center implement its services as intended?	1. Participant engagement: Center services are delivered to clients and recipients who are positioned to make progress toward the project's intended outcomes.	Center activity and participant logs	• Define "intended participants" for each project; • Review position titles and roles of participants; • Assess proportion of participants that meet definition	Beginning within 3 months of initial service delivery, then quarterly
	2. Participant engagement: Center services are delivered to a wide range of clients and recipients.	Center activity and participant logs	• Define "types of participants" applicable across projects (e.g., position title; organization type, size, and location); • Aggregate participant data from activity logs, including by type of participant	Annually at the Center level
	3. Participant engagement: Clients and recipients participate at intended intensities, frequencies, and durations.	Center activity and participant logs	• Define "intended intensities, frequencies, and durations" for each project; • Aggregate project-level participant data from participant logs; • Aggregate project participation data to Center-level	Beginning within 3 months of initial service delivery, then quarterly
	4. Continuous improvement process: Center and SEA staff collaboratively produce a needs and readiness assessment for each project.	Document review; Center activity and participant logs; Observation	• Review needs assessment for each project; • Determine process and who participated; • Assign binary score by project and sum to Center level	Within 3 months of project start
	5. Continuous improvement process: Center and SEA staff collaboratively produce a project logic model.	Document review; Center activity and participant logs; Observation	• Review logic model for each project; • Determine process and who participated; • Assign binary score by project and sum to Center level	Within 6 months of project start

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6. Continuous improvement process: Center and SEA staff collaboratively identify an evidence-based practice, intervention, or state-wide effort	Document review; Center activity and participant logs; Observation	• Review project logic model to identify EBP; • Determine process and who participated; • Assign binary score by project and sum to Center level	Within 6 months of project start
7. Continuous improvement process: Center and SEA staff collaboratively produce a project implementation plan aligned with the needs assessment and logic model.	Document review; Center activity and participant logs; Observation	• Review implementation plan; • Determine process and who participated; • Assign binary score by project and sum to Center level	Within 6 months of project start
8. Continuous improvement process: Center and SEA staff collaboratively produce and carry out an evaluation plan aligned with the logic model and implementation plan, and that provides useful data for continuous improvement.	Interviews; Center activity and participant logs	• Review evaluation plan; • Determine process and who participated; • Assign binary score by project and sum to Center level: • Interview Center and SEA on how evaluation data has been useful	Within 6 months of project start
9. Continuous improvement process: Center and SEA staff incorporate evaluation data into revised practices and plans for implementation.	Interviews; Observation; Document review	• Review implementation and evaluation plans; • Interview and observe Center and SEA staff on changes to implmentation	Quarterly beginning after production of evaluation plan
10. Delivery of Center services and resources: Center delivers services (e.g., professional development, targeted support, webinars) on time and as intended in the implementation plan, as well as ad hoc services based on emerging needs.	Survey of clients; Center activity logs; Interviews	• Review implementation plan; • Develop project-specific criteria and thresholds for implementation fidelity; • Analyze project-level fidelity; • Assign rating that can be rolled into Center-level fidelity measure	Quarterly beginning after production of implementation plan
11. Delivery of Center services and resources: Center provides resources (e.g., research evidence, tools, data, guidance) on time and as intended in the implementation plan, as well as ad hoc services based on emerging needs.	Survey of clients; Center activity logs; Interviews	• Review implementation plan; • Develop project-specific criteria and thresholds for implementation fidelity; • Analyze project-level fidelity; • Assign project-level rating that can be rolled into Center-level fidelity measure	Quarterly beginning after production of implementation plan

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Outputs				
Evaluation Q2 – What were client and recipient assessments of Center services? Evaluation Q5 – How can the Center improve its services for greater implementation and outcomes?	12. Client satisfaction: Clients and recipients report satisfaction with Center services and project activities.	Survey of SEA clients; Survey of recipients	• Develop survey item that can be tailored for projects but provide standardized response options for cross-project analysis; • Develop index of satsifaction based on survey item; • Analyze satisfaction by respondent type and participation; • Analyze project-level satjisfaction; • Analyze Center-level satisfaction	At key junctures of project (not more than 3 per year per respondent)
	13. Quality of services: Clients and recipients report that Center services are based on the highest rigor of evidence available and delivered in accessible formats for intended clients and recipients.	Survey of SEA clients; Survey of recipients	• Develop survey item that can be tailored for projects but provide standardized response options for cross-project analysis; • Develop index of quality based on survey item; • Analyze quality by respondent type and participation; • Analyze project-level quality; • Analyze Center-level quality	At key junctures of project (not more than 3 per year per respondent)
	14. Relevance of services: Clients and recipients report that Center services address their priorities, needs, and contexts.	Survey of SEA clients; Survey of recipients	• Develop survey item that can be tailored for projects but provide standardized response options for cross-project analysis; • Develop index of relevance based on survey item; • Analyze relevance by respondent type and participation; • Analyze project-level relevance; • Analyze Center-level relevance	At key junctures of project (not more than 3 per year per respondent)
	15. Usefulness of services: Clients and recipients report that Center services support clients' and recipients' learning and action regarding improvement efforts.	Survey of SEA clients; Survey of recipients	• Develop survey item that can be tailored for projects but provide standardized response options for cross-project analysis; • Develop index of usefulness based on survey item; • Analyze usefulness by respondent type and participation; • Analyze project-level usefulness; • Analyze Center-level usefulness	At key junctures of project (not more than 3 per year per respondent)

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Short-term Outcomes				
Evaluation Q6 – To what extent were short-term, intermediate, and long-term outcomes achieved, including increased capacity within SEAs and LEAs and improved achievement for disadvantaged and low-income students?	16. Human capacity: Center services build individual and collective capacities within SEAs, including their knowledge, skills, technical expertise, management of policy and leadership changes.	Survey of SEA clients; Interviews	- Interview respondents on capacity change and effects of services; - Develop survey item that can be tailored for projects but provide standardized response options for cross-project analysis; - Analyze human capacity by respondent type and participation; - Analyze project-level human capacity; - Analyze Center-level human capacity	At key junctures of project (not more than 3 per year per respondent)
	17. Organizational capacity: Center services build SEA organizational capacities, including structures that support clear communication and shared understanding of the organization's visions and goals, the delineated individual roles and responsibilities, and internal coordination and collaboration around a shared purpose.	Survey of SEA clients; Document review	- Review documents that demonstrate change in organizational structures and practices; - Develop survey item that can be tailored for projects but provide standardized response options for cross-project analysis; - Analyze org capacity by respondent type and participation; - Analyze project-level org capacity; - Analyze Center-level org capacity	At key junctures of project (not more than 3 per year per respondent)
	18. Policy leadership capacity: Center services build SEA policy capacities, including structures that support alignment, differentiation, communication, and enactment of policies and initiatives.	Survey of SEA clients; Document review	- Review policies and policy guidance; - Develop survey item that can be tailored for projects but provide standardized response options for cross-project analysis; - Analyze policy capacity by respondent type and participation; - Analyze project-level policy capacity; - Analyze Center-level policy capacity	At key junctures of project (not more than 3 per year per respondent)
	19. Resource capacity: Center services build SEA resource capacities, including the tangible materials and assets that support alignment and use of funds.	Survey of SEA clients; Document review	- Review documents related to resources and guidance on use of funds; - Develop survey item that can be tailored for projects but provide standardized response options for cross-project analysis; - Analyze resource capacity by respondent type and participation; - Analyze project-level resource capacity; - Analyze Center-level resource capacity	At key junctures of project (not more than 3 per year per respondent)

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Intermediate Outcomes				
Evaluation Q6 – To what extent were short-term, intermediate, and long-term outcomes achieved, including increased capacity within SEAs and LEAs and improved achievement for disadvantaged and low-income students?	20. Capacity to improve schools: Center services build SEA and LEA capacities to assess root causes of poor school performance, provide effective guidance on local improvement planning and use of funds, and support and monitor improvement efforts.	Survey of SEA clients; Survey of recipients; Interviews	• Interview client and recipients on thei capacities to improve schools; • Develop survey item that can be tailored for projects but provide standardized response options for cross-project analysis; • Analyze project-level capacity change; • Analyze Center-level capacity change	In years 2-5 of Center grant (unless project implementation warrants earlier analysis)
	21. Policies to improve schools: Center services contribute to improved SEA and LEA policies and policy guidance for school improvement.	Survey of SEA clients; Survey of recipients; Document review	• Review policies and policy guidance; • Develop survey item that can be tailored for projects but provide standardized response options for cross-project analysis; • Analyze project-level policy change; • Analyze Center-level policy change	In years 2-5 of Center grant (unless project implementation warrants earlier analysis)
	22. Systems to improve schools: Center services contribute to the strengthening of SEA and LEA systems for school improvement, including the internal coherence of the systems and alignment across organizational structures.	Survey of SEA clients; Survey of recipients; Interviews	• Interview client and recipients on changes to systems and coherence; • Develop survey item that can be tailored for projects but provide standardized response options for cross-project analysis; • Analyze project-level systems change; • Analyze Center-level systems change	In years 2-5 of Center grant (unless project implementation warrants earlier analysis)
	23. Sustainability: Center services support SEA efforts that can be sustained independent of the Center.	Interviews; Survey of SEA clients	• Interview client and recipients on strategies and challenges related to sustainability; • Develop survey item that can be tailored for projects but provide standardized response options for cross-project analysis;	At key junctures of project (not more than 3 per year per respondent)

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| Long-term outcomes				
Evaluation Q6 – To what extent were short-term, intermediate, and long-term outcomes achieved, including increased capacity within SEAs and LEAs and improved achievement for disadvantaged and low-income students?	24. Opportunities for students: Center services are associated with improved student opportunities in areas prioritized by the SEA (e.g., teacher and leader effectiveness, retention, and equitable distribution; student rigorous course taking; student attendance; student discipline/suspension).	State administrative data: Surveys of recipients; Interviews	• Choose unit of analysis based on the project logic model, activities delivered, and intended outcomes; • Determine availability of data in state database; • Develop survey item specific to relevant project outcome	In years 4-5 of Center grant (for reflection on services, conduct analysis at key project junctures and annually at Center level)
	25. Academic outcomes: Center services are associated with improved student academic outcomes relevant to SEA priorities (e.g., state assessment performance, graduation rates, post-secondary enrollment).	State administrative data:	• Choose unit of analysis based on the project logic model, activities delivered, and intended outcomes; • Determine availability of data in state database; • Consider time-series analysis and comparison of recipient schools with similar schools	In years 4-5 of Center grant (for reflection on services, conduct analysis at key project junctures and annually at Center level)

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Logic Model

Responds to Application Requirement (7)

Our approach to evidence-based educational improvement is itself evidence-based. As elaborated in the Significance section of the proposal narrative, we use research findings on continuous improvement to design our approach to each of the processes in the Comprehensive Centers program logic model. (Exhibit 1 on the following page shows an overview of our logic model, which is also our conceptual framework; subsequent exhibits in this appendix show segments enlarged for ease of reading.)

We will work with SEAs, REAs, and LEAs in each of the processes depicted in our logic model/ conceptual framework (Exhibit 1). The Center will collaborate with SEAs and LEAs, supporting their vision and building their capacity to attain it. Our team will work closely with them, following this logic model/ conceptual framework, to select (or implement, sustain, or scale) evidence-based interventions that reflect the state's overall priorities and goals for districts and schools, and to build their capacity. In addition, as depicted in the exhibits, the logic model/ conceptual framework includes coordination with external technical assistance and support.

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Exhibit 1
Logic Model for the Region 4 Comprehensive Center
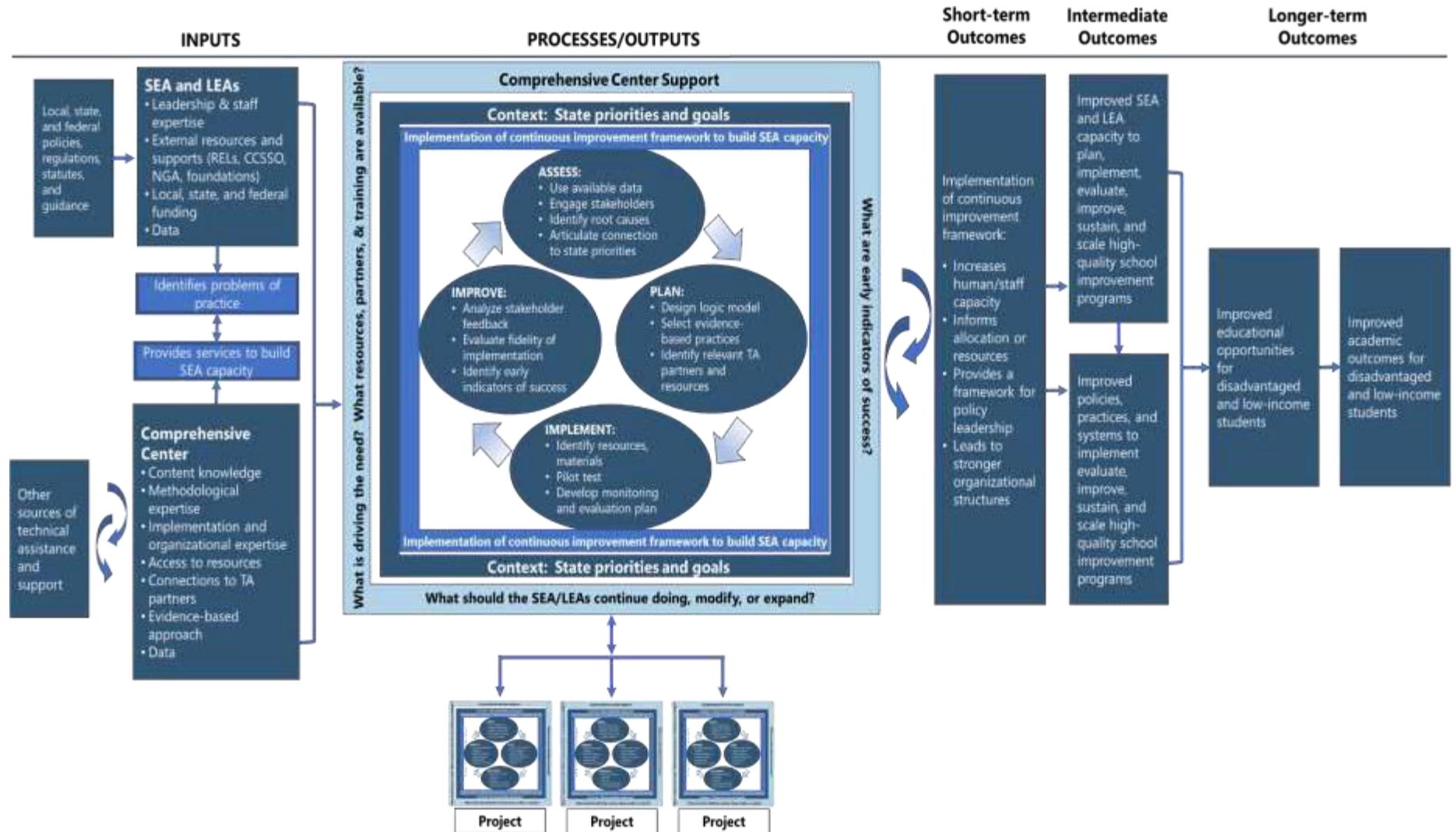
Inputs. SEAs and LEAs bring to bear an array of capacities and resources to identify problems of practice among districts and schools. These capacities and resources include internal expertise; external resources; local, state, and federal funding; and data (Exhibit 2). These capacities and resources—developed and deployed within federal, state, and local policy contexts—hold the promise of improving the performance of districts and schools.

As depicted in Exhibit 2, the Center will work within this landscape to supplement national and state-level supports to build capacity by bringing additional content knowledge; methodological, implementation, and organizational expertise; access to resources; connections to other technical assistance partners; an evidence-based approach to support, and data to help SEAs build or strengthen their capacity to support districts and schools.

Exhibit 2
Logic Model: Inputs

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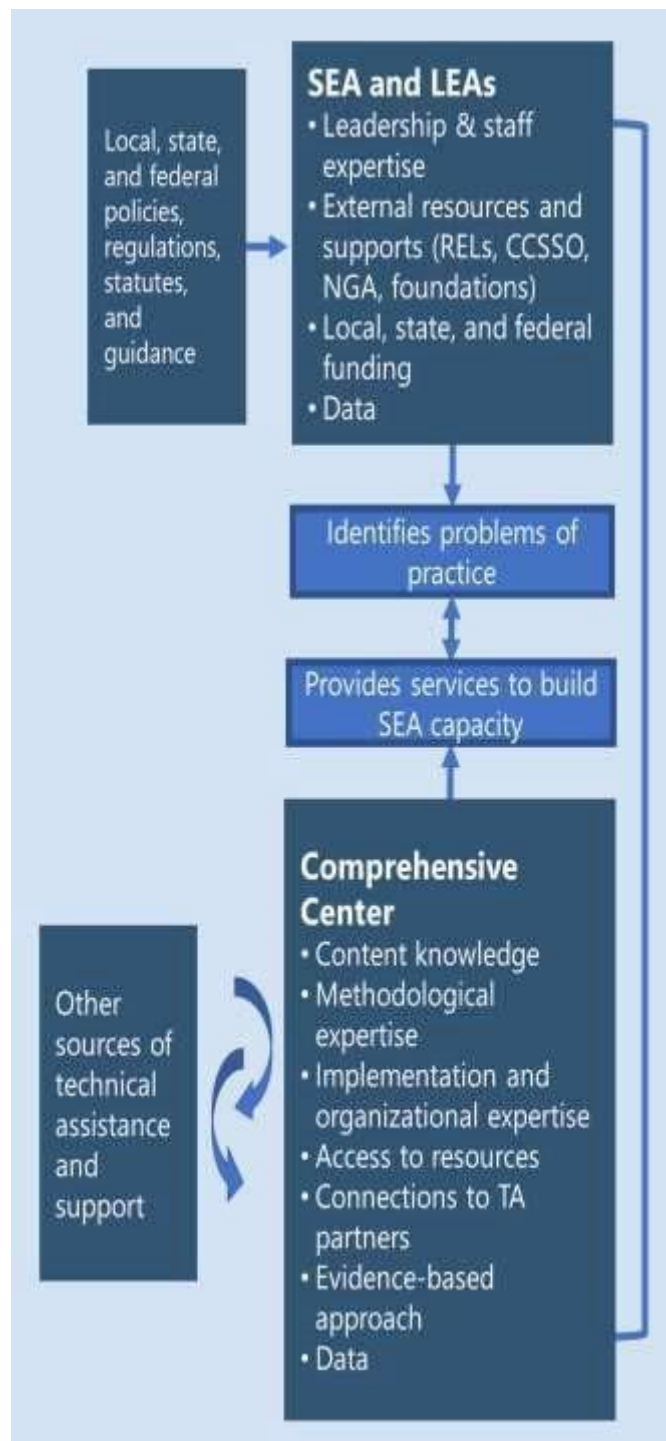
Continuous Improvement Framework (Processes and Outputs). Working within a continuous improvement framework, as depicted in the Processes/Outputs component of the logic model (Exhibit 3), the Center will help SEAs, REAs, and LEAs partners build their capacity to:

- Assess the needs of districts and schools;

- Plan to address the needs by designing logic models, selecting evidence-based strategies, and identifying relevant technical assistance partners and resources;

- Implement a plan of support by identifying resources and materials, pilot testing selected support strategies, and developing a plan to monitor and evaluate the strategies; and

- Improve the plan of support by analyzing stakeholder feedback, evaluating fidelity of implementation, and identifying early indicators of success.

Center support will improve the capacity of SEAs and LEAs to plan, implement, evaluate, improve, and sustain high-quality evidence-based programs, as well as promote improved policies, practices, and systems to better support implementation. Ultimately, these strengthened capacities, policies, and systems will foster better educational opportunities for disadvantaged and low-income students, and, in turn, improved academic outcomes.

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Exhibit 3
Logic Model: Processes or Outputs
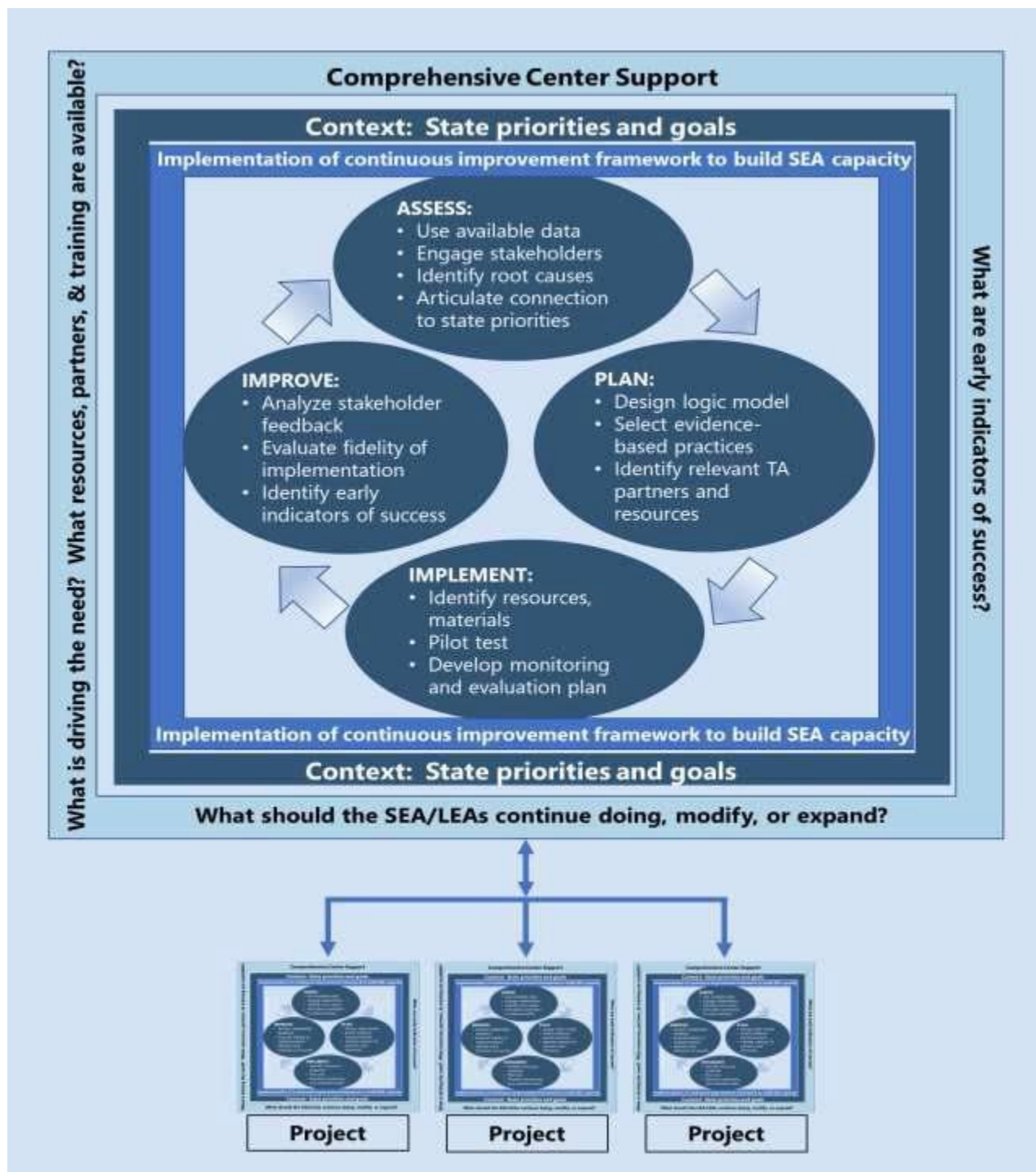
Outcomes. As depicted in Exhibit 4, the sustained implementation of this framework will lead to short-, intermediate-, and longer-term outcomes aligned with the goals of the Comprehensive Centers. The circulating arrows on the left of Exhibit 4 indicate that we will determine and advise states and districts on the need for mid-course corrections based on fidelity of implementation and early indicators of success. We will contribute to these outcomes by supporting SEAs, REAs, and LEAs in the following ways:

- Examples related to short-term outcomes:

  - Increase human capacity through identifying and facilitating evidence-based professional learning opportunities for SEA and REA staff who may be working with data and programs in new ways, or for LEA and school staff working with pressing needs of CSI and TSI schools.

  - Increase resource capacity by helping agencies with the process of braided funding for CSI and TSI schools from multiple ESEA programs if they wish to do so.

  - Increase policy-leadership capacity for the SEA and LEAs related to looking ahead to medium- and longer-term outcomes and developing "more rigorous" options that are evidence-based for schools that do not meet exit criteria.

  - Increase organizational capacity at all levels through work on coherence in improvement efforts and the use of tools like the Pennsylvania dashboard and Maryland's resources in root-cause analysis and evidence-based interventions.

- For intermediate outcomes:

  - Support SEAs, REAs, and LEAs in assessing and strengthening their capacity to plan, implement, and evaluate school improvement.

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- Support SEAs, REAs, and LEAs in improving their policies, practices, and systems for implementation and evaluation.

■ For longer-term outcomes:

- Maintain a steady focus on indicators of need and progress related to educational opportunities and academic outcomes for disadvantaged and low-income students.

- Ensure that these indicators are incorporated into dashboards and, in the medium term, that SEAs, REAs, and LEAs identify and use the lessons that emerge from sites that are making good progress.

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Exhibit 4
Logic Model: Outcomes

Short-term Outcomes	Intermediate Outcomes	Longer-term Outcomes	
Implementation of continuous improvement framework: • Increases human/staff capacity • Informs allocation or resources • Provides a framework for policy leadership • Leads to stronger organizational structures	Improved SEA and LEA capacity to plan, implement, evaluate, improve, sustain, and scale high-quality school improvement programs Improved policies, practices, and systems to implement evaluate, improve, sustain, and scale high-quality school improvement programs	Improved educational opportunities for disadvantaged and low-income students	Improved academic outcomes for disadvantaged and low-income students

8

RESUMES

Policy Studies Associates

Region 4

JEANINE L. HILDRETH

Education

Ph.D.   University of Maryland, College Park
Education Policy and Research

M.A.   University of Chicago
Sociology

B.A.   Georgetown University
Sociology

Professional Experience

Policy Studies Associates   **2010 - present**

Managing Director

Member of the team developing a training opportunity for local Wisconsin school board members, in collaboration with REL Midwest. The training is designed to help board members understand the black/white achievement gap in the state and the potential role that board members can play in helping address the gap.

With REL West, member of the team supporting efforts to use improvement science principles and practices in implementation of a writing curriculum in a school district.

Technical assistance lead for the Maryland Every Student Succeeds Act Leadership Learning Community (ELLC), supported by the Wallace Foundation, which engages state-based teams of state officials, local district leaders, and community members in planning for strengthening school leadership and school improvement under the Elementary and Secondary Education Act (ESEA).

Worked with the Building State Capacity and Productivity Center to help Center staff better understand how their efforts in strategic communications and strategic performance management help state education agency (SEA) staff build capacity in these areas. Project activities included interviews with SEA and Regional Center staff about areas of improvement and areas in which state and local staff might need additional supports.

Supporting efforts of the National Education Agency (NEA) Foundation to increase access to STEM learning opportunities in three urban and rural LEAs. Project activities include on-site interviews with school district staff and partners, administration of surveys to participating students and teachers, and the development of annual reports

identifying areas in which both the NEA Foundation and participating school districts can improve practices and move toward sustainability of efforts.

Supported staff from United Way Worldwide in their efforts to understand how local United Way organizations could lead a collective impact-based effort to support academic transitions for middle and high school students. The project looked at implementation of United Way's education strategy in 12 communities. The final report highlighted the successes and challenges of the initiative and highlighted areas which United Way Worldwide might want to consider in scaling it.

Served as a member of the team supporting the Baltimore City Public Schools (BCPS) principal pipeline initiative, Growing Great Leaders. The initiative was a collaboration among the district and three partner organizations to develop school- and role-based development opportunities for aspiring principals. Analyses and reporting focused on the partners' collaboration on the initiative's design, implementation, and support. Led an evaluation of principal accountability and support systems in BCPS.

With the Baltimore-based organization, Supporting Public Schools of Choice, studied the impact of the BCPS Transformation Schools Initiative on student school enrollment patterns and academic performance and school engagement. The final report explored successes and challenges experienced by school operators and provided recommendations to district staff on ways to better support the schools.

Served as thought and evaluation partner with Children's Aid New York in exploring the implementation and impact of the i3-funded Parent Leadership Initiative (PLI). The evaluation documents implementation of the initiative in five traditional public schools and one charter school in the South Bronx. Children's Aid leveraged evaluation findings to implement changes in the way PLI staff worked to integrate the initiative into overall school operations.

As evaluator for the Mid-Atlantic Equity Assistance Center, focused on informing Center staff about ways in which their services helped SEA and district staff improve capacity to design and implement equity-focused policies and strategies in such areas as discipline, culturally responsive practices, and serving English language learners. The summative report highlighted areas of operation that met performance targets and identified ways in which Center staff could better tailor services to meet needs.

Led the formative evaluation of the i3 *READS for Summer Learning* initiative sponsored by Harvard University. The formative evaluation looked at implementation of each program component across six regions of North Carolina. .

Served as member of the team evaluating the ExpandED Schools national demonstration in Baltimore, New York City, and New Orleans. Evaluation findings, based on quantitative and qualitative data, provided insights into the development of effective community and school partnerships and strategies for better integration between school-day and afterschool instruction and activities.

Partnered with the Boys & Girls Clubs of America (BGCA) to evaluate the implementation, impact, and implications of several national programs (Great Futures in Science, the CareerLaunch job preparation program, and the 9th Grade Cohort high school transition program). Reports focused on the implications of differences in program implementation for BGCA program design and assistance for local Clubs.

For the U.S. Department of Education, served as a member of the team developing profiles of strategies in schools, districts, and states that received School Improvement Grants. Each profile focuses on a specific strategy the grantee used to improve student learning opportunities and outcomes.

Led the evaluation of the Abell Foundation Performance-Based Scholarship initiative. The evaluation employed a quasi-experimental design to examine performance of 2011 and 2012 graduates of BCPS who enrolled in local community colleges.

Served as a member of the team conducting the U.S. Department of Education study, *Identifying Potentially Successful Approaches to Turning around Chronically Low-Performing Schools.*

Served as a member of the team documenting the regional research consortia sponsored by the Regional Education Laboratory Southwest.

Baltimore City Public Schools   2005 – 2010

Director of Research Services

Supervised and guided the work of both senior and junior research staff. Developed and implemented evaluation plans for district programs and reform initiatives. Identified evaluation questions, developed data collection strategies, collected and analyzed data, and supported school and district staff in leveraging use of available data. Provided information to stakeholders regarding key indicators of school and district progress.

Developed a preliminary method for identifying at-risk students in fifth through ninth grades. Developed a longitudinal data file to track student progress and performance across multiple school years and helped school district staff understand and plan for entering students. Developed a system for tracking and reporting information about student completion of graduation requirements.

Merged data from multiple district data systems to provide information on the progress and performance of both students and schools. Led the team which provided data used to identify schools targeted for closure or transformation, schools in need of additional support, and schools selected to participate in the SIG initiative.

As a member of the Charter School Advisory Board, reviewed initial and renewal charter school applications. Helped develop procedures for gathering and reporting data for renewal decisions.

Policy Studies Associates   **1997 – 2005**

Senior Research Associate

Team member for studies of improvement programs, initiatives, and services, including the Comprehensive Centers; the El Paso Math/Science Partnership; the K-12 Science Curriculum Dissemination Center; and the Even Start Family Literacy Program.

In a study of the implementation of the accountability provisions of the No Child Left Behind Act, for the Center on Education Policy. Responsibilities included interviewing district federal programs coordinators.

In the evaluation of Title I Accountability Systems and School Improvement, conducted . site visits to school districts, interviews with supplemental services providers, interviews with SEA staff. Wrote site feedback reports.

Reviewed state Goals 2000 plans submitted to the U.S. Department of Education and documented patterns in state and local grantee activities and results.

Selected Reports and Publications

Hildreth, J. & Butler."Parents at the Center: Final Parent Leadership Initiative Evaluation Report." Washington, DC: Policy Studies Associates, 2019.

Aladjem, D., von Glatz, A., Hildreth, J. McKithen, C. Leading Low-Performing Schools: Lessons from the Turnaround School Leaders Program. Washington, DC: U.S. Department of Education, 2018. Retrieved from https://www2.ed.gov/rschstat/eval/teaching/leading-low-performing-schools/report.pdf.

Hildreth, J., Meredith, J. Russell, C. "Engaging Teachers in STEM: Leveraging STEM to Improve Instructional Mindsets and Practices." Washington, DC: Policy Studies Associates, 2018.

Thessin, R.A., Scully-Russ, E., Hildreth, J., Lieberman, D. "Key Features to Inform Student Outcomes: Learning from a High School Healthcare Education Program." *International Journal of Educational Reform*, 2018. Vol. 27, n2, 181-207.

Hildreth, J., Butler, A., Francis, Y. "Children's Aid Society Parent Leadership Institute Evaluation: Year 2 Implementation Report." Washington, DC: Policy Studies Associates, 2016.

Hildreth, J., Francis, Y., Orozco, N., Palmiter, A., Riley, D., Turner, T. "Preparing Students for Career and College: An Evaluation of the Early Implementation of the College Summit Program. Washington, DC: Policy Studies Associates, 2016

Hildreth, J., Butler, A., Francis, Y., McCann, C., Palmiter, A. "Helping Students Make Successful High School Transitions: Evaluation of the BCGA Be Great 9th Grade Cohort Program." Washington, DC: Policy Studies Associates, 2015

Hildreth, J., Francis, Y., Turner, T. "Post-secondary Preparation, Access, and Completion: A Literature Review." Washington, DC: Policy Studies Associates, 2015

Hildreth, J., Riley, D., Dibner, K., Turnbull, B. "Principal Support and Accountability in Baltimore City Public Schools." Washington, DC: Policy Studies Associates, 2014.

Hildreth, J., Turner, T., Francis, Y. "Evaluation of Middle Grade Success and Transitions Initiative." Washington, DC: Policy Studies Associates, 2014

Sinclair, B., Russell, C.A., McCann, C., and Hildreth, J. "Institutionalizing ExpandED Schools: Evaluation Findings from the Second Year of TASC's National Demonstration." Washington, DC: Policy Studies Associates, 2014.

Hildreth, J., Butler, A., Vaden, Y., and Coleman, S. "Report on the Abell Foundation Performance-based Scholarship Initiative." Washington, DC: Policy Studies Associates, 2014.

Hildreth, J., Palmiter, A., Vaden, Y., and Reisner, E. "Evaluation of the Baltimore City Public Schools Transformation Schools Initiative." Washington, DC: Policy Studies Associates, 2012.

Hildreth, J., Vaden, Y., Palmiter, A., and Reisner, E. "Evaluation of the Pilot of the Colorado Closing the Achievement Gap Learning Together Dropout Prevention Initiative." Washington, DC: Policy Studies Associates, 2012.

Hildreth J. "Exploring the Relationship between Middle-grade School Configuration, School Characteristics, and Student Academic Outcomes." Unpublished doctoral dissertation, May 2011.

Hildreth, J. "Developing Early Warning Measures for BCPS Students." Baltimore City Public Schools, June 2010.

Hildreth, J. "Year 1 Charter School Evaluation Report." Baltimore City Public Schools, February 2007.

Harkness, J., and Hildreth, J. "Over-age Students in the Baltimore City Public Schools," October, 2007.

Hildreth, J., and Harkness, J. "Year 2 and 3 Charter School Evaluation Report." Baltimore City Public Schools, April 2009.

Laguarda, K., Funkhouser, J., Hildreth, J., and Kirkwood, K. "Supporting the Adoption of Exemplary Curriculum Materials in Underserved Districts: Evaluation of the EDC K-12 Science Curriculum Dissemination Center, Washington, DC: Policy Studies Associates, November 2003.

Laguarda, K., Hildreth, J., Funkhouser, J., and Kirkwood, K. "Evaluation of the EDC K-12 Science Curriculum Dissemination Center, Report on the Center's First Three Years of Operation." Washington, DC: Policy Studies Associates, March 2003.

Laguarda, K.G., Hildreth J.L., Kelliher, C.T., Riley, D.L., Walking-Eagle, K.P., and Pechman, E. "Comprehensive Regional Assistance Centers Program: Final Report on the Evaluation." Washington, DC: U.S. Department of Education, August 2000.

Laguarda, K.G., Walking-Eagle, K.P, Hildreth J.L., Ellis, T.M., Riley, D.L., and Turnbull, B.J. "A Conceptual Framework for an Evaluation of the Comprehensive Regional Assistance Centers." Washington, DC: U.S. Department of Education, December 1997.

Hildreth, J. "A Contextual Analysis of African-American Adolescent Self-Esteem." Master's thesis, 1994.

BRENDA J. TURNBULL

Education

Ed.D.   Harvard Graduate School of Education
               Social Policy Analysis

A.B.   Harvard College
               Magna cum laude in English

Relevant Professional Experience

Policy Studies Associates   **1982 - present**

Principal

Owner of a firm that works with policy and practice partners through capacity building, research, evaluation, and policy analysis, specializing in educational improvement.

For The Wallace Foundation, leading the provision of technical assistance to the Every Student Succeeds Act Leadership Learning Community (ELLC), which engages state-based teams of state officials, local district leaders, and community members in planning for strengthening school leadership and equity under the Elementary and Secondary Education Act (ESEA). Also overseeing the development of tools for districts to use in assessing their development and support of school leaders.

Directed the national evaluation of the Principal Pipeline Initiative of The Wallace Foundation, a major initiative in systems for leadership development in large districts.

Was a senior staff member for Identifying Potentially Successful Approaches to Turning Around Chronically Low-Performing Schools as subcontractor to AIR under a contract from the National Center for Education Research, Institute of Education Sciences.

Worked with two Comprehensive Technical Assistance Centers (Westat's Building State Capacity and Productivity Center and the University of Oklahoma's South Central Comprehensive Center) to evaluate and draw lessons from their experiences in intensive, collaborative support to state education agencies.

Was Co-Principal Investigator for the national evaluation of the Comprehensive Centers under contract to the Institute of Education Sciences. Played major roles in framing the data collection and analysis for surveys, site visits, and case studies. Lead author of interim and final reports.

Directed the external evaluation of the Teachers for a New Era initiative at the University of Texas at El Paso, funded by the Carnegie Corporation of New York.

Member of the Public Education Network Scholars' Forum, studying public engagement and education. Directed the national evaluation of PEN's policy initiatives in Teacher Quality, Standards and Accountability, and Schools and Communities.

Principal Investigator for a research study, "Effectiveness of District Strategies for Comprehensive School Reform," funded by the Institute of Education Sciences.

Subcontract director for the Study of Instructional Improvement of the University of Michigan. Supervised PSA's team of site visitors and analysts participating in a study of the implementation of evidence-based interventions at the school and school-district levels.

For the Annenberg Institute for School Reform, participated in cross-site coordination of the Annenberg Challenge and its evaluation. Commissioned and edited papers for a volume on the partnership between research and programs.

Under a subcontract with Westat, co-directed a national longitudinal study of curriculum, instruction, and performance in high-poverty schools.

Under the Data Analysis Support Center contract with the Planning and Evaluation Service, ED, provided research and analytic support related to programs in elementary and secondary education. Directed a study of local districts' implementation of these programs. Provided technical support to the National Assessment of Title I, including co-authorship of the 1999 report to Congress of the Independent Review Panel. Oversaw several studies of state administration of federal programs and federally funded technical assistance. Helped write the reports of the National Assessment of Chapter 1.

For the Pew Charitable Trusts, conducted a retrospective review of grantmaking in K-12 Education Reform and Restructuring from 1990 to 1997.

Led a study of the Title I program in Arkansas. Funded by the Winthrop Rockefeller Foundation and conducted under the guidance of a panel of state educational leaders, the study assessed strengths, weaknesses, and opportunities for improvement statewide.

Chaired ED's Program Effectiveness Panel, which validated programs for possible dissemination based on a review of their evidence of effectiveness.

Was Project Director for a three-year evaluation of ED's regional educational laboratory program. The study addressed decisionmaking, operations, and outcomes of a range of activities in the 10 laboratories. Supervised all technical aspects of design, data collection, analysis, and reporting; represented the study to a variety of interested parties.

Was Subcontract Director for the Chapter 1 Implementation Study led by Abt Associates. Responsible for design and analysis on schoolwide projects and state-local relations.

Was Subcontract Director for the Study of Academic Instruction for Disadvantaged Students, under a contract from the ED Planning and Evaluation Service to SRI International. The study measured the characteristics and effects of curriculum and instruction in high-poverty schools, with emphasis on effective practices.

Independent Consultant   1978 - 1982

As a consultant in policy research and analysis, carried out work that included senior staff roles in the design, implementation and analysis of large field studies as well as writing policy papers. Projects addressed the implementation of federal programs in education, including the major categorical programs and programs that provide technical assistance.

Institute for Educational Policy Studies
Harvard Graduate School of Education   1979 - 1980
Cambridge, MA

Research Associate (half-time)

Directed a study of schools' experience with federal dissemination and technical assistance.

Institute for Educational Leadership   1977 - 1978
Washington, DC

Education Policy Fellow

Special Assistant to the U.S. Commissioner of Education in the Office of Policy Studies. Wrote issue papers outlining background, options, and recommendations for the administration's position on reauthorization of elementary and secondary education legislation. Addressed the major policy questions in ESEA Title I. Also prepared and reviewed budget justifications, testimony, and requests for proposals.

Harvard Educational Review   1975 - 1977
Cambridge, MA

Co-Chairperson, Editorial Board   *1976 - 1977*

**Far West Laboratory for Educational
Research and Development**   **1972 - 1974**
San Francisco, CA

Program Assistant

Directed development of a book of case studies on the diffusion of innovative products and programs. For the National Science Foundation, analyzed factors contributing to change in educational practice. Assisted in an exploratory study of research techniques for assessing local implementation of innovations. Participated in designing a model for reading improvement in three large school districts.

Selected Reports and Publications

Turnbull, B.J., Anderson, L.M., Riley, D.L., MacFarlane, J.R., & Aladjem, D.K. "Building a Stronger Principalship, Vol. 5: The Principal Pipeline Initiative in Action." Washington DC: Policy Studies Associates, 2016

Anderson, L.M., & Turnbull, B.J. "Building a Stronger Principalship, Vol. 4: Evaluating and Supporting Principals." Washington DC: Policy Studies Associates, 2016.

Turnbull, B. J. "Renewing the Principal Pipeline." In *State Education Standard: Journal of the National Association of State Boards of Education,* Fall 2015.

Turnbull, B.J., White, R.N., Sinclair, E., Riley, D., and Pistorino, C. *National Evaluation of the Comprehensive Technical Assistance Centers: Final Report.* Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, 2011.

Turnbull, B.J., White, R.N., Sinclair, E., Riley, D., Sipe, C.L., and Pistorino, C. *National Evaluation of the Comprehensive Technical Assistance Centers: Interim Report.* Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, 2010.

Turnbull, B.J. "Comprehensive School Reform as a District Strategy." In D. Aladjem and K Borman (Eds.), *Examining Comprehensive School Reform,* Washington, DC: Urban Institute Press, 2006.

Turnbull, B.J. "Citizen Mobilization and Community Institutions: The Public Education Network's Policy Initiatives." Washington, DC: Policy Studies Associates, May 2006.

Anderson, L.M., and Turnbull, B.J. Living in Interesting Times: Early State Implementation of New Federal Education Laws. Washington, DC: Policy Studies Associates, 1998.

Turnbull, B.J., and Pechman, E.M. "Title I in Arkansas: Toward More Effective Services." Little Rock: Winthrop Rockefeller Foundation, 1996.

Haslam, M.B., and Turnbull, B.J. "Issues in Federal Technical Assistance Policy." Educational Policy, June 1996.

Turnbull, B.J. "Technical Assistance and the Creation of Educational Knowledge." Washington, DC: Policy Studies Associates, March 1996.

Knapp, M.S., Shields, P.M., and Turnbull, B.J. "Academic Challenge in High-Poverty Classrooms." *Phi Delta Kappan*, October 1995.

Pechman, E.M., and Turnbull, B.J. "Integrating State Systemic Reforms and Chapter 1 Programs: Insights from Early Initiatives." Washington, DC: Policy Studies Associates, June 1995.

Turnbull, B.J., McCollum, H., Haslam, M.B., and Colopy, K. "Regional Educational Laboratories: Some Key Accomplishments and Limitations in the Program's Work." Washington, DC: Policy Studies Associates, December 1994.

Turnbull, B.J. "Evaluating Technical Assistance for Systemic Reform." Washington, DC: Policy Studies Associates, September 1994.

Turnbull, B.J., and Haslam, M.B. "Decisionmaking in Regional Educational Laboratories." Washington, DC: Policy Studies Associates, February 1994.

Turnbull, B.J. "Research Laboratories and Centers." In M.C. Alkin (Ed.), *Encyclopedia of Educational Research.* New York: Macmillan, 1992.

Turnbull, B.J., Wechsler, M.E., and Rosenthal, E.D. "Chapter 1 Under the 1988 Amendments: Implementation from the State Vantage Point." Washington, DC: U.S. Department of Education, June 1992.

Millsap, M.A., Turnbull, B.J., Moss, M., Brigham, N., Gamse, B., and Marks, M. "The Chapter 1 Implementation Study: Interim Report." Washington, DC: U.S. Department of Education, 1992.

Knapp, M.S., Shields, P.M., and Turnbull, B.J. "Academic Challenge for the Children of Poverty: Summary Report." Washington, DC: U.S. Department of Education, 1992.

Turnbull, B.J. "Research Knowledge and School Improvement: Can This Marriage Be Saved?" Washington, DC: Policy Studies Associates, July 1991.

Knapp, M.S., Turnbull, B.J., and Shields, P.M. "New Directions for Educating the Children of Poverty." *Educational Leadership,* September 1990.

Turnbull, B.J., Zeldin, S., and Cain, T. "State Administration of the Amended Chapter 1 Program." Washington, DC: U.S. Department of Education, August 1990.

Knapp, M.S., Turnbull, B.J, and Shields, P.M. "Better Schooling for the Children of Poverty: Alternatives to Conventional Wisdom." Washington, DC: U.S. Department of Education, January 1990.

Turnbull, B.J. "Dissemination Issues and Options." Washington, DC: Policy Studies Associates, October 1989.

Turnbull, B.J. "A Comparison of Service Modes in ED's Technical Assistance Programs." Washington, DC: Policy Studies Associates, April 1989.

Reisner, E.R., Turnbull, B.J., and David, J.L. "Evaluation of the ECIA Chapter 1 Technical Assistance Centers (TACs)." Washington, DC: Policy Studies Associates, June 1988.

Birman, B.F., Orland, M.E., Jung, R.K., Anson, R.J., Garcia, G.N., Moore, M.T., Funkhouser, J.E., Morrison, D.R., Turnbull, B.J., and Reisner, E.R. "The Current Operation of the Chapter 1 Program." Washington, DC: U.S. Department of Education, 1987.

Knapp, M.S., Turnbull, B.J., Blakely, C.H., Jay, E.D., Marks, E.L., and Shields, P.M. "Local Program Design and Decisionmaking under Chapter 1 of the Education Consolidation and Improvement Act." Menlo Park, CA: SRI International, 1986.

Turnbull, B.J. "Federal and State Policy." In J. Hannaway and M.E. Lockheed (Eds.), *The Contributions of the Social Sciences to Educational Policy and Practice: 1965-1985.* Berkeley, CA: McCutchan, 1986.

Turnbull, B.J. "Using Governance and Support Systems to Advance School Improvement*." The Elementary School Journal,* January 1985.

Turnbull, B.J., and Apling, R.N. "Dissemination in the U.S. Department of Education: A Policy Analysis and Critique." Washington, DC: Education Analysis Center for Educational Quality and Equality, August 1984.

Turnbull, B.J. "States Propose, Schools Dispose: Prospects for State Initiatives in Quality Improvement." *Education and Urban Society,* February 1984.

Knapp, M.S., Stearns, M.S., Turnbull, B.J., David, J.L., and Peterson, S.M. "Cumulative Effects of Federal Education Policies on Schools and Districts." Menlo Park, CA: SRI International, January 1983.

Turnbull, B.J. "The Federal Role in Educational Improvement." *Harvard Educational Review,* November 1982.

Turnbull, B.J. "Technical Assistance and Local Program Implementation in ESEA Title I." McLean, VA: Advanced Technology, Inc., September 1982.

Turnbull, B.J., Smith, M.S., and Ginsburg, A.L. "Issues for a New Administration: The Federal Role in Education." *American Journal of Education,* August 1981.

Turnbull, B.J. "Federal Linkage Alternatives: Types of Help Provided for School Improvement by Dissemination and Technical Assistance Systems." Durham, NC: NTS Research Corporation, August 1981.

Ginsburg, A.L., and Turnbull, B.J. "Local Program Coordination: An Alternative Structure for Federal Aid to Schools." *Educational Evaluation and Policy Analysis,* May-June 1981.

Zigarmi, P., Turnbull, B.J., Lieberman, A., Reynolds, M.C., and Stedman, D.J. "Strengthening Technical Assistance to the National Diffusion Network: Report of the Technical Assistance Advisory Group." Washington, DC: Dingle Associates, 1980.

Turnbull, B.J. "Improvement by Example: The Office of Education and Exemplary Practice." Dissertation. Harvard Graduate School of Education, 1978.

Sikorski, L.A., Turnbull, B.J., Thorn, L.I., and Bell, S. "Factors Influencing School Change." San Francisco, CA: Far West Laboratory, 1976.

Turnbull, B.J., Thorn, L.I., and Hutchins, C.L. "Promoting Change in Schools: A Diffusion Casebook." San Francisco, CA: Far West Laboratory, 1974.

DANIEL K. ALADJEM

Education

Ph.D.   University of Southern California, 1998
               Public policy/Public administration

A.M.   Stanford University, 1991
               Education, Secondary Teaching

A.B.   Stanford University, 1987
               History, Departmental honors

Professional Experience

Policy Studies Associates   **2013 – present**

Managing Director

Leads research, evaluation, and policy analytic projects on issues in education, specializing in evaluation of the implementation and outcomes of education policy, programs, and initiatives at the local, district, state, and federal levels. Directs all phases of studies, including design, methods, data collection, data, and reporting. Work emphasizes school improvement, teacher development, equity, and formative evaluation.

Recently completed a study of the Turnaround School Leaders Program (TSLP) for the U.S. Department of Education. The TSLP funded partnerships between school districts and universities and nonprofits to build pipelines of school and teacher leaders. This study focuses on implementation processes and pathways as well as describing early outcomes of the first cohort of Turnaround School Leaders Program grantees.

Leading an ongoing (currently in year six) formative study of the Hope Street Group State Teacher Fellows programs (Arizona, Hawai`i, Kentucky, North Carolina, and Tennessee). The study has examined how to build teacher leadership and associated outcomes.

Led a review of the research literature on engaging middle and high school students in science and engineering through new approaches to investigation and design for the National Academy of Sciences. The review informed the recent NAS report, *Science and Engineering for Grades 6-12: Investigation and Design at the Center*.

SRI International   **2011 – 2013**

Senior Researcher

Principal Investigator, Society for Organizational Learning in Education Partnership, Systems Thinking and the Common Core State Standards, (2012-2013). Collaborated with Peter Senge's team to study their long-standing work to use systems thinking to improve education.

Principal Investigator, University of California Office of the President, Early Academic Outreach Program (EAOP) Evaluation, (2012-2013). Led outcome evaluation of the University of California Office of the President's premier youth engagement and partnership program to promote readiness and enrollment in the University of California, the California State University system, or other higher education institutions.

Project Director, U.S. Department of Education, Policy and Program Studies Service, Analytic Support for Policy and Program Analyses in PK-16 Education, (2011–2013). Led five-year policy analytic support contract. Oversaw all aspects of multiple tasks serving federal policy analytic and information needs. Studies include examinations of state implementation of federal grants.

Principal Investigator, National Governors Association, Center for Best Practices, Policy Academy Evaluation, (2011–2012). Conducted evaluation of NGA Center for Best Practices' signature technical assistance program. The study described the technical assistance provided to four states and their work to improve statewide educator evaluation systems. Findings were used by NGA to improve technical assistance activities.

American Institutes for Research   **1998 – 2011**

Principal Research Scientist

Project Director, WestEd, Turnaround Schools Study, Longitudinal Assessment of Comprehensive School Reform Implementation and Outcomes, (2006–2010). Led national qualitative study of turnaround schools. The project consisted of in-depth, retrospective case studies of 11 dramatically improved schools. It identified reform-related approaches and themes that were common across schools.

Principal Investigator, GE Foundation, Evaluation of Developing Futures in Education, (2005–09). Oversaw and provided intellectual leadership for large-scale evaluation of the GE Foundation's U.S. education strategy. A key aspect of the evaluation was understanding the foundation-funded technical assistance provided to grantee school districts to implement teacher professional development around research-based mathematics and science curricula.

Project Director, U.S. Department of Education, Office of Educational Research and Improvement, National Longitudinal Evaluation of Comprehensive School Reform, AIR

(2000–06). Designed and led large-scale (over 600 schools nationally) quasi-experimental study of comprehensive school reform. The study examined both implementation and effects as well as the technical assistance provided by providers of the school reform models used by low-performing schools. Results are at http://www.leaonline.com/toc/espr/11/3-4.

Project Director, U.S. Department of Education, Strategic Accountability Service, Support for Education Department's Performance Reporting Functions, AIR (2000–2002). Directed all aspects of this task order, including consultations with ED staff and state officials. The objectives were to support and improve ED's strategic planning capabilities and performance by implementing new program performance and benchmarking information systems. Work focused on the state formula grant programs relating to elementary and secondary education of the Office of Elementary and Secondary Education, Office of English Language Acquisition, Office of Special Education and Rehabilitative Services, and the Office of Adult and Vocational Education, as well as the Office for Civil Rights. The work included a cooperative effort undertaken by ED, the Council of Chief State School Officers, and the Departments of Education of Delaware, Illinois, Massachusetts, Nebraska, Oregon, Pennsylvania, South Carolina, and Texas.

Selected Reports and Publications

Selected Journal Articles, Books, and Book Chapters

Aladjem, D. K. "The future of low-performing schools." *The State Education Standard; The Journal of the National Association of State Boards of Education*, September 2016, 32-34.

Aladjem, D.K. "Evaluating the state turnaround strategy." In S. Redding and L.M. Rhim (Eds.), *Handbook on State Management of School Turnaround*. Sacramento: Center on School Turnaround WestEd, 2014.

Aladjem, D.K., and Le Floch, K.C. "About the National Longitudinal Evaluation of Comprehensive School Reform and the Lifecycle of Comprehensive School Reform." *Journal for Education of Students Placed at Risk, 11*(3/4), 233–237, 2006.

Aladjem, D.K., and Borman, K.M. (Eds.). *Examining Comprehensive School Reform.* Washington, DC: Urban Institute Press, 2006.

Borman, K.M., Carter, K., Aladjem, D.K., and Le Floch, K.C. "Challenges for the Future of Comprehensive School Reform. In C.T. Cross (Ed.), *Putting the Pieces Together; Lessons from Comprehensive School Reform Research.* Washington, DC: National Clearinghouse for Comprehensive School Reform, 2004.

Selected Technical Reports

Meredith, J., Aladjem, D. K., and Woods, Y., "Hope Street Group State Teacher Fellows Programs: Adapting to Dynamic Policy Contexts." Washington, DC: Policy Studies Associates, 2018.

Aladjem, D. K., Meredith, J., and Woods, Y., "Hope Street Group State Teacher Fellows Programs: Building Sustainable Impact." Washington, DC: Policy Studies Associates, 2017.

Aladjem, D. K., and Butler, A., "Updating *America's Lab Report*: Findings from the Literature Scan. Washington, DC: Policy Studies Associates, 2017.

MacFarlane, J.R., Aladjem, D.K., Russell, C.A., "Instructional Practices in High Schools that Participate in the OECD Test for Schools and PISA." Washington, DC: Policy Studies Associates, 2017.

Aladjem, D.K., and Dibner, K.A. "Elements of Student Success." Washington, DC: Policy Studies Associates, 2014.

Caspary, K., Bland, J., Aladjem, D.K., Miller, F., and Biscocho, F. "Promoting Access to College in an Era of Fiscal Constraints: The University of California's Early Academic Outreach Program." Menlo Park, CA: SRI International, 2013.

Aladjem, D.K. "NGA Center for Best Practices Policy Academy Evaluation Final Report." Menlo Park, CA: SRI International, 2012.

Aladjem, D.K., Birman, B., Harr-Robins, J., Orland, M., Heredia, A., Parrish, T.B., and Ruffini, S. "Achieving Dramatic School Improvement: An Exploratory Study." Washington, DC: U.S. Department of Education, 2010.

Aladjem, D.K. "Accomplishments and Challenges after Three Years: The GE Foundation Developing Futures™ Program." Washington, DC: American Institutes for Research, 2009.

Aladjem, D.K. "A Partnership for Innovation: The Development of the Cincinnati Public Schools Math Curriculum." Fairfield, CT: GE Foundation, 2008.

Aladjem, D.K., LeFloch, K.C., Herman, R., Zhang, Y., Taylor, J.E., Kurki, A., Herrmann, S., Uekawa, K., Boyle, A., Thomsen, K., Fashola, O., Shkolnik, J., Halverson, M., Brown, S., Borman, K., Cotner, B., and Carter, K.R. "Models Matter–The Final Report of the National Longitudinal Evaluation of Comprehensive School Reform." Washington, DC: American Institutes for Research, 2006.

Advisory Boards

Center on School Turnaround, WestEd, Scientific Council, 2012-present.
TA Academy Advisory Board, Education Northwest, 2013- 2015.
Center on School Turnaround, WestEd, Advisory Board, 2014-present.

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LESLIE M. ANDERSON

Education

M.P.P.   University of Chicago, 1990
Harris Graduate School of Public Policy Studies
Program Fellowship Recipient

B.A.   Oberlin College, 1986
History

Professional Experience

Policy Studies Associates   **2010 – present**

Managing Director

Directs capacity building, research, and evaluation on public policy issues in education, specializing in education reform initiatives and in education policy at the national, state, and local levels.

For The Wallace Foundation, designing technical assistance for districts to support self-assessment of their readiness to develop principal pipelines, which take a systemic, standards-based approach to managing preparation, hiring, evaluation, and support for school leaders. Senior member of study team that evaluated the implementation and effectiveness of principal pipelines in six districts. Lead author of three reports: on districts' systems for evaluating and supporting school leadership; on Leader Tracking Systems; and on pipeline sustainability.

Assisting a team of state, local, and community leaders in Wisconsin that developed and is implementing an Urban Leadership Institute for school principals.

For the Regional Educational Laboratory (REL) Midwest, directed a technical assistance project to help the Michigan Department of Education and other state and local stakeholders to build knowledge about effective or promising teacher residency programs as a potential strategy both to develop highly effective new teachers and to remedy the state's teacher shortage problem. Worked with a stakeholder advisory group to organize and deliver two trainings in the state. Both trainings brought together national experts on teacher residency programs.

For the U.S. Department of Education (ED), directed a study of the design and implementation of comprehensive teacher evaluation systems.

For the Center on American Progress, directed the survey of District Human Resource Policies and Practices. The survey was intended to capture information that will help policymakers and practitioners better understand district successes and challenges with respect to teacher recruitment, selection, compensation, induction, evaluation, and support.

For the Policy and Program Studies Service (PPSS) of the U.S. Department of Education, as a subcontractor to SRI International, directing the study of implementation of the Migrant Education Program. The study is intended to inform program development by examining how states, regions, school districts, and schools/projects implement programs and collaborate with agencies and organizations to serve migratory children and youth.

For the National Governors Association, directed the evaluation of its Comprehensive Strategy for Early Care and Education Project, targeting technical assistance and support to a select group of states, including governors and their staff, to refine and implement an early care and education (ECE) policy agenda that expands access and quality in opportunities for young children.

For the District of Columbia's Office of the State Superintendent of Education (OSSE), co-directed PSA tasks for the evaluation of the DC Healthy Schools Act, under subcontract to Child Trends.

For PPSS, under subcontract to the American Institutes for Research (AIR), directed the study of the 21st Century Community Learning Centers (CCLC) State Competitions that assessed the capacity of states to administer the 21st CCLC program grant competitions. Through case studies of nine states and nine districts implementing 21st CCLC programs, the study provided ED with information regarding the administrative conditions that may enhance program implementation and improve program outcomes. In addition, the study identified lessons learned from SEA experiences that informed state administration of this and other Federal programs.

For the Center on Education Policy (CEP), directed the study of district implementation of the Common Core State Standards for CEP's report series documenting states' and districts' efforts to transition to the Common Core.

Under subcontract to AIR, led the PSA team developing Profiles of SIG School Turnaround Strategies.

For Education Northwest, directed the design and administration of a survey of school principals for an IES-funded study of the evaluation of the implementation of School Improvement Grants (SIGs) in rural schools.

Potomac Business Consulting   **2009 – 2010**

   Managing Director

   Member of the project leadership team for Year Two of the Evaluation Study of
   California's District Intervention and Capacity Building Initiative (DAIT), under
   subcontract to SRI International. Administered by the California Department of Education
   and the California County Superintendents Educational Services Association (CCSESA),
   the initiative sought to support schools and raise student achievement by improving and
   aligning district policies and practices.

Policy Studies Associates   **1990 – December 2006**

   Managing Director

   For the U.S. Department of Education, Institute of Education Sciences (formerly OERI),
   directed the *Study of District Strategies for Comprehensive School Reform (CSR)*, a
   quasi-experimental design study that examined CSR as a district-level strategy for school
   improvement. Findings addressed the relationship between specific dimensions of CSR
   and student achievement and identified strategies that support effective implementation
   of CSR.

   For Boston Plan for Excellence, directed an evaluation of the Whole-School
   Improvement (WSI) initiative in the Boston Public Schools (BPS).

   For the Center on Education Policy (CEP), directed the study of district implementation
   of the No Child Left Behind (NCLB) Act for CEP's annual NCLB implementation study,
   From the Capital to the Classroom.

   Directed the baseline and follow-up studies of state implementation of the Elementary
   and Secondary Education Act and the Goals 2000: Educate America Act, with regard to
   standards and assessment, professional development, state and local planning,
   monitoring, flexibility (i.e., use of waivers, consolidation of administrative funds), and
   accountability (e.g., use of data-driven decision making).

   For the Office of Policy and Planning at ED, directed the national evaluation of Subtitle
   VII-B of the McKinney Homeless Assistance Act: Education of Homeless Children and
   Youth.

Selected Reports and Publications

Anderson, L.M., & Turnbull, B.J. (2019). *Sustaining a principal pipeline.* Washington DC: Policy Studies Associates. https://www.wallacefoundation.org/knowledge-center/Pages/Sustainability-of-Principal-Pipeline-Initiative.aspx

Anderson, L.M., and Turnbull, B.J. "Leader Tracking Systems: Turning Data into Information for School Leadership." Washington DC: Policy Studies Associates, 2017. http://www.wallacefoundation.org/knowledge-center/Documents/Leader-Tracking-Systems-Turning-Data-Into-Information-for-School-Leadership.pdf.

Anderson, L.M., and Turnbull, B.J. "Building a Stronger Principalship, Vol. 4 Evaluating and Supporting Principals." Washington DC: Policy Studies Associates, 2016. http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Pages/Building-a-Stronger-Principalship-Vol-4-Evaluating-and-Supporting-Principals.aspx.

Anderson, L.M., Butler, A., Palmiter, A., and Arcaira, E. "Study of Emerging Teacher Evaluation Systems." Washington, DC: U.S. Department of Education, 2016. https://www2.ed.gov/rschstat/eval/teaching/emerging-teacher-evaluation/report.pdf

Anderson, L.M., McElvain, C., Arcaira, E., Riley, D., and Mielke, M. "21st Century Community Learning Centers State Competitions." Washington, DC: U.S. Department of Education, 2014.

Padilla, C., Tiffany-Morales, J., Bland, J., and Anderson, L.M. "Evaluation of California's District Intervention and Capacity Building Initiative: Findings and Lessons Learned." Menlo Park, CA: SRI International, 2009.

Turnbull, B.J. & Anderson, L.M. "Government that works for schools and children: Defining an effective state role in Title I education." Washington DC: Center for American Progress and American Enterprise Institute for Public Policy Research, 2011. https://www.aei.org/wp-content/uploads/2012/03/-government-that-works-for-schools-and-children_171534127813.pdf

Turnbull, B.J. and Anderson, L.M. "Comprehensive School Reform as a District Strategy: Final Report." Washington, DC: Policy Studies Associates, 2006.

Anderson, L.M., and Welsh, M. "Making Progress: An Update on State Implementation of Federal Education Laws Enacted in 1994." Washington, DC: U.S. Department of Education, 2000. http://www.ed.gov/offices/OUS/PES/progress_ah.html

Anderson, L.M., and Turnbull, B.J. "Living in Interesting Times: Early State Implementation of New Federal Education Laws." Washington, DC: U.S. Department of Education, 1998. http://www.policystudies.com/studies/school/interesting_times_report.doc.

DEREK LOUIS RILEY

Education

Ed.M.   Harvard Graduate School of Education, 1998
               Administration, Planning, and Social Policy

B.S.   Miami University, 1994
               English Education
               Endorsements in Sociology and Psychology

Professional Experience

Policy Studies Associates   **October 2006 – present**
Washington, DC

Senior Research Associate

Directing the evaluation of the Teaching, Leading, and Learning Collaborative (TLLC) of
the Council of Chief State School Officers (CCSSO). The TLLC brings together state
education agency staff and other experts for problem solving on educator development
and retention, with a focus on addressing shortages, promoting equity, and contributing to
student success. Leading the development of the qualitative study design, participate in
data collection, and lead analysis and reporting.

For The Wallace Foundation, working with teams from Oregon and Nebraska in the
ESSA Leadership Learning Community (ELLC). Team members from state education
agencies, districts, higher education, and communities are identifying priorities and
making plans for the implementation of federal programs, focusing on equity, school
leadership, and school improvement.

As external evaluator for the South Central Comprehensive Center at the University of
Oklahoma, assessed cross-center collaboration related to Indian Education and state
education agency management

For PPSS, and in partnership with SRI International, was a senior member of the project
team in an initiative to analyze and support STEM teacher leadership across the nation.
Task leader for the development and facilitation of six work groups of experts and
practitioners who contributed to collection of web-based materials on teacher leadership.

For The Wallace Foundation, senior member on a seven-year implementation and impact
evaluation of the foundation's principal pipeline initiative, which made grants to six
school districts for educator preparation, hiring/ induction, and retention. Co-led analysis

and reporting on district partnerships with preservice providers. Managed qualitative data collection on implementation.

For the District of Columbia Office of the State Superintendent of Education (OSSE), member of the PSA team designing and populating profiles of all teacher education programs in Washington, D.C. Involved in identifying and defining the indicators that are displayed on the Educator Preparation Program Profile and working with a work group of program representatives to refine the profile's design and content. Designed and pilot tested surveys for teachers and their principals.

For the Washington State Office of the Superintendent of Public Instruction (OSPI) and in response to the state Senate, director of a project to develop a Model Evaluation Plan for all state-funded education programs. Led collaboration with stakeholders that include OSPI state program managers, the OSPI Office of Student Information, and the Education Research and Data Center (ERDC) housed in the state's Office of Financial Management. Authored the *Handbook for Evaluating Washington State Education Programs*, which includes guidance for OSPI managers and their evaluators on conducting evaluations that provide useful feedback for accountability and improvement.

For an external evaluation of the North Carolina Center for the Advancement of Teaching (NCCAT), analyzed the impact of teacher professional development activities. Led qualitative data collection and analysis involving teacher focus groups and principal interviews. Co-authored report.

For The Wallace Foundation-funded evaluation of the Executive Leadership Program, collected qualitative data from participating leaders of state departments of education and districts. Investigated district and state collaboration and implementation of improvement strategies. Analyzed participant perspectives on implementation, impact, and sustainability.

For the Mott Foundation, conducted case study research on collaborative learning communities promoted by high school partnerships with external organizations. Led data collection and analysis of partnerships in several Boston and New York City high schools. Authored report chapter describing school partnership strategies and communities of practice. Report presents a model for collaborative practice and findings regarding challenges and facilitators of high school partnerships.

For Chesterfield County Public Schools in Virginia, evaluated district special education policies, practices, and programs. Led qualitative data analysis and interviews with district and school leaders. Developed online survey instruments for principals, special education teachers, general education teachers, and special education coordinators. Co-authored final report, which included recommendations for district improvement.

Team member for two national evaluations of the federal Comprehensive Centers. For the study under contract with the Institute of Education Sciences (IES), co-authored interim and final reports, in particular chapters detailing how Centers negotiated and delivered services to SEAs. Managed qualitative analysis and site visitor training.

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Developed and piloted client survey instruments that provided relevance and usefulness ratings for Government Performance and Results Act (GPRA) purposes.

Waiakea High School   **July 2003 – July 2006**
Hilo, HI

High School Language Arts Teacher

Served on a school-based design team that developed and implemented smaller learning communities.

Policy Studies Associates   June 1998 – July 2003
Washington, DC

Research Associate

Researcher on the Study of Instructional Improvement, led by the University of Michigan and focused on district support and school implementation of improvement strategies. Conducted site visits and contributed to qualitative data analysis.

For the Comprehensive Review of State and Local Professional Development in South Carolina, commissioned by the South Carolina Education Oversight Committee, conducted a research review on professional development and analyzed data from district staff, teachers, and principals regarding their opportunities for learning.

For the Longitudinal Evaluation of School Change and Performance, coordinated school site visits, conducted teacher and principal interviews, collected student data, facilitated parent and teacher focus groups, trained teachers to administer standardized tests, and conducted classroom observations.

For a review of the Mid-Continent Research for Education and Learning's (McREL's) efforts to scale-up professional development initiatives, collected and analyzed qualitative data and contributed to recommendations.

Tucson Unified School District   **December 1996 - June 1997**
Tucson, AZ

Middle School Language Arts Teacher

Taught language arts and reading to sixth-grade students in an urban public middle school serving a low-income predominantly-Hispanic neighborhood.

Elementary Special Education Teacher

Taught all curricular areas to third- through sixth-grade students at a therapeutic residential program for emotionally disturbed boys. Developed and implemented Individualized Education Plans (IEP).

Selected Reports and Publications

Riley, D. and Meredith, J. "State Efforts to Strengthen School Leadership: Insights from CCSSO Action Groups." Washington, DC: Policy Studies Associates, 2017.

Anderson, L.M., McElvain, C., Arcaira, E., Riley, D., and Mielke, M. "21st Century Community Learning Centers State Competitions." Washington, DC: U.S. Department of Education, 2014.

Riley, D.L., Arcaira, E.R., Coleman, S., Hildreth, J., McCann, C., and White, R.N. "Handbook for Evaluating Washington State Education Programs: A Model Evaluation Plan." Washington, DC: Policy Studies Associates, 2014.

Turnbull, B.J., Riley, D.L., and MacFarlane, J.R. "Building a Stronger Principalship: Cultivating Talent through a Principal Pipeline." Washington DC: Policy Studies Associates, 2013.

Riley, D., McCann, C., and Woods, Y. "Moving STEM Education Forward: A Spotlight Brief on National Priorities and the National Science Foundation's DR K-12 Program." Washington, DC: Community Advancing Discovery Research in Education, 2013.

Turnbull, B.J., White, R.N., Sinclair, E., Riley, D., and Pistorino, C. "National Evaluation of the Comprehensive Technical Assistance Centers: Final Report (NCEE 2010-4031)." Washington, DC: U.S. Department of Education, 2011.

Funkhouser, J., Riley, D., and Suh, H. "Educating Homeless Children and Youth: A Resource Guide to Promising Practices." Washington, DC: U.S. Department of Education, March 2001.

Riley, D., and Haslam, M.B. "Professional Development for Educators: A Review of the Literature." Washington, DC: Policy Studies Associates, March 2000.

CHRISTINA ANNE RUSSELL

Education

M.Ed.   Harvard Graduate School of Education, 2000
               Administration, Planning, and Social Policy

A.B.   Stanford University, 1996
               Human Biology
               Certificate in Children and Society

Professional Experience

Policy Studies Associates   **2000 – present**

Managing Director

Since 2005, directs PSA partnership with the New York City Department of Youth and Community Development. Recent projects include facilitation of an agency-wide theory of change as a framework to strengthen the impact of funding and technical assistance across youth, workforce, and community development programs, engaging stakeholders from the agency Commissioner to leaders of community-based organizations. Supported the development of an Evaluation and Monitoring System designed for use by agency staff for contract management and support of quality improvement. Designed and managed studies to collect and disseminate evidence on promising practices to support quality on topics ranging from social-emotional learning to mentoring to summer school, as well as studies of approaches for building organizational and staff capacity.

Directing a study of the Free Library of Philadelphia's Literacy Enrichment Afterschool Program (LEAP), for the William Penn Foundation. Tasks include the development of a theory of change for the program, identification of indicators of success, interviews and surveys, and analysis of administrative data collected by the City of Philadelphia. The study explores the role of LEAP in the citywide out-of-school time system and in supporting the city Read by 4th campaign, to identify promising program strategies and areas for improvement.

Working with leaders from the Minnesota Department of Education, Minnesota school districts, the Minneapolis Urban League, and a rural Regional Center of Excellence to document and review strategies for equity-focused school leadership in the state, as part of PSA's work with ESSA Leadership Learning Community for the Wallace Foundation.

For the newly-formed Office of Out-of-School Time Grants and Youth Outcomes, under the District of Columbia's Deputy Mayor for Education, directed a needs assessment to

collect family and youth insights about the goals and priorities for an out-of-school time system in the District. Partnered with a grassroots organization to implement a survey at community locations and in schools. Briefed the OST Commission on findings and implications.

Collaborated with the Global Cities Education Network (GCEN) in the Center for Global Education at Asia Society to assess and document the ways in which (1) the GCEN supports understanding and sharing of international best practices among network participants from North American and Asian school systems; (2) GCEN participants adapt and integrate best practices in policy and/or practice within their city systems; and (3) the conditions that facilitate and/or hinder this integration of best practices. Developed a report for working group on 21st century competencies on practices for integrating these competencies into the education system.

For the National Public Education Support Fund, co-led a study of the effectiveness of the Education Funder Strategy Group's international program and study tours. Through interviews with federal, state, and district policymakers; education thought leaders and advocates; and foundation leaders, explored the ways in which the program supports the advancement of education reform in the U.S., and made recommendations for increasing the impact of the program.

For the District of Columbia's Office of the State Superintendent of Education (OSSE), co-directed PSA's activities for the evaluation of the DC Healthy Schools Act, under subcontract to Child Trends. PSA's role included support for the development of a new standards-aligned Health and Physical Education Assessment, including cognitive interviews with students and focus groups with health educators, and analysis of secondary administrative and student performance data.

Directed the evaluation of capacity-building and professional development interventions designed to improve the effectiveness of youth programs in Philadelphia, for the William Penn Foundation.

Managed the development of a performance management strategy for the United Way of the Greater Lehigh Valley (PA). PSA worked with United Way stakeholders and grantees to design a measurement framework to track the implementation of education investments and their impacts on indicators of community progress, including health and well-being and educational performance.

Directed the development of an evaluation strategy for the Office of Out-of-School Time Programs in the District of Columbia Public Schools (DCPS). Identified priority indicators for measurable youth outcomes aligned with DCPS goals and developed recommendations for ongoing evaluation and monitoring of program quality and success. PSA also developed a student survey and advised DCPS on administration and analysis.

Contributed to the 21st CCLC program implementation study for the U.S. Department of Education, under subcontract to SRI International. The study focused on the

implementation of high-quality academic and enrichment activities and the state role in setting program priorities. PSA led the development of survey instruments and site visit protocols and contributed to the study design and reporting.

Directed the Study of High School Exit Exams, for the Center on Education Policy. Through case studies in two urban school districts, the study examined the effects of exit exams on instruction and academic supports, student engagement in learning, and students' plans for postsecondary education.

Contributed to the evaluation of the Public Education Network's Policy Initiatives, designed to study the effect of public engagement on public policy in the areas of Standards and Accountability, Teacher Quality, and Schools and Community.

Contributed to the Evaluation of Title I Accountability Systems and School Improvement Efforts, for the Policy and Program Studies Service of the U.S. Department of Education, under subcontract to SRI International. Responsibilities included overseeing data preparation and management for the analysis of a longitudinal survey of Title I directors in a nationally representative sample of 1,300 districts.

Selected Reports and Publications

Russell, C.A. "Innovate, Iterate, Improve: Strategies for Developing 21st Century Competencies." New York: Asia Society, 2019.

Russell, C.A., Turner, T.T. and Butler, A. "Voices of DC Parents and Youth on OST." Washington, DC: Policy Studies Associates, 2018.

Russell, C.A. "The Growth, Evolution, and State of OST Evaluation." In Malone, H. J., & Donahue, T. (Eds.). The growing out-of-school time field: Past, present, and future. Information Age Publishing, 2018.

Russell, C.A. (with Jenkins, L.) *The equity journey: NewSchools Venture Fund and Lumina Foundation pursue diversity on the road to equity* (Case Study No. 16: Principles for Effective Education Grantmaking). Portland, OR: Grantmakers for Education, 2017.

Russell, C.A. "Innovation and Change: Lessons from the Global Cities Education Network." New York: Asia Society, 2016.

Turner, T.T., Butler, A.N., and Russell, C.A. "Promising Practices in Planning and Implementing COMPASS Literacy Programming." Washington, DC: Policy Studies Associates, 2015.

Russell, C.A., and Woods, Y. "Evaluation of the New Hampshire 21st Century Community Learning Centers: Findings from the 2011-12 School Year." Washington, DC: Policy Studies Associates, 2012.

Russell, C.A., Mielke, M.B., and Reisner, E.R. "Evidence of Program Quality and Youth Outcomes in the DYCD Out-of-School Time Initiative: Report on the Initiative's First Three Years." Washington, DC: Policy Studies Associates, 2009.

Selected Presentations

Russell, C. (2018, May). Assessing needs with an equity lens. Workshop at the Community Schools National Forum, Baltimore, NY.

Russell, C. (2018, March). The role of evaluation. Invited panel on *Putting Ideas and Data to Work: Bridging Research, Policy, and Practice* at the National Afterschool Association Convention, Atlanta, GA.

Turner, T. & Russell, C. (2018, January). And then what? From research to practice. Workshop at the National Mentoring Summit, Washington, DC.

Russell, C. & Badgley M. (2017, March). Spreading a vision of education partnership: Strategies from ExpandED Schools. Workshop at the Ready by 21 national meeting, Austin, TX.

Russell, C. & Bat-Chava, Y. (2016, October). Designing an evaluation approach for a public agency: Balancing monitoring, quality improvement, and staff capacity. Presentation at American Evaluation Association conference, Atlanta, GA.

Russell, C. (2015). Evaluation IS a quality improvement process and strategy. National Afterschool Association Quality Conversation podcast.

Russell, C., Peck, P., Hansen, L. (2013, June). Policy perspectives in expanded learning: lessons learned at the local level and implications for federal policy. Invited panel for the American Youth Policy Forum, Washington, DC.

Williams, D., & Russell, C. (2010, April). Using information to build systems and quality. Presentation at the National Afterschool Association conference, Washington, DC.

Russell, C.A. & Turnbull, B.J. (2004, April). Mobilizing the public for education reform: challenges for a program and its evaluators. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

TANDRA T. TURNER

Education

M.P.P   University of Chicago, Harris School of Public Policy, 2008
Public Policy

B.A.   Spelman College, 2003
Summa cum laude in English
Phi Beta Kappa

Professional Experience

Policy Studies Associates   **2008 – Present**

Senior Research Associate

Studies and supports programs focused on youth development, local and state policy, and principal leadership development. Current and recent projects include evaluation of Mid-Atlantic Equity Consortium technical assistance, Council of Chief State School Officers principal leadership action groups, and the Turnaround School Leaders Program funded by the U.S. Department of Education.

Working with a team of Pennsylvania leaders from state and local education agencies, nonprofits, and universities that is planning approaches for increasing diversity in the educator pipeline.

Developed Higher Achievement's national theory of change and facilitated improvement cycles between program staff and school staff, with the goal of refining processes that promote performance and quality.

For the New York City Department of Youth and Community Development, facilitated stakeholder consultation and provided substantial assistance in development of a theory of change for the impact of funding and technical assistance.

Participated in a study of the federal Turnaround School Leaders Program for the U.S. Department of Education Policy and Program Studies Service (PPSS).

Managed the development of an accountability system for Learning Leaders, a nonprofit organization that partners with New York City schools to recruit, train, and supervise parent volunteers and to provide family workshops in schools. Developed theory of change, indicators and measures that captured Learning Leaders' priority services and short- and long-term outcomes, created data dashboards that easily communicate key

outputs and outcomes, and drafted a document describing the accountability system for internal and external stakeholders.

Led studies of the long-term outcomes of programs designed to strengthen college preparation for students from disadvantaged or low-income communities for Sponsors for Educational Opportunity, The Young Women's Leadership Schools of East Harlem, and Teagle Foundation.

Led the study of best practices for literacy instruction and engagement and for summer programming in DYCD's Comprehensive After School System (COMPASS) programs.

Managed the day-to-day deliverables of the evaluation of United Way Worldwide's Middle Grades and High School Educational Success and Transitions challenge grants. Developed theory of change, indicators, and measures to capture core elements of the initiative that were implemented across funded sites.

Contributed to the evaluation of the DC Office of the State Superintendent of Education's (OSSE's) Healthy Schools Campaign. Responsible for overseeing the research approval process and developing a communication and outreach plan to DC public and charter schools.

Interviewed current and former principals for the evaluation of the principal accountability and support systems in Baltimore City Public Schools to provide feedback that will inform a new redesign of the principal accountability and support systems.

Interviewed superintendents, foundation presidents working with school districts, local association National Education Association presidents, teachers, and project managers for the evaluation of the National Education Association (NEA) Foundation's Closing the Achievement Gaps Initiative. Drafted case studies for the NEA Foundation's internal review.

Independent Consultant   **2008**
Chicago, IL

Research Assistant

University of Chicago – Center for the Study of Race, Politics, and Culture: Co-authored "Mentoring African American Males: Personal Development, Life Course Perspectives for a Population at Risk" for Chicago Community Trust's expert panel discussion series, Towards a Common Table. Co-authored draft report on juvenile justice system and African Americans, which described the school-to-prison pipeline, current statistics, and restorative justice alternatives.

ACE Strategies, Inc.: Benchmarked national and local performing arts high schools' selective admission policies to inform the organizational development of a new performing arts high school in Chicago

Chicago Community Trust   **2007**
Chicago, IL

> *Research Assistant*
>
> Collected and analyzed data, and wrote a report detailing the status of African American males in Chicago. Report included statistical data on health, criminal justice, employment, and educational topics. It also offered a local and national scan of current strategies to address these issue areas and served as a catalyst for the Chicago Community Trust's African American Male Initiative.

Selected Reports and Publications

Hildreth, J., Francis, Y., Turner, T. "Post-secondary Preparation, Access, and Completion: A Literature Review." Washington, DC: Policy Studies Associates, 2015.

Turner, T., Butler, A.N., and Russell, C.A. "Promising Practices in Planning and Implementing COMPASS Literacy Programming." Washington, DC: Policy Studies Associates, 2015.

Turner, T., MacFarlane, J., McCann, C., and White, R. "Human Capital Development in Teach for America-Florida." Washington, DC: Policy Studies Associates, 2015.

Colman, S., Turner, T., Mielke, M., and Woods, Y. "A study of the Sustainability and Replication of the College-Community Connections Initiative." Washington, DC: Policy Studies Associates, December 2013.

YVONNE WOODS

Education

Ed.M. University of Illinois at Urbana-Champaign, 2006
College of Education
Educational Policy Studies

B.A. Yale University, 2003
History

Professional Experience

Policy Studies Associates   **2008 – present**

Senior Research Associate

For Hope Street Group, contributing as a senior team member to an evaluation of the State Teacher Fellowship program, focusing on the development and evolution of the program and the impact on teacher participants and state policymaking. Responsibilities include conducting interviews with state education agency officials, state teachers' association representatives, and other non-profit partners; conducting interviews with teacher fellows and the project director; leading analysis of qualitative data; tracking and analyzing social media; and report writing.

Currently supporting the Wallace Foundation's ESSA Leadership Learning Community (ELLC) by documenting state progress during national convenings and intermediate meetings. The ELLC is intended to support states and districts in focusing on school leadership in their ESSA plans by bringing together education leaders from states, districts, and communities.

For the Delaware Academy for School Leadership at the University of Delaware, in partnership with the Delaware Department of Education, contributed as a senior team member to the evaluation of the state's Reading and Writing professional learning program for teachers and its Comprehensive New Teacher Induction coaching program for first-year teachers.

For the National Governors Association, evaluated its Comprehensive Strategy for Early Care and Education Project, targeting technical assistance and support to officials in a select group of states, including governors and their staff, to refine and implement an early care and education policy agenda that would expand access and quality in opportunities for young children.

For the DC Trust, led an evaluation of the Center for Excellence in Youth Development's Certificate in Youth Development program. The evaluation addressed questions about program implementation and outcomes related to participant professional growth and youth program quality.

For REL Midwest, contributed to monthly scans of policy documents, research, legislation, and media publications analyzing emerging policy issues in each of the seven states served by REL Midwest. Duties included writing monthly summary reports to inform research agendas and projects addressing emerging state and local needs aligned with four REL priority areas: college and career readiness, early childhood education, teacher effectiveness, and school turnaround.

For the Policy and Program Studies Service (PPSS), U.S. Department of Education, and under subcontract to the American Institutes for Research (AIR), contributed to PSA team on *Study of the Early Implementation of the Elementary and Secondary Education Act of 1965 (ESEA) Flexibility Provision*. Responsibilities included conducting telephone interviews with state education agency and local education agency personnel, and analyzing interview and extant data to produce a research brief for the Department and federal policymakers.

For the U.S. Department of Education, served as a member of the team developing profiles on schools, districts, and states that have received School Improvement Grant (SIG) funding. Each profile focused on a specific strategy the grantee had used to improve student learning opportunities and outcomes.

For PPSS, and under subcontract to AIR, contributed to the national evaluation of state-administered 21st Century Community Learning Centers program grant competitions, focusing on lessons regarding state capacity to administer federal discretionary grant competitions and implementation.

For the National Education Association (NEA), contributed to the external evaluation of the NEA's Priority Schools Campaign. The evaluation assessed implementation of the campaign, which sought to provide targeted support to a select group of schools identified as low-performing and receiving a School Improvement Grant. Responsibilities included interview and survey protocol development, survey administration, interview data collection, analysis, and report writing. The study included interviews with national NEA staff, state and local affiliate staff, district and school administrators, and teachers.

Worked with small team leading case study data collection and analysis activities in three states and 36 schools for the Institute of Education Sciences (IES) study, *Identifying Potentially Successful Approaches to Turning around Chronically Low-Performing Schools*. The three-year study, conducted with AIR, Decision Information Resources, and the Urban Institute, examined policies, programs, practices, and implementation factors that appeared to be related to school turnaround.

For the New Hampshire Department of Education (NHDOE), co-led the design and launch of an ongoing performance-management strategy for its 21st Century Community Learning Center (21st CCLC) program. This was a collaborative effort with NHDOE and stakeholders to build a strategy and system that NHDOE could administer in the future. Used data maintained by the NHDOE, including student performance data, and records of enrollment and participation in 21st CCLC programming.

For New Jersey After 3, led research activities for a small-scale evaluation of the Trenton Afterschool Partnership. Duties included developing youth and parent surveys, managing data collection activities, analysis, and reporting. The study included the collection and analysis of program participation and demographic data from a citywide program database.

For the New York City Department of Youth and Community Development, assisted with the evaluation of its Capacity Building Pilot Initiative.

For the Center on Education Policy, contributed to a project on how states and districts were responding to the influx of federal dollars as a result of the American Recovery and Reinvestment Act of 2009 (ARRA).

For the U.S. Department of Education's Evaluation of Regional Education Laboratories (RELs) under a subcontract with Westat, worked with the PSA study team to review and analyze the publicly available materials produced by the RELs to assess the technical quality of REL products and to determine the relevance and usefulness of these products to states, localities, and policymakers in their regions.

Afterschool Alliance   **2006 – 2008**
Washington, DC

Research Associate

Developed fact sheets, issue briefs, evaluation summaries, policy reports, and other publications; presented work at national- and state-level conferences; monitored research, news, and federal and state policy on education, youth development, juvenile justice, and afterschool programs.

Selected Reports and Publications

Aladjem, D.K., Meredith, J., and Woods, Y. "Hope Street Group State Teacher Fellowship Evaluation: Building Sustainable Impact." Washington, DC: Policy Studies Associates, 2017.

Woods, Y., Hildreth, J., and MacFarlane, J. "Evaluation of the University of Delaware New Teacher Induction Program." Washington, DC: Policy Studies Associates, 2017.

MacFarlane, J., Woods, Y., and Hildreth, J. "Evaluation of the DDOE and University of Delaware Reading and Writing Project." Washington, DC: Policy Studies Associates, 2017.

Woods, Y., Anderson, L.M., and Riley, D. "Evaluation of the NGA Center's Comprehensive Strategy Project—Interim Report." Washington, DC: Policy Studies Associates, 2017.

Aladjem, D.K., Woods, Y., and Meredith, J. "Hope Street Group State Teacher Fellows Programs: Synthesis of State Evaluations." Washington, DC: Policy Studies Associates, 2016.

Woods, Y., Aladjem, D., and MacFarlane, J. "Final Report of the Evaluation of the Tennessee State Teacher Fellows Program, Year One." Washington, DC: Policy Studies Associates, 2016.

Woods, Y., and White, R. "Evaluation of the Youth Worker Certificate Program: Developing a Youth Worker Credential in the District of Columbia." Washington, DC: Policy Studies Associates, 2016.

Turnbull, B.J., Meredith, J., Riley, D.L., Woods, Y., and Sinclair, E. "Building State Capacity and Productivity Center: Year 1 Evaluation." Washington, DC: Policy Studies Associates, 2013.

Riley, D., McCann, C., and Woods, Y. "Moving STEM Education Forward: A Spotlight Brief on National Priorities and the National Science Foundation's DR K-12 Program." Washington, DC: Community Advancing Discovery Research in Education, 2013.

Russell, C.A., and Woods, Y. "Building the Capacity of Nonprofits to Support High-Quality Youth Programs: Research Brief Based on Evaluation Findings from the New York City Department of Youth and Community Development's Strengthening Our Core Initiative." Washington, DC: Policy Studies Associates, 2012.

Woods, Y., Sanzone, J., Miller, T., and Reisner, E. "Evaluation of New Jersey After 3 Trenton Afterschool Partnership Programs: A Citywide Initiative to Improve Student Outcomes and Meet the Needs of Parents." Washington, DC: Policy Studies Associates, 2010.

Areas of Expertise

- Technical assistance in education and mental health
- Directing and managing small to large complex projects
- Research and evaluation
- Preparation and dissemination of user-friendly tools, briefs, and reports
- Special Education and Neuropsychology
- International education

Education

Ed.D., Special Education – Learning Disabilities, Teachers College Columbia University, New York
M.Ed., Neuroscience and Education, Teachers College Columbia University, New York
M.Sc., Educational Psychology, Institute of Education, University of London, UK
B.Sc., Psychology (Honors), University of Surrey, Guilford, Surrey, UK
Diploma - Internship in Therapy for Learning Disabilities, Carroll School, Lincoln, MA
Certificate - Coaching – Core Essentials, Coach U, Bradenton, FL

PROJECT EXPERIENCE (US Domestic)

Managing High-Quality Technical Assistance to States

Director of Operations for the Mid-Atlantic Comprehensive Center (MACC@WestEd), U.S. Department of Education, 2012–2017. Dr. Azzam was the Director of Operations responsible for establishing the Center's operations and systems, and managing the Center's day-to-day operations including monitoring timelines of activities. Azzam also served as Technical Assistance Case Manager for the District of Columbia and Maryland working with State Liaisons and relevant Content Experts to oversee and coordinate state-based services and support; advocating for and being the point of contact for DC and MD.

Project Director, GE Foundation College Bound District Program Evaluation, 2006–2008. The GE Foundation has committed $100 million to improving America's high schools. Azzam managed a three-year, $4.7 million evaluation of GE Foundation's College Bound District Program to improve student achievement through both systemic district change and improved math and science education and ensure that students are college ready. Collaborated with client and grantees to design and implement study; manage research staff; plan and monitor project workflow; provide guidance, build capacity, and implement strategic planning.

Co-Project Director, The National High School Center for the U.S. Department of Education, 2005–2007. Azzam co-managed the project – a 5-year contract of over $12 million dollars with a staff of 20 and multiple subcontractors - and managed the technical assistance task which focused on building capacity of 16 Regional Comprehensive Centers (RCCs) to help districts and schools implement best practices to improve high school performance.

Center Director, The National Training and Technical Assistance Center for Drug Prevention and School Safety Program Coordinators, Office of Safe and Drug Free Schools, U.S. Department of Education, 2003–2005. Azzam provided oversight to a 3-year training and technical assistance center assisting schools and communities in the design of effective solutions to the complex problems of violence and alcohol, tobacco, and other drug use. This project served as a key resource for the training and support of drug prevention and school safety program coordinators as required in Title IV of the 2001 No Child Left Behind Act. In managing the project, Azzam provided quality assurance and coordinated the work of multiple partnering subcontractors, among others.

Provision of Technical Assistance

Technical Assistance Provider, Linking Assessment, Policy, and Practice in Children's Mental Health U. S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, 2003–2004. Azzam provided technical support to the Child, Adolescent, and Family Branch in developing, gathering, and disseminating information critical to the success of the Comprehensive Community Mental Health Services for Children and Their Families Program. Responsibilities included leading the Promising Practices Monograph Series task.

Center Director, Technical Assistance Partnership for Child and Family Mental Health, U.S. Department of Health and Human Services, Comprehensive Community Mental Health Services for Children and Their Families Program, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, 1999–2002. Dr. Azzam assisted in establishing then managing the Training and Technical Assistance Center for the grantees in the Comprehensive Community Mental Health Services for Children and Their Families Program. Through this program, practitioners and other experts built a learning community and provided high quality, relevant, evidence-based, culturally competent and universally accessible technical assistance to grantees of the Comprehensive Community Mental Health Services for Children and their Families Program. Azzam's responsibilities included the development of the partnership between families and professionals; coordinating the planning of Grantee meetings, and coordinating technical assistance and overseeing the operations of the center.

Senior Research Analyst, Chesapeake Institute, U.S. Department of Education, 1994–1995. Azzam worked with the Chesapeake Institute on the implementation of the Technology, Educational Media, and Materials Program (TMMP) of the division of Innovation and Development (DID), Office of Special Education Programs (OSEP), a discretionary program authorized under Part G of the Individuals with Disabilities Education Act (IDEA). The role of the Chesapeake Institute was to support the transfer of knowledge and products developed under TMMP through marketing, communication and evaluation. Dr. Azzam conducted site visits, including interviews with project staff, schools, employers, employees, parents and students; prepared the evaluation report and synthesis products.

Task Leader, International Activities for the U.S. Department of Education, National Center for Education Statistics (ESSI), 1994–1998. Dr. Azzam supported international activities for the National Center for Education Statistics (NCES) working on the Third International Mathematics and Science Study (TIMSS) project. Azzam coordinated and assisted in the development of a toolkit for the TIMSS teaching, assessment, curriculum, and achievement components; and in disseminating information about TIMSS. Azzam also provided support for meetings on the multi-method research approach as well as developing classroom indicators using a newly developed observational methodology and tool; and wrote issue briefs on education statistics of importance to the education community.

Applied Expertise in Special Education

Teaching and Learning Technical Assistance – Learning Disabilities, Washington, DC, RTI International, July-September 2017. Dr. Azzam provided technical assistance in the development and review of the Kenya learning disabilities teacher toolkit.

Early Grade Reading Assessment (EGRA) - Expert Workshop, Washington, DC, RTI, 2006. RTI. Dr. Azzam served as a special expert to support RTI's adaptation of the EGRA for assessing the extent to which early-grade primary-school children in USAID-presence countries are learning to read with an acceptable degree of comprehension and at an acceptable rate of fluency. As the Arabic expert in the team, Dr. Azzam was involved in the review of the proposed key components of the draft assessment instruments - bridging the gap between research and practice, in the presentation of evidence on strategies for measuring literacy acquisition within the early primary grades, and in identifying the key issues to consider in designing a multi-country, multi-language early grade literacy assessment protocol.

Diagnostician, Multi-lingual Assessment Consultant to The George Washington University, the American University, the Saudi Embassy, and Individuals, 1993–1995. Azzam provided clients with comprehensive bilingual (English and Arabic) educational evaluations that aimed at identifying a person's learning style and determining his or her strengths and weakness. The process included tests and other evaluation activities ranging from cognitive processing tasks to academic tasks. Dr. Azzam carried out intake interviews, testing, writing reports, and conducting meetings to report findings of the assessment, and making recommendations.

Consultant to Bethlehem University, West Bank, 1993. Dr. Azzam presented a three-day workshop on remediation and assessment in education to faculty members and students of Bethlehem University's Faculty of Education, as well teachers, and practitioners in the field.

Consultant to the Special Education Consultation Center, Lebanon, 1991–1993. Dr. Azzam was advisor to the director of the center, Ms. Khadije Zohzoh Khaled, providing expert advice and support in the area of learning disabilities.

Reading Specialist Consultant, Our Lady of Lourdes School, Bethesda, Maryland, 1991. Azzam tested students in grades K through 8, using both formal and information educational tests to identify children with reading disabilities. Azzam also tutored students with learning difficulties and worked with teachers to support those students who needed special tutoring. Met with team of educators and psychologists to discuss and recommend student placements.

Test Construction, Department of Neuroscience and Education, Teachers College, Columbia University, 1986–1989. Azzam worked as part of a selected team in developing the NEPSY (Neuropsycho-educational test).

Professional History

2017- Owner, In2itCoaching, LLC

2012-2017   Director of Operations, Mid-Atlantic Comprehensive Center (MACC), WestEd

1992-2012   Principal Research Analyst, American Institutes for Research (AIR)

1986- Consultant

1985-1986   National Coordinator, Save Lebanon, Inc.

Areas of Expertise

- Providing technical assistance
- Translating research to practice
- Dissemination of best practices
- Project management
- Creating user-friendly briefs, presentations, and webinars Learning standards
- Developing communications plans and strategies
- Managing expert and stakeholder groups

Education

Ed.D., Educational Leadership, University of Pennsylvania, Philadelphia, Pennsylvania
M.A., Education Policy Analysis, Stanford University, Stanford, California
B.A., Psychology, Stanford University, Stanford, California

PROJECT EXPERIENCE

Provision of High-Quality Technical Assistance/Collaboration with Leading Experts and Organizations/Knowledge of Evidence-Based Practices and Emerging Promising Practices

Management and Program Analyst, U.S. Department of Education, 2007-2012. Dr. Riccards directed the *Doing What Works* initiative to build a Departmental website translating educational research into tools and resources for educators and technical assistance providers, overseeing nearly $20 million in federal contracts. She liaisoned with Capitol Hill and senior Departmental staff, and coordinated working groups among multiple federal offices, especially the Institute for Education Sciences, and worked closely with the Comprehensive Centers, Regional Labs, states and school districts across the U.S. to provide technical assistance. She supervised the building of relationships with a wide variety of researchers and national/regional organizations to effectively disseminate and implement best practices.

Senior Fellow, High School Reform, National League of Cities, 2005. Dr. Riccards managed a Gates Foundation project to increase alternative high school options in cities nationwide and provided technical assistance to municipal leaders regarding issues related to high school reform. She also advised other Gates Foundation grantees seeking to replicate or expand high school alternatives and options and build relationships between these organizations and city leaders. As a technical assistance tool, she developed reports and best practices on policy opportunities and barriers at the city level that support or hinder the development of alternative high school options.

Developing and Implementing Effective Communications and Evaluation Plans

Vice President and Research Director, Turning the Page, 2003-2005. Dr. Riccards planned and supervised all of the organization's events and trainings, more than 70 per year for more than 1,500 parents, teachers, and students, focused on improving family involvement and literacy in D.C. elementary schools. She built and delivered professional development curricula for K-8 teachers and parents, and designed

and managed the evaluation and research agenda for the organization. She also co-managed the organization's growth and development, including a staff of 14.

<u>Communications Director, White House Millennium Council, 1999-2001.</u> Dr. Riccards managed national public events and activities on behalf of the Millennium Council and its partners and served as chief media liaison for all Council and related millennial activities. She served as primary writer and editor for all Council and program partner press materials, reports, and Council-specific sections of Presidential, First Lady and White House speeches.

<u>Account Manager, Widmeyer Communications, 1998-1999.</u> Dr. Riccards managed key components of public awareness campaigns and communications projects for a wide range of government, non-profit, and association clients. She coordinated major media events, publicity efforts, and information dissemination campaigns.

Selected Publications

No D.C. Child Left Behind: An Examination of the History and Early Implementation of the Washington, D.C. Voucher Program: Dissertation thesis

What We Heard, What We Learned: Feedback from the U.S. Department of Education's Listening and Learning Tour: U.S. Department of Education, 2010. (Co-author)

The Corporate Imperative: Results and Benefits of Business Involvement in Education (Executive Summary): U.S. Department of Education, 1998. (Primary author) (ERIC #ED422654)[*]

Strong Families, Strong Schools: Building Community Partnerships for Learning: A Research Base for Family Involvement in Learning: U.S. Department of Education, 1994. (Primary author) (ERIC #ED371909)

After-School Programs: Keeping Children Safe and Smart: U.S. Department of Education, 1999. (Contributing author) (ERIC #ED438395)

Questions Parents Ask About Schools: U.S. Department of Education, 1998. (Contributing author) (ERIC #ED423084)

The America Goes Back to School: Get Involved! Stay Involved: Partners Activity Kit 1998: U.S. Department of Education, 1998. (Contributing author) (ERIC #ED420431)

Safe and Smart: Making After-School Hours Work for Kids: U.S. Department of Education, 1998. (Contributing author) (ERIC #ED419303)

The America Goes Back to School: Get Involved! Stay Involved: Partners Activity Kit 1997-98: U.S. Department of Education, 1997. (Contributing author) (ERIC #ED411990)

A Compact for Learning: An Action Handbook for Family-School-Community Partnerships: U.S. Department of Education, 1997. (Contributing author) (ERIC #ED411062)

Keeping Schools Open as Community Learning Centers: U.S. Department of Education, 1997. (Contributing author) (ERIC #ED409659)

Simple Things You Can Do to Help All Children Read Well and Independently by the End of the Third Grade: U.S. Department of Education, 1997. (Contributing author) (ERIC #ED415487)

The America Goes Back to School: Get Involved! Stay Involved: Partners Activity Kit 1996-97: U.S. Department of Education, 1996. (Contributing author) (ERIC #ED394745)

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[*] Documents can be downloaded for free by searching for the ERIC number at <u>www.eric.ed.gov</u>.

Selected Presentations

Ballen Riccards, J. (2011, April). *Doing What Works – Research Based Resources for Principals*. National Association of Elementary School Principals. Tampa, FL.

Ballen Riccards, J. (2010, July). *Translating Research to Practice: Preschool Language and Literacy*. U.S. Department of Education Reading Institute. Anaheim, CA.

Ballen Riccards, J. (2010, May). *Doing What Works: Changing Research to Practice Literacy Instruction and Activities*. U.S. Department of Education, Early Reading First and Early Childhood Educator Professional Development Early Literacy Conference. Chicago, IL.

Ballen Riccards, J. (2010, March). *Doing What Works: Interactive Research-based Professional Development Resources to Girls in Math and Science*. Asian-Pacific Education Consortium Conference on Replicating Exemplary Practice in Mathematics Education. Koh Samui, Thailand.

Ballen Riccards, J. (2009, November). *Translating Research to Practice in Education*. American Education Association. Orlando, FL.

Ballen Riccards, J. (2009, April). *Doing What Works Is Hard Work: Translating Research to Practice in Education*. American Educational Research Association. San Diego, CA.

Ballen Riccards, J. (2008, October). *Introduction to Doing What Works Website National Math Panel Report-based Content*. National Math Panel Forum. Washington, DC.

Ballen Riccards, J. (2008, July and August). *Doing What Works*. U.S. Department of Education, Office of Charter Schools. Washington, DC, and Los Angeles, CA.

Ballen Riccards, J. (2008, July). *Doing What Works with English Language Learners*. Annual National Reading First Conference. Nashville, TN.

Ballen Riccards, J. (2008, July). *Teaching Reading to ELL Students in K-5*. 21st Century Community Learning Centers Summer Institute. Dallas, TX.

Ballen Riccards, J. (2008, March). *Resource on Literacy Development*. Highly Qualified Teachers and ESEA Title II National Conference. Arlington, VA.

Ballen Riccards, J. (2008, February). *Translating the Evidence: Practice Guides to Doing What Works*. Institute of Education Sciences, Regional Educational Laboratory Directors' Meeting. Washington, DC.

Ballen Riccards, J. (2007, October). *Preparing ELLs to Succeed in the 21st Century* and *Introducing the Doing What Works Website: A New Resource on Literacy Development of K-5 ELLs*. U.S. Department of Education, Office of English Language Acquisition. Washington, DC.

Professional History

2005-Present	Principal Riccards Consulting
2013-2014	Executive Director (Interim), Branford (CT) Early Childhood Coalition
2007-2012	Management and Program Analyst, U.S. Department of Education
2005	Senior Fellow, High School Reform, National League of Cities
2003-2005	Vice President, Turning the Page
2001-2003	Manager, Foundation & Corporate Philanthropy and Manager, External Relations National Board for Professional Teaching Standards
1999-2001	Communications Director, White House Millennium Council
1998-1999	Account Manager, Widmeyer Communications
1995-1998	Public Affairs Specialist, U.S. Department of Education
1995	Presidential Management Intern, National Education Goals Panel
1994	Policy Intern, U.S. Department of Education

EDUCATION

Ph.D., Special Education and Sociology of Persons with Disabilities, George Mason University, Fairfax, Virginia, 1993
Ed.S., Education, Special Education, George Peabody College, Nashville, Tennessee, 1980
M.A., Education, George Washington University, Washington, DC, 1976
B.S.E., English/Secondary Education/Library Science, University of Central Arkansas, Conway, Arkansas, 1968; General Education, Ouachita University, Arkadelphia, Arkansas, 1966

CERTIFICATIONS AND TRAINING

Trained Observer, Formative Evaluation Process for School Improvement (FEPSI), School Observation Measure (University of Memphis)
Trained in Concerns Based Adoption Model, the Southwest Educational Laboratory
Trained Facilitator, Focus Groups by Richard Krueger
Trained Facilitator in Strategic Planning, CSPD Strategic Planning Institute

EXPERIENCE OVERVIEW

Beverly Mattson, Ph.D., has 7 years of experience with the Appalachia Regional Comprehensive Center (ARCC), serving Tennessee State Co-Coordinator and as a Technical Assistance Specialist. As Tennessee State Co-Coordinator, Dr. Mattson coordinates technical assistance addressing initiatives in personalized learning and effective teachers and leaders. Dr. Mattson has remained abreast and understands **evidence-based and emerging promising practices.** As a seasoned technical assistance provider to SEAs, districts, and schools, she provides **high-quality, relevant technical assistance.** Dr. Mattson, a resident of Virginia, has knowledge and understanding of the context and status of educational reform in the region. Dr. Mattson has experience in working with the Virginia Department of Education (VDOE). She has worked with and for Virginia school districts and has served as adjunct faculty for three Virginia universities that provided coursework to address the **needs of diverse learners**.

Dr. Mattson has 40 years of experience in education, including 16 years with four other regional comprehensive centers, and 18 years of experience working with state education agencies (SEAs). She has provided assistance to eleven state education agencies across the country through contracts that included: school support team member to **schools in improvement**; special education needs assessments; research on school improvement and high performing schools; implementation of **access to educational choice and public charter schools** policies and programs; **special education** accountability systems, policies, procedures, and practices; **personnel preparation and professional development;** and the development, implementation, and evaluation of federal grant applications and awards. During her career, Dr. Mattson has served a variety of roles: technical assistance provider to states, districts, and public and charter schools; staff and product developer; administrator, researcher, and evaluator of federally-funded programs and projects; reviewer and monitor of public charter schools; high school special education teacher and department chair; and adjunct university professor in special education for four universities.

PROJECT EXPERIENCE

Provision of High-Quality Technical Assistance

Appalachia Regional Comprehensive Center, U.S. Department of Education, 2012-Present. As Tennessee State Co-Coordinator, Dr. Mattson has contributed to and coordinated technical assistance to Tennessee Department of Education. She has conducted needs assessments; developed work plans; provided consultation on the implementation of Tennessee initiatives; developed customized tools based on implementation science; developed templates (e.g., glossaries, frequently asked questions, user manuals and training resources for Impact TN data dashboard); researched and prepared reports that informed Tennessee initiatives (*Report on Implementation of Kindergarten Readiness Assessments and Recommendations for Developing a Comprehensive Communications Plan*; *Initial Review of Four States Literacy Resources for Educators*; and *Competency-based Education Resources for Districts and Schools).*

Technical Assistance Team Member, Other Comprehensive Centers, U.S. Department of Education, 1998- 2016. Dr. Mattson has provided technical assistance to states through the following comprehensive centers: Region III Comprehensive Center, Ohio State Co-Coordinator (1998-2003); Great Lakes East Comprehensive Center, technical assistance specialist to Michigan, Ohio, and Indiana (2005-2010); Great Lakes Comprehensive Center, technical assistance team member to Michigan and Ohio (2012-2015); and Mid-Atlantic Comprehensive Center, technical assistance team member to Delaware, New Jersey, and Pennsylvania (2013-2016).

Team Member, National Blue Ribbon Schools Technical Assistance Team, U.S. Department of Education, 2017-Present. As a team member, Dr. Mattson is responsible for: screening the applications of nominated schools; selecting and highlighting exemplary practices of awarded schools; assisting with the yearly awards ceremony; revising the State Liaison Handbook yearly; joint author on the quarterly State Liaison newsletters and the bi-yearly NBRS newsletters; contributing to the nomination criteria and screening of nominations for Terrel H. Bell Awards for Outstanding School Leadership; and writing profiles of awarded school leaders.

Identify, Implement, and Sustain Evidence-Based Practices

Appalachia Regional Comprehensive Center, U.S. Department of Education, 2012-Present. Dr. Mattson keeps abreast of the latest research and resources on evidence based practices relevant to state initiatives. For example, for Tennessee Department of Education, Dr. Mattson has identified and shared resources on evidence-based practices that address the application of implementation science, cooperative learning for a module, effective summer reading programs, Dr. Mattson was a team member who conducted a research review of the evidence on strategies to reduce the achievement gap and comprehensive interventions for students with disabilities, for Kentucky Department of Education.

Mid-Atlantic Comprehensive Center, subcontract with WestEd, U.S. Department of Education, 2014-2016. As a member of the Technical Assistance Team, Dr. Mattson assisted in identifying the evidence-based practices for Pennsylvania's Academic Recovery Liaisons for the following topics: school climate, alternative education, improving student attendance, strategies to address mobile/transient students, instruction and preparation of English Language Learners for

assessments; improving school climate, and data use and decision-making. Dr. Mattson prepared summaries of evidence based and promising practices and an annotated bibliography for each topic. These resources became part of the Center on School Turnaround's Collection of Resources.

Great Lakes Comprehensive Center, subcontract with American Institutes for Research, U.S. Department of Education, 2014-2016. *For* Michigan Department of Education, Dr. Mattson researched and identified the key legislation and policies that made differences in six of the highest performing states based on high graduation rates, high scores on the National Assessment of Education Progress, and improvement in achievement. Dr. Mattson prepared a report for each of the states as well as a cross-state summary report. For Michigan's Superintendent Dropout Challenge, she adapted and updated six Mi-Map resources based on the Doing What Works Clearinghouse. For Michigan Department of Education, Dr. Mattson prepared an annotated bibliography on research-based practices for K-3 literacy and mathematics.

Maryland Charter School Technical Assistance, Maryland State Department of Education, Office of School Innovations, 2009–2014. Through the federally-funded Charter School Program, MSDE provided support and assistance to authorized schools to ensure their quality and effectiveness. Dr. Mattson's assistance included reviewing the latest research and literature on high-performing schools and charter schools; developing five implementation guides for *Maryland Charter School Quality Standards*; and supporting the pilot of the Standards with seven new charter schools.

Supporting the Lowest Performing Schools

Mid-Atlantic Comprehensive Center, subcontract with WestEd, U.S. Department of Education, 2014-2016. Dr. Mattson was a technical assistance team member that prepared two technical assistance briefs for the Pennsylvania Department of Education: *Every Student Succeeds Act and Accountability* and *Case Study of Massachusetts Approach to Improving Low-Performing Schools.* In addition, Dr. Mattson provided assistance in planning the 2016 Pennsylvania School Improvement Grants Principal's Academy; supporting the Secretary's Roundtable for School Improvement facilitated by the Center for School Improvement; Co-facilitated support providers meetings for York City School District, a recovery district; and assisted in identifying the evidence-based practices for the Academic Recovery Liaisons for the following topics: school climate, alternative education, improving student attendance, strategies to address mobile/transient students, instruction and preparation of English Language Learners for assessments; improving school climate, and data use and decision-making. For Delaware Department of Education, researched and prepared a report on *School Improvement Rubrics from Six States.*

Great Lakes Comprehensive Center, subcontract with American Institutes for Research, U.S. Department of Education, 2014-2016. As a member of the technical assistance team, Dr. Mattson researched and identified for Michigan Department of Education a brief on the school turnaround efforts in Massachusetts, Maryland, Minnesota, New Jersey, New York, and Pennsylvania.

Indiana School Support, Indiana Department of Education, 2007–2009. As a member of the School Support Team, Dr. Mattson provided assistance to three Indiana public charter schools identified for improvement under NCLB, and developed and implemented a school review

process for Indiana Department of Education. The review procedures, indicators, and rubrics were adapted with permission from Kentucky's Standards and Indicators for School Improvement. Dr. Mattson was a member of the team that conducted site visits of schools in Evansville and Hammond. The review process included reviews of documents, classroom observations, and interviews with district and school administrators, teachers, parents, and students.

Increasing Access to Educational Choice

WestEd subcontract with RMC, U.S. Department of Education, 2017-2019. Dr. Mattson is a team member monitoring public charter schools awarded the Charter School Program Non-State Educational Agencies grants. The monitoring of schools in Illinois, Pennsylvania, and Washington included reviews of documents, interviews, school tours, and preparation of reports.

Mid-Atlantic Comprehensive Center, subcontract with WestEd, U.S. Department of Education, 2014. Dr. Mattson contributed to and lead a team that developed for the Delaware Department of Education, Teacher and Leader Effectiveness Unit, the Delaware Charter School Teacher Recruitment and Selection Toolkit.

Maryland State Department of Education (MSDE), Office of School Innovations. Assistance in implementing Charter School Program, 2009-2014. Among her services, Dr. Mattson assisted in revising the Maryland Model Charter School Application, the Maryland Model Charter School Performance Contract and Performance Portfolio, and the Maryland Public Charter Schools Model Policy and Resource Guide for LEAs. Dr. Mattson researched and developed the Maryland Charter Schools Quality Standards Implementation Guides. Dr. Mattson co-developed five professional development modules on key MSDE documents for charter schools and authorizers

Kairos Management subcontract with RMC, D.C. Public Schools, 2007. Dr. Mattson oversaw the management of a team of educators who reviewed eight D.C. Public Charter Schools that were transitioning from under the DC Public Schools Board of Education to the D.C. Public Charter School Board. Dr. Mattson designed the classroom observation protocols, the protocols for review of documents, interview protocols for parents and students, and reports that aligned with the D.C. Charter School Board standards and rubrics.

D.C. Public Schools Charter Resource Center, subcontract with RMC, 1999-2000. Dr. Mattson assisted D.C. Public Schools Charter Resource Center and School for the Arts in Learning with the development of an accountability plan and system for the school. Assistance included: curriculum mapping, the development of student portfolio guidelines and rubrics, the analyses of student performance on Stanford 9 Achievement Tests, and the identification of curriculum based assessments.

Ensuring Equitable Distribution of Highly Effective Teachers and Leaders

Appalachia Regional Comprehensive Center, U.S. Department of Education, 2012- Present. As the Tennessee State Co-Coordinator and Technical Assistance Specialist, Dr. Mattson has provided support addressing revisions to Tennessee's teacher evaluation observation rubric, online professional development learning management system; the development of social and personal competency modules; the development of training manuals using the research on adult

learning and professional development; researched and prepared the following documents for Tennessee Department of Education: *Social and Personal Competencies Module 5: Cooperative Learning*; *Review of Measures Used in the Evaluation of Educator Preparation Programs*; *Reviews of Literacy/Reading Courses by Three States*; *Review of State Assessments in Literacy for Teacher Licensure/Certification*; and the *ARCC Teacher Compensation Initiative: Literature Review* with the Center on Great Teachers and Leaders.

Mid-Atlantic Comprehensive Center, subcontract with WestEd, U.S. Department of Education, 2013-2016. Dr. Mattson contributed to and lead a team that developed for the Delaware Department of Education, Teacher and Leader Effectiveness Unit, the *Delaware Teacher Recruitment and Selection Toolkit* for districts. The toolkit, aligned with the Delaware human capital strategies and the educator evaluation system, included best practices, suggested processes and procedures, examples from public districts and charter schools, and templates for districts and charter schools to use and/or adapt. For New Jersey Department of Education, Chief Talent Office, Dr. Mattson researched and submitted summaries on *Innovative Principal Preparation Programs; Strategies for Teacher Recruitment and Preparation*, and a Briefing on the *Denver Public School's Professional Compensation System.*

Great Lakes Comprehensive Center, subcontract with American Institutes for Research, 2014-2016. For Michigan Department of Education, Dr. Mattson researched and prepared a *Review of State Requirements for Administrator Examinations in the United States* and a *Scan of Innovative Principal Preparation Programs.*

Meeting Unique Needs of Students and Children/ Addressing Issues of Disproportionality

Appalachia Regional Comprehensive Center, U.S. Department of Education, 2012-Present. As a technical assistance specialist, Dr. Mattson researched and prepared a report for the Office of Special Education Programs, Virginia Department of Education, *Initiatives and Methods of Six States to Promote High School Graduation Rates of Students with Disabilities.*

Great Lakes East Comprehensive Center (GLECC), subcontract to the Learning Points Associates, U.S. Department of Education, 2005–2010. Dr. Mattson served as a technical assistance provider to Michigan Department of Education's Disproportionality Advisory Committee.

Special Education Accountability System, Maine Department of Education, Office of Special Services, 2007–2011. As Project Director, Dr. Mattson provided technical assistance that included identification of research-based resources for targeted IDEA Part B indicators; the development and dissemination of LEA Resource Kits; the development of LEA self-assessments for targeted IDEA Part B indicators; the development of and training on guidelines for Improvement Corrective Action Plans; the development of review criteria and tools for LEA submissions to the Department and reviews of submitted LEAs' self-assessments and Improvement Corrective Actions Plans from 100 LEAs. Maine developed and implemented a new birth-to-20 special education accountability system under the 2004 Amendments to IDEA on LEA performance on targeted IDEA Part B indicators.

SELECTED PUBLICATIONS

Mattson, B., Smerdon, B., and Mays, A. (2016). *Technical Assistance Brief: Every Student Succeeds Act (ESSA) and Accountability.* Prepared for Pennsylvania Department of Education. Washington, DC: Mid-Atlantic Comprehensive Center, WestEd.

Mattson, B., Smerdon, B., Mays, A., and Hamilton, S. (2016). *Technical Assistance Brief: Case Study of Massachusetts. Massachusetts Approach to Improving Low-Performing Schools.* Prepared for Pennsylvania Department of Education. Washington, DC: Mid-Atlantic Comprehensive Center, WestEd.

Mattson, B., Taylor, L. Eisenhart, C., and Evan, A. (2016). *Delaware Teacher Recruitment and Selection Toolkit.* Developed for the Delaware Department of Education, Teacher and Leader Effectiveness Unit. Washington, DC: Mid-Atlantic Comprehensive Center, WestEd.

Mattson, B., Taylor, L. Eisenhart, C., and Evan, A. (2014). *Delaware Charter School Teacher Recruitment and Selection Toolkit*. Developed For The Delaware Department Of Education, Teacher And Leader Effectiveness Unit. Washington, DC: Mid-Atlantic Comprehensive Center, WestEd.

Ortiz, H., Kelly, B., and Mattson, B. (2012). *Maryland Charter School Quality Standards Implementation Guides for Indicators A through E.* Baltimore, MD: Maryland State Department of Education, Office of School Innovations.

Ortiz, H., Taylor, M., and Mattson, B. (2012). *Chartering A Course Toward Excellence: Maryland Model Charter School Performance Contract and Performance Portfolio*. Baltimore, MD: Maryland State Department of Education.

Russell, W. and Mattson, B. (2010). *LEA Resource Kits on Research-Based Practices for SPP IDEA Indicators. IDEA Part Indicators included: B1, B2, B3 (reading and universal design and mathematics and science), B4, B5, B8, and B11.* Prepared for Maine Department of Education and distributed to all districts in Maine.

AWARDS

Service Award, American Occupational Therapy Association, 1996
Technical Achievement Award, Academy for Educational Development, 1995
Program Development Award, Special Education Department, George Mason University, 1983

PROFESSIONAL AFFILIATIONS
American Educational Research Association (AERA)
Learning Forward (Formerly National Staff Development Council)
Association for Supervision and Curriculum Development

EMPLOYMENT HISTORY

RMC Research Corporation	Senior Research Associate	1998–Present
	Research Associate	
Academy for Educational Development	Program Officer	1995–1998
	Project Anchor, Project Coordinator	1997–1998
		1996–1997

	Technical Assistance Center for Professional Development Partnerships, Project Director (USED funded)	
	Federal Resource Center in Special Education, Assistant Director (USED funded)	1995–1996
National Association of State Directors of Special Education	Networking System for Training Personnel, Coordinator of Technical Assistance (USED Funded)	1994–1995
George Mason High School	George Mason High School, Falls Church (VA) Public Schools, Special Education Department Chair and Teacher	1993–1994
Arlington Virginia Public Schools	District-wide Special Education Integration Facilitator	1991–1993
George Mason University Center for Human Disabilities	Virginia Statewide Systems Change Project, Northern Regional Coordinator (Administrative Faculty) (USED funded)	1990–1991
Center for Applied Linguistics	Study of Cooperative Learning with Limited-English-Proficient Students, Research Assistant, (USED Funded)	1985–1987
University of Maryland	Study on Effectiveness of Using Computer with Students with Mild Disabilities Research Assistant, (USED funded	1985–1986
Washington, DC, Association of Retarded Citizens	Interim Director, Surrogate Parent Program	1983–1984
Children's Hospital National Medical Center	Medical Educational Training Program, Assistant Director (USED funded)	1980–1983
	Education Coordinator	1976–1978

Areas of Expertise

- Providing technical assistance
- Change management
- Supporting low performing schools
- Meeting the needs of diverse students
- Family and community engagement
- Identifying and implementing evidence based practices

Education

M.S., Organization Development, American University
B.A., Mass Communications, Broadcast Productions, University of South Florida

Additional Certifications

NTL Institute of Applied Behavioral Science: Certification "Training Through T-Groups" (Diversity, Group Dynamics and Facilitation Training), 2017
NTL Institute of Applied Behavioral Science: Certificate in Organization Development, 2013
NTL Institute for Applied Behavioral Science: Diversity Work Conference Certification (Diversity, Group Dynamics and Facilitation Training), 2012
Anti-Defamation League: "A World of Difference" (Anti-Bias Training), 2000

PROJECT EXPERIENCE

Provision of High-Quality Technical Assistance

Regional Family Engagement Resource TA Provider, 21st Century Community Learning Centers (21st CCLC), U.S. Department of Education (2013-2016). Provided high quality, evidenced based technical assistance for SEAs in the Mid-Atlantic and Northeast and Islands Region through the 21st CCLC program. She led and implemented a multitude of technical assistance approaches for the Family Engagement Resource Providers (FERP) project. Karen led regional efforts in needs-sensing, planning, and delivery of high quality technical assistance and professional development based on evidence based family engagement practices to the SEAs in the region. She helped SEAs define expectations and outcomes and collaborated with SEAs to provide high quality technical assistance and professional development based on evidence-based family engagement practices to 21st CCLC program providers. Karen led 2-3 virtual monthly regional communities of practice (CoPs) sessions for SEAs and led 2-4 monthly virtual community of practice and professional development trainings for 21st CCLC program directors.

District Administrator, Family Engagement and Community Resources for Alexandria City Public Schools, VA (2000-2011). Karen established the office of Family and Community Engagement. She was responsible for district-wide family engagement and business, community and volunteer partnerships in Alexandria's 20 culturally diverse public schools. She collaborated with principals, administrators, parent/family and volunteer coordinators in all schools to provide and implement high quality technical assistance services (coaching and mentoring, professional development, strategic planning, etc.) She provided high quality research-based family engagement expertise based on each school community's specific needs. Karen

facilitated monthly planning, strategy and professional learning meetings with school-based liaisons/coordinators to collaborate, highlight successes, discuss challenges and share information across schools.

Knowledge of Evidence-Based Practices and Emerging Promising Practices

Regional Family Engagement Resource TA Provider, 21st Century Community Learning Centers (21st CCLC), U.S. Department of Education (2013-2016). Karen identified and documented promising family engagement practices, resources, and programs to be used in technical assistance and professional development activities. She assisted in identifying best practices and dissemination of project meetings, webinars, website postings, and other resources.

Family Engagement Specialist and Consultant, Scholastic, Inc. (2016-current). Parker Thompson develops and implements strategies and practices aligned with family engagement evidence based research for use by SEAs receiving support from Scholastic, Inc.

Supporting Low Performing Schools

Concerned Citizens Network of Alexandria (CCNA), sub-subcontractor for the Virginia Department of Education 21st CCLC grant (2011-2014). As family and community engagement consultant, Karen created and managed all phases of the Parent Outreach Workers (POWs) Project at Jefferson-Houston K-8 School, which is a low performing, Title I school. POWs were a diverse team of parents/family and community leaders providing outreach to middle school parents through home visits, community door knocking, cookies and conversations and other relationship-building, communication and engagement tools. Oversight included providing technical assistance, designing/facilitating engagement leadership trainings, hiring, coaching and mentoring; resource/tool development; budget management and monthly reporting. Collaborated and planned with POWS and school staff and administrators.

Arlington Public Schools (VA) (2015-current). Karen provides technical assistance and support to FACE District Coordinator and provides technical assistance and uses group dynamics strategies in her work school-based administrators, educators and staff and families to support the startup of school-based FACE (Family and Community Engagement) Action Teams at three Title I schools.

Engagement and outreach consultant (2016-present). Karen works with Title I elementary and Middle Schools in Miami, Florida, Clovis and Zuni, NM, Mount Vernon, NY, Virginia (and more) to assess the school's family engagement practices and strategies in four areas: Welcoming Environment, Communication, Sharing Information, Connecting Families to Learning (classroom, school goals, school improvement, etc.), analyze data, write assessment reports, design intervention strategies based on data and evidence-based practices and work with school staff to determine next steps. She also provides capacity-building coaching and training for administrators and educators nation-wide.

Meeting the Needs of Diverse Students

District Administrator, Family Engagement and Community Resources, Alexandria City Public Schools, VA (2000-2011). Karen created, coordinated and implemented school, district and city-wide events, activities and programs for administrators, educators/staff and families geared to meet the needs of families and students in Alexandria's racially, internationally, linguistically and socio-economically diverse communities. These included developing professional development for principals and district administrators, a parent/family and community forum, and a conversation with high school students to discuss evidence-based high achievement strategies to close achievement gap. She collaborated with over 125 city agencies, business and community leaders, staff, and families to plan, create and manage "The Family Academy" with over 85 courses (to meet the needs of families of struggling students, Title I families and EL families) in four languages in multiple locations throughout Alexandria. She collaborated with the superintendent of schools to develop and organize the superintendent's Advisory Committees

(African American Student Achievement, Latino Student Achievement, Student Leadership Team) geared to bring school, city and community awareness to the unique needs of students from English Learner, diverse and at-risk populations.

<u>Advisor to the Alexandria Youth Council of the Youth Policy Commission (1998-2011).</u> Karen worked with students in grades 9-12, including EL students and struggling and at risk students of color to provide leadership and advocacy training and opportunities. Additionally, she collaborated with colleagues from city agencies to provide in-school leadership and cross-cultural training for students in grades 9-11 where students attended a (12-week) program during lunch to discuss challenges and solutions regarding education, peer-pressure, race and other teen topics.

Selected Presentations

Parker Thompson, K. (2019). *The Phenomenon of the Black Panther: A Convergence of Pop Culture and OD*. Chesapeake Bay Organization Development Network.

Parker Thompson, K. (2019). *The Phenomenon of the Black Panther: A Convergence of Pop Culture and OD.* American University MSOD Program.

Parker Thompson, K. (2019). *The Phenomenon of the Black Panther: A Convergence of Pop Culture and OD*. National Organization Development Network Conference.

Parker Thompson, K. (2018). *If They Don't See Your Brown Face, They Assume You Don't Care*. Institute for Educational Leadership, National Family and Community Engagement Conference

Parker Thompson, K. (2017). *Engaging Black and African American Families* (3 Sessions). NAFSCE, Professional Learning Programs (virtual, interactive).

Parker Thompson, K. (2016). *Engaging Families of English Language Learners.* Building Bridges for English Learners and Immigrant Youth, 2nd Annual Summer Symposium for Teachers, Leaders and the Community. Office of the State Superintendent in Education, Washington, DC.

Parker Thompson, K. (2014). *Leveraging the Power of Partnerships: Exploring Strategies to Engage Families in Education.* Office of the State Superintendent in Education, Washington, D.C.

Parker Thompson, K. (2014). *Reaching Parents of Middle and High School Students.* Migrant Education Program, Pennsylvania Department of Education, Harrisburg, PA.

Parker Thompson, K. (2013). *Engaging Migrant Families: Strengthening Alliances and Uniting Cultures*. Education without Borders: Pursuing Excellence and Exploring Possibilities, Migrant Education Program and English as a Second Language Conference. Pennsylvania Department of Education, Harrisburg, PA.

Professional History

2011-Present	Engagement, Outreach and Change Management Consultant
2016-Present	Family Engagement Specialist and Consultant, Scholastic Inc
2015-Present	Family and Community Engagement and Outreach Specialist and Consultant, Arlington Public Schools, VA
2013-2016	Technical Assistance Provider/Engagement Specialist, Manhattan Strategy Group
2011-2014	Family and Community Engagement Consultant, Concerned Citizens Network of Alexandria
2000-2011	District Administrator, Family Engagement and Community Resources, Alexandria City Public Schools, VA
1994-2000	Founder, Cutting Edge Productions and Imagination 'N Motion

Areas of Expertise

- Early childhood education systems
- Child assessment
- Learning standards
- Project management
- Translating research to practice
- Crafting and sustaining partnerships
- Creating user-friendly briefs, presentations, and webinars
- Providing technical assistance to states

Education

Ph.D., Developmental Psychology, Cornell University, Ithaca, New York

M.A., Developmental Psychology, Cornell University, Ithaca, New York

BA, Psychology (Honors), Castleton University, Castleton, Vermont, *summa cum laude*

PROJECT EXPERIENCE

Management

Subcontract Lead, Appalachian (ARCC), U.S. Department of Education, and Subcontract Lead, Great Lakes Comprehensive Center (GLCC), U.S. Department of Education, 2016–Present. Dr. Snow provides leadership to RMC Research's teams working on two comprehensive center subcontracts, including fiscal and staff management and participating in planning of center activities with the prime contractor for centers serving Appalachia and Great Lakes regions. He also provides support to RMC staff in completing their specific roles on each project.

Subcontract Lead, Mid-Atlantic (MACC), U.S. Department of Education, 2016–2018. Dr. Snow provided leadership to RMC Research's team working on projects in the Mid-Atlantic region, including fiscal and staff management and participating in planning of center activities with the prime contractor.

Principal Investigator (PI), Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), U.S. Department of Education, 2006-2010. Dr. Snow provided scientific and technical leadership to the ECLS-B project, a prospective longitudinal study of nearly 10,000 children born in 1999 and their families as the children entered kindergarten. Dr. Snow oversaw development of the direct child cognitive assessment and other study data collection tools, completion and documentation of study data sets and psychometric reports. He also participated in the development and implementation of train-the-trainer sessions for field data collectors as well as qualitative data coders.

Provision of High-Quality Technical Assistance to States

Technical Assistance Specialist, Appalachia Regional Comprehensive Center (ARCC), U.S. Department of Education, 2016–Present. Dr. Snow provides technical assistance to states in the Appalachia region,

primarily working with Tennessee. He has supported projects on the development if implementation of a micro-credential pilot project for teachers as well as revision of the statewide rubric for teacher evaluation.

Technical Assistance Specialist, Mid-Atlantic Comprehensive Center (MACC), U.S. Department of Education, 2016–2018. In the Mid-Atlantic regional, Dr. Snow has supported the Office of the State Superintendent in Washington, DC in the development of a universal monitoring tool for programs serving young children, the development of standard operating procedures (SOPs) for its use, and coordinated the work of OSSE staff and CEELO to model the costs of high quality early education programs.

Supporting State Strategic Planning

Mid-Atlantic Comprehensive Center (MACC), U.S. Department of Education, 2016–2018. Dr. Snow co-led two multi-state convenings for states in the region to analyze opportunities for early learning to be incorporated into state ESSA plans. He also supported the development of a needs assessment framework for states to use in guiding their plans for using evidence-based practices to address high-need priorities.

Maine Preschool Development Grant (PDG) Needs Assessment and Strategic Planning. Dr. Snow is part of the RMC team collecting and synthesizing data from a range of sources and develop information about needs and gaps based on interviews, focus groups, and surveys with statewide stakeholders, including policymakers, community leaders, providers, and parents.

Project Director, Vermont Comprehensive Literacy Plan Development, Vermont Agency of Education, 2018. Dr. Snow led the development of a statewide comprehensive literacy plan that included engaging multiple stakeholders from across the state to prepare a plan for implementing evidence-based literacy practices across the state.

Identify Evidence-Based Practices in Early Education

New York P3 Instructional Toolkit, City University of New York. 2018-present. Operating under a subcontract to the City University of New York to support the New York state preschool development grantees, Dr. Snow is leading a team to develop a toolkit of effective instructional practices for teaching children in pre-kindergarten through 3rd grade. The project includes development of the toolkit as well as launching a pilot program to determine best methods of supporting its use among teachers, principals, and instructional coaches across the state.

Vermont Comprehensive Literacy Plan Development, Vermont Agency of Education, 2018. Dr. Snow led development of a statewide early literacy plan that identified evidence-based practices that contribute to a comprehensive approach to supporting early literacy development.

Assessment and Accountability Systems

Technical Assistance Specialist, Mid-Atlantic Comprehensive Center (MACC), U.S. Department of Education, 2016–2017. Dr. Snow support the Office of the State Superintendent of Education (OSSE) in the District of Columbia in developing a universal monitoring tool to provide data on program quality for use across all programs serving young children.

New York State Learning Standards Review, New York State Department of Education, 2016. Provided a half-day workshop on evaluating learning standards for working groups examining proposed revisions to New York State's early learning standards.

Senior Scholar and Director, Center for Applied Research, National Association for the Education of Young Children, 2010-2016. Dr. Snow developed as a series of white papers and presentations identifying bets practices in the use of assessments to screen young children for as well as the development of large-scale assessment systems, including kindergarten entry assessments. He also developed white papers and made presentations on the use of early learning standards and models of their validation.

Selected Publications

Dwyer, C., Vincent, C., Snow, K., and Cohen, C. (2016). *Every Students Succeeds Act (ESSA): Early Childhood Requirements and Opportunities* (A report from the Mid-Atlantic Comprehensive Center at WestEd.) San Francisco, CA: WestEd.

Snow, K. L. (2015). *A Framework for considering the validity of learning standards*. Washington, DC: National Association for the Education of Young Children.

Pizzolongo, P. & Snow, K. (2015). A conversation about play. Online supplement to H. Bohart, K. Charner & D. Koralek (Eds.), *Spotlight on Young Children: Exploring play*. Washington, DC: NAEYC. Available on line at http://www.naeyc.org/books/spotlight_on_young_children_exploring_play_conversation.

Snow, K. L. (2012). *Variation in children's experience of kindergarten and the Common Core*. Washington, DC: National Association for the Education of Young Children.

Ehrenberg, P. M., Robinson, A. B., & Snow, K. (2012). Early grades, early childhood. *American School Board Journal, 199 (11)*, 14-16.

Snow, K. L. (2011). *Developing kindergarten readiness and other large-scale assessment systems: Necessary considerations in the assessment of young children*. Washington, DC: National Association for the Education of Young Children.

Najarian, M., Snow, K., Lennon, J., and Kinsey, S. (2010). *Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Preschool–Kindergarten 2007 Psychometric Report* (NCES 2010-009). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

Snow, K., Derecho, A., Wheeless, S., Lennon, J., Rosen, J., Rogers, J., Kinsey, S, Morgan, K., and Einaudi, P. (2009). *Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Kindergarten 2006 and 2007 Data File User'sManual (2010–010)*. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Pianta, R., Cox, M., & Snow, K. (Eds.) (2007). *School Readiness, Early Learning, and the Transition to Kindergarten in the era of Accountability*. Baltimore: Brookes Publishing.

Snow, K. L. (2007). Integrative views of the domains of child function. In R. Pianta, M. Cox, & K. Snow (Eds.), *School Readiness and the Transition to Kindergarten in the Era of Accountability* (pp. 197-216). Baltimore: Brookes Publishing.

Snow, K. L. (2006). Measuring school readiness: Conceptual and practical considerations. *Early Education and Development, 17,* 7-41.

Snow, K. L. (2005). Completing the model: Connecting early childcare worker professional development with child outcomes. In I. Martinez-Beck & M. Zaslow, *Early Childhood Professional Development and Training and Children's Successful Transition to Elementary School* (pp. 137-140). Baltimore, MD: Brookes Publishing.

Selected Presentations

Snow, K. (2018, June). Leveraging Needs Assessment in ESSA. 2018 CEELO Roundtable, Austin, TX.

Snow, K., & Pizzolongo, P. (2018, January). DAP for Alabama Pre-K: From Concept to
Concrete. 2018 Alabama First Class Pre-K Conference, Mobile, AL.

Snow, K. (2018, January). The Curious Case of DAP and Rigor. 2018 Alabama First Class Pre-K Conference,
Mobile, AL.

Snow, K. (2017, December). The Virginia Early Childhood Workforce Survey 2017. Briefing to the Virginia
School Readiness Committee, Richmond, VA.

Snow, K. (2016, July). A Framework for Evaluating Learning Standards. New York State Department of
Education Standards Review Meeting. Albany, NY.

Snow, K. (2015, October). Making data count in early childhood programs. 4th Annual Conference for
Early Childhood Research and Evaluation. Ypsilanti, MI.

Snow, K. (2012, October). Learning from Early Learning: Early Childhood Education as a Foundation for
Success. Title I as Program Hub Professional Development Series. Phoenix, AZ.

Snow, K., & Pizzolongo, P. (2012, July). Revisiting Developmentally Appropriate Practice in Early Childhood
Programs. The 2012 National Conference for Principals and Child Care Directors. Baltimore, MD.

Snow, K. (2012, February). Considering What to Assess in Kindergarten Entry Assessments. Paper
presented at the BUILD Kindergarten Entry Assessment Learning Community, San Antonio, TX.

Snow, K. (2011, October). Developmental Screening and/or Assessment: What is Developmentally
Appropriate? Seminar presented at the annual meeting of the Georgia Association on Young Children
(GAYC), Atlanta, GA.

Golinkoff, R. M., Pizzolongo, P., & Snow, K. (2011, October). Supporting School Readiness Through Playful
Learning. Seminar presented at the OHS National Birth to Five Leadership Institute, Washington, D.C.

Snow, K. L. (2007, March). Quality control in a large-scale coding operation. Paper presented at the Joint
program in Survey Methodology (JPSM), University of North Carolina, Chapel Hill, and University of
Maryland, College Park, MD.

Snow, K. L. (2005, March). Experiences that support early literacy. Paper presented at the Public Library
Association Spring Symposium, Chicago, IL.

Snow, K. L. (2004, November). Connecting Research to Policy in Early Childhood. Paper presented at the
College of Education and Human Development, University of Maryland, College Park, MD.

Professional History

Current	Senior Research Associate, RMC
2010-2016	Senior Scholar, Director Center for Applied Research, National Association for the Education of Young Children
2006-2010	Senior Research Psychologist, Research Triangle Institute (RTI) International
2002-2006	Early Learning and School Readiness Program Director, National Institute of Child Health and Human Development, NIH
1999-2002	Study Director, Westat, Inc.
1998-1999	Research Associate, Collins Management Consulting Inc.
1996-1998	Visiting Assistant Professor, Wilkes University

KATRINA LAGUARDA
SRI International
Principal Education Researcher, SRI Education

Specialized Professional Competence

Research on the implementation and impact of interventions designed to improve outcomes for at-risk students, employing mixed methods including survey, case study, and secondary datasets; policy analysis; program evaluation. Technical assistance on uses of data to inform continuous improvement and strategic decisionmaking.

Technical Assistance and Research Experience

Senior advisor and West Virginia liaison, Cross-State Partnership on Using Data and Evidence to Facilitate Action, Regional Educational Laboratory Appalachia (2017–present). Coach a partnership of state education agency staff across four states to develop local capacity to use state data in continuous improvement and strategic planning. In **West Virginia,** support a state-level team to develop tools to track local implementation of evidence-based trauma-informed care interventions and related student outcomes, along with plans for pilot testing and full implementation.

Co-Principal Investigator, Evaluation of New Teacher Center Instructional Coaching (2016–present). Randomized control trial in **Shelby County, Tennessee** and Volusia County, Florida **testing the adaptation and replication of an evidence-based coaching model** on teacher's instructional practice and student achievement; measures of implementation fidelity; and qualitative case studies to explore the school- and district-level conditions under which instructional coaching is most effective. Funded by the U.S. Department of Education, Office of Innovation and Improvement.

Co-Principal Investigator, Evaluation of the New Teacher Center Investing in Innovation Scale Up Grant (2016–present). Randomized control trial employing mixed methods to study the **scale-up of an evidence-based comprehensive teacher induction model** under a variety of district contexts, including impacts on teacher practice, student achievement, and implementation of scaling strategies that provide districts greater flexibility in delivering program services. Funded by the U.S. Department of Education, Institute of Education Sciences.

Co-Principal investigator, Evaluation of New Leaders' Emerging Leaders Program (2016–present). Randomized control trial in **Shelby County, Tennessee** and two sites in Texas assessing impacts on leadership knowledge, teacher practice, and student achievement; measures of implementation fidelity; and qualitative case studies to support formative evaluation. Funded by the U.S. Department of Education, Office of Innovation and Improvement.

Senior Technical Assistance Provider, Appalachian Support for Specialized Education Training (ASSET), Radford University (2017–present). Direct SRI's technical assistance services to the ASSET project, which is developing micro-credentials for teachers in Appalachia to build teachers' capacity to adopt **evidence-based instructional practices** from

Content Expertise

Teacher and school leader development, instructional coaching, technical assistance to low-performing schools.

Technical Assistance and Research Experience

Consultation on implementation and evaluation of evidence-based interventions; creation of logic models; implementation fidelity measures; data use to inform continuous improvement; quantitative and qualitative research methods.

Laguarda: 1

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What Works Clearinghouse practice guides. SRI's work builds ASSET's capacity to disseminate micro-credentials effectively and to implement quality assurance systems and processes.

Project Director, Study of State-Sponsored Technical Assistance to Low-Performing Schools (2002–03). Case studies of nine states, drawing on interviews with state and district administrators and technical assistance providers, examined the organization and delivery of state-sponsored technical assistance to low-performing schools, state capacity to serve schools in need of improvement, and the contributions of federally funded and external technical assistance providers. Funded by the U.S. Department of Education, Planning and Evaluation Service.

Project Director, National Evaluation of the Comprehensive Regional Assistance Centers Program (1998–2000). Designed and directed the first national evaluation of the Comprehensive Center program, including three nationally-representative surveys of center customers and potential customers, and 15 case studies of center services to states and districts. Collaborated on the design and early phases of data collection of a second evaluation of the Centers in 2007-2008, as a senior member of the evaluation's research team. Funded by the U.S. Department of Education, Planning and Evaluation Service.

Education and Training

Ed.M., administration, planning and social policy, 1992, Harvard University

A.B., social studies *magna cum laude*, Phi Beta Kappa, 1987, Harvard University

Selected Publications

Young, V. M., Schmidt, R., Wang, H., Cassidy, L., & Laguarda, K. (2017, December). *A comprehensive model of teacher induction: Implementation and impact on teachers and students. Evaluation of the New Teacher Center's i3 Validation grant, final report.* Prepared for the New Teacher Center. Menlo Park, CA: SRI International. Retrieved from https://www.sri.com/sites/default/files/publications/ntci3val_report_with_appx_2017.pdf.

Laguarda, K. G. (2009). Lessons learned from evaluation. In B. B. Berns & J. O. Sandler, (Eds.), *Making science curriculum matter: Wisdom for the reform road ahead* (pp.61–74). Thousand Oaks, CA: Corwin Press.

Laguarda, K. G. (2006). *District assistance to low-performing schools in an era of increasing accountability.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Laguarda, K. G. (2003). *State-sponsored technical assistance to low-performing schools: Strategies from nine states.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Laguarda, K. G., Hildreth, J. L., Kelliher, C. T., Riley, D. L., Walking Eagle, K. P., & Pechman, E. (2000). *Comprehensive Regional Assistance Centers Program: Final report on the evaluation.* Washington, DC: U.S. Department of Education.

Professional Certifications and Associations

Member, American Education Research Association

Member, Society for Research on Effective Education

DEEPA PATEL
SRI International
Senior Education Researcher, SRI Education

Specialized Professional Competence
Lead organizations in developing program **logic models** and corresponding implementation indicators to measure fidelity of implementation. Conduct research and evaluation of teacher professional development and the scaling and sustaining of growing networks of schools. Provide project management including financial management and team management.

Technical Assistance and Research Experience

Co-Principal investigator, Study of Rocketship Public Schools (RSP) Charter Schools Program Grant for Replications and Expansion of High-Quality Charter Schools (2018–present). Collaborate with RSP leadership to **develop logic model** for community engagement strategy and corresponding fidelity of implementation indicators. Lead pilot to test the implementation indicators across a sample of RSP schools. Develop a systemwide approach to examine the correlation between community engagement strategies and student outcomes.

Principal investigator, Study of IDEA Public Schools' Charter Schools Program Grant for Replications and Expansion of High-Quality Charter Schools (2014-18). Led discussions with the IDEA leadership to support the **development of a program logic model** and identify critical components of the charter school model for scaling and sustainability, including an emphasis on teacher recruitment, satisfaction, evaluation, and retention. Managed team of SRI researchers to develop interview protocols and surveys, collect and analyze data, communicate findings to IDEA leadership, and disseminate results to the charter school community.

Project director, Study of Education Connections: Standards-based Instruction for English Learners funded by U.S. Department of Education Investing in Innovation Development Grant (2015–18). Examined the implementation and effectiveness of online professional development for mainstream secondary teachers of English learners. Lead analyst examining program implementation, which included **logic model development** and website analytics of participant use of online professional development, and interviews with participants. Involved in revisions to the study design, managing protocol development and data collection activities, and providing ongoing feedback to the client to inform program implementation.

Project director, Study of the New Teacher Center (NTC) Investing in Innovation Scale-up Grant (2015–present). Examine the implementation and effectiveness of NTC's comprehensive teacher induction model across five urban districts. Within district, school-level randomized controlled trial used to assess the impact of NTC mentoring on beginning teacher instruction and retention, and student achievement. Manage project tasks and budget

Content Expertise

Teaching quality; Charter schools

Technical Assistance and Research Experience

Mixed-methods research design and logic model development; Instrument development including surveys, observation protocols, lesson assignment collection, and interview protocols; Technical assistance on research design; Project management including financial management and team management.

Patel: 1

across a team of over ten researchers. Involved in revisions of study design, including examining implementation fidelity, scaling and sustainability, developing research instruments aligned to overall research goals, and providing ongoing formative feedback to the client to inform program implementation.

Deputy project director, Department of Education's Program Studies Service in the Office of Planning, Evaluation, and Policy Development Task Order (2018–present). Develop and disseminate profiles of selected innovative practices of charter schools, networks, and authorizers. Lead development of data collection instruments, analysis plans, and qualitative data collection. Manage project activities and ensure delivery of high-quality products.

Project Leader, Crescent Girls' School Action Research Project (2013–15). Led a professional development on action research design with department leaders. Provided teachers with **technical assistance** on research design, protocol development, and implementation of their department-focused research studies examining instruction and provided targeted feedback, highlighting key findings about implementation and outcomes.

Education and Training

M.P.P., 2010, University of California, Berkeley, CA

M.S., Teaching adolescence social studies, 2006, Fordham University, New York, NY

B.A., Political Science, 2004, University of Michigan, Ann Arbor, MI

Selected Publications

Patel, D., Wei, X., Laguarda, K., Stites, R., Cheever, H., & Goetz, R. (2018). *Evaluation of education connections: Supporting teachers with standards-based instruction for English learners in mainstream classrooms.* Arlington, VA: SRI Education.

Young, V., Wei, X., Patel, D., Luck, A., & Howell, R. (2015). *Developing educators throughout their careers: Evaluation of the Rio Grande Valley Center for Teaching and Leading Excellence.* i3 Development Grant. Menlo Park, CA: SRI International.

Shear, L., Tan, C. K., Patel, D., Trinidad, G., Hoh, R., & Png, S. (2014). ICT and instructional innovation: The case of Crescent Girls' School in Singapore. *International Journal of Education and Development Using ICT, 10*(2). http://ijedict.dec.uwi.edu/viewarticle.php?id=1776 (peer reviewed)

Wei, X., Patel, D., & Young, V. (2014). Opening the "black box": Organizational differences between charter schools and traditional public schools. *Education Policy Analysis Archives, 22*(3), 1–35. http://dx.doi.org/10.14507/epaa.v22n3.2014. (peer reviewed)

Clair, N., Miske, S., & Patel, D. (2012). Child rights and quality education: Child-friendly schools in Central and Eastern Europe (CEE). *European Education. 44*(2), p. 3-4. (peer reviewed)

Certifications and Associations

Member, American Education Research Association

DANIEL PRINCIOTTA
SRI International
Senior Researcher, SRI Education

Content Expertise

School choice, school improvement, teacher effectiveness, early reading, STEM, high school graduation, evidence-based education policy, evaluation methods

Specialized Professional Competence

Quantitative education researcher with expertise in school choice, school improvement, teacher effectiveness, evidence-based education policy, and evaluation methods. Nearly 20 years of experience designing and executing education research and providing technical assistance and strategic guidance to state and local education leaders, including governors, chief state school officers, state legislators, state education agency staff, and district superintendents.

Technical Assistance and Research Experience

Technical Assistance and Research Experience

Provision of technical assistance, root cause analysis, policy analysis, Randomized Controlled Trials, evaluations using Propensity Score methods, survey design, data collection, cleaning, and coding

Project lead, Identifying evidence-based approaches to boost early literacy and numeracy in Kentucky (2018–present). Coach, train, and provide technical support to the **Kentucky** Department of Education on identification of schools and districts that are "beating the odds" with respect to early grade reading and mathematics.

Co-principal investigator, Randomized Controlled Trial evaluation of an online supplemental mathematics program (2019–present). Lead impact study of digital math program for students in Kindergarten through second grade.

Outcomes evaluation lead, Long Beach Scholars 2.0 (2018–present). Used Inverse Probability of Treatment Weighted regression to estimate the effects of a school district initiative to build non-cognitive skills in a STEM college and career exploration class.

Principal investigator, Charter school analytic models (PI 2013, Senior Advisor 2014). Developed models for measuring charter school effectiveness for the National Alliance of Public Charter Schools.

Senior advisor, Parent information for school choice feasibility and design study (2012–13). Evaluated mechanisms for informing parents of school choice and developed evaluation design options for the Institute of Education Sciences.

Outcomes evaluation lead, Evaluation of J.C. Nalle Community School (2014–15). Studied successful school turnaround effort of Washington, DC elementary school that drew on extended learning time, digital learning, and wraparound student supports.

Director of education innovation and results, United Way Worldwide (2009–11). Provided 1,246 local and state United Ways with research and best practices on teacher effectiveness, early grade reading, middle school success, and high school graduation.

Senior policy analyst, National Governors Association Center for Best Practices (2005–09). Provided technical assistance to governors and their key staff on dropout prevention and recovery, school improvement, afterschool, and extended day and year schools.

Education and Training

Ph.D., education, 2019, Johns Hopkins University, Baltimore

M.A., applied economics, 2005, Johns Hopkins University, Baltimore

B.A., psychology, 2001, Cornell University, Ithaca

Selected Publications

Temkin, D. A., Princiotta, D., Ryberg, R., & Lewin, D. S. (2018). Later start, longer sleep: Implications of middle school start times. *Journal of School Health, 88*, 370–378. https://doi.org/10.1111/josh.12622 (peer reviewed)

Redd, Z., Princiotta, D., Stratford, B., Caal, S., Li, W., Murphy, K., . . . Horton, S. (2015). *J.C. Nalle Community School: A study of a school turnaround effort.* Bethesda, MD: Child Trends.

Princiotta, D., & Reyna, R. (2009). *Achieving graduation for all: A governor's guide to dropout prevention and recovery.* Washington, DC: National Governors Association Center for Best Practices.

Princiotta, D., & Bielick, S. (2006). *Homeschooling in the United States: 2003* (Statistical Analysis Report No. NCES 2006-042). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

Tice, P., Princiotta, D., Chapman, C., & Bielick, S. (2006). *Trends in the use of school choice: 1993 to 2003* (Statistical Analysis Report No. NCES 2007-045). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

Professional Certifications and Associations

Member, American Evaluation Association

Member, American Educational Research Association

Princiotta: 2

LAURA WEELDREYER

RESULTS – DRIVEN EDUCATION LEADER

Education executive with track record of designing and executing evidence-based district- and state-wide reform strategies that have yielded significant gains in student achievement. Dynamic relationship-builder with history of cultivating partnerships with public schools, government agencies, and community stakeholders to drive growth goals. Recognized as a leader who excels at both strategy and execution.

CORE COMPETENCIES

- Strategic Planning
- Talent Sourcing
- Program Design
- Design Thinking & Facilitation
- Strategic Partnerships
- Change Management
- Stakeholder Engagement
- Advocacy & Policy

EXPERIENCE

CHIEF PROGRAM OFFICER | EVERYONE GRADUATES CENTER, JOHNS HOPKINS UNIVERSITY (JHU) SCHOOL OF EDUCATION | 2018 – Present, Baltimore, MD
Oversee partnerships with schools, districts, and states. Lead high school redesign work in Louisiana and Ohio to reduce dropout rates and increase graduation rates. Deliver high quality TA to LEAs/SEAs using principles of adult learning. Manage program evaluation and data collection.

SELECT ACCOMPLISHMENTS:
- Designed process adopted by Louisiana State Department of Education (DOE) on leveraging Every Student Succeeds Act (ESSA) for high school redesigns.
- Achieved implementation by Louisiana DOE of early warning systems model in up to 30 high schools in one year.

CHIEF PROGRAM OFFICER | TALENT DEVELOPMENT SECONDARY (TDS), JHU SCHOOL OF EDUCATION | 2016 – 2018, Baltimore, MD
Led continuous improvement for all school programming. Oversaw 12 regional directors directly and 80 field staff. Ensured alignment across finance, communications, resource development, and strategic planning. Managed annual operating budget of $12M.

SELECT ACCOMPLISHMENTS:
- Developed new business lines aligned with federal initiatives.
- Led strategic spin off of TDS to independent nonprofit. Built new business, financial, and staffing models; operations systems; and marketing materials.
- Increased ratings for staff and client satisfaction by 11% on average within 15 months of launching new internal capacity building program.

SENIOR CONSULTANT | URBAN POLICY DEVELOPMENT | 2012 – 2016, Baltimore, MD
Partnered with schools, districts, and states to implement large-scale reform initiatives, complex turnaround designs, and change management.

SELECT PROJECTS:
- Hawaii State Department of Education: Led change management for new teacher and principal evaluation systems in Hawaii for 10,000 teachers and 254 schools. Completed two-year pilot, leading to statewide implementation.
- Virginia State Department of Education: Led school turnaround work in two districts. Tracked implementation of instructional strategies and academic improvement. Delivered capacity building coaching for school leadership teams.
- Cleveland Metropolitan School System/Sisters of Charity: Designed turnaround strategy for five schools. Managed planning with nonprofit partners and Chief Academic Officer. Built framework to integrate education reform in community development process. Advanced Promise Neighborhood Grant proposal.

REGIONAL DIRECTOR, MID-ATLANTIC | EXPEDITIONARY LEARNING | 2011 – 2012,
New York, NY
Supervised regional staff at partner schools in PA, DE, MD, VA, and Washington DC. Managed local education agency (LEA) and state education agency (SEA) partnerships. Developed annual budget and program evaluations. Served as member of national leadership team.

SELECT ACCOMPLISHMENTS:
- Created new school and district partnerships by launching Common Core based professional development services.
- Expanded scope of ten partnerships and secured four new school contracts in one year.

DEPUTY CHIEF OF STAFF | OFFICE OF THE CHIEF EXECUTIVE OFFICER, BALTIMORE CITY PUBLIC SCHOOLS (BCPS) | 2008 – 2011, Baltimore, MD
Led cross-departmental reform initiatives in district of 80,000 students and 200 schools. Designed strategies for investing stimulus funds to drive infrastructure improvements, capacity building, and interventions for struggling schools. Developed budget and organizational charts. Served as cabinet member and reported directly to CEO. Reported regularly to board of school commissioners.

SELECT ACCOMPLISHMENTS:
- Generated $70 million in additional funding for school principals to invest in programs and learners with higher needs by restructuring central office and developing weighted funding allocation model.
- Transferred 8,600 students to higher-performing schools. Spearheaded design and use of School Accountability Framework to identify high-performing schools.
- Increased school choice for parents by opening 23 new transformation, charter, and alternative learning setting schools.

PREVIOUS POSITIONS
EXECUTIVE DIRECTOR, BCPS Office of New Initiatives • AREA EXECUTIVE OFFICER, BCPS New Charter & Community Schools • COORDINATOR, BCPS New Schools Initiative • EDUCATION POLICY DIRECTOR, Advocates for Children and Youth • EDUCATION DIRECTOR, Citizens Planning and Housing Association • TEACHER, Booker T. Washington Middle School and H. W. Allen Elementary School

LETTERS OF COMMITMENT AND SUPPORT

Policy Studies Associates

Region 4

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

Phone: 603.422.8888, 800.258.0802
Fax: 603.436.9166
www.RMCResearchCorporation.com

May 20, 2019

Dr. Jeanine Hildreth, Managing Director
Dr. Brenda Turnbull, Principal
Policy Studies Associates, Inc.
1120 20th Street NW, Suite 200N
Washington DC 20036

Dear Jeanine and Brenda:

RMC Research is pleased to collaborate with Policy Studies Associates on the U.S. Department of Education's Comprehensive Center Program serving the Mid-Atlantic states (Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania). Our team brings experience providing capacity-building and evaluation services to the states in the region over many years.

We bring the following to the bid:

- Six senior staff who are experienced in the topics and issues in which SEAs are seeking support to implement the Every Student Succeeds Act, including identifying and implementing evidence-based practices, school improvement, accountability and reporting, early learning and literacy, family involvement, choice and charters, and meeting the needs of students with learning needs.

- Five of RMC's senior staff are prepared to serve in the role of state co-coordinators based on their knowledge of states in the region. Four staff members have had previous experience as members of Comprehensive Center teams serving the mid-Atlantic region.

- RMC Research has a long history of providing capacity-building services across the nation through our regional offices, affording our proposed staff the ability to connect quickly with their RMC colleagues to seek solutions and resources based on experiences with other states.

M. Christine Dwyer will be the contact with Policy Studies Associates for RMC Research. If you have any questions, please do not hesitate to contact me at 603-422-8888 or cdwyer@rmcres.com.

Sincerely

M. Christine Dwyer
Senior Vice President

May 16, 2019

Brenda Turnbull, Ed.D.
Policy Studies Associates
1120 20th Street, NW Suite 200N
Washington, DC 20036

Dear Brenda,

On behalf of SRI International (SRI) and staff in SRI Education (a division of SRI), I am pleased to support Policy Studies Associates' bid for the Mid-Atlantic Comprehensive Center (MACC), which serves the states of Delaware, Maryland, New Jersey, Pennsylvania, and the District of Columbia. We understand that the MACC will provide capacity-building services to state education agencies (SEAs) and their local recipients in relation to one or more priorities in the state's approved *Every Student Succeeds Act* (*ESSA*) Plan, as requested by the Chief State School Officer/Chancellor.

As you know, SRI Education has a long and successful 20-plus year history working with Policy Studies Associates to provide high-quality technical assistance and evaluation services. We have worked together on more than a dozen projects addressing a wide range of education topics. We have also worked closely with clients and their stakeholders on defining project goals, research questions, and purposes and audiences for reports, training, and other dissemination efforts.

SRI Education will bring to the MACC a deep bench of staff with expertise in a range of critical content areas, including teacher development and educator pipelines, career and technical education and work-based learning, school choice and parent engagement, mathematics education, and digital and distance learning. Moreover, SRI Education staff bring extensive experience working with state and local education agencies to build capacity to implement evidence-based practices. Specifically, we coach stakeholders and consult experts to develop logic models; plan for, support, and monitor implementation; and evaluate outcomes. SRI will contribute to the MACC by leading or participating in the design and delivery of capacity-building or professional learning services in line with Mid-Atlantic state and local needs and SRI's expertise.

With our history of collaboration and the breadth of our expertise and experience, we believe SRI can make meaningful contributions to this work and welcome the opportunity to provide services for this important effort. It is our pleasure to work with the talented team at Policy Studies Associates to meet the needs of education policymakers and educators in the Mid-Atlantic region. We look forward to the possibility of working with you on this important project.

Sincerely,

Shari Golan, Ph.D.
President, SRI Education

SRI International
1100 Wilson Blvd., Suite 2800 • Arlington, Virginia 22209-2268 • 703.524.2053 • Fax: 703.247.8569
Main: 333 Ravenswood Avenue • Menlo Park, California 94025-3493 • 650-859-2000
PR/Award # S283B190047

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Laura Weeldreyer
3103 Guilford Avenue
Baltimore, MD 21218

May 15, 2019

Policy Studies Associates
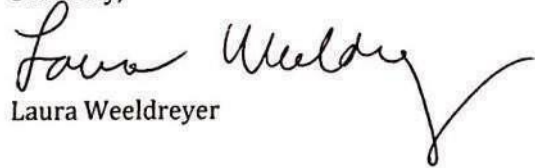1120 20th St NW, #200N
Washington, DC 20036

Dear Dr. Turnbull and Dr. Hildreth:

I am writing in strong support of the Policy Studies Associates proposal for the Comp Centers. Should Policy Studies be awarded this work, I will serve as the co-director for the Maryland work, at up to 35% time.

I am extremely excited about this opportunity. My professional experience is a strong match for the needs outlined in the Policy Studies Associates proposal.

Thank you.

Sincerely,

Laura Weeldreyer

DEPARTMENT OF EDUCATION

Townsend Building
401 Federal Street Suite 2
Dover, Delaware 19901-3639
DOE WEBSITE: http://www.doe.k12.de.us

Susan S. Bunting, Ed.D.
Secretary of Education
Voice: (302) 735-4000
FAX: (302) 739-4654

May 13, 2019

Dr. Jeanine Hildreth, Managing Director
Dr. Brenda Turnbull, Principal
Policy Studies Associates, Inc.
1120 20th Street NW, Suite 200N
Washington DC 20036

Dear Drs. Hildreth and Turnbull:

On behalf of the Delaware Department of Education, I am pleased to provide this Letter of Support to Policy Studies Associates, Inc. (PSA) and its subcontractors, RMC Research and SRI Education, for your Region 4 Comprehensive Center proposal.

Should the U.S. Department of Education award a cooperative agreement to PSA for the Region 4 Comprehensive Center, this department will be open to co-planning and participating in Regional Center services designed to help build state and local agency capacity to implement evidence-based policies, programs, practices, and interventions.

Sincerely,

Susan S. Bunting, Ed.D.
Secretary of Education

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

May 9, 2019

To whom it may concern:

As DC's state education agency, the Office of the State Superintendent of Education, works urgently and purposefully, in partnership with education and related systems, to sustain, accelerate, and deepen progress for DC students.

DC has taken many steps to expand the access to and quality of public education:
- 78 percent of DC's 3- and 4-year olds enrolled in public pre-kindergarten in 2016-17, the highest percentage of any state in the nation
- DC has seen three years of consecutive improvement on state assessment and significant improvement on NAEP, the Nation's Report Card
- DC students have increased 39 points on SAT performance and a 16 percent increase in SAT participation in the last four years

While great progress has been made in DC education, there is more work to do and OSSE is leading the way along with other partners poised to make an impact in a diverse, growing city with many strengths and very real challenges.

One of the partners OSSE has worked with under my leadership since 2015 is the Region 4 Comprehensive Center. Historically, OSSE has used Comprehensive Center services to add capacity and support for the implementation of our strategic plan to sustain, accelerate, and deepen progress for DC's students. OSSE has found Comprehensive Center services to be most valuable when they address time-sensitive and specific requests with content expertise and capacity.

OSSE has also previously engaged with Policy Students Associates as part of an evaluation of the DC Healthy Schools Act.

Thank you for your consideration of Policy Studies Associate's leadership of the Region 4 Comprehensive Center. Feel free to contact me by email (Hanseul.Kang@dc.gov) or phone (202-355-8088) if you would like additional information.

Sincerely,

Hanseul Kang
State Superintendent
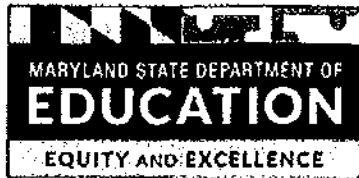
Karen B. Salmon, Ph.D.
State Superintendent of Schools

May 28, 2019

Dr. Jeanine Hildreth, Managing Director
Dr. Brenda Turnbull, Principal
Policy Studies Associates, Inc.
1120 20th Street NW, Suite 200N
Washington DC 20036

Dear Drs. Hildreth and Turnbull:

I am writing to express my support for the grant application submitted by the Policy Studies
Associates, Inc. (PSA) to lead the Mid-Atlantic Comprehensive Center. The Mid-Atlantic
Comprehensive Center provides technical assistance in the implementation of strategic priorities in
Maryland, Delaware, Pennsylvania, New Jersey, and the District of Columbia. PSA is a recognized
leader in conducting research, analyzing policy, evaluating programs, and providing technical
assistance to support state priorities.

The Maryland State Department of Education (MSDE) has received support from PSA as part of the
the Wallace Foundation's Every Student Succeeds Act (ESSA) Leadership Learning Community. The
ESSA Leadership Learning Community supports states and school systems in using ESSA funding to
build the capacity of education leaders to implement supports and interventions to improve school
performance. Through this partnership, PSA has demonstrated that their staff is qualified to support the
MSDE in advancing strategic priorities.

The MSDE looks forward to continued collaboration with PSA through the Mid-Atlantic
Comprehensive Center should PSA be awarded this grant.

Best Regards,

Karen B. Salmon, Ph.D.
State Superintendent of Schools

RUTGERS

Joseph C. Cornwall Center
for Metropolitan Studies

May 20, 2019

Dr. Jeanine Hildreth, Managing Director
Dr. Brenda Turnbull, Principal
Policy Studies Associates, Inc.
1120 20th Street NW, Suite 200N
Washington DC 20036

Dear Drs. Hildreth and Turnbull:

On behalf of the Joseph C. Cornwall Center for Metropolitan Studies at Rutgers University Newark, I am pleased to provide this Letter of Support to Policy Studies Associates, Inc. (PSA), for its Region 4 Comprehensive Center proposal.

Like PSA, we are committed to supporting clients and recipients intent on improving education for all students through continuous improvement and the use of evidence-based policies, programs, practices, and interventions. Part of Cornwall's mission is bringing the research to bear on New Jersey's urban problems and opportunities. We are particularly concerned with helping districts use continuous improvement research to improve district operations and children's outcome. Focusing on continuous improvement research has led to significant, sometimes dramatic, improvements elsewhere but it has received little attention from school districts in this area.

We share PSA's commitment to working in collaboration with local leaders, as opposed to imposing a framework of practice. We also share their concern for the most vulnerable youth and their emphasis on building local capacity. I have worked with their investigators off and on for more than twenty years and over that span I have repeatedly seen them bring deep respect for the integrity of the research, and equal respect for local conditions and priorities. From afar, I have followed their school leadership work and consider it one of the most strategically important bodies of research in the country. We are working to raise the profile of that work here.
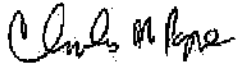
We welcome this opportunity to be a Collaborator in PSA's work. This Letter of Support expresses our intent, to the extent that it is practical, feasible, and allowable, to plan, communicate, coordinate, and collaborate with the Regional Center in its capacity-building work with state clients and service recipients. We understand this may include providing access to existing tools, products or resources; providing access to personnel with in-depth knowledge and experience in critical areas; jointly developing/ implementing services to meet the mission of the Regional Center; and aligning complementary work to maximize impact.

We look forward to this opportunity to joining this important and timely work.

Sincerely,

Charles M. Payne
Executive Director
Joseph C. Cornwall Center for Metropolitan Studies
Henry Rutgers Distinguished Professor of African and African American Studies

CRPE

REINVENTING
PUBLIC EDUCATION

May 16, 2019

Dr. Jeanine Hildreth, Managing Director
Dr. Brenda Turnbull, Principal
Policy Studies Associates, Inc.
1120 20th Street NW, Suite 200N
Washington DC 20036

Dear Drs. Hildreth and Turnbull:

On behalf of the Center on Reinventing Public Education (CRPE), I am pleased to provide this Letter of Support to Policy Studies Associates, Inc. (PSA), for its Region 4 Comprehensive Center proposal.

Like PSA, we are committed to improving education for all students through continuous improvement and the use of evidence-based policies, programs, practices, and interventions.

CRPE has twenty-five years of experience working in K-12 education in public school choice. Our work includes research and policy related to family access to schools of choice, the effective governance of charter schools, charter-district collaboration, and district management of magnet and open enrollment district options. CRPE has researched the implementation of other types of educational choice, including student-centered learning and curricular choice. CRPE has conducted research in rural education policy and leadership. Finally, CRPE has studied how state education agencies can be reorganized to better support the work of REAs and LEAs.

CRPE has enjoyed an information relationship with PSA learning from each others work for decades. We welcome this opportunity to be a Collaborator in PSA's work as a Regional Center. This Letter of Support expresses our intent, to the extent that it is practical, feasible, and allowable, to plan, communicate, coordinate, and collaborate with the Regional Center in its capacity-building work with state clients and service recipients.

We understand this may include providing access to existing tools, products or resources; connecting PSA to CRPE's personnel with in-depth knowledge and experience in critical areas; jointly developing/ implementing services to meet the mission of the Regional Center; and aligning complementary work to maximize impact.

We look forward to this opportunity to join with PSA, its subcontractors and consultants, and other Collaborators, in this important effort.

Sincerely,

Robin Lake
Director

Center on Reinventing Public Education | University of Washington Bothell | 600 First Avenue, Suite 206 | Seattle, WA 98104 | 206.685.2214 | crpe.org

PR/Award # S283B190047
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College of Education
& Human Development

DIRECTOR, SOUTHERN PROGRAMMING
& DELAWARE ACADEMY FOR SCHOOL LEADERSHIP

William A. Carter Partnership Center
21225 College Drive
Georgetown, DE 19947
Phone: 302-500-7030
Fax: 302-500-7040
Email: dasl.udel.edu

May 20, 2019

Dr. Jeanine Hildreth, Managing Director
Dr. Brenda Turnbull, Principal
Policy Studies Associates, Inc.
1120 20th Street NW, Suite 200N
Washington DC 20036

Dear Drs. Hildreth and Turnbull:

On behalf of the Delaware Academy of School Leadership I am pleased to provide
this Letter of Support to Policy Studies Associates, Inc. (PSA), for its Region 4
Comprehensive Center proposal.

Like PSA, we are committed to supporting clients and recipients intent on improving
education for all students through continuous improvement and the use of
evidence-based policies, programs, practices, and interventions.

I have had the opportunity to work with several members of the PSA team on
projects. Examples include work with states to develop improved policies and
practices related recruiting, hiring and training a more diverse pipeline of school
leaders. Staff from PSA were knowledgeable about the issues and great
collaborators with the state teams. I have also worked with PSA on a project in
Delaware when they partnered with our academy as we worked with school
districts to improve their coaching and mentoring programs and with the Delaware
Department of Education to improve support to school districts regarding literacy
leadership. Once again, I was pleased with the expertise of PSA colleagues. Staff have
knowledge and expertise in current research on a wide variety of topics needed
when working with district and state partners who are focused on school and
district improvement initiatives.

We welcome this opportunity to be a Collaborator in PSA's work as a Regional
Center. This Letter of Support expresses our intent, to the extent that it is practical,
feasible, and allowable, to plan, communicate, coordinate, and collaborate with the
Regional Center in its capacity-building work with state clients and service
recipients.

We understand this may include providing access to existing tools, products or
resources; providing access to personnel with in-depth knowledge and experience
in critical areas; jointly developing/ implementing services to meet the mission of
the Regional Center; and aligning complementary work to maximize impact.

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www.dasl.udel.edu

UNIVERSITY OF DELAWARE

College of Education
& Human Development

DIRECTOR, SOUTHERN PROGRAMMING
& DELAWARE ACADEMY FOR SCHOOL LEADERSHIP

William A. Carter Partnership Center
21225 College Drive
Georgetown, DE 19947
Phone: 302-500-7030
Fax: 302-500-7040
Email: dasl.udel.edu

We look forward to this opportunity to join with PSA, its subcontractors and consultants, and other Collaborators, in this important effort.

Sincerely,

Jacquelyn Wilson

Jacquelyn O. Wilson, Ed.D.
Director

![NASSP - National Association of Secondary School Principals logo]

May 21, 2019

Dr. Jeanine Hildreth, Managing Director
Dr. Brenda Turnbull, Principal
Policy Studies Associates, Inc.
1120 20th Street NW, Suite 200N
Washington DC 20036

Dear Drs. Hildreth and Turnbull:

On behalf of the National Association of Secondary School Principals (NASSP), I am pleased to provide this Letter of Support to Policy Studies Associates, Inc. (PSA), for its Region 4 Comprehensive Center proposal.

Like PSA, we are committed to supporting agencies intent on improving education for all students through continuous improvement and the use of evidence-based policies, programs, practices, and interventions. Given NASSP's experience with school leaders and expertise in educational leadership, the Association recently released the new *Building Ranks*, a revolutionary new evidence-based comprehensive framework for effective school leadership. Grounded in the best practices of highly accomplished school leaders and an expert synthesis of research, Building Ranks focuses on two essential domains of school leadership – *building culture and leading learning* – and how school leaders can apply them to help prepare each child for success in college, citizenship, career and life.

NASSP and Policy Studies Associates have successfully collaborated in the past to gather data from school leaders around the Assistant Principal Pipeline. Working with PSA, an organization that strives to work as a partner for practitioners and policymakers, helped NASSP learn more about important issues facing school leaders and how we can impact legislative changes to address these issues.

We welcome this opportunity to be a Collaborator in PSA's work as a Regional Center. This Letter of Support expresses our intent, to the extent that it is practical, feasible, and allowable, to plan, communicate, coordinate, and collaborate with the Regional Center in its capacity-building work with state clients and service recipients. As appropriate, we may plan to provide access to existing tools, products or resources; to jointly develop or implement services to meet the mission of the Regional Center and of our association; or to align complementary work to maximize impact.

We look forward to this opportunity to join with PSA, its subcontractors and consultants, and other collaborators, in this important effort.

Sincerely,

Dr. Beverly J. Hutton
Deputy Executive Director, Programs and Services
NASSP

CENTER FOR RESEARCH
USE IN EDUCATION

University of Delaware
University of Minnesota
University of Pennsylvania

Pearson Hall
Newark, DE 19716-2922
Phone: 302-831-2928
Fax: 302-831-4110
www.research4schools.org

Dr. Jeanine Hildreth, Managing Director
Dr. Brenda Turnbull, Principal
Policy Studies Associates, Inc.
1120 20th Street NW, Suite 200N
Washington DC 20036

Dear Drs. Hildreth and Turnbull:

On behalf of The Center for Research Use in Education, we are pleased to provide this
Letter of Support to Policy Studies Associates, Inc. (PSA), for its Region 4 Comprehensive
Center proposal.

The Center for Research Use in Education (R4S, www.research4schools.org) is a federally-
funded center seeking to strengthen the relationship between research and practice. Like
PSA, R4S is committed to supporting educational organizations, whether within or outside
the public education system, intent on improving education for all students through
continuous improvement and the use of evidence-based policies, programs, practices, and
interventions. We further believe that rigorous evidence, whether qualitative or
quantitative, can foster better opportunities and outcomes for children by empowering
educators, families, and communities with additional knowledge to inform better decision-
making. Through our research, we seek to understand what drives research use in schools
and to identify strategies that can make research more meaningful to classroom practice.
Through our outreach and engagement, we seek to increase capacity among the research,
practice, and intermediary communities to build and sustain stronger ties between
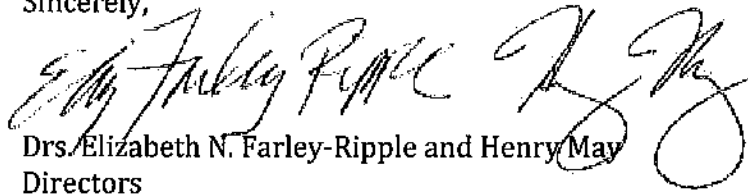research and practice.

As a boundary spanning organization, PSA is extremely well positioned to lead the work
demanded of a regional comprehensive center, as they are highly respected in *both* the
research and practice communities. PSA's strong reputation has been shaped by their
regional and national work in education. This work features expertise and experience in a
broad range of critical issues in policy and practice; engagement and leadership in
networks focused on improvement work that include technical assistance, evaluation, and
scale up; and (perhaps most importantly) highly collaborative work that builds buy in and
emphasizes the needs of their partners. Building from this portfolio of work, their proposal
for the regional center reflects their strong commitment to evidence use in educational
systems *and* to using research on evidence use to guide their own work as assistance
providers. The integration of these two goals is critically important for a center focused on
facilitating and supporting sustained improvements in educational system, and is an

excellent match to our own commitments. For these reasons, we welcome the opportunity to be a collaborator in PSA's work as a regional center.

Through this letter, we express our utmost support for PSA's proposal and our intent to, as practical, feasible, and allowable, collaborate with the regional center in its capacity-building work with state clients and service recipients. We understand this may include providing consultation based on our Center's work and expertise; giving access to existing tools, products or resources; jointly developing/implementing services to meet the mission of the Regional Center; and aligning complementary work to maximize impact.

We look forward to this opportunity to join with PSA, its subcontractors and consultants, and other collaborators, in this important effort.

Sincerely,

Drs. Elizabeth N. Farley-Ripple and Henry May
Directors

Drs. Horatio Blackman and Samantha Shewchuk
Research Associates
Center for Research Use in Education
University of Delaware

UNIVERSITY OF PITTSBURGH

LRDC Learning Research & Development Center

May 18, 2019

Dr. Jeanine Hildreth, Managing Director
Dr. Brenda Turnbull, Principal
Policy Studies Associates, Inc.
1120 20th Street NW, Suite 200N
Washington DC 20036

Dear Drs. Hildreth and Turnbull:

I am pleased to provide this Letter of Support to Policy Studies Associates, Inc. (PSA), for its Region 4 Comprehensive Center proposal.

Like PSA, I am committed to supporting clients and recipients intent on improving education for all students through continuous Improvement and the use of evidence-based policies, programs, practices, and interventions. I would be delighted to support PSA by leveraging my expertise in implementation and spread of evidence-based programs through continuous improvement approaches and the formation and development of research-practice partnerships.
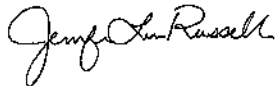
I have had the opportunity to follow the work done at PSA throughout my career and have always been impressed by the high caliber of their analyses and decision support as well as their commitment to educational improvement. In particular, I have had many occasions to see PSA founder Brenda Turnbull at meetings and events where she shows her commitment to partnering with educational professional and policymakers to accelerate improvement in systems in order to provide better learning opportunities for students.

I welcome this opportunity to be a Collaborator in PSA's work as a Regional Center. This Letter of Support expresses my intent, to the extent that it is practical, feasible, and allowable, to plan, communicate, coordinate, and collaborate with the Regional Center in its capacity-building work with state clients and service recipients.

I understand this may include providing access to existing tools, products or resources; providing consulting advice based on in-depth knowledge and experience in critical areas; jointly developing/ implementing services to meet the mission of the Regional Center; and aligning complementary work to maximize impact.

I look forward to this opportunity to join with PSA, its subcontractors and consultants, and other Collaborators, in this important effort.

Sincerely,

Jennifer Russell
Associate Professor, School of Education
Research Scientist, Learning Research and Development Center
University of Pittsburgh

Policy Studies Associates has satisfied the requirements of Intergovernmental Review of Federal

Programs (Executive Order 12372) by contacting the SPOCs in the three jurisdictions in this

region that require review, obtaining SAI numbers from Delaware and the District of Columbia,

and by arranging to send the completed application to the clearinghouses in Delaware and

Maryland, upon submission to the federal government.

DC SAI: NDC-2077

DE SAI: # 2019-05-14-01

1

Budget Narrative File(s)

* Mandatory Budget Narrative Filename: 1240-Budget Narrative--PSA.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 |

Budget Narrative

1. Personnel

Staffing on the core project team will not change from year to year. We describe here the positions and the individuals who will fill them, providing the 2019-20 salary for each PSA staff member.

Key Personnel

Center Co-director: Hildreth and Turnbull, each at 50% time. Will work with clients and partners, review and approve plans made with clients and recipients, supervise the work of all team members, monitor performance overall and at the project level, and maintain working relationships with with the Department and National Center.

State Co-lead: Anderson (30% time), Russell (30%), Turner (50. Will maintain strong relationships with clients and recipients in the state, lead or oversee projects in the state, and contribute to overall Center functions including communications and participation in evaluation.

Technical Specialist (20% time): Aladjem, Woods. Each will contribute as a member of project teams in their areas of special expertise: Aladjem in school turnaround and leader development; Woods in early childhood education and wraparound services.

Evaluator (20% time): Riley will lead the evaluation and, to maintain objectivity, will serve on project teams only as a resource when the team is working with clients specifically to support development of evaluation capacity.

Non-Key Personnel (less than 20% time committed)

Technical Contributors (15% time each): Butler will provide expertise in family and community engagement; Meredith will provide quantitative expertise for the evaluation, and expertise in data systems and data use as needed on projects.

Administrative

A 100% time Project Coordinator, to be recruited upon notification of award, will provide administrative support for all aspects of Center operations.

We assume increases averaging 3%/year, although specifics will vary by individual. Therefore we project the following total personnel cost by year, with the same staff in place throughout the project period.

Years 1-5 and Total, Personnel Costs

1	2	3	4	5	Total
543,972	560,291	577,100	594,413	612,245	2,888,021

2. Fringe

Costs for PSA's fringe package total 46.2 percent of salaries.

Years 1-5 and Total, Fringe Costs

1	2	3	4	5	Total
251,315	258,855	266,620	274,619	282,857	1,334,266

3. Travel

Travel for PSA staff includes in-region travel to provide capacity-building services, and 2 trips to the region for the Evaluator (who is based in Oregon). It also includes attendance by 40 individuals (Center staff, RAB members, and invited speakers), at an annual RAB meeting at a location in the region. PSA travel policies require use of Economy or equivalent fare. Use of personal auto is reimbursed at the IRS rate.

Year 1 Travel Detail

Type	Cost	Number	Total
Train to nearby site, RT	51	24	1,224
Train to distant site, RT	250	25	6,250
Personal auto miles	0.59	3,800	2,242
Subsistence per day	50	150	7,500
Hotel nights	195	30	5,850
PDX – DC RT	770	2	1,540
RAB total cost to Center, averaged per attendee	850	40	34,000
Total			58,606

Assuming that inflation in travel costs will average 3% across all types of costs, we estimate the following annual totals for travel, based on the same pattern of expenditures in each year.

Years 1-5 and Total, Travel Costs

1	2	3	4	5	Total
58,606	60,364	62,175	64,040	282,857	1,334,266

4. Equipment

We propose no equipment purchases.

5. Supplies

Supplies will include printing of reports and materials for use in capacity-building events, postage, and shipping. (Routine office supplies are included in PSA's Overhead.) Our total estimated cost is the same for each year of the project, and it breaks down as follows:

	Cost per year
Printing	20,000
Postage	200
Shipping	4,800
Total per year	25,000

6. Contractual

   PSA will pay a consultant, Laura Weeldreyer, to serve as Co-Lead for Maryland. Costs of subcontractors RMC and SRI for staffing and expenses are shown below by year. RMC provides six Co-leads to serve five states, plus technical specialists; SRI provides technical specialists and other experts to support work in their specializations as needed.

	1	2	3	4	5	Total
Consultant	91,000	86,000	86,000	86,000	86,000	435,000
RMC	791,204	712,084	676,479	676,479	649,420	3,505,667
SRI	300,00	300,000	300,000	300,000	300,000	1,500,000
Total	1,182,204	1,098,084	1,062,479	1,062,479	1,035,420	5,440,667

7. Construction
   None proposed.

8. Other
   In this category, we include funds for engaging regional partners (the Cornwall Center in New Jersey, DASL and R4S in Delaware, and Jennifer Russell in Pennsylvania) and the Center on Policy Reform in Education for services that are complementary to our capacity-building services with clients and recipients. Providing some funds to regional partners will serve our purposes of building an ecosystem of capacity-building in the region and, most important, supporting the sustainability of capacity development with nearby partners. Funds for CRPE will support expert assistance related to choice and personalized learning as needed and requested in the region.

   We have estimated that these expenses may rise over the first three years of the grant and then may diminish as recipients' capacity is more self-sustaining.

   Total Other Costs, Years 1-5 and Total

1	2	3	4	5	Total
80,000	133,183	136,922	104,100	97,354	551,559

10. Indirect

    PSA has not been able to apply for an approved indirect rate for many years because we have not had prime contracts or grants from the federal government. This proposal uses our previously approved rates, described below. We plan to prepare a well-documented rates proposal and seek approval at the earliest possible date, and we understand that while awaiting approval we may have a 10% rate.

    Overhead: 22.3% of direct labor and fringe
    G&A: 10.3% of direct labor, fringe, OH, travel, and other direct costs