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 # S283B190048

Gramts.gov Tracking#: GRANT12861987

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

Closing Date: May 24, 2019

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

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

Application for Federal Assistance SF-424

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

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

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 05/24/2019

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: The Board of Regents of the University of Wisconsin System

* b. Employer/Taxpayer Identification Number (EIN/TIN): 396006492

* c. Organizational DUNS: 161202122

d. Address:

* Street1: 21 N Park St
Street2: Suite 6401
* City: Madison
County/Parish: Dane
* State: WI: Wisconsin
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 53715-1218

e. Organizational Unit:

Department Name: Research and Sponsored Program

Division Name: General Services

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

Prefix:
* First Name: Danielle
Middle Name:
* Last Name: Gest
Suffix:

Title: University Grants and Contracts Specialist

Organizational Affiliation:
The Board of Regents of the University of Wisconsin System

* Telephone Number: 608-262-0252
Fax Number:

* Email: danielle.gest@rsp.wisc.edu

Tracking Number:GRANT12861987 Funding Opportunity Number:ED-GRANTS-040419-001 Received Date:May 24, 2019 02:06:58 PM EDT

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.283

CFDA Title:

Comprehensive Centers

*** 12. Funding Opportunity Number:**

ED-GRANTS-040419-001

* Title:

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

13. Competition Identification Number:

84-283B2019-1

Title:

Comprehensive Centers (CC) Program CFDA Number 84.283B

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

Add Attachment | Delete Attachment | View Attachment

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

Wisconsin-Minnesota Comprehensive Center (WMCC) for Region 10

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

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Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant WI-002 * b. Program/Project WI-all

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

WMCC_Congressional_Districts1035047997.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	6,513,792.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	6,513,792.00

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

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment Delete Attachment View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name: BRENDA

Middle Name: A

* Last Name: EGAN

Suffix:

* Title: Managing Officer

* Telephone Number: 608-262-3822 Fax Number:

* Email: preaward@rsp.wisc.edu

* Signature of Authorized Representative: BRENDA EGAN * Date Signed: 05/24/2019

Tracking Number:GRANT12861987 Funding Opportunity Number:ED-GRANTS-040419-001 Received Date:May 24, 2019 02:06:58 PM EDT

Districts affected by the program/project

WI-all
MN-all

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

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

Name of Institution/Organization

The Board of Regents of the University of Wisconsin System

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	318,629.00	321,534.00	320,396.00	318,277.00	317,988.00	1,596,824.00
2. Fringe Benefits	111,520.00	114,144.00	115,342.00	116,171.00	117,656.00	574,833.00
3. Travel	17,709.00	18,525.00	18,525.00	18,525.00	18,525.00	91,809.00
4. Equipment						
5. Supplies	1,791.00	600.00	600.00	1,791.00	600.00	5,382.00
6. Contractual	661,987.00	673,965.00	673,811.00	673,935.00	673,901.00	3,357,599.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	896.00	896.00	896.00	896.00	896.00	4,480.00
9. Total Direct Costs (lines 1-8)	1,112,532.00	1,129,664.00	1,129,570.00	1,129,595.00	1,129,566.00	5,630,927.00
10. Indirect Costs*	190,207.00	173,166.00	173,188.00	173,151.00	173,153.00	882,865.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	1,302,739.00	1,302,830.00	1,302,758.00	1,302,746.00	1,302,719.00	6,513,792.00

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: 07/01/2017 To: 06/30/2022 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 38.00 %.

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

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

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

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

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

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
The Board of Regents of the University of Wisconsin System		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Tracking Number:GRANT12861987 Funding Opportunity Number:ED-GRANTS-040419-001 Received Date:May 24, 2019 02:06:58 PM EDT

OMB Number: 4040-0007
Expiration Date: 02/28/2022

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
BRENDA A EGAN	Managing Officer
APPLICANT ORGANIZATION	**DATE SUBMITTED**
The Board of Regents of the University of Wisconsin System	05/24/2019

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

Tracking Number:GRANT12861987 Funding Opportunity Number:ED-GRANTS-040419-001 Received Date:May 24, 2019 02:06:58 PM EDT

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action:

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

2. * Status of Federal Action:

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

3. * Report Type:

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

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Board of Regents of the UW System

** Street 1* 21 N. Park Street, Suite 6401 *Street 2*

** City* Madison *State* WI: Wisconsin *Zip* 53715-1218

Congressional District, if known: WI-002

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

6. * Federal Department/Agency:

Department of Education

7. * Federal Program Name/Description:

Comprehensive Centers

CFDA Number, *if applicable:* 84.283

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

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

** Last Name* N/A *Suffix*

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

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

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

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

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

*** Signature:** BRENDA A EGAN

***Name:** *Prefix* ** First Name* BRENDA *Middle Name* A

** Last Name* EGAN *Suffix*

Title: Managing Officer **Telephone No.:** 608-262-3822 **Date:** 05/24/2019

Federal Use Only:

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

Tracking Number:GRANT12861987 Funding Opportunity Number:ED-GRANTS-040419-001 Received Date:May 24, 2019 02:06:58 PM EDT

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

WMCC_GEPA4271035047985.pdf | Add Attachment | Delete Attachment | View Attachment

General Education Provisions Act (GEPA) Section 427

The proposed Wisconsin-Minnesota Comprehensive Center (WMCC) for Region 10 will work closely with the Wisconsin Department of Public Instruction (WDPI), the Minnesota Department of Education (MDE), and both regional and local education stakeholders in our two states to build capacity in key areas over the next five years. A core component of this work is the belief that diversity and inclusion are essential in assisting WDPI and MDE as they develop, implement, and evaluate strategies for addressing equity and achievement gaps. In addition to the Statement of Non-Discrimination developed by the University of Wisconsin System (see below), both WDPI and MDE have Equal Employment Opportunity/Affirmative Action policy statements (see below) that ensure compliance with federal and state laws prohibiting discrimination.

We have also included key staff and leadership on our project teams that provide diverse perspectives in terms of gender and race/ethnicity. Both Co-Directors (Dr. Alisia Moutry and Dr. Kim Gibbons) are women, as are several other members of the project's Intensive Support Team. Additionally, Dr. Moutry and Co-PI Dr. Anthony Chambers are African American, and Dr. Nicole Bowman-Farrell (who is listed in the Key Personnel section) is Native American.

In addition to the steps the University of Wisconsin System, WDPI and MDE are implementing to ensure equity of access and participation, we identify the following barriers that WMCC will address.

Barrier: A general lack of knowledge and awareness around Culturally Responsive practices in education is recognized as a barrier to providing educational opportunities that meet the needs of racial/ethnic and linguistic minorities in Wisconsin and Minnesota.

WMCC Solution: The WMCC project team includes experts in culturally responsive practices, including Dr. Nicole Bowman-Farrell and Dr. Annalee Good, who will provide capacity building and technical assistance support to WDPI and MDE in this important area.

Barrier: Materials developed as part of federal and state projects are sometimes not fully accessible to all potential users due to disabilities.

WMCC Solution: All web-based training materials developed by the WMCC will meet requirements of the Americans with Disabilities Act (ADA).

UW System General Statement of Non-Discrimination and Accessibility:

The University of Wisconsin–Madison and its School of Education are equal opportunity, affirmative action employers, with a history of strong commitment to equity and diversity issues. The institution has long been proactive in setting policies and providing education to staff, in addition to monitoring progress and responding to problems. All hiring will follow university procedures. Meetings will be held in accessible locations.

WDPI Equal Employment Opportunity/Affirmative Action Statement:

The Department of Public Instruction is committed to providing equal employment opportunity/ affirmative action (EEO/AA) to all job applicants and employees. EEO/AA programs are established to (a) Ensure all employment actions are based on the ability of an individual to perform the duties and responsibilities of the position; (b) Enhance an individual's ability to gain access into the state service and system, which include providing accommodations to people with disabilities; and (c) Ensure compliance with nondiscrimination laws. The Wisconsin Fair Employment Law prohibits employment discrimination on the basis of: age (40+), ancestry, arrest or conviction record, color, creed, handicap or disability, marital status, national origin, race, religion, sex, sexual orientation, or membership in any reserve component of the United States or state military forces. In addition, harassment, retaliation, and unfair honesty testing are illegal under the law. (Wis. Fair Employment Law, ss 111.31 to 111.395, Wis. Stats.)

MDE Statement of Commitment on Affirmative Action:

This statement reaffirms Department of Education is committed to Minnesota's statewide affirmative action efforts and providing equal employment opportunity to all employees and applicants in accordance with equal opportunity and affirmative action laws.

I affirm my personal and official support of these policies which provide that:

- No individual shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in programs, services and activities, or subject to harassment on the basis of race, sex (including pregnancy), color, creed, religion, age, national origin, sexual orientation, gender expression, gender identity, disability, marital status, familial status, status with regard to public assistance, or membership or activity in a local human rights commission.
- The prohibition of discrimination on the basis of sex precludes sexual harassment, gender- based harassment, and harassment based on pregnancy.
- This agency is committed to the implementation of the affirmative action policies, programs and procedures included in this plan to ensure that employment practices are free from discrimination. Employment practices include, but are not limited to, the following: hiring, promotion, demotion, transfer, recruitment or recruitment advertising, layoff, disciplinary action, termination, rates of pay or other forms of compensation, and selection for training, including apprenticeship. We will provide reasonable accommodation to employees and applicants with disabilities.
- This agency will continue to actively promote a program of affirmative action, wherever minorities, women and individuals with disabilities are underrepresented in the workforce, and work to retain all qualified, talented employees, including protected-group employees.
- This agency will evaluate its efforts, including those of its directors, managers, and supervisors, in promoting equal opportunity and achieving affirmative action objectives contained herein.
- In addition, this agency will expect all employees to perform their job duties in a manner that promotes equal opportunity for all.

It is the agency's policy to provide an employment environment free of any form of discriminatory harassment as prohibited by federal, state, and local human rights laws. I strongly encourage suggestions as to how we may improve. We strive to provide equal employment opportunities and the best possible service to all Minnesotans.

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

The Board of Regents of the University of Wisconsin System

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: | * First Name: BRENDA | Middle Name: A

* Last Name: EGAN | Suffix:

* Title: Managing Officer

* SIGNATURE: BRENDA A EGAN | * DATE: 05/24/2019

Tracking Number:GRANT12861987 Funding Opportunity Number:ED-GRANTS-040419-001 Received Date:May 24, 2019 02:06:58 PM EDT

OMB Number: 1894-0007
Expiration Date: 09/30/2020

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Steven	Miller	Kimball	

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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

Tracking Number:GRANT12861987 Funding Opportunity Number:ED-GRANTS-040419-001 Received Date:May 24, 2019 02:06:58 PM EDT

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: WMCC_Project_Abstract1035047948.pdf | Add Attachment | Delete Attachment | View Attachment

Region 10 Comprehensive Center Proposal Abstract

The Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison, in partnership with the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota and Education Analytics (EA), a 501(c)(3) educational non-profit based in Madison, Wisconsin, propose the Wisconsin-Minnesota Comprehensive Center (WMCC) as the Comprehensive Center for Region 10. Our three organizations draw upon extensive past and current work with the Wisconsin Department of Public Instruction (WDPI) and the Minnesota Department of Education (MDE), as well as with regional and local agencies, educational professional associations, and other key education stakeholders within our two states; this includes WCER having hosted the Region VI Comprehensive Center from 1995 to 2007. The WMCC proposal builds on our deep commitment to addressing educational equity, and dedicates a diverse set of experts to help state, regional, and local education agencies build capacity for selecting, implementing, and evaluating evidence-based practices (EBPs) that address significant, shared educational challenges within and across our two states.

Building upon a deep commitment to our states and the expertise of project staff, the WMCC offers a comprehensive five-year service plan to build capacity and provide technical assistance support to education stakeholders in Wisconsin and Minnesota. This support directly addresses key areas which have been identified from reviews of student achievement data, research reports, and our own consultations with education stakeholders in each state, including Chief State School Officers. Through these sources, we have identified the following common areas for capacity building supports: a) a single, comprehensive needs assessment for districts to identify strengths and opportunities for improvement; b) easy access to continuous improvement processes, including logic modeling and identification of evidence-based practices and how to implement them effectively; c) developing and retaining effective teachers and leaders in high needs urban and rural schools; e) strengthening systems for college and career readiness; f) high-quality educational choices available for students in rural and low-income communities; and g) a

consistent and unifying focus on equity while identifying problems, evidence-based practices, and monitoring progress.

WMCC's intensive capacity building support rests on a foundation of implementation and improvement science research, and will incorporate a Networked Improvement Community (NIC) model to leverage Comprehensive Center expertise as well as expertise at SEAs, REAs, and LEAs. NICs represent communities of practice convened to investigate and test complex problems using an iterative, continuous improvement cycle. Applying the NIC model with fidelity will lead to systems change needed for successful implementation of practices in rural and urban school districts as they engage in continuous improvement activities under the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA) (**Absolute Priority 1**). In addition to supporting implementation of the cross-state NIC model to build and refine continuous improvement processes, the WMCC will work to leverage existing activities related to effective instruction in classrooms and schools (**Competitive Preference Priority 2**), and to provide increased access to educational choices for families in rural and low-income areas of Wisconsin and Minnesota (**Competitive Preference Priority 3**).

The WMCC evaluation plan will monitor the extent to which Comprehensive Center activities, including the cross-state NIC, meet the goals identified by the SEAs and spelled out in the proposed five-year service plan. The evaluation plan provides formative and summative information to guide any needed changes or corrections to the WMCC service plan, and uses objective performance measures tied to expected outcomes to gauge the Comprehensive Center's reach and impact.

Education stakeholders across Wisconsin and Minnesota know who we are, trust and value our work, and regularly reach out to us as "thought partners" to help them solve problems. We look forward to working with other regional comprehensive centers, the national comprehensive center, and the U.S. Department of Education to ensure that our nation's students, including those in Wisconsin and Minnesota, are getting a world-class education that prepares them for lifelong success.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** WMCC_Project_Narrative1035079320.pdf

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

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Wisconsin-Minnesota Comprehensive Center (WMCC) for Region 10

Dr. Steven Kimball, Principal Investigator, WCER

Dr. Alisia Moutry, Co-Director, WCER

Dr. Kim Gibbons, Co-Director, CAREI

Mr. Ernest Morgan, Deputy Director, EA

A proposal to the Department of Education
Comprehensive Centers competition
May 24, 2019

Submitted on behalf of the WMCC partnership

Wisconsin Center for Education Research
SCHOOL OF EDUCATION
UNIVERSITY OF WISCONSIN–MADISON

CENTER FOR
APPLIED RESEARCH AND
EDUCATIONAL IMPROVEMENT
UNIVERSITY OF MINNESOTA

Education Analytics℠

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Wisconsin-Minnesota Comprehensive Center (WMCC) for Region 10

Introduction

It is with great excitement and optimism that the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison, the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota, and Education Analytics (EA), a 501(c)(3) educational non-profit based in Madison, Wisconsin, propose a collaborative partnership to serve as the Wisconsin-Minnesota Comprehensive Center (WMCC) for Region 10. All three of our organizations are deeply committed to improving the quality of education for all students. We know education is about *people* and *relationships*, and have built our proposal around strengthening the breadth and depth of these relationships that our three organizations have developed over many years working with key educational stakeholders in our two states to accelerate systemic improvements.

Collectively, we have worked extensively with our Minnesota (MN) and Wisconsin (WI) state education agency (SEA) colleagues, district leaders, educators and their professional associations, parents, students, and other stakeholders to identify educational challenges and opportunities within our region. Most recently, we have examined data and engaged with stakeholders in both states to hear about their educational needs, in order to maximize the opportunity presented by the new Regional Comprehensive Center competition for a new era of cross-state collaboration. These conversations and data analyses lead us to conclude that stakeholders in our region both seek and deserve an education system better than the one that currently exists. While Minnesota and Wisconsin have historically been ranked in the top third of all states for quality of education, for example, both states have persistently had large achievement gaps, particularly those involving Black students and those identified for Special Education services. In fact, Black-White gaps on the National Assessment of Educational Progress (NAEP) in both states are consistently among the largest in the country, and Special Education gaps are nearly as large. ACT composite scores, high school graduation rates, and college enrollment rates tell a similar story, with relatively high overall performance and large achievement gaps between student

groups. We believe that we can and must do better at eliminating educational disparities by increasing opportunities for students and their families.

Two features make our proposal uniquely well-situated to improve educational capacity and outcomes in Wisconsin and Minnesota: first, our level of commitment to our two states and the longstanding relationships we have built over the years with educational stakeholders; and second, the experience and qualifications of our team. Regarding our commitment and relationships, the proposed WMCC Co-Directors have spent their entire careers working and living in our two states. Education stakeholders at the state, regional, and local levels in Wisconsin and Minnesota know who we are, trust and value our work, and regularly reach out to us to serve as "thought partners" to help them solve problems. This deep level of commitment, and the level of trust that key educational stakeholders in our states have in our work, comes through clearly in the letters of support we include as Appendix A. A key feature which makes these close relationships and professional networks possible is geographic proximity, as our ability to have frequent, face-to-face communication with SEA leadership and other stakeholders is simply not possible for other organizations that lack a meaningful physical presence in our two states.

Our commitment and relationships also allow us a unique opportunity to leverage the Region 10 Comprehensive Center as a way to help our region "get better at getting better" through increased cross-state collaboration. By providing intentional opportunities for increased cross-state collaboration and mechanisms for our two states to learn from each other, we believe the WMCC will have an immediate and lasting impact on our region. New leadership at both of our respective SEAs (WDPI and MDE), in fact, affirms that the WMCC provides an excellent opportunity for expanded cross-state collaboration on common areas of interest and challenge; this type of collaboration has been surprisingly limited under the current Comprehensive Center despite geographic proximity and strong similarities between the two states. We are excited about the prospect of leading this important center to help us fulfill the vision of a great education system for our students and families.

Regarding the experience and qualifications of our team, we bring together a racial/ethnically and methodologically diverse team of education experts who have spent their professional careers in service to improving outcomes for students, both within and beyond our two states. This includes three sub-teams with dedicated percentages of time (Leadership Team, Intensive Support Team, and Program Evaluation Team) as well as a network of subject-matter experts with experience in key policy areas such as rural education, early childhood, English Learners, and college readiness/workforce transition that is available to provide on-demand capacity-building and technical assistance support. Collectively, our organizations have over 85 years of experience delivering technical assistance and providing capacity-building support, in addition to designing and conducting program evaluations; this includes prior experience running the Region VI Comprehensive Center, which was based at WCER from 1995 to 2007.

Both WCER and CAREI are longstanding educational research and technical assistance centers that represent an exceptionally strong "brand" within our two states. We are housed within the flagship Research-1 universities in our respective states, whose commitment to improving outcomes for citizens through technical assistance, evaluation, and research has been a core principle for more than 150 years. Among the longest-standing and deepest traditions underlying the work of UW-Madison, for example, is the Wisconsin Idea, which outlines the university's commitment to public service through more than one thousand examples of service to citizens across the state, including four hundred in education alone. Similarly, in 2019 the University of Minnesota will celebrate its 110th anniversary of statewide public service and outreach. Our third collaborative partner, Education Analytics, has been actively involved in both states providing research and capacity-building supports to the Wisconsin Department of Public Instruction (WDPI), the Minnesota Department of Education (MDE), and regional education agencies (REAs) and school districts in both states. EA brings experience implementing evidence-based practices (EBPs) and providing analytic and capacity-building support to the largest education systems in the country. Below, we provide additional detail on the unique qualifications and experience that each partner organization brings to our team.

Established in 1964, WCER is housed within UW–Madison's internationally renowned School of Education, and is among the first and most productive education research and technical assistance centers in the world. WCER's mission is to improve educational outcomes for diverse student populations, impact education practice positively, and foster collaborations among academic disciplines and practitioners. It does this by focusing on the problems of teaching, learning, and policy development in today's education systems, and by collaborating with teachers and administrators to ensure that our work focuses on important problems of practice. Current technical assistance, capacity-building, and program evaluation projects we have with WDPI include evaluating continuous improvement processes related to the Every Student Succeeds Act (ESSA), development of the state's Educator Effectiveness System, evaluating and creating tools to support the state's Academic and Career Planning process, and studying the educator pipeline, particularly in rural and low-income areas.

WCER staff on the WMCC project team have also worked closely for more than 20 years with the largest districts in Wisconsin, including the Milwaukee Public Schools and the Madison Metropolitan School District on evaluation of major initiatives that include high school redesign, charter schools, after-school programming, and tutoring. We also have contracts that support technical assistance, capacity-building, and program evaluation work with a diverse array of smaller districts across the state, including the Watertown Unified School District (total enrollment 3,621), the Sparta Area School District (total enrollment 2,981), and the Dodgeland School District (total enrollment 787). We provide evaluation, technical assistance, and capacity-building support to state-level organizations and professional associations in Wisconsin, including the Association of Wisconsin School Administrators and the Wisconsin Association of School District Administrators.

CAREI was created in 1988 as a collaborative venture between the College of Education and Human Development at the University of Minnesota and 44 school districts to strengthen and improve K-12 schools in Minnesota. Thirty years, and more than 500 studies later, CAREI continues to be a trusted and reliable resource for schools to go to for help in improving teaching and learning outcomes for all students. Currently, CAREI has 54 local education agency (LEA) members in its CAREI Assembly

(leaders from LEAs and other organizations) who meet quarterly to share information and learn more about how to apply evidence-based research in their local practices. Through the center's technical assistance and evaluation work, project teams have partnered with university faculty, government (federal, state, local), and non-profit organizations to link research to practice covering a wide range of topics in education, including Multi-tiered Systems of Support (MTSS), college and career readiness, teacher professional development, STEM, special education, curriculum and instruction, after school programming, and teacher leadership. CAREI is staffed by a team of full time doctoral level investigators and master's level project staff with a breadth of knowledge and experience in designing, and working collaboratively in schools, to implement quantitative and qualitative studies. Project activities at CAREI are further supported by advanced graduate level students, affiliates made up of university faculty members and content specialists, as well as specialized support staff. As an integrated applied research and evaluation center housed within the College of Education and Human Development, CAREI has access to the full array of resources available at the University of Minnesota, including faculty research and technology expertise, libraries, equipment, and facilities.

EA has provided technical assistance and research support to WDPI, Wisconsin REAs, the MDE, and school districts in both Wisconsin and Minnesota. EA also brings experience implementing EBPs through the Education Innovation and Research-funded Future Forward Center, a cross-state (WI, AL, SC) initiative implementing an evidence-based literacy program that meets What Works Clearinghouse standards without reservations. EA will also draw upon experience providing analytic and capacity-building support to the largest education systems in the country, including the CORE districts in California, the New York State Education Department, the New York City Department of Education, and all Teacher Quality Program grantees as a member of the Teacher Quality Program TA Center. Our WMCC proposal includes key staff from EA who held leadership roles in the federally-funded Region VI Comprehensive Center hosted by WCER from 1995 to 2007.

While our organizations collectively leverage expertise in key areas of educational policy, we recognize the challenges in bringing research to practice and to scale. We do not view researchers as the

exclusive “knowers” and practicing educators as “doers” who should simply implement evidence-based practices. We believe we are all “improvers,” and that the exchange of knowledge within education works best as a two-way exchange. Rather than simply generating lists of “what works,” we believe we must work together to continuously improve and provide what is best for students, with replicability and scalability as the new gold standard. We intend to work with our region to refine processes, tools, and communication to support complex work with increased and equitable student achievement at the center.

Emerging from our longstanding relationships and close connections with education stakeholders in our two states, here is a summary of what these partners are telling us they need from the Region 10 Comprehensive Center:

- A single, comprehensive needs assessment for districts to identify strengths and opportunities for improvement (rather than completing multiple needs assessments);
- Easy access to continuous improvement processes, including logic modeling and identification of evidence-based practices and how to implement them effectively;
- Developing and retaining effective teachers and leaders in high needs urban and rural schools;
- Strengthening systems for college and career readiness;
- High-quality educational choices available for students in rural and low-income communities;
- A consistent and unifying focus on equity while identifying problems, evidence-based practices, and monitoring progress.

As an organizing framework for addressing these needs, WMCC’s intensive capacity-building support will incorporate a Networked Improvement Community (NIC) model to leverage Comprehensive Center expertise as well as expertise at the state, regional, and local levels. NICs are communities of practice that build on the foundations of implementation and improvement science research, in which participants investigate common problems of practice and test complex problems using an iterative, continuous improvement cycle. We intend to facilitate a cross-state NIC that will identify common needs, conduct root cause analyses to determine why problems are occurring, identify evidence-based solutions,

implement these solutions with fidelity, and evaluate outcomes. Our overall conceptual framework, described in the project design section of the application, is informed by improvement science (Bryk, Gomez, Grunow, & LeMahieu, 2015), implementation science (Fixen, Naoom, Blasé, Friedman, & Wallace, 2005), evaluative thinking (Baker & Bruner, 2012), and knowledge mobilization (Cooper, Rodway, & Read, 2018). Importantly, this conceptual framework complements and honors the work that has already been occurring in our region.

Applying the NIC model with fidelity will lead to systems changes needed for successful implementation of evidence-based practices that school districts identify as part of continuous improvement activities under the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA) (**Absolute Priority 1**). In addition to supporting the NIC model with key stakeholders in each state to build and refine continuous improvement processes, the WMCC will also work within and across our two states to leverage existing activities related to effective instruction in classrooms and schools (**Competitive Preference Priority 2**), and providing increased access to educational choices for families in rural and low-income areas of Wisconsin and Minnesota (**Competitive Preference Priority 3**).

Our proposal features a comprehensive evaluation plan that will monitor the extent to which WMCC activities, including the use of NICs, are meeting the goals identified by the SEAs and spelled out in this proposal. The evaluation plan will provide formative and summative information needed to guide changes to the WMCC Service Plan, and incorporates objective performance measures tied to expected outcomes in order to gauge the Comprehensive Center's reach and impact. Evaluation activities address performance measures under the Government Performance and Results Act of 1993.

In the following sections, this proposal details (a) the significance of the proposal, including the Five-Year service plan supporting priority areas; (b) the quality of the project design; (c) the quality of the project personnel; and (d) the quality of the project evaluation to ensure objectives are met and client interests inform the Comprehensive Center's work. We look forward to working collaboratively with the other regional comprehensive centers, the national comprehensive center, and the U.S. Department of

Education to ensure that our nation's students, including those in Wisconsin and Minnesota, are getting a world-class education that prepares them for lifelong success.

A. Significance

The WMCC will provide high-quality intensive capacity-building services to state, regional, and local stakeholders in Wisconsin and Minnesota in a manner that strengthens these partners' ability to identify, implement, and sustain effective evidence-based programs and practices that support improved educator and student outcomes. These capacity-building services are directly responsive to educational needs and challenges in our region, both those that are shared (e.g., common across Wisconsin and Minnesota) as well as those that are state-specific. The following section of the proposal outlines the needs that inform our proposed approach. In addition, in responding to Application Requirement 1, we present "applicable State, regional, and local data demonstrating the current needs related to building capacity to implement and scale up evidence-based programs, practices, and interventions." We also "[r]eference, as appropriate, information related to each SEA's finalized monitoring and audit findings."

Areas of Need Across and Within States

The WMCC capacity-building services will help our region address large and persistent achievement gaps between student groups based on race, poverty, special education, and English proficiency, as articulated in each state's ESSA consolidated plan. Both states focus their plans on creating a common needs assessment and continuous improvement process that leads districts to identify, implement, and evaluate EBPs to address achievement and learning gaps. Additionally, each state plan emphasizes support for developing effective teachers and leaders, particularly for the region's neediest student populations, located predominantly in low-income and rural areas.

Comparing our two states on selected measures of student enrollment and performance, district and school characteristics, and other contextual factors offers a useful starting point for identifying common areas of educational need across the region. As shown in Table 1 below, our two states look very similar to one another on many key measures, from student enrollment and numbers of districts and schools to

the high percentage of schools in small and/or rural communities. Both states' teachers remain almost exclusively White despite the increasing diversity of students and efforts at the state and local levels to diversify the educator workforce. In terms of student performance, a bit more divergence between the two states emerges, with clear implications for the equity-driven agenda identified by both WDPI and MDE. Minnesota students generally perform at higher levels on the National Assessment of Educational Progress (NAEP) — but both states have persistently large achievement gaps, particularly those involving students who are Black or identified for special education services. Black-White NAEP scale score gaps in both states, in fact, are among the largest in the country, and special education gaps are nearly as large or, in some districts, even larger. ACT composite scores, high school graduation, and college enrollment tell a similar story, with relatively high overall performance but large achievement gaps. Minnesota also has a higher percentage of adults with a Bachelor's degree or higher, a higher median household income, and fewer children in poverty.

***Table 1*: Selected Comparisons of Student Enrollment, Demographics, and Performance**

Enrollment Data (2017-18)	Minnesota	Wisconsin
Total Enrollment (PK-12)	868,196	860,138
% Free/Reduced-price Lunch	37.2%	40.7%
% Special Education	15.7%	13.8%
% English Learners	8.3%	5.9%
% White	66.5%	69.3%
% Hispanic/Latino	9.3%	12.3%
% Black	11.0%	9.1%
% Asian/Pacific Islander	6.9%	4.0%
% American Indian	1.6%	1.1%
% Two or More Races	4.7%	4.1%
School and Personnel Data (2017-18)	Minnesota	Wisconsin
# LEAs (not including independent charters)	329	424
% with fewer than 1000 students	52.1%	53.1%
# Schools	2066	2190
% Rural	59.9%	55.0%
# FTE Teachers	57,262	60,649
% White	95.7%	95.8%
% Black	1.4%	1.7%
% Hispanic	1.0%	1.6%
% Asian	1.5%	0.7%
% American Indian	0.4%	0.3%

Student Outcome Data	Minnesota	Wisconsin
NAEP 2017 Grade 4 Math:		
Mean Scale Score, All Students	249	240
State Rank (1-50)	2	24
Black-White Gap in Scale Score Points	34	36
State Rank (1-42)*	40	42
Special Education Gap in Scale Score Points	34	31
NAEP 2017 Grade 8 Math:		
Mean Scale Score, All Students	294	288
State Rank (1-50)	2	10
Black-White Gap in Scale Score Points	43	43
State Rank (1-40)*	40	40
Special Education Gap in Scale Score Points	44	43
NAEP 2017 Grade 4 Reading:		
Mean Scale Score, All Students	225	220
State Rank (1-50)	15	33
Black-White Gap in Scale Score Points	34	33
State Rank (1-40)*	39	37
Special Education Gap in Scale Score Points	37	49
NAEP 2017 Grade 8 Reading:		
Mean Scale Score, All Students	269	269
State Rank (1-50)	11	11
Black-White Gap in Scale Score Points	30	36
State Rank (1-40)*	34	40
Special Education Gap in Scale Score Points	45	47
ACT Composite Score, 2018	21.3	20.5
Black-White Gap	5.6	5.1
Special Education Gap	5.6	5.4
Graduation Rate (Four-Year), 2018	83.2%	89.6%
Black-White Gap (in percentage points)	21.4	24.2
Special Education Gap (in percentage points)	24.7	23.8
On-Time Postsecondary Enrollment Rate, 2016-17	69.0%	66.1%
Black-White Gap (in percentage points)	11.0	20.6
Special Education Gap (in percentage points)	40.0	35.8
Census Data, 2017	Minnesota	Wisconsin
% of Adults (25+) with Bachelor's or higher, 2017	34.8%	29.1%
Median Household Income, 2017	$68,388	$59,305
% of Children (5-17) in Poverty, 2017	11.8%	14.5%

*Some states have insufficient numbers of students in one or more subgroups to be included in state-level rankings. Higher numbers on state rankings indicate larger achievement gaps.
**Data from this table comes from the following sources: WDPI WiseDash, the MDE Data Center, the NAEP Data Explorer tool, MN Office of Higher Education, and the Census Bureau.

SEA and LEA Capacity Challenges

Cross-State Needs

In 2016, Insight Policy Research submitted the results of the Midwest Regional Advisory Committee (RAC) to the U.S. Department of Education (Holzwart, Trucano, & Welch, 2016). This report presented five high-level educational needs in the Midwest region, derived from input from more than 2,200 K-12 education stakeholders. These needs underscore and mirror many of the challenges evident in Table 1 above, and also align well with needs identified by both MDE and WDPI through other sources, including state ESSA and equity plans, proposed education budgets, and internal SEA and LEA research agendas. The high-level needs outlined in the RAC report include the following:

Preparing students to be college and career ready: Our region seeks to improve levels of college and career readiness among all students, and to decrease gaps in graduation, college-going, and college retention between White students and students of color. The RAC report notes that there is not a universal understanding within the region as to what it means to be college and career ready, nor which skills are necessary for the next step after high school. Both Wisconsin and Minnesota have done extensive work since the report's publication in building these definitions and developing ESSA consolidated state plans with career and college readiness as a central component. The current need is to ensure that stakeholders throughout the region have a good understanding of these plans, and are able to provide comprehensive services to help students acquire the skills necessary to enter post-secondary education and/or the workforce.

Ensuring equity and addressing issues of disproportionality: Issues of equity and disproportionality are also prominent in the RAC report. The K-12 student population in both states has undergone a steady transformation over the past two decades in terms of diversity, and this change has been accompanied by large and persistent gaps in educational opportunities and achievement. Both states' K-12 student populations, for example, were more than 80% White as recently as 2000-01 (compared to less than 70% today). In contrast, the educator workforce has remained almost exclusively White. More striking are changes in student poverty and home language: in Wisconsin, fewer than one-fourth (24.1%) of students

were economically disadvantaged as recently as 2000-01, and just 1.6% were English Learners (compared to 40% and 6%, respectively, in 2017-18). In Minnesota, economically disadvantaged and English Learner students were 26% and 4% of enrollment in 2000-01, respectively, compared to 37.2% and 8.3%, respectively, in 2017-18. Both states have ESSA and other strategic plans with equity at the center, but remain ill-equipped to close wide gaps with an increasingly diverse student population taught by an educator workforce that remains overwhelmingly (more than 95%) White. Disproportionate rates of identification for special education among certain subgroups, similarly, remain a challenge: in Wisconsin, for example, data from the Special Education State Performance Plan show that Black and Native American students are 1.7 and 1.6 times more likely than White students to be identified for special education services in general, and are approximately 2.5 times more likely to be identified as having an Emotional-Behavioral disability.

Creating and implementing effective, stable accountability and measurement systems: Measurement and accountability systems represent an area from the RAC report that has stabilized somewhat in Wisconsin and Minnesota since 2016, although clear areas of challenge remain. Nationally, the transition from No Child Left Behind to ESSA has been a challenge - particularly in the case of state assessments changing multiple times within a short timeframe, making it difficult to compare results. A related area of concern is state accountability systems that many educators feel placed undue emphasis on standardized assessments while underemphasizing the importance of other, non-test measures (including, more recently, social-emotional learning). While both states' assessment and accountability systems have stabilized since the RAC report, ongoing efforts to review and revise content standards on a regular basis, and to reflect on the most appropriate components and uses of state accountability systems, represent continued areas of interest.

Training, recruiting, and retaining highly effective teachers: The educator workforce in both states remains an area of high need and priority since the RAC report. Our two-state region, as is true nationally, faces challenges obtaining and retaining effective and diverse educators in low-income areas, including many of our rural and urban districts. In both states, a disproportionate percentage of students live in

poverty and are taught by ineffective, out-of-field, or inexperienced teachers. Both states have a good understanding of which regions, districts, and schools have high percentages of these types of teachers; now there is a need to build additional systems and strategies to start to reverse these numbers. Both states have prioritized this issue in their consolidated state plans, but will need additional support to implement these plans and monitor progress over time.

Establishing a support infrastructure: The capacity of SEAs, REAs, and LEAs in both Wisconsin and Minnesota to provide support for district and school improvement efforts at a local level — particularly in districts/schools identified for improvement under federal and state law — represents a final area of need emerging from the RAC report. As identified districts and schools initiate their improvement efforts, the lack of a common needs assessment and school improvement planning process - coupled with limited SEA capacity to help districts and schools develop logic models to guide their work and tools to help identify and implement evidence-based practices - represent substantial areas of need which can be addressed through a cohesive, coordinated infrastructure of support involving SEAs, REAs, and LEAs. Networks of support and communities of practice featuring participation and expertise across all three levels (state, regional, and local) are critical to school improvement efforts, along with access to content experts and EBPs. Providing districts and schools throughout the region with opportunities to learn from others that are doing well represents a great opportunity to build shared local knowledge.

In addition to the RAC report, other recent publications and advocacy efforts in Wisconsin and Minnesota identify a unique set of challenges faced by rural districts, which comprise a significant share of the districts in the region. The September 2018 “Section 5005 Report on Rural Education” released by the U.S. Department of Education’s Office of Rural and Community Engagement, for example, identified the following challenges faced by many rural districts:

- Difficulty recruiting and retaining effective educators;
- Limited access to mental health services;
- Unreliable and limited broadband access;

- Fewer work-based learning opportunities for students (e.g., apprenticeships, job-shadowing);
- High transportation costs; and
- Limited course offerings that constrain opportunities for college and career readiness.

Additional challenges facing rural districts in the region, as identified by WDPI's Rural Schools Advisory Council, the Wisconsin Rural Schools Association, and the Minnesota Rural Education Association, include declining enrollment and increased number of special needs students, such as English Learners.

Minnesota-Specific Needs

Minnesota's ESSA plan (MDE, 2017) holds LEAs to higher accountability standards regarding gaps in outcomes between White students and students of color. For example, in previous iterations of the state plan, schools were identified for support or improvement as a result of aggregate data. Currently, if one subgroup outcome shows a significant gap, the school is identified for either Comprehensive or Targeted Support and Improvement.

Minnesota uses a stage-based decision-making process to identify schools for targeted support if they score low across all indicators. The process first checks school performance on academic indicators, including academic achievement, English language proficiency, academic growth, and graduation rates. Then, it evaluates every school's attendance rate. In August 2018, Minnesota Department of Education (MDE) released its first round of identified schools; 485 total were identified statewide, compared to 155 under the state's NCLB waiver plan in school year 2014-15.

MDE utilizes Regional Centers of Excellence as technical assistance providers to schools identified for targeted support and improvement; however, due to more schools being identified this year than ever before, these regional centers lack the capacity to provide this level of support. In addition, the comprehensive needs assessment (CNA) process requires that schools engage in difficult conversations about race if they are to get at root causes of why gaps exist.

Given these contexts, MDE has identified equity and continuous improvement as priority goals in its ESSA plan, overseen by newly-appointed education commissioner Mary Cathryn Ricker. In its ESSA

plan, MDE defines equity as “the condition of justice, fairness and inclusion in our systems of education that provides all students with access to the opportunity to learn and develop to their fullest potential.” The plan also clearly articulates that achievement gaps do not exist because of differing ability levels, but rather due to “the historical conditions and barriers that have prevented opportunity and success in learning for students based on their race, income, and other social conditions.”

To be successful, a significant amount of training is required statewide in Minnesota to shift mindsets to address historical conditions and barriers to align with MDE’s vision for its ESSA plan. These shifts are expected to have an impact on academic outcomes and racial disproportionality in disciplinary data, which is another priority of MDE and the commissioner. The draft state education budget allocates new resources toward supporting collaborative efforts to make schools’ curriculum and environments more inclusive, and also requires cultural competency training for teachers renewing their Tier 3 or 4 licensure.

Another component of Minnesota’s focus on equity involves English Learners. The state has witnessed a 300% increase in English Learners in the past 20 years, and the state ESSA plan accordingly contains a major shift from prior plans in that schools are being held accountable for building English proficiency rates for EL students. In addition, schools that receive Title III funds must perform school-level CNAs and gap analyses regarding their EL populations in order to be compliant with the state ESSA plan.

The school support model delivered through the Regional Centers of Excellence incorporates both implementation science and improvement science frameworks. Implementation science aims to understand how interventions are adopted, implemented, and scaled up. This model does not have a set protocol that must be followed; instead, it provides guidance on the phases of work and the roles and responsibilities of participants. Improvement science is a methodology for using disciplined inquiry to solve a specific problem of practice based on underlying beliefs of what we need to know in order to improve practice and how we come to know it (Bryk et al., 2015). Regional Centers of Excellence staff currently use these frameworks to assist schools and LEAs in conducting their CNAs, root cause analyses,

school improvement plans, and methods for monitoring their plans. Many of these support tools have been built and are housed on MDE's website. The tools provide practical approaches to improvement (Langley, Moen, Nolan, Nolan, Norman, & Provost, 2009); however, there is much room for growth in terms of the capacity of district and school staff to effectively use the tools.

Minnesota has also engaged in a significant amount of work to align major initiatives, and has made good progress in this regard. The state recognized the burden of having many disjointed requirements, and has worked to align ESSA with other major initiatives such as the World's Best Workforce and the Equity and Integration bills, and to provide support for these initiatives through the current draft education budget. Similar to the continuous improvement work, it is important to build education professionals' capacities to further align local priorities with state and federal priorities.

Minnesota has spent the past several years working on building a Standards Portal for teachers (MDE, 2019). The Standards Portal helps teams of educators implement policies, programs, and practices that systematically impact teaching, learning, and assessment so that all students achieve Minnesota's K-12 academic standards. The Portal provides research-based guidance organized into four sections: (1) building foundational knowledge; (2) support structures for building capacity for change; (3) implementing effective instructional practices; and (4) curriculum design, supports, and action planning. The work that remains is to ensure that what is housed in the portal is evidence-based, and that appropriate training on the standards protocol is made available to ensure that teachers actually use it.

Finally, Minnesota education policy has a major focus on educator quality. The ESSA plan calls for more access to effective teachers as well as increased teacher diversity. Findings from the Biennial Minnesota Teacher Supply and Demand Report, for example (Wilder, 2019), prepared for the Minnesota Professional Educator Licensing Standards Board, shows that slightly more than half (52.5%) of teachers holding an active teaching license do not currently teach in a Minnesota public school; districts continue to report a perception of "difficult" or "very difficult" to fill teaching positions; and the percentage of teachers of color remains stagnant while the percentage of students of color continues to grow. During our recent meeting at MDE, the commissioner echoed these priorities and articulated others, including the

need to build morale among school staff, elevate the teaching profession (i.e., increased pay, training, retention), and revise the tiered licensure system. The draft education budget supports these priorities by establishing grant programs to increase the number of teachers of color.

Wisconsin-Specific Needs

In addition to cross-state areas of need summarized above, the RAC report identifies several state-specific priority areas for Wisconsin:

- *Priority Need 3:* SEA staff often lack the time, resources, or scope to deliver professional development that is research-based, high quality, and powerful. WDPI specifically notes here that "...the Wisconsin SEA is not too terribly different than that developed by Minnesota, and yet we rarely share our professional learning strategies, ideas, slides, activities, and implementation processes with one another."
- *Priority Need 4:* SEA staff must be connected to emergent research to inform the policies and technical assistance they provide.

WDPI has also identified priority areas for capacity-building and technical support through a set of plans, documents, and processes that include the Consolidated State Plan (WDPI, 2017), state school and district report cards, the Excellence for All equity framework, the State Response to Intervention network, regional work plans of the state's 12 Cooperative Educational Service Agencies (CESAs), and the State Implementation and Scaling-up of Evidence-based Practices (SISEP) partnership. We summarize below the priorities that are articulated in these sources, along with the specific strategies that WDPI envisions using to improve student outcomes for each priority area.

Within its Consolidated State Plan, Wisconsin set the ambitious goal of cutting achievement and graduation gaps for each student subgroup in half by 2023-24; this ambitious goal "reflects Wisconsin's expectation that all students graduate from high school ready for college and career, and the urgency needed to ensure that this expectation must be met for all students, regardless of race, income and ability" (WDPI, 2017, p18). To meet this goal, WDPI articulates a set of strategies to support school districts,

including investments in strategic planning to identify and implement EBPs, new initiatives in leadership development, and investment in early childhood learning.

According to the state plan and in compliance with ESSA requirements, schools are identified for either Comprehensive Support and Improvement or Targeted Support and Improvement based on metrics from the state report card. These measures include performance on English Language Acquisition and mathematics; student growth; graduation rates; chronic absenteeism; and a progress indicator for English Language proficiency. Based on these metrics, 246 schools were identified for either comprehensive or targeted support. Twenty-six districts are identified for "Determination of Needs Assistance" under the Individuals with Disabilities Education Act (IDEA).

Through a newly-implemented coordinated contract, WDPI leverages regional expertise within CESAs to help identified districts identify needs, select and implement evidence-based practices, and create an improvement plan to monitor progress. Based on an initial review of the work plans by our WMCC team, CESA personnel find that many identified districts and schools have limited capacity to engage in continuous improvement processes and to develop coherent strategies for addressing gaps between student subgroups. Supports for continuous improvement, including identification and effective implementation of EBPs, represent needs that cut across all types of schools, including rural as well as urban regions. These reports reinforce needs identified in the state consolidated plan.

Based on the State Systemic Improvement Plan, LEAs also need coordinated school supports to address disproportionate representation of racial and ethnic groups in special education and related services. The Wisconsin Response to Intervention Center facilitates annual school and district surveys to identify needs and progress using measures of Multi-Level Systems of Support (referred to as Multi-Tiered Systems of Support in other states) and implementation science. Survey measures include universal and intensive instruction, leadership, collaboration, cultural responsiveness, and family engagement. This information helps schools and districts assess their needs and plan for practices needed to create high-quality learning environments for all learners. District and statewide survey results may also be tapped to inform WMCC support services.

WDPI is creating a coordinated approach for districts and schools identified through the Comprehensive Support and Improvement and Targeted Support and Improvement designations as well as disproportionality findings. According to the consolidated plan, WDPI will build a strong system of supports that includes the following internal and external groups: Wisconsin Title I Network; Wisconsin Special Education Regional Service Network; Disproportionality Technical Assistance Network; Early Childhood Professional Development Initiative; Wisconsin Response to Intervention Center; WCER; Wisconsin Title III consortia networks; and WDPI staff consultants, including content area, educator effectiveness, Title I and special education staff. The WMCC can help facilitate collaboration among these groups through ongoing engagement.

WDPI has also implemented a needs assessment process as part of its Promoting Excellence for All (PEFA) initiative, prior to its waiver application to No Child Left Behind in 2015. These processes drew upon statewide and district level achievement gap data, and included input from a mix of school districts (e.g., large urban, rural) and other stakeholder groups such as professional associations and representatives from higher education. PEFA identified priority areas for effective instruction, student-teacher relationships, family and community engagement, and school leadership. Through the 2015 waiver process, the state identified schools across the state where students were disproportionately taught by ineffective, out-of-field, or inexperienced teachers. The vast majority of schools were in nine school districts, which WDPI has made the primary focus of the state's equity plan. These districts have been targeted for technical assistance, professional learning, and other resources.

Leadership development is another primary area of focus within the consolidated state plan, equity plan, and PEFA agenda. To support leadership for equity, the state has targeted its 3% Title II A set-aside funds to support professional learning opportunities for school leaders. This investment in leadership development represents a collaborative effort with the state's leadership associations (Association of Wisconsin School Administrators and Wisconsin Association of School District Administrators) through newly-developed "leadership academies." The Leadership for Learning series, for example, builds on the academies and includes leadership teams (district and school level) to address problems of practice

relating to teacher and leader effectiveness, equity, data use, and mental health challenges. Members of the WMCC project team have helped support these efforts by providing logic model development and evaluation support, and will leverage these activities as part of our broader WMCC capacity-building efforts.

Wisconsin has also identified the distribution of educator quality as another area of focus within its consolidated state plan and equity plan. WDPI points to the state's Educator Effectiveness System as a primary professional learning system that emphasizes educator growth and development. The state encourages districts to utilize effectiveness data to target individual and schoolwide supports, particularly around leadership and instructional coaching. Through its consistent funding of external evaluation support provided by evaluators from UW-Milwaukee and WCER, WDPI has made available to districts a set of secure reports which show results from the annual Educator Development, Support and Retention survey (UW-Milwaukee, 2018). These results are shared during Educator Effectiveness exchange workshops hosted by CESAs, and provide school and district leaders with data summarizing educators' perceptions on EE implementation. An ongoing challenge here is the significant amount of variation that exists across (and sometimes within) districts with regard to engagement in the planning process; relatively few have fully embraced the potential that the EE system provides as a tool for strategic planning and supporting educator growth and development.

Recent efforts within WDPI focus on reducing duplication in terms of required needs assessment planning and reporting. Districts and schools have been required in the past to conduct separate needs assessments under ESEA, Title I, and IDEA. Different units within WDPI then conducted monitoring visits to schools and districts at different points in the year to assess progress, leading to duplication of effort and frustration among district and school personal. As a result, agency staff have engaged in cross-team planning to create greater coherence around needs assessment processes and reporting for monitoring purposes. The idea is to create a uniform process across different program areas (i.e. Title 1, Special Education) so that districts do not create similar reports at different time points and submit them to different units within WDPI. These efforts have led to cross-agency emphasis on implementation

science combined with the use of needs assessment tools available through the Wisconsin Information System for Educators (WISE). WISE is a suite of online tools built by Wisconsin educators and SEA staff and maintained by WDPI. The WMCC team includes members supporting WDPI's efforts through evaluation activities that will be enhanced even more through WMCC activities.

Data collected and summarized by both WDPI and WCER researchers confirm that attracting and retaining effective educators — particularly in Wisconsin's rural and urban areas, and in a subset of licensure categories — remain a serious challenge to providing all students with high-quality educational opportunities. The State Superintendent's Talent Development Initiative, for example, and the Leadership Group on School Staffing Challenges, both produced recommendations in recent years aimed at alleviating shortages of teachers in chronic shortage subjects (such as Math, Science, Special Education, and Career/Technical Education), as well as increasing both the diversity and quality of Wisconsin's teachers. Among these recommendations are streamlining the state's licensure process, expanding alternative certification and "grow your own" pathway programs, and eliminating restrictions on retired educators returning to the classroom. The two state-level commissions have also called for continued collection of high-quality data on Wisconsin's educator workforce. WCER researchers (Goff, Carl, & Yang, 2018) recently published a major study of trends in supply and demand among Wisconsin teachers, and are working with WDPI and state professional associations to expand the scope of this work to administrators as part of a long-term research and evaluation agenda on Wisconsin's educator workforce.

The consolidated state plan, along with communications with key WDPI leaders, underscore the agency's overriding focus on developing and implementing a common continuous improvement process to support districts and schools identified through ESSA and IDEA monitoring - and to then provide these districts and schools with easy access to EBPs that align to their areas of need. Our prior and current work supports WDPI on these projects, and the WMCC will leverage this work to benefit both SEAs since both states seek to enhance the continuous improvement process by developing tools and resources to help districts identify and implement EBPs.

Five-Year Service Plan

From the lists of cross-state and state-specific needs summarized above, the WMCC team has identified high-leverage areas requiring specific capacity-building and technical assistance support that our team is well-qualified to provide to SEAs, REAs, and LEAs in our region. These are areas that, if addressed, will result in substantial improvements in student achievement. The WMCC Five-Year Service Plan is also represented in the WMCC Logic Model (Appendix B), which aligns to the FY 2019 Comprehensive Center Logic Model. Our Service Plan is guided by the following key principles:

- The needs and priorities of each state will guide the work;
- We will build upon prior and existing initiatives within each SEA (rather than starting new and poorly-aligned initiatives), and will work with our SEAs to refine and adjust as needed;
- Strategic data use will guide decision-making;
- We will increase resources and capacity through cross-state collaboration;
- Everything we do will be examined through an equity lens;
- The goal of our work is to bring evidence-based practices to scale to improve outcomes for students.

Our proposed Five-Year Service Plan is organized around six goals:

- Goal 1: Build SEA, REA, and LEA capacity for continuous improvement through a cross-state Networked Improvement Community (NIC);
- Goal 2: Develop or refine tools with SEAs to conduct **state-level** needs assessments, logic modeling, and related processes that support identification and scaling of appropriate evidence-based approaches to serve disadvantaged students, pursuant to state ESSA plans;
- Goal 3: Work with SEAs **to build regional and local tools and capacity** for needs assessment, logic modeling, and selecting, planning, implementing, and evaluating EBPs;
- Goal 4: Promote effective instruction in classrooms and schools by increasing the number of effective leaders and educators;

- Goal 5: Empower families and individuals to choose a high-quality education that meets their unique needs;
- Goal 6: Design and implement a communication system that focuses on authentic community engagement.

***Table 2*: Crosswalk between Identified Areas of Need and WMCC Goals**

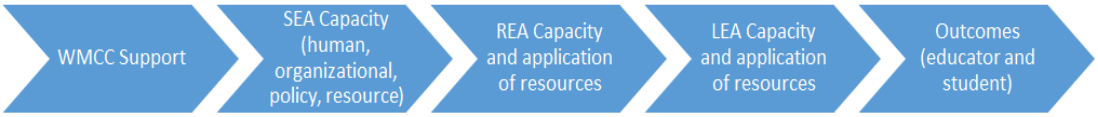
Topic	Need Area	Goal Alignment
Continuous Improvement	Build capacity within SEA, REA, and LEA for continuous improvement.	Goal 1. Build SEA, REA, and LEA capacity for continuous improvement through a cross-state Networked Improvement Community.
Continuous Improvement	Need of single SEA-Comprehensive Needs Assessment will be addressed within this goal, as will the availability and use of a continuous improvement process	Goal 2. Develop or refine tools with SEAs to conduct **state-level** needs assessments, logic modeling, and related processes that support identification and scaling of appropriate evidence-based approaches to serve disadvantaged students, pursuant to state ESSA plans
Continuous Improvement	Need of a single LEA-Comprehensive Needs Assessment will be addressed within this goal, as will the availability and use of a continuous improvement process	Goal 3. Work with SEAs **to build regional and local tools and capacity** for needs assessment, logic modeling, and selecting, planning, implementing, and evaluating EBPs.
Effective Leaders and Educators	Equitable distribution of effective teacher and leadership.	Goal 4. Promoting effective instruction in classrooms and schools by increasing the number of effective leaders and educators.
School Choice and Family Engagement	Educational choices and opportunities for students and families in rural areas.	Goal 5. Empowering Families and Individuals to Choose a High-Quality Education That Meets Their Unique Needs (Competitive Preference Priority 3).
Communication	Not an explicit identified need, but it is understood that none of this work will make a difference unless there is a clear communication system to all levels within the region.	Goal 6. Design and implement a communication system that focuses on authentic community engagement.

Topic	Need Area	Goal Alignment
Equity	Equity	Purpose behind the work. All work will be explicitly focused on this (e.g., ensure it is a focus of the NIC, needs assessment addresses this, teacher and leader focus is on recruitment and retention of teachers of color and strategies that will improve outcomes for students of color).
Career and College Readiness	Career and College Readiness	Purpose behind the work. All work will be explicitly focused on this (e.g., focus of the NIC, family choice will focus on career and technical education and concurrent enrollment options).

We will achieve these goals by providing capacity-building support at two levels: Cross-SEA-Level and SEA-Level. At the Cross-SEA-Level, capacity-building will be delivered to participants across the region by focusing on systems knowledge and skills that are central for understanding problems of practice, where changes are needed, and how to best support sustained evidence-based practice for continual improvement. At the SEA Level, capacity-building services will be delivered within Minnesota and Wisconsin, respectively, to assess needs and build on current capabilities to plan, select, test, and implement changes that improve outcomes for students. These two levels of capacity-building services will occur in tandem through nested group processes designed to support learning, applied practice, and bi-directional sharing of information: from Cross-SEA to REA and LEA, and from LEA and REA back to Cross-SEA.

As shown in the theory of action below, these tools and intensive supports will contribute to the development of human, organizational, policy and resource capacity. Creating these supports at the Cross-SEA and SEA levels will provide SEAs with high quality tools to use in training REAs and LEAs on needs assessments, logic models, and selecting, implementing and evaluating evidence-based practices. As a result, REAs and LEAs will have access to tools and supports available to complete needs assessments and logic models. In addition, they will be able to identify, implement, and evaluate evidence-based practices. When applied using a continuous improvement approach at the LEA level,

educational opportunities for disadvantaged students will be increased, and academic and engagement outcomes for disadvantaged students will improve. Below, we describe each of our six goals in more detail.



Goal 1: Build SEA, REA, and LEA capacity through a cross-state Networked Improvement Community

A growing number of scholars and policy organizations suggest that our current educational research and development infrastructure is not connecting to longstanding problems of improvement in our nation's schools (Bryk & Gomez, 2008; Bryk et al., 2015). These problems include opportunity and achievement gaps for different racial and ethnic groups, stagnant reading proficiency rates, large numbers of students dropping out of high school, and failure to adequately prepare all students for post-secondary and career readiness. Although these problems have been the focus of a great deal of research and public policy attention, the research-to-practice gap continues to be a challenge.

To address this gap, the WMCC will weave the NIC approach into the delivery of Region 10's intensive capacity-building services throughout the five-year grant period to help advance continuous improvement across the region. NICs are collaborative research-practice partnerships that function as scientific learning communities in which researchers and practitioners work together to understand and identify a common problem, identify root causes for the problem, and engage in rapid cycles of design, implementation, testing, and redesign to develop solutions (Coburn, Penuel, & Geil, 2013). Although educators regularly engage in efforts to improve practices and student outcomes (through Professional Learning Communities and other mechanisms), the focus is typically limited to their own efforts. As a result, findings are rarely shared beyond their school, district, or state - resulting in a lack of knowledge of promising practices brought to scale in new contexts (Zeichner, 2001).

While Wisconsin and Minnesota have similar demographics, needs, and priorities, there has not been much in terms of systematic collaboration across the two state departments to identify and address common problems of practice. In fact, as part of the RAC report recommendations, WDPI's then-chief of staff expressed her recommendation that the Comprehensive Center:

> "...could meet the need by creating networks of state department staff focused on learning from and supporting one another in these key areas. Comprehensive centers should focus on creating sustained communities of practice that span the life of the grant cycle, as opposed to convening states on particular topics for one meeting, or even one year. As these best practices begin to emerge around school and district improvement, accountability, equitable access to high-quality teachers, the networks will already be intact and the relationships built. Too often, states are convened only to all begin their planning, or in turn, to learn from the one state out far ahead. Both of these models miss the time in the middle where states are trying strategies, tweaking them, seeing early successes, and still are willing to learn from one another. My stakeholders encourage the comprehensive centers to develop lasting systems and structures to support SEAs over 3-5 years of ESSA implementation, rather than shifting gears to the next initiative." (RAC report, Appendix B-1)

We propose that by prioritizing an approach that incorporates NICs to engage stakeholders to solve problems using a systematic framework, concerns about the current educational research and development infrastructure will be addressed through leveraging resources and maximizing the impact of improvement efforts in networks of SEAs, REAs, and LEAs across the region. While the central work of a NIC is to identify a specific and actionable problem, and then collectively address it through an iterative process of designing, implementing, testing, and redesigning promising new practices, the learning from these iterative cycles can be brought back and applied to the local contexts of the NIC participants (such as classrooms, districts, and states), potentially affecting education practices more widely.

Achieving the goals we have outlined for the WMCC will depend upon effectively building the capacity of SEA, REA, and LEA staff. The NIC will function as job-embedded professional learning that

directly relates to an immediate problem to be solved. Research shows that one of the most significant challenges with learning a new program or practice, such as identifying and implementing evidence-based practices, is attending to the knowledge, skills, and self-efficacy of the people who are expected to implement the new practices (Gibbons & Coulter, 2015). Educators must have knowledge of the practice and why it is important. They must know *how* to implement the practice (e.g., skills), and they must be highly capable of implementing the new practice. Professional learning must also precede implementation in order to ensure that staff have the skills to be successful with the practice, and also have the core belief that their efforts will be rewarded with improved student performance. While there is no one model of professional development that has emerged to represent a validated standard of professional learning practice (Kratochwill, Volpiansky, Clements, & Ball, 2007), national standards guide us in designing and delivering professional learning collaborations such as NICs (Standards for Professional Learning, 2011) for adult learners. The standards outline the characteristics of professional learning for adult learners that lead to effective teaching practices, supportive leadership, and improved student results. Educators are to take an active role in using data to determine professional learning needs, and embed professional learning experiences in the contexts in which knowledge and skills are to be applied.

Knowing the existing skills of the staff and what skills are needed to improve practice and outcomes will inform all of our capacity-building services at WMCC, and will help us determine how best to meet the educational needs in Region 10. Drawing upon conversations with SEA leadership, the RAC report, and other needs-based priority areas, as well as our expertise facilitating NICs within each state, we propose to establish a cross-state NIC comprised of key SEA personnel and relevant stakeholders (i.e., intermediaries) identified by each SEA. WMCC will serve as a “network hub” and will facilitate the work of the cross-state NIC through the work of the center co-directors, who will provide support to our SEAs for data analytics and knowledge dissemination. As the network hub, WMCC will gather information on key insights that emerge as innovations spread across a variety of contexts, and will feed these insights back to the network. The network hub will play a key role in knowledge management and dissemination,

supporting access to relevant research, the design and analysis of rapid cycle measures, and will facilitate participant design and change efforts.

The focus of the cross-state NIC will be on identifying, implementing, and evaluating evidence-based practices targeted toward problems identified from the comprehensive needs assessment. Along with participants leveraging resources by learning from each other about what works and what doesn't work, the primary advantage of this approach is that the real learning is centered around a common framework for solving any problem. By utilizing a common framework for problem-solving, the capacity of the NIC members is built and maintained by continually applying the approach to new problems that emerge.

A cross-state NIC will serve as a source of innovation across Minnesota and Wisconsin in several key ways. First, both states face similar challenges, and the range of expertise and experiences within NICs will increase the chances that someone within the NIC has already been working to implement solutions to any particular problem. Thus, a wide range of ideas can be tested for possible improvements. Second, a cross-state NIC will also provide social connections that help accelerate testing and dissemination of ideas, and will build trusting relationships so that members respect the contributions of their peers in terms of solving the collective problem being addressed.

Finally, a cross-state NIC can also strengthen relationships among practitioners, policymakers, and researchers. What we mean here is changing the pervasive belief that researchers are the "knowers" who convey their knowledge to the practitioners who are the "doers." A better model, we believe, is a two-way exchange of knowledge in which all stakeholders are "improvers." This new paradigm is further strengthened by research suggesting that job-embedded professional learning structures such as teacher networks and/or study groups are more effective in changing teacher practice than traditional workshop or conference formats, and are strongest when groups of teachers are from the same school, department, and/or grade level (Porter, Garet, Desimone, Yoon, & Bierman, 2000). Building opportunities within professional learning experiences for active engagement of adults, such as those provided by a NIC that is content-focused, results in greater changes in practice, with even stronger effects when professional

learning activities are directly aligned with goals and state standards. Similarly, when teachers receive training on a practice, they are more likely to (a) implement the practice (McCormick, Steckler, & McLeroy, 1995); (b) implement with integrity (Sanetti & Kratochwill, 2009); and (c) report favorable student outcomes (Simmons, 2012) compared to teachers who receive training on academic assessment strategies or instructional programs without a practice component (Begeny & Martens, 2006). Followup coaching and support are also important, and have been shown to have positive and significant effects on both instruction and student achievement (Kraft, Blazar, Hogan, 2018).

The WMCC NICs will be distinguished from other types of "communities of common interest" by including four principles that govern how it operates. First, the NIC will be focused on well-specified improvement aims to accomplish measurable outcomes. Second, the NIC will be guided by a deep understanding of the problem, the system that produces it, and a theory of improvement relevant to the problems that network members identify as important to address. This is in stark contrast to what often occurs with improvement efforts in education, where the emphasis is on spreading programs and practices that have been demonstrated to be effective but without regard for a deep understanding of the problem and the context that defines it. The NIC will articulate a theory of improvement linked to the defined problem and the root causes of those problems. Third, the NIC will be guided by improvement science. Rather than focusing only on *whether* a program or practice works, the NIC will also seek to understand *how* to make a program work reliably and across contexts. Finally, the NIC will be coordinated with the goal of accelerating improvement, testing and refining interventions, and effectively integrating them into practice across a variety of contexts. As a result, NICs are well-suited to organize EBPs and apply "what works best" to high-leverage educational problems.

NICs can be formed to solve problems of practice at many levels, including state, district, and building levels. For example, consider the problem of practice around student attendance with a focus on identifying and understanding the problem. At the state level, the problem will be identified through statewide attendance data, and the NIC would engage in root cause analysis by examining barriers in the state infrastructure around attendance (e.g., definitions of attendance and chronic absenteeism, data

systems for tracking attendance, data dashboard availability, state attendance reports). At the district level, the NIC may examine data on attendance and percentages of students who are chronically absent, and seek to understand the major reasons why students are missing school (e.g., transportation, health, bullying). At the building level, multiple buildings may work together in a NIC to determine if there are disparities in attendance among different subgroups of students (e.g., students with disabilities, race, poverty, etc.). While the unit of analysis may be different, the process is the same. NIC participants may also include educators who work in a variety of capacities and at different levels of the system. For example, the Mathematics Teacher Education Partnership (Martin & Gobstein, 2015) included leaders from more than 90 universities and more than 100 school districts.

Minnesota has previous experience with participating in a NIC. During the 2015-16 school year, the Midwest Regional Educational Laboratory (REL) worked with educators in Michigan and Minnesota to establish two NICs focused on improvement in schools identified as needing support under their accountability systems. Minnesota requested assistance with improving the supports it provided to its six Regional Centers of Excellence (RCE). The RCE's provide support to priority and focus schools across the state. The RCE's used guidance from research and other improvement science projects to direct the activities. The NIC identified challenges that the MDE faced in supporting the regional centers. One challenge identified was a lack of clearly communicated expectations for closing achievement gaps. A root cause analysis was completed by the NIC, and found several factors that contributed to the problem, including (1) lack of knowledge of evidence-based practices to close achievement gaps; (2) lack of professional development activities on evidence-based practices; and (3) lack of communication between the MDE, the RCEs, and the educators working directly in schools.

Both the Michigan and Minnesota NICs identified several tasks that are important in establishing successful networked improvement communities:

- Build a cohesive team with participants representing different types of expertise;
- Reduce uncertainty by clarifying what participation entails;
- Build engagement by aligning work with ongoing efforts;

- Use tools and resources from improvement science to identify a problem that is important and specific enough to be able to act on;
- Embed capacity-building to develop additional expertise for using continuous improvement research to address problems of practice.

We intend to build from this learning in the cross-state NIC by addressing these findings.

We envision the SEA NIC activities to occur in three phases described below. Timelines may be accelerated based on the efficiency of the NIC.

Year 1: Chartering Phase

Year 1 will involve a chartering phase that typically lasts 3-12 months. In this phase, a network initiation team will form with key SEA stakeholders from both states and WMCC staff. The goal is to articulate the problem to be solved using existing needs assessment data, and to identify new information to collect and analyze that contributes to a greater understanding of the undesirable outcome. The problem will be studied through LEA focus groups, analysis of performance data, compiling research and scholarly knowledge, and system analysis through process mapping. Root causes of the problem will be identified through consolidating learning, culminating in the development of an aim statement and theory of change. Additional stakeholders will be identified and recruited and a charter developed. Examples of additional stakeholders include intermediaries such as Wisconsin's regional service providers, known as Cooperative Educational Service Agencies (CESAs), Service Cooperatives (MN), and other SEA staff. Finally, social network analysis of connections across the network will be conducted to analyze connections from year to year. The aim of social network analysis is to understand a community by mapping the relationships that connect them as a network, and then drawing out key individuals, groups within the network ("components"), and associations between individuals.

Years 2-3: Testing Phase

During Years 2-3 of the grant, we will continue to build improvement science capacity and NIC collaboration infrastructure. The NIC will plan for, implement, and evaluate evidence-based practices to generate knowledge. Learning will be aggregated, synthesized and disseminated. Data visualization tools

will be developed to track progress, including heat maps — a two-dimensional representation of data in which values are represented by colors. A simple heat map provides an immediate visual summary of information. More elaborate heat maps allow the viewer to understand complex data sets. There are many ways to display heat maps, but they all share one thing in common — they use color to communicate relationships between data values that would be much harder to understand if presented numerically in a spreadsheet. In the case of the NIC, green will represent "on-track," yellow will represent "progressing," and red will represent "needs support." Similar to Year 1, social network analysis of connections across the network will be analyzed.

Years 4-5: Scaling Phase

During Years 4-5, scaling will occur as capacity is built around NIC participants. It is expected that regional intermediaries (REAs) will begin to develop capacity to charter NICs with LEAs that are located within their service region. The Region 10 Comprehensive Center will support content management and push-out tools and resources to assist future networks. We anticipate running up to five regional NICs during the life cycle of the grant.

Goal 2: Develop or refine tools with SEAs to conduct state-level needs assessments, logic modeling, and related processes that support identification and scaling of appropriate evidence-based approaches to serve disadvantaged students, pursuant to state ESSA plans.

As indicated from our review of state data, reports, and conversations with key SEA leaders, each agency clearly intends to develop processes that support continuous improvement efforts around evidence-based practices to address large and persistent achievement gaps between student groups based on race, poverty, special education, and English proficiency. SEA personnel, however, at times differ over how best to approach these improvement efforts. Further, there have been instances where program areas (e.g., Title I) may use differing and potentially duplicative tools, processes, reporting requirements and timelines as other program areas (e.g., Title III, Special Education or educator talent management teams). Agency leaders recognize that these misaligned processes and requirements lead to duplication of efforts and frustration among district and school leaders. Goal 2 focuses on helping each agency create coherence

around continuous improvement efforts while also learning from peers in the other regional SEA practices that have the strongest potential to help LEAs with implementation of EBPs practices to meet the needs of their students.

To address Goal 2, the WMCC team will first work with each SEA to initiate a comprehensive needs assessment focused on their continuous improvement efforts. The agency-level needs assessment starts with a review of existing needs assessment requirements and tools relating to continuous improvement across agency program areas. Once these requirements and related tools are gathered, agency staff, with support from the WMCC team, will take stock of the existing tools, identify areas for streamlining, and build a common conception for SEA-endorsed continuous improvement activities.

Building a common approach to continuous improvement will be supported by working with the SEAs to an overarching logic model. The process of developing the logic model will encourage staff in each agency to develop a shared understanding of the agencies' primary continuous improvement goal, resources that exist to support the goal, activities to complete, and related outputs and expected outcomes.

Additionally, each state emphasizes support for developing effective teachers and leaders, particularly for our states' neediest student populations. They have efforts in place to provide accessible EBPs to teachers and leaders to support educator effectiveness as well as local continuous improvement efforts. These EBPs will include resources to help develop effective teaching, leadership (Competitive Preference Priority 2) and promising practices for family and individual choices (Competitive Preference Priority 3). The WMCC team will work with teams within each state, as well as across states, to examine how the Knowledge Mobilization hubs (see below) and standards-portal resources are being used, and how they may be improved.

Goal 3: Work with SEAs to build regional and local tools and capacity for needs assessment, logic modeling, and selecting, planning, implementing, and evaluating EBPs.

During the process of supporting SEAs in developing and conducting a SEA comprehensive needs assessment, attention will be given to reviewing existing tools and capacity at the regional and local levels. This review will inform the SEAs in identifying how to refine and/or develop tools for REAs and

LEAs around needs assessment, logic models, selecting, planning to implement, implementing, and evaluating EBPs. This review will inform a gap analysis, and be followed by input from stakeholders (including the cross-state NIC), to establish function and scope of proposed tools, draft the tools, conduct usability testing on the tools, and finalize tools. Table 3 summarizes the tools. WMCC will also support SEA staff in building the capacity of others in the agency on the tools prior to roll-out to REA/LEA staff. The Five-Year Service Plan currently includes the development and rollout of the following tools.

Since the vast majority of LEA support is done through intermediaries, it is essential that these intermediaries are part of this planning process. Once the tools are developed and/or refined, the REAs will need to have the knowledge and capacity to push this information down to LEAs. WMCC will work closely with the SEAs to ensure the REAs have everything they need in order to roll these out successfully.

***Table 3*: Goal Three Tool Description and Timeline**

Tool	Description	Timeline
REA/LEA Comprehensive Needs Assessment Toolkit	A toolkit (training modules, templates, and resources) for conducting LEA needs assessments that can be used for various purposes (e.g. ESSA, Title I, Title III) and inform logic model development and EBP selection, implementation planning, actual implementation, and evaluation.	Year 1
REA/LEA Logic Model Toolkit	A toolkit (training modules, templates) which articulates how to utilize the needs assessment to develop a logic model, which informs EBP selection, implementation planning, actual implementation, and evaluation.	Year 1
REA/LEA Readiness Tools	A toolkit (training modules, administration guidelines) which articulates how to administer a readiness survey and access, interpret, and use the results to inform EBP selection, implementation planning, and actual implementation.	Year 2
REA/LEA Program Evaluation Tools	Tools (Guidebook, Briefs) to inform designing and conducting program evaluations of EBPs, and utilizing evaluation information to inform continuous improvement and sustainability.	Year 3

Goal 4: Promoting effective instruction in classrooms and schools by increasing the number of effective leaders and educators (Competitive Preference Priority 2).

Effective Leaders

To build capacity for effective leadership at the LEA level (Competitive Preference 2), we propose to use the NIC framework to leverage and enhance work done in each state. In Minnesota, the legislature funded the Minnesota Principal Academy (MPA) for the past 12 years in partnership with the University of Minnesota. To date, this statewide approach has produced a network of over 450 highly trained principals. The MPA uses the National Institute for School Leadership curriculum as the training foundation. This curriculum is the only evidence-based approach for principal professional learning that meets ESSA Tier II standards for excellence. Most recently, the National Institute for School Leadership curriculum was cited by a RAND Corporation review of school leadership interventions as the only activity in the category of "Professional Learning for Principals" demonstrating positive results for students (Herman, Gates, Chavez-Herrerias, & Harris, 2016).

In Wisconsin, WDPI is partnering with the state's professional associations (principals and superintendents) to deliver professional learning opportunities through focused and intensive workshops. Additionally, WDPI is partnering with the five largest school districts to develop the Wisconsin Urban Leadership Institute. Both programs emphasize four major priorities: 1) leadership for equity; 2) data-informed inquiry and improvement planning using the WISE suite of tools; 3) mental health support; and 4) leveraging learning-centered educator evaluation.

These approaches to leadership professional learning show great promise, but could be strengthened in several ways. For example, through the MPA, next steps have been identified. First, a need for alignment between what principals are learning through the academy and the knowledge base of district leaders has been identified. MPA participants are identifying that their capacity is being built, but they are going back into systems where district leaders need similar training. Second, there needs to be alignment with state infrastructure to support effective leaders. Minnesota has Regional Centers of Excellence (RCEs) that provide support to high-priority LEAs. Recently, six Principal Support Specialists have been

hired across the state to provide system improvement coaching to principals. Finally, we think that the MPA principal network could be used to provide input on the SEA NIC strategies and could be used as sites for testing strategies that come out of that work.

WDPI is attempting to create linkages between (a) the professional learning experiences provided through the professional association academies and the Urban Leadership Institute; and (b) LEA plans to implement evidence-based practices within a continuous improvement cycle in order to fulfill ESSA requirements. The WMCC team will work with WDPI to examine the nature and extent of these connections, and will leverage learning to improve the leadership development programs and/or continuous improvement tools described under Goal 2.

The Region 10 WMCC proposes to expand the work done around developing *effective principals* to developing *effective district leaders* (superintendents and other district-level leaders) through piloting a NIC with district leaders organized around a common problem of instructional practice. This NIC would engage in a continuous improvement process to clearly define the instructional problem of practice, identify the root cause(s) of the problem, identify an evidence-based practice that is clearly linked to the root cause, implement the practice with fidelity, and evaluate outcomes. The goal for this pilot NIC will be to develop a curriculum that can be deployed using a combination of technology-based learning, virtual coaching, and regional face-to-face meetings.

Effective Teachers

SEA-Level Distribution Resource: Teacher quality distribution reports represent another specific resource that WMCC has identified as high value. In 2019, the Minnesota Professional Educator Licensing Standards Board, in partnership with Wilder research, published a report on Minnesota teacher supply and demand. Minnesota houses a Staff Automated Reporting System but due to a myriad of issues, the system is largely unusable. The report states, "...A new licensure system that collects data more accurately and efficiently, including districts using a statewide job board that can better track application data, should help future reports with data clarity and the development of trend lines." In order to produce

this report, Wilder conducted a statewide survey with school district representatives or hiring administrators, with a 59% response rate.

Findings in the report reveal some troubling information, such as the fact that more than half of teachers holding an active license are not currently working as a teacher in a Minnesota public school, for reasons that are largely unknown. While this report provides some important information, this method is less trustworthy and less sustainable than a well-functioning data system that can more comprehensively address teacher shortages, ensure more teachers are teaching within their licensure area, and more strategically work to staff high-needs schools and licensure areas.

To address the need for additional information on this topic, WMCC will develop a SEA-level educator distribution resource during Year 1 of the Five-Year Service Plan. This resource will provide MDE with a more systematic view of the workforce. The educator distribution will depict the strength and stability of regional and district faculties to inform supports to regions and districts around recruiting, assigning, and retaining a quality, equitable educator workforce.

LEA-Level Distribution Resource: Similarly, another resource WMCC has identified as high value for MDE is a resource for Minnesota LEAs to examine educator distribution. LEAs would greatly benefit from additional information on teacher supply and demand. The/Minnesota Professional Educator Licensing Standards Board report (Wilder, 2019) referenced above states that "...most districts are not well-equipped to answer data-specific questions about the number of applicants for all positions posted in the last academic year. Until data systems can more accurately and efficiently collect this data, the district survey relies predominantly on perception of shortages." Having more accurate and timely data would enable districts to make more informed and strategic decisions, and ensure more students have teachers who are highly qualified and within their licensure area. WMCC has therefore planned the development of a LEA-level educator distribution resource during Year 1 of the Five-Year Service Plan. The function of this resource will be informational, as it will provide Minnesota LEAs with a more systematic view of the workforce. The educator distribution will depict the strength and stability of LEA faculties to inform supports to schools around recruiting, assigning, and retaining a quality, equitable educator workforce.

Goal 5: Empowering Families and Individuals to Choose a High-Quality Education That Meets Their Unique Needs (Competitive Preference Priority 3)

The WMCC will work with our respective SEAs and with the states' rural education associations, the Wisconsin Rural Schools Alliance (WIRSA) and the Minnesota Rural Education Association (MREA), to empower families living in rural LEAs to choose a high-quality education matched to their students' unique needs (**Competitive Preference Priority 3**). Our rationale for focusing on rural schools to increase access to different forms of educational choice is twofold. First, both Wisconsin and Minnesota have a significant share of rural LEAs, many of which have high rates of poverty. As shown previously in Table 1, 55% of LEAs in Wisconsin, and 60% in Minnesota, are classified as rural using Locale Codes established by the U.S. Census Bureau. Even when applying the more restrictive definition of rural used in the Small Rural School Achievement (SRSA) program, Minnesota still has 167 (out of 329 non-charter LEAs) classified as rural, while Wisconsin has 131 (out of 424 non-charter LEAs). Rural districts in both states also have high and growing poverty rates; recent WDPI data, for example, show that many rural districts have poverty rates exceeding 50%. The second rationale is that in contrast to urban and suburban areas, options for educational choice are typically much more constrained in rural areas. Both states have inter-district choice programs, but the nearest district is often a long distance away in many rural areas, and within-district choice options are similarly limited when many rural districts have only a single school at each grade span (elementary, middle, and high).

WMCC proposes three specific activities to increase access to educational choice in rural areas that are responsive to and respectful of rural schools' needs. These proposals build on sustainable, evidence-based best practices identified and utilized by rural districts themselves, and avoid pitting rural districts, many of which already facing declining enrollment, against one another to attract students. WMCC will partner with WDPI, MDE, WIRSA, and MREA around the following initiatives:

1. Inventory of educational choice options in rural districts: We will work with WDPI, MDE, WIRSA, and MREA to develop an online survey of rural districts to assess how prevalent different forms of choice (as defined in the Comprehensive Center grant notice) are in terms of

implementation and usage. These include public educational programs or courses offered by traditional public schools; private or home-based educational programs or courses; internships, apprenticeships, or other work-based learning; part-time coursework or career preparation (including web-based offerings); dual or concurrent enrollment programs; access to services or programs for aspiring or current postsecondary students; and other educational services such as credit recovery, accelerated learning, or tutoring. Once collected, we will disseminate and display this information graphically through easily-interpreted "heat maps" by region within each state. Surveys will also include questions that help identify barriers that impede implementation of different choice options in rural settings.

2. Voluntary Exit Survey: In the inventory, we will also collect information on how many rural districts have processes and procedures in place for gathering information on why families leave. We know anecdotally that some districts administer "exit surveys" to families that select other educational options, but we will use the inventory as a way of gathering these different exit surveys, comparing them, and combining them into a single optional exit survey tool that would be made available for districts across the two states to utilize on a voluntary basis. Depending on level of interest, we could also explore the possibility of creating statewide exit surveys using data from WDPI and MDE to target families with children attending a school other than their local public school, as a way of collecting more data on the "push" and "pull" factors that motivate families to seek out different options. Reports or dashboards could then be created to give feedback to districts and schools to help drive their improvement processes.
3. Establish a "Rural Best Practices" hub within the Knowledge Mobilization platform: Building from information collected through the inventory (#1 and #2 above), we will create a special Knowledge Mobilization hub dedicated to sharing best practices within rural education. We expect that this will include innovative practices such as how rural districts are collaborating around staffing shortages (including rural "grow your own" programs), increasing course

offerings through technology, addressing students' mental health and social-emotional learning needs, and partnering with local businesses to increase access to work-based learning options.

Goal 6: Design and implement a communication system that focuses on authentic community engagement and collaboration with partners

Communication and stakeholder engagement are critical to the design and implementation of capacity-building supports that improve recipient outcomes. The Five-Year Service Plan therefore prioritizes a communication system which focuses on authentic community engagement and collaboration with partners. Authentic community engagement allows clients to learn about available processes and products resulting from the work of the WMCC, and in turn informs the WMCC on needs from the SEA, REA and LEA levels. This two-way communication will use multiple media as well as face-to-face opportunities. Collaboration with partners is accomplished through establishing mutually beneficial relationships with partners (national organizations, businesses, and industry) for the purpose of supporting WDPI and MDE in the implementation and scaling-up of evidence-based programs, practices, and interventions, as well as reducing duplication of services. The following provides a synopsis of the communication system and accompanying communication plan which will be implemented by the WMCC team.

Role of Communication and Stakeholder Engagement in the Five-Year Service Plan

The WMCC team understands that successful communication in support of its processes and activities begins by anticipating the questions and concerns of our stakeholder groups — SEAs, REAs, LEAs, education professional associations, families, and students. For each group, we will customize information and messages to solicit stakeholder feedback and participation, and identify dissemination strategies that best meet stakeholders' information needs. WMCC will also establish strategic partnerships with national organizations through an annual partnership plan to best leverage their existing resources to respond to emerging SEA needs, and sharing the resources and lessons learned from our region.

The WMCC partners understand the importance of selecting appropriate media to communicate information, and will work in collaboration with SEAs and other identified stakeholders in the region to

structure processes and formats to deliver technical assistance and other important information in ways that meet the needs of stakeholder communities. This can be accomplished by keeping communication materials brief and direct, and by incorporating infographics and summaries to accommodate the information needs of different sets of stakeholders. Another way to make technical assistance impactful involves key stakeholders identifying information that is important to share. WMCC-led focus groups and listening session will help to craft our final communications strategy. Data conversations or analysis tables (Patton, 1997) can be useful tools to help guide such discussions about how best to interpret data so that primary users of information can help provide context and build capacity to use the results.

We recognize that state-level messaging must be adapted when communicating at the regional and local levels. Technical assistance processes and materials must fit the specific contextual setting in which they are applied. At the same time, we also recognize "trickle down" communication does not always work, and that messages can get caught in the "funnel." Because of these two realities, we propose a two-pronged communication approach. The first is to work with SEAs to create materials and strategies for the SEAs to push information out through their current communication systems. These are evidence-based communication strategies that make clear what is required and how those requirements can be adapted to local contexts. The second prong is to provide open access to information so that stakeholders at all levels have access to materials developed for their needs. This requires both the creation of the material on the public platform (i.e., website) as well as ensuring stakeholders know how and where to access that information.

In addition to working with stakeholders, the WMCC partners will seek to identify ways to address communication challenges. For example, how well information is received by SEAs and LEAs may affect the extent to which expected changes occur over time. We will share information in a timely manner by engaging in regularly scheduled, informative communication through a variety of media including face-to-face communications, print pieces, publications, online meetings, and electronic media. WMCC communications throughout the life of the grant will be accessible and open, designed to generate interest and to collect data from stakeholders.

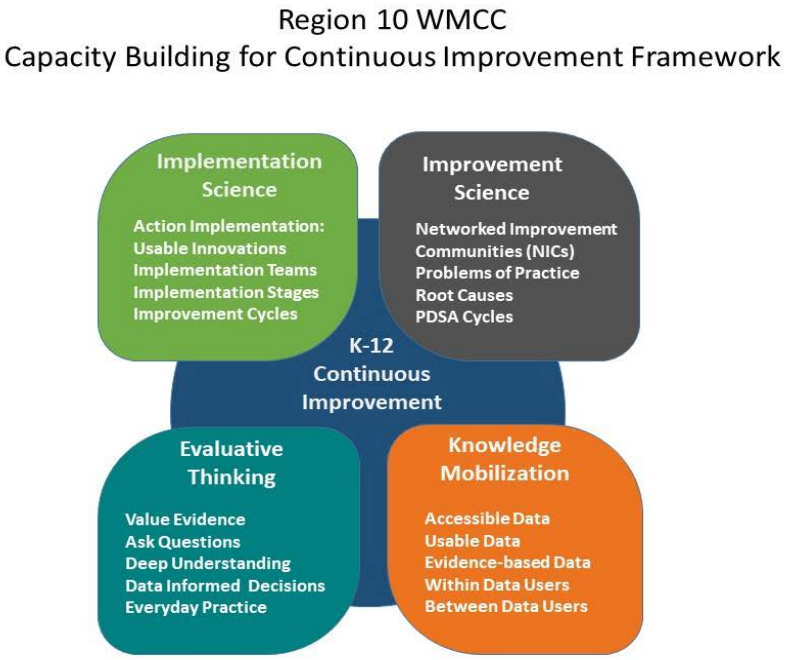
WMCC will also establish mutually beneficial relationships with partners (national organizations, businesses, and industry) for the purpose of supporting WDPI and MDE in the implementation and scaling-up of evidence-based programs, practices, and interventions, as well as reducing duplication of services. We will convene our partners annually to develop a WMCC partnership plan, and consider emerging needs on a quarterly basis, identify overlapping initiatives, and establish coordinated supports, product development, and events.

B. Quality of the Project Design

Conceptual Framework for WMCC

The conceptual framework underlying the proposed intensive capacity-building services for the WMCC is guided by four theoretical frameworks drawn from evidence-based research and decades of applied research and evaluation practice at WCER and CAREI (Figure 1).

***Figure 1*. Region 10 WMCC Continuous Improvement Framework**



Our conceptual framework incorporates ***implementation science*** processes and ***action implementation frameworks*** (i.e. usable innovations, implementation teams, implementation drivers,

implementation stages, and improvement cycles) (Fixen, Naoom, Blasé, Friedman, & Wallace, 2005); ***improvement science*** and the use of NICs, inspired by Bryk et al., (2015); ***evaluative thinking*** (Baker & Bruner, 2012) to build capacity within organizations to value data use and evaluate progress; and ***knowledge mobilization*** (Cooper, Rodway, & Read, 2018) so that evidence-based information can be easily accessed by educators. These components, working in conjunction with one another, provide a means for the WMCC capacity-building framework to improve the quality of instruction, increase educational outcomes for all students, and close achievement gaps. Details on how each of these components of our conceptual framework support education stakeholders' efforts to design, plan, and implement continuous improvement processes and evidence-based practices within the region's schools are provided below.

Implementation Science and Action Implementation Frameworks

Informed by implementation science research (Fixen et al., 2005), and research conducted by the National Implementation Research Network (NIRN), action implementation identifies five key components for success when implementing innovations at a systems level. The WMCC will use action implementation to guide capacity-building activities to identify effective and ***usable innovations*** that are well-operationalized so that educators can be taught to use them with fidelity; work with ***implementation teams*** to support the full, effective, and sustained use of innovations to improve outcomes; address capacity-building for key ***implementation drivers*** for success (i.e., relevant competencies, organizational supports, and engaged leadership); guide SEA clients and recipients through integrated, non-linear ***implementation stages*** (i.e., exploration, installation, initial implementation, full implementation) with a goal of full implementation of innovations so that outcomes can be reached; and embed systematic and intentional ***improvement cycles*** based on Plan-Do-Study-Act processes to test for changes to enable continual improvement and efficiency. When leaders in schools are trained to apply implementation science in practice, they are better able to support successful selection, adoption, delivery and sustained evidence-based practices. WMCC will collaborate with intermediary service cooperatives (e.g., MRC,

MSC, CESA) to train leaders and build organizational capacity to engage in action planning to improve system wide processes represented in WMCC Goals 2-4.

Improvement Science

The differences between implementation science and improvement science are often misunderstood, and are worth noting as both are included in the WMCC conceptual framework. Implementation science aims to increase understanding about different phases of work, including roles and responsibilities, and how interventions are adopted and spread. Improvement science, by comparison, is a methodology used for disciplined inquiry to solve specific problems of practice based on underlying beliefs about what we need to know to improve practice and how we come to know it (Bryk et al., 2015). The WMCC will embed both improvement science and implementation science thinking throughout its capacity-building services to help solve problems and improve practice for students. For example, NICs, as described earlier, provide a framework to engage SEAs, REAs, and LEAs in collaborative groups to analyze a common problem (and the system that produced it), and then develop a working model for improvement. The goal is to understand the problem, the system that created it, and to then generate, test and implement solutions as reflected in WMCC Goals 1-6.

We use a generic teaching challenge as an example. NICs involve three interrelated levels of learning. Level A is the knowledge acquired by teachers as they reflect individually on evidence from some new instructional practice that they have attempted. Level B is the learning that occurs across individuals within a workplace. This often takes the form of school-based learning communities. Level C is learning that occurs across institutions. Developing this type of learning does not occur naturally; rather it requires deliberate organization with a “network hub” that is the catalyst for rapid communication and learning among members. While Level B learning augments what individuals learn on their own, Level C learning speeds up the social learning process. A NIC is an example of Level C learning. When implemented with fidelity, NICs can be used in unique ways to solve problems across groups, thereby accelerating the testing and dissemination of ideas that work. Well-designed NICs aim to build trusting relationships to solve problems collectively.

NICs and implementation science are complementary processes that work together to streamline efforts to identify and test evidence-based solutions and gauge organizations' capacity to implement services during planning and exploration stages, while also increasing the likelihood of successful delivery of improvements during full implementation. Both processes require purposeful, ongoing adaptation and refinement of strategies so that students continue to benefit.

A NIC can work through problems at a state level, as described in Goal 1, analyze them, work with REAs to test solutions, choose something to implement, test that in the system, and then scale up "the right choice." For example, CAREI has led a NIC with multiple districts in Minnesota that will inform the state. They worked with nine school districts to develop data analytic tools to identify a chronic absenteeism problem (discussed in a later section), analyze root causes through administration of the Reasons for Chronic Absenteeism Survey, set goals and develop plans based on root cause data, implement plans with fidelity, and evaluate whether the plans increased attendance. We envision that WMCC will continue to support SEAs, REAs, and LEAs to engage in these types of processes focused on these and other types of common problems of practice. Small changes made to help solve problems that may otherwise go unnoticed can have a direct impact on student achievement.

WCER staff on the WMCC team also have experience using the NIC approach with Wisconsin educators. WCER was part of the Personalization in Practice research team at UW–Madison that facilitated a NIC with a group of schools in Wisconsin. The NIC included five schools with over 20 educators involved in several cycles of improvement over one school year (2016-17) that came together to design and test student-teacher conferring protocols in schools practicing personalized learning. Supported by the NIC hub led by the Personalization in Practice team, the NIC shared its approaches to personalized learning, designed and tested improvement approaches to conferring practices, provided each other feedback, and refined conferring protocols to share with educators outside of their schools and districts (Kallio & Halverson, 2017).

Another focus of WMCC's capacity-building services will be on implementation of the MTSS framework. We envision working with the SEA's and intermediaries to provide technical assistance

involving groups of participants across LEAs around fidelity of MTSS implementation by identifying barriers to fidelity (e.g., root causes) and designing solutions to eliminate these barriers. Many LEAs in Wisconsin and Minnesota are implementing an MTSS framework as a way to provide all students with opportunities to succeed academically and behaviorally in school. The focus of MTSS is to provide high-quality instruction to all students, along with evidence-based interventions matched to student need and frequent progress monitoring to make decisions about changes in instruction or goals for students who need supplemental and intensive instruction. Data are used to allocate resources to improve student learning and support staff implementation of effective practices. When implemented with fidelity, this framework has an effect size of 1.29 on student achievement (Hattie, 2009). However, fidelity of implementation is a common implementation problem.

Evaluative Thinking

Getting credible evidence-based data into the hands of those who need to use it to make education decisions is a top priority in the region. Evaluative thinking involves the integration of evaluation skills and ways of thinking about using relevant data in any aspect of an organization's work. Building organization members' capacity to think critically about evaluation, and to take action in everyday practices, helps ensure that organizations are better able to reach outcomes (Baker et al. 2012). This type of critical thinking prepares staff to value evidence, identify assumptions, pose thoughtful questions, pursue deeper understanding, and inform decisions in preparation for action (Buckley, Archibald, Hargraves, & Trochim, 2015) and will be achieved through WMCC Goals 1-4.

In our experience, state education agencies, education service cooperatives, school districts, and other education organizations are motivated to learn how to conduct root cause analyses, to solve problems of practice, and use data effectively for continuous improvement, but many lack the resources to accomplish these tasks (CAREI, 2016). The WMCC is uniquely positioned to help build the capacity of stakeholders (e.g., SEAs, REAs, LEAs) to think critically about data use in everyday practices and to identify credible evidence-based information, identify problems within a system, refine information needs, and apply systematic and purposeful inquiry processes. All of this helps generate information to

facilitate decision-making and sustain systematic processes to support learning through a continuous improvement framework. We will collaborate with regional service providers in Wisconsin and Minnesota to build leadership capacity, increase organizational capacity, and provide training to help leaders think evaluatively and engage in action planning to improve system-wide processes.

Knowledge Mobilization

The WMCC capacity-building services will provide training on the identification and effective use of data to support continuous improvement practice decisions, and to leverage the knowledge mobilization effort throughout the grant to expand and test evidence-based practices across the states. Knowledge mobilization focuses on ensuring that research knowledge is not only accessible and usable within academia and between researchers, but also the wider community. By moving research knowledge to the community and in turn using knowledge from the community to inform academia, it is argued that knowledge mobilization increases its intellectual, economic, social and cultural impact (Cooper, Rodway, & Read, 2018). WCER has been involved with WDPI in a State Longitudinal Data Systems grant to support school districts' use of state and local data to address problems of practice, specifically practice intended to address the state's well-documented and persistent achievement and opportunity gaps. We describe this work in more detail below.

Knowledge mobilization for continuous improvement efforts are a major recent focus of WCER's work with WDPI to develop tools to disseminate research to educators via its WISELearn Educator Portal. This information will provide access to critical resources for educators who need EBPs to support district or school action plans as part of a continuous improvement efforts. The process is being developed with WDPI and includes data inquiry, identification of root causes, EBPs through "hubs" of resources and evidence related to the root causes, and action plan for development and implementation. Twelve hubs are currently being developed, each with a different topic that draws directly from Wisconsin's Framework for Equitable Multi-level Systems of Support. The intent is for school and community-based educators to use the hubs to guide decisions towards equitable and high-quality

learning opportunities for youth, with a central goal of identifying continuous improvement strategies to meet ESSA requirements.

The 11 key systems features of the state's Equitable Multi-level Systems of Support framework make up the majority of the hub themes, with the others being central and underlying concepts important to understanding the process of a root cause analysis. The initial 12 themes include: "systemic" root causes/structural inequality; equity; high-quality instruction; strong shared leadership; family and community engagement; systemic implementation; EBPs; strategic use of data; positive school culture; collaboration; strong universal level of supports; and continuum of supports. The information will complement capacity-building for evaluative thinking that will also include components of data identification, collection, analysis and use of evidence-based practices related to WMCC Goals 1-6.

Integration with Related Efforts and Funding Streams

Members of the WMCC are currently involved with numerous WDPI and MDE initiatives that the Comprehensive Center will leverage and build on, several of which directly support either Competitive Preference Priority 2 or Competitive Preference Priority 3.

In Wisconsin, WCER staff support WDPI's continuous improvement efforts in a number of areas. These areas include educator effectiveness, college and career readiness, and data use under the State Longitudinal Data System. In Minnesota, CAREI is involved with supporting LEAs around the use of data to inform decision-making. They do this through program evaluation support, needs assessments, professional learning activities, and data analytic support. In addition, CAREI has an option for school districts to join the CAREI District Assembly, which currently consists of 54 leaders from LEAs and professional associations. Assembly members come together four times per year to learn about continuous improvement and selecting, implementing, and evaluating EBPs. In the following section, we describe how current SEA initiatives will be leveraged and enhanced through the Comprehensive Center work.

Educator Effectiveness (Competitive Preference Priority 2)

Beginning in 2011, WCER/WEC researchers Drs. Steve Kimball and Brad Carl helped facilitate the State Superintendent's Educator Effectiveness Design Team and affiliated working groups that included stakeholders from Wisconsin school districts, teacher and leader professional associations, and teacher and leader training programs. These efforts led to the establishment of Wisconsin's Educator Effectiveness System for teacher and principal evaluation, implemented in 2014. The Wisconsin Legislature codified the work of the Design Team through Act 166 (2011), which established guidelines and requirements for teacher and principal evaluation.

Specific support and capacity-building efforts provided by the WCER team to WDPI in the educator effectiveness development process include leadership and teacher evaluation measures and processes, development of a new standards-based leadership framework (the Wisconsin Framework for Principal Leadership), selection of the teaching practice framework, creation of user guides and training strategies, and support for external evaluation activities.

Wisconsin's approach to educator evaluation emphasizes a learning-centered approach. Rather than emphasizing high-stakes uses of the system, such as performance-based pay, the system encourages districts to prioritize ongoing, formative evaluation within a cycle of continuous improvement. This approach shifts evaluation from a compliance-driven process with limited benefits to a professional learning system that helps focus and drive improvement across the career continuum.

To leverage the Educator Effectiveness System as a continuous improvement process, WDPI initiated a professional learning series called the "Working on the Work" (WOW) series. WCER staff, led by Kimball, provides guidance to the WOW leadership team with an annually-updated logic model, as well as formative evaluation support to help the WDPI leadership team gauge participant reactions and assess how they apply their experiences in practice. With the support of the Wisconsin district and school leader professional associations (the Wisconsin Association of School District Administrators and the Association of Wisconsin School Administrators, respectively), the WOW series is now called the "Leading for Learning Series." This new series will support district and school teams as they develop

distributed leadership in connection with ESSA action plans. Teams can leverage their work through Title II-funded leadership professional learning academies. WCER is also evaluating the reach and impact of the Title II leadership development programming.

Also, as part of Title II set-aside funding, WDPI has invested in the development of an innovative cross-district leadership academy, the Wisconsin Urban Leadership Institute, with participants from the five largest urban school districts in Wisconsin (Green Bay, Kenosha, Madison, Milwaukee and Racine). WCER participated in initial capacity-building efforts of the project, with the goal of implementing professional learning focused on leadership for equity and supported by leadership coaches. The work has been facilitated by Dr. Alisia Moutry (one of the WMCC co-directors), in collaboration with the New York City Leadership Academy. The program is in a pilot year, involving approximately 27 school leaders and leadership coaches. Using a train-the-trainer approach, the New York City Leadership Academy will work over the next two years to develop local capacity to carry out the training, led by Dr. Moutry. The project is being evaluated by Dr. Curtis Jones, of UW-Milwaukee, who is part of the WMCC team of subject matter experts (see Appendix C).

As noted previously, the Minnesota Legislature has funded the Minnesota Principal Academy (MPA) for the past 12 years in partnership with the University of Minnesota, and has produced a network of over 450 highly-trained principals. This network of principals has expressed a need for more alignment between what they are learning through the academy and the knowledge base of district-level leaders. To build the capacity of effective leadership at the LEA level in both states (Competitive Preference #2), the WMCC will capitalize on work already completed, and will be able to provide intensive technical assistance and professional coaching to address instructional problems of practice.

We propose to establish a NIC with district leaders organized around a common problem of instructional practice. The NIC would engage in a continuous improvement process to clearly define the instructional problem of practice, identify the root cause(s) of the problem, identify an evidence-based practice that is clearly linked to the root cause, implement the practice with fidelity, and evaluate the outcome. The goal for this pilot NIC will be to develop a curriculum that can be deployed using a

combination of technology-based learning, virtual coaching, and regional face-to-face meetings with the assistance of Educational Technology Innovations at the University of Minnesota. A district leader NIC was piloted in the 2018-19 school year with funding from the Minnesota Association of School Administrators, the Lakes Country and Sourcewell Service Cooperatives, and participant fees. The work of the WMCC will build upon this strong foundation in response to a well-defined problem of practice in both of our states. .

College and Career Readiness

WCER serves as the external evaluator of the Wisconsin Academic and Career Planning (ACP) initiative, piloted in a subset of districts in 2014-15 and scaled up statewide in 2017. In this work, WCER provides annual evaluation reports on district implementation, and helps WDPI collect and assess statewide data on the overall impact of the system. In addition, WCER developed local evaluation tools that districts may use to measure the progress and impact of local efforts. These tools help promote capacity-building and continuous improvement efforts at the local level, and provide data districts may use in conjunction with ESSA improvement plans to advance college and career readiness goals.

WCER also supports WDPI with the evaluation of the New Skills for Youth grant. A team that includes WMCC staff experts Dr. Robin Worth and Dr. Matthew Hora is engaged with WDPI, regional partners, K-12 educators, and higher education representatives to learn from regional pilot designs stemming from the grant. The goal is to leverage the New Skills for Youth grant to inform state education and industry stakeholders about promising models of career pathways and supports needed to implement and sustain this statewide college and career ready initiative.

CAREI serves as a Statewide Longitudinal Education Data System (SLEDS) Network member for the Minnesota Office of Higher Education, providing training and technical assistance on the use of student data across three regions of the state. SLEDS matches student data from pre-kindergarten through completion of postsecondary education and into the workforce. Stakeholder school districts in the Northeast, Central, and Southeast regions of Minnesota receive support from CAREI in using SLEDS

data. Incorporating student data longitudinally promotes better understanding and the development of new approaches to prepare students for college and career success.

Connecting Educators with Evidence

WCER also collaborates with WDPI on the IES-funded State Longitudinal Data System grant. Wisconsin's grant activities include projects designed to support school and district use of data (from state and local sources) to address problems of practice, specifically practices relating to the state's well-documented and persistent achievement gaps. These projects include development of a statewide survey on equity-related practices based on observational studies of Wisconsin schools that have closed achievement gaps; evaluation studies on personalized learning, community schools, and family engagement; and the development and testing of a data inquiry process. Recently, the work has included the innovative Knowledge Mobilization project. The Knowledge Mobilization project is led by Drs. Anthony Chambers and Annalee Good, who are also WMCC staff and experts.

WDPI has also leveraged both the current and prior State Longitudinal Data Systems grants to build and make available to Wisconsin educators a set of data and tools known as The Wisconsin Information System for Education (WISE) (WDPI, 2019). This includes the following applications:

- WISEdash: the state data portal (featuring both public and private versions) for accessing longitudinal data on district and school performance through dashboard-style reports;
- WISEdata: the state's multi-vendor, open data collection platform that allows traditional public schools, independent charters, and private schools participating in the state's parental choice program to submit data directly to WDPI through their Student Information System;
- WISExplore: the primary data inquiry process for schools engaging in continuous improvement activities (see below);
- WISEGrants: the state's comprehensive federal grants management system;
- WISELearn: a set of cost-effective and EBPs available to educators through an easy-to-use portal.

The Data Inquiry Journal process tool within WISExplore is of particular significance for the Comprehensive Center proposal. WDPI has deeply invested in the WISE suite to help build district and school capacity to engage in continuous improvement work. A new version, released in March 2019, provides schools and districts (including those identified for improvement under ESSA and/or IDEA) a secure platform for engaging in the distinct steps of a continuous improvement process, including:

- Needs Assessment (Student Data Inquiry): District/school teams review student data (including both local measures and data reported to the state) in four distinct areas (college/career readiness, literacy, mathematics, student engagement) to identify key trends and gaps, then use this information to determine a student outcome priority through root cause analysis;
- Needs Assessment (Practices Data Inquiry): Same steps as with Student Data Inquiry, but related to instructional/organizational/leadership practices (including school climate and culture)
- Summary and Improvement Plan: Building upon the Needs Assessment in Parts 1 and 2, Part 3 (Improvement Plan) is a place for educators to design and document the actions that will be taken to improve priority outcomes through rapid cycles of improvement (plan, do, study, act). These processes can be connected to a variety of improvement planning purposes, such as Professional Learning Community work, Student Learning Objective (SLO) development, ESEA/IDEA plans, and district or school improvement plans.

As a way to support district implementation of continuous improvement activities, WDPI began in 2018 to issue contracts with each of the 12 CESAs to provide technical support to schools and districts identified under ESSA and IDEA plans. Each CESA completes a regional needs assessment as part of it integrated contract with WDPI to support schools and districts with continuous improvement activities, especially those identified for improvement. The WMCC team will support WDPI in analyzing the regional plans to help identify targeted supports as well as potential improvements in the work plan format and prompts. The WDPI also engages in quarterly SEA-level needs assessments with support from a National Implementation Research Network (NIRN) coach. The WMCC team will identify needed support in conjunction with the NIRN coach to ensure that supports are not duplicated or conflicting.

Minnesota has spent the past few years working to build a Standards Portals for teachers. The Standards Portal helps teams of educators implement policies, programs and practices that systematically impact teaching, learning and assessment so that all students achieve Minnesota's K-12 academic standards. The Portal provides research-based guidance organized into four sections: (1) building foundational knowledge, (2) support structures for building capacity for change, (3) implementing effective instructional practices, and (4) curriculum design, supports, and action planning. The work that remains is to ensure what is housed in the portal is evidence-based and that training on the standards protocol is designed to ensure that teachers actually use it.

Table 4 below provides a summary of current work that WCER and CAREI are conducting with our respective SEAs, and how these efforts will be leveraged through the work of the WMCC

***Table 4*: Cross State Approaches to Integrate Efforts**

Capacity-building Process	MN Similar/Related Effort (Funding Stream)	WI Similar / Related Effort (Funding Stream)
Needs Assessment	CAREI Statewide Needs Assessment (CAREI, 2016) CAREI MTSS Implementation Reviews (several done over 4 years)	WI State: WISE suite, including WISExplore, WISELearn, Data Inquiry Journal leading to root cause analysis Technical Assistance Network Use of Title IIB state set-aside WI Federal: Title I, IDEA, other
Logic Model	CAREI Statewide Needs Assessment (CAREI, 2016) CAREI MTSS Implementation Reviews (several done over 4 years)	WI State: WISE suite, including WISExplore, WISELearn, Data Inquiry Journal leading to root cause analysis
Select EBPs	MN: CAREI supported District Leadership Academy (Funded by Minnesota Association of School Administrators, Lakes Country and Sourcewell Service Cooperative, and participant fees) CAREI District Assembly	WI State: Knowledge mobilization project endorsed by WDPI; involves their staff working with WCER and others WI Educator Effectiveness and Title II-supported efforts in conjunction with Leadership for Learning initiative and Wisconsin Urban Leadership Institute

Capacity-building Process	MN Similar/Related Effort (Funding Stream)	WI Similar / Related Effort (Funding Stream)
	CAREI Problem Solving Training for Intensive Interventions	
Plan to Implement EBPs	MN: CAREI supported District Leadership Academy (see above) CARE District Assembly CAREI Problem Solving Training for Intensive Interventions	WI Educator Effectiveness and Title II-supported efforts in conjunction with Leadership for Learning initiative and Wisconsin Urban Leadership Institute
Implement EBPs	MN: CAREI supported District Leadership Academy (See above) CAREI District Assembly CAREI Problem Solving Training for Intensive Interventions	WI Educator Effectiveness and Title II-supported efforts in conjunction with Leadership for Learning initiative and Wisconsin Urban Leadership Institute
Evaluate EBPs	MN: CAREI supported District Leadership Academy (See above) CAREI District Assembly CAREI Problem Solving Training for Intensive Interventions	WI Educator Effectiveness and Title II-supported efforts in conjunction with Leadership for Learning initiative and Wisconsin Urban Leadership Institute

Evidence for Collaboration with Key Stakeholders to Maximize Outcomes

Wisconsin and Minnesota have a strong history of collaborations within their states, as evidenced by the many letters of support from key state stakeholders in Appendix A. These relationships will be leveraged through the WMCC to assist in capacity-building to better support students from rural areas and students living in poverty. Many examples of these collaborative relationships between WI members of the WMCC and the WDPI are illustrated in the prior section. CAREI has also established many productive relationships across Minnesota that will be critical in the execution of WMCC capacity-building activities. These include service cooperatives, state professional organizations, the Minnesota Department of Education, the Minnesota Assessment Group, and LEAs across the state.

In addition, CAREI is partnering with nine LEAs to facilitate a NIC on attendance and chronic absenteeism. Student and parent perspectives are addressed in the collaboration and linked to solutions to increase student attendance and improve educational outcomes. It is estimated that among students in the United States, 5-7.5 million are chronically absent for 10% or more school days each year. Missing just 10% of instructional time significantly impacts student outcomes in math and literacy achievement, on-time graduation, and post-secondary enrollment. Many school districts grapple with how to determine the scope of this issue for students, identify root causes, implement improvement strategies, and evaluate impact. This is another example of a cross-group effort that can be organized in multiple sites (i.e., SEAs, REAs, LEAs) to maximize resources to solve problems.

REA Literacy Leadership Academy

As one of nine service cooperatives in Minnesota, the Sourcewell Cooperative reached out to CAREI for assistance to evaluate a professional development program designed to build the leadership capacity of principals and teachers in nine schools across seven school districts. The goal of the leadership program is to build highly effective literacy practices in the districts and schools it serves. The cooperative also sought the development of departmental performance metrics. CAREI is assisting with an implementation evaluation of the program in two phases over 3 years. The focus of the evaluation is on continual improvement, implementation refinement, and improved student outcomes.

College and Career Readiness

CAREI serves as the Statewide Longitudinal Education Data System Network member for the Minnesota Office of Higher Education providing training and technical assistance on the use of student data across three regions of the state. Minnesota's longitudinal education data system matches student data from pre-K through completion of postsecondary education and into the workforce. The stakeholder school districts receive support from CAREI in using the longitudinal data system. Bridging student data longitudinally promotes better understanding and the development of new approaches to prepare students for success beyond high school.

Minnesota Assessment Group (MAG)

MAG is a collaboration between the University of Minnesota's College of Education and Human Development faculty and personnel who are responsible for overseeing the research, evaluation, and assessment activities of school districts located primarily in the Twin Cities metro area. The college hosts a listserv where members have access to information and research and meetings are held quarterly on the developments and research on assessments and the achievement gap policies and practices. CAREI engages with MAG on evaluation and practice information and attends meetings relating to its work in schools. One of the goals of the collaboration is the development and release of a document providing guidance on estimating and communicating about achievement gaps.

WCER and EA

The WMCC will continue to build off of its previous work with WI and support similar work in Minnesota around MDE's Standards Portal for teachers, which was developed to provide resources to teachers on implementation of state standards. The portal will be launched in Fall 2019, and MDE has indicated a need to ensure that the portal contains EBPs. The WMCC will also leverage research and analytics work currently being done by EA for WDPI to inform both the SEA needs assessment and LEA needs assessment toolkit. EA's work updating WDPI's Value-Added Model and producing results for approximately 2,300 schools and 430 districts in the Accountability Report Cards, illustrates the capacity for data collection and analyses which can inform the SEA needs assessment and LEA needs assessment toolkit.

State Rural Programs

The Minnesota state legislature appropriated funds in FY18 and FY19 for the Rural Career and Technical Education Consortium Grant Program. On the next iteration of the budget, these funds will be doubled. The grant supports service cooperatives throughout the state to convene public/private partnerships to provide rural students with career and technical education opportunities.

Leveraging Partners (National Organizations, Businesses, and Industry)

WMCC plans to engage in mutually beneficial relationships with partners (national organizations, businesses, and industry) for the purpose of supporting the region in the implementation and scaling-up of evidence-based programs, practices, and interventions, as well as reducing duplication of services to states. We will engage with these partners annually to develop a WMCC Partnership Plan and hold quarterly meetings to consider emerging needs, identify overlapping initiatives, and establish coordinated supports, product development, and events. Members of our team will attend and leverage key events with other partners such as the Council of Chief State School Officers to develop in-person relationships with our partners.

Upon award, the WMCC team will take the following steps to establish a WMCC Partnership Plan. First, WMCC will establish a list of state, regional, and national organizations, businesses, and industry (such as other Regional Comprehensive Centers, National Comprehensive Center, Regional Education Labs, Council of Chief State School Officers, etc.) which may serve as beneficial partners. WMCC will then assess the alignment of the expertise/areas of focus of these organizations with the focus of the WMCC Five-Year Service Plan to prioritize outreach. WMCC will then conduct focused outreach to potential partners to determine their interest in collaboration and areas of mutual benefit. We will use this information to co-develop a collaborative agreement reflected in an MOU that clearly defines expectations and establishes specific activities and timelines. WMCC will then work with partners on specific activities that result in capacity-building and specific resources and tools. This work includes establishing a partnership within 90 days of receiving an award with the Regional Education Lab (REL) serving Wisconsin and Minnesota, as well as with other Department-funded technical assistance providers that are charged with supporting comprehensive, systemic changes to States.

Two areas of intentional focus for WMCC partnerships will be establishing strong collaborations with other Regional Centers and with the National Center. We are particularly interested in establishing collaborations with Regional Centers that allow for targeted capacity-building with other SEAs working on similar high leverage problems. While we intend for these collaborations to take many forms, we view

Personnel Exchange Networks, whereby WDPI and/or MDE staff collaborate with other SEAs nationally on a particular problem of practice, as a particularly high leverage approach to building SEA staff capacity while also building important relationships.

WMCC will also focus on establishing a strong partnership with the National Center to co-develop targeted capacity-building services between WMCC and other Regional CCs, and to effectively leverage the National Center's universal capacity-building services. WMCC will collaborate with the national center to ensure participation in events such as conference calls or a community of practice on relevant topics. This collaboration will also focus on ensuring mutual awareness of trends, best practices, and cost-effective strategies which will be disseminated by both WMCC and the National Center.

C. Quality of Project Personnel

Overview of Partnership

The WMCC proposal is a partnership among WCER, CAREI, and EA. Together, our team will draw upon a wide range of expertise, diverse backgrounds, and decades of experience working with WDPI and MDE to provide intensive capacity-building services that are responsive to the needs of stakeholders. Our organizations are all committed to acquiring and retaining staff from diverse backgrounds. We have included key staff and leadership on our project teams that provide diverse perspectives in terms of gender and race/ethnicity. Both Co-Directors (Dr. Alisia Moutry and Dr. Kim Gibbons) are women, as are several other members of the project's Intensive Support Team. Additionally, Dr. Moutry and Co-PI Dr. Anthony Chambers are African American, and Dr. Nicole Bowman-Farrell (who is listed in the Key Personnel section) is Native American.

Both WCER and CAREI are longstanding educational technical assistance and research centers housed within the two flagship universities in Wisconsin and Minnesota that have developed deep and meaningful relationships with key preK-12 stakeholders at a state, regional, and local level over a period of many years. EA will provide additional national experience and expertise in providing intensive data-informed capacity-building to SEAs, REAs, and LEAs.

We designed the partnership with the premise that there is simply no substitute for being able, through close physical proximity, to meet frequently in person with key stakeholders at our two SEAs. Close physical proximity also enables frequent attendance at gatherings of educators across our two states at the regional and local levels to engage in continuous improvement cycles. Given the relatively limited financial resources that will be available through the Region 10 Comprehensive Center, it seems critical to maximize resources by leveraging the deep partnerships and wide range of activities that WCER, CAREI, and EA are already conducting in our respective states.

Description of Partner Capabilities

UW / WCER

The prime contractor, WCER, is housed within UW–Madison's internationally renowned School of Education. WCER is one of the first and most productive education research and technical assistance centers in the world, having assisted scholars and practitioners in conducting and disseminating grant-funded education research and technical assistance for more than five decades. WCER's mission is to improve educational outcomes for diverse student populations, impact education practice positively, and foster collaborations among academic disciplines and practitioners. It does this by focusing on the problems of teaching, learning, and policy development in today's education systems, and by collaborating with teachers and administrators to ensure that research focuses on important problems of practice. WCER advances public education in the state, region, nation and world by:

- Providing a research home for approximately 140 grant-funded projects and their staffs, including 65 faculty members from the School of Education and 10 other departments;
- Generating more than $60 million of revenue in awards and services annually;
- Attracting more than $800 million to UW–Madison in grant funds since its founding;
- Employing approximately 500 people, including more than 100 graduate students; and
- Disseminating educational services and products globally.

Project PI Dr. Steve Kimball serves as Co-Director of a unit within WCER known as the Wisconsin Evaluation Collaborative (WEC), which provides a range of technical assistance and program evaluation support services (from simple, short-term consultation to full program evaluation) for partners within the preK-12 sector, including state departments of education, school districts, and community partners. Formally launched in 2015, WEC represents a continuation of WCER's 50-plus years of conducting high-quality technical assistance, evaluation, and research in education, and brings together a core group of more than 20 evaluators with diverse backgrounds and methodological experience in designing, implementing, and conducting high-quality evaluations of major education-based initiatives. We are also able to draw upon the vast array of expertise within UW–Madison's School of Education, bringing in faculty, other academic staff, graduate students, and other research expertise as relevant and necessary for advice and consultation on specific projects.

As a Center within WCER, WEC has demonstrated expertise and experience in:

- Managing budgets;
- Selecting, coordinating, and overseeing multiple consultant and subcontractor teams;
- Leading large-scale projects to deliver tools, training, and other services to governments, agencies, communities, businesses, schools, or other organizations;
- Designing and implementing performance management processes with staff, subcontractors, and consultants that enable effective hiring, developing, supervising, and retaining a team of subject-matter experts and professional staff.

Examples of relevant projects for WEC and WCER include work at both the district and state level. At a district level, WEC and WCER more broadly have worked closely for more than 20 years with the largest districts in Wisconsin, including the Milwaukee Public Schools and the Madison Metropolitan School District on evaluation of major initiatives that include high school redesign, charter schools, after-school programming, and tutoring. We also have contracts that support technical assistance, capacity-building, and program evaluation work with a diverse array of smaller districts across the state, including

the Watertown Unified School District (total enrollment 3,621), the Sparta Area School District (total enrollment 2,981), and the Dodgeland School District (total enrollment 787). WCER has carried out evaluation, technical assistance, and capacity-building work with state-level organizations and professional associations in Wisconsin. We provide research assistance to the Association of Wisconsin School Administrators and the Wisconsin Association of School District Administrators, which helps in developing their bi-annual policy agenda. For the former we also produce annual reports on high-performing and "beat the odds" schools in terms of gap-closing and attendance. WEC staff are regular presenters at state and regional conferences, conducting sessions on topics such as Program Evaluation 101 and logic models.

University of Minnesota/ CAREI

WCER has partnered with **CAREI**, housed within the College of Education and Human Development at the University of Minnesota, to provide intensive capacity-building services in both Minnesota and Wisconsin. CAREI has a strong 30-year track record of providing technical assistance and capacity-building support in Minnesota, as well as conducting evaluations that cover a wide range of topics in education, including topics on STEM, college and career readiness, teacher professional development, special education, curriculum and instruction, after school programs, teacher leadership, MTSS, and concurrent enrollment. Its largest study to date, the Wallace Foundation Learning from Leadership study, is an example of CAREI's leadership in schools work. The study was a six-year national project that examined the effects of leadership by principals and superintendents on student achievement and involved over 1,000 interviews, 8,000 teacher surveys, and 400 classroom observations. The findings showed how and when leadership affects teachers' work and students' learning.

Since its inception in 1988, CAREI has completed more than 500 program evaluation and technical assistance projects funded by multiple federal, state SEAs and LEAs, and non-profit organizations across Minnesota and other parts of the country. In the past several years, the work of CAREI has expanded to include technical assistance and professional learning to districts around continuous improvement, strategic planning, and data-based decision-making frameworks.

The center currently operates under the leadership of Dr. Kim Gibbons and is staffed by a team of doctoral-level investigators and masters-level project staff with a breadth of knowledge and experience designing and implementing mixed-methods quantitative and qualitative studies. As an integrated research and evaluation center housed within the College of Education and Human Development, CAREI has access to the full array of resources available at the University of Minnesota, including faculty research and technology expertise, libraries, equipment, and facilities. Faculty are used to provide content expertise and technical assistance when needed for projects and technical assistance. Project activities at CAREI are further supported by advanced graduate students, affiliate consultants, and specialized support staff.

Education Analytics (EA)

WCER has also partnered with EA to provide intensive capacity-building services in both Wisconsin and Minnesota under the WMCC, and to conduct an integrated program evaluation. Dr. Robert H. Meyer formed EA in 2012 with the objective of conducting research and developing analytics to support reform and continuous improvement in American education. This institutional mission—to identify ways that analytics can make education systems better—has been central to EA's work with the federal government, school districts, states, nonprofits, and policymakers. EA partners with states, districts, and consortia of districts to host and analyze data and provide actionable results. Within the Midwest, EA has provided research and capacity-building supports to WDPI, Wisconsin regional education agencies (CESAs), MDE, and school districts in both Wisconsin and Minnesota. EA also has expertise in implementing EBPs through the IES-funded Future Forward Center. As a member of the Teacher Quality Program Technical Assistance Center, EA will also draw also draw upon experience providing analytics and capacity-building support to the largest education systems in the country, including the eight California CORE Districts (Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco and Santa Ana), the New York State Education Department, the New York City Department of Education, and all federally-funded Teacher Quality Program grantees. At any given time, EA leads or supports approximately 30 projects across the nation and has annual revenue of more than $6 million.

Description of Partnership Management Structure

WCER, CAREI, and EA have established a highly qualified and capable team to effectively implement our proposed Five-Year Service Plan summarized in Table 5 (below). WCER, CAREI, and EA have each identified staff that will be key agents in this work. Our staff are structured into three teams to provide the highest quality and most responsive support: **Leadership Team** (Principal Investigator, Co-Directors, and Deputy Director), **Intensive Support Team** (Technical Assistance Experts), and the **Program Evaluation Team (**Evaluation Experts**)**. See Appendix D for the Organizational Chart. Together, the members of these teams have decades of experience and expertise in supporting school and district improvement efforts under ESEA and ESSA, and in providing intensive capacity-building supports to SEA and LEA staff to identify problems and conduct root-cause analysis; develop and implement logic models, organizational assessments, strategic plans, and process improvements; and sustain the use of evidence-based programs, practices, and interventions. All members of these teams have the necessary time available to perform their designated roles.

Leadership Team

The WMCC will be managed by Principal Investigator **Dr. Steven Kimball**, Co-Director of WEC and Associate Scientist within WCER. Steve has two decades of technical assistance, evaluation and research experience, and has served as PI or Co-PI for more than ten large technical assistance or research contracts with federal and state partners. Prior to his work at UW–Madison, Steve served in several policy roles in the U.S. Congress. Over the last eight years, he has served as Principal Investigator and lead contact for the technical assistance team supporting the Wisconsin Department of Public Instruction (WDPI) in developing and implementing the state Educator Effectiveness System. His leadership has technical assistance support has included facilitating the state's evaluation design team and developmental work groups, creating the state's evaluation standards for principals, developing measures for teacher and leader evaluation, creating training and communication resources, and working across agency teams to help promote policy coherence. Steve was also part of the technical assistance team for the Federal Department of Education's Teacher Incentive Fund. He has extensive experience supporting states and

school districts with teacher and principal evaluation and compensation issues as well as program evaluation. Steve has managed multiple large contracts that also include sub-contract arrangements through federal and state grants. In addition to overseeing WMCC, Steve will lead a cross-partner **Leadership Team** which includes **Co-Director Dr. Alisia Moutry** (WCER), **Co-Director Dr. Kim Gibbons** (CAREI), and **Deputy Director Ernest Morgan** (EA).

Dr. Kim Gibbons will serve as the Co-Director of the WMCC. Dr. Gibbons is the Director of CAREI, and in this role is responsible for managing center operations including budgeting and personnel management, conducting statewide outreach; overseeing the development of professional learning, tools, and templates to assist with data-based decision-making; and managing and procuring external sales and sponsored projects. As Director of CAREI, Kim has a portfolio of work focused on intensive capacity-building for both SEAs and LEA, including leading a NIC to address challenges related to absenteeism. She is currently the Principal Investigator on a state grant intended to build educator capacity through Minnesota's Statewide Longitudinal Education Data System (SLEDS), and has served as PI or Co-PI on multiple additional large federal and state technical assistance contracts as well.

Prior to joining CAREI, Dr. Gibbons worked at the St. Croix River Education District for 20 years in a variety of roles including executive director, director of special education, director of staff development, and school psychologist. St. Croix River Education District is an education service organization providing high quality technical assistance to six school districts. As lead administrator, Dr. Gibbons was responsible for overseeing an $11 million dollar budget and 80 staff members. She worked with her member district staff to provide equity programming for all students, close achievement gaps between at-risk students and their peers, and improve outcomes for all students through implementation of a MTSS framework, EBPs, data-based decision making, and improved collaboration. St. Croix River Education District obtained national recognition for its implementation of the MTSS framework due to impressive increases in student achievement along with a 50% reduction in the number of students classified as Specific Learning Disabled. In 2007, St. Croix River Education District was given a $1,000,000 allocation from the Minnesota Legislature to establish and run a statewide MTSS center.

Dr. Gibbons is nationally recognized for her research and professional expertise on MTSS, educational policy and leadership, improvement science, and evidence-based teaching practices and has provided consultation and technical assistance nationally with both SEAs and LEAs in 19 states. Dr. Gibbons is active in state leadership in Minnesota and is the past-president of the Minnesota Administrators of Special Educators. She has published four books; her most recent book, published in 2018, is entitled *Effective Universal Instruction: An Action-Oriented approach to Improving Tier 1*, and is currently part of an online professional learning book study offered to school districts around the nation. Dr. Gibbons is widely respected for her work in Minnesota, has received several statewide awards, and is regularly called to testify at the Minnesota Legislature.

Dr. Gibbons is committed to providing .5 FTE as a Co-Director for WMCC, as the College of Education and Human Development funds the CAREI Director position at .50. The other .50 FTE has been funded by project management. Dr. Gibbons will transfer current CAREI projects that she is managing to other CAREI staff, freeing up time to be the WMCC Co-Director.

Dr. Alisia Moutry, a native of Milwaukee, Wisconsin, is the President/CEO of 4AM Consulting, and will serve as the other Co-Director of WMCC. As a longtime African American educator and administrators for the Milwaukee Public Schools, as well as through other leadership and consulting roles she had over the years, Dr. Moutry's background blends the worlds of business and education. 4AM Consulting, LLC, provides facilitation and professional development services. From focus groups to training sessions to customized work groups, customers receive professional services delivered with integrity while being in experienced hands. Areas of strong interest and expertise for Dr. Moutry include: facilitating, coaching, culturally responsive practices, cycle of inquiry processes, implementation science, teaming structures, multi-tiered systems of support, visioning, management leadership skills, and school/ district/business improvement action planning.

Selected past and current clients of 4AM Consulting include: Cooperative Educational Service Agency (CESA) #1, Greater Milwaukee Boys and Girls Club, Wisconsin Department of Public Instruction, St. Ann's Center for Intergenerational Care, University of Minnesota-Center for Applied

Research and Educational Improvement, University of Kansas Schoolwide Integrated Framework for Transformation Center, Data Based Conferences-Pros in Professional Development, and the school districts of Menomonee Falls, Mequon-Thiensville, Milwaukee, Racine, Kenosha, Madison, and Green Bay.

As of June 2018, Dr. Moutry is a full-time entrepreneur with 4AM Consulting. Nevertheless, her past experiences have been the foundation of her success. Dr. Moutry was employed by Milwaukee Public Schools (MPS) for 18 years. At MPS she held the positions of teacher, full time first year teacher mentor, and several district level positions. Dr. Moutry also worked at the Cooperative Educational Service Agency (CESA) #1, as the Statewide Director of the Responsive Education for ALL Children Grant and as the local Chief of Staff for the Jamie S. Settlement Agreement, working directly with the court appointed and nationally-known independent expert, W. Alan Coulter, Ph.D. Dr. Moutry was also the Executive Director of the Milwaukee Teacher Education Center, a statewide non-profit alternative certification and training program. Dr. Moutry also served as a Regional Director for the University of Kansas Schoolwide Integrated Framework for Transformation Center supporting and scaling up MTSS in school districts across several regions in California.

Dr. Moutry will serve as the .5 WMCC Co-Director as a WCER employee. Several of her current projects will be phasing down over the next six months, creating time for Dr. Moutry to dedicate the half-time position to co-directing the WMCC.

The responsibilities of the Co-Directors (Alisia Moutry and Kim Gibbons) include providing strategic direction for WMCC, management of the Five-Year Service Plan, leading engagement with key stakeholders (e.g., Department of Education, SEA staff, and Community Partners, Regional CC's, and National CC), and reviewing stakeholder feedback and evaluation results to inform continuous improvement of WMCC. The Co-Directors will provide strategic direction for WMCC by ensuring alignment between the evolving needs of SEA, REA, LEA stakeholders, and the activities of the Five-Year Service Plan. They will institute a data-informed approach with the WMCC team, refining service plan activities based upon information gathered from the communication system and internal program

evaluation. Co-Directors will conduct bi-weekly meetings with the Leadership Team to refine strategy and with the Intensive Support System Team to ensure alignment between strategy and center activities.

In their role of managing the design and delivery of the Five-Year Service Plan the Co-Directors will also be responsible for ensuring best practice in project management are applied to all internal and external processes. The Co-Directors will utilize industry-accepted project management best practices and standards during Five-Year Service Plan implementation life cycles, which include initiation, planning, execution /control, and closure. The Co-Directors will also collaborate with the PI to implement performance management processes with staff, subcontractors, and consultants that enable effective hiring, developing, supervising, and retaining a team of subject-matter experts and professional staff. Throughout the project the Co-Directors will lead the team in the development of the necessary status reports, requirement documents, and risk management and quality management protocols, in order to successfully deliver all components of the service plan on time and within budget.

The Co-Directors will be the primary points of contact with the Department throughout the duration of the grant ensuring ongoing communication and delivery of required reports. Upon award, the Co-Directors will assist the Department with the transfer of pertinent resources and products, and maintain the continuity of services to States during the transition to this new award period as appropriate.

The Co-Directors will also be the primary point of contact with SEA staff, and upon award will review the current Five-Year Service Plan and refine activities, outputs, milestones, and timelines. The Co-Directors will institute monthly meetings with SEA clients. Through these collaborative interactions members of WMCC and the SEA will participate will develop a deep and ongoing relationship and ensure all parties remain informed of the project status as the work develops. In addition, these project management sessions will provide for an open line of communication to respond quickly to new and/or emerging issues. In addition, more frequent but less formal communication will occur through weekly emails or phone calls between Co-Directors and SEA, most frequently during particularly heavy periods of project activity.

The responsibilities of the Deputy Director (Ernest Morgan) will include contributing to the strategic direction for WMCC, coordination of EA staffing and deliverables, and directing the implementation of communication system and comprehensive communication plan. In this role Ernest will draw upon his 20 years of experience in providing intensive capacity-building services at the SEA, REA and LEA levels. Starting in 2000 as the data manager, webmaster, and distance learning specialist for the Comprehensive Center – Region VI (Minnesota, Wisconsin, Michigan, Iowa, North and South Dakota), Mr. Morgan worked with stakeholders throughout the service region to apply new technology tools to enhance both communication and instructional techniques. During his last two years with the Comprehensive Center – Region VI, Ernest added more managerial duties to his portfolio serving as the Assistant Director. In this capacity he oversaw the day-to-day operations of a staff of ten technical assistance professionals, represented the Director at national meetings when needed, and coordinated initiatives with SEAs across the service region.

Along with his Comprehensive Center experience, Ernest has worked extensively with SEAs, REAs, and LEAs in both Minnesota and Wisconsin in his capacity as the Professional Development Director and later the Associate Director at the Value-Added Research Center at the University of Wisconsin – Madison. During this time, he led a joint effort involving WDPI, CESA #2, and multiple Wisconsin LEAs (including very large districts such as Milwaukee Public Schools and comparatively small rural districts) to develop and implement a grassroots value-added growth network for the state of Wisconsin. This network went live in 2009 for 40 districts and soon thereafter went statewide; this growth measure system is still in operation for the state of Wisconsin. He has also worked with MDE, Minnesota LEAs and institutes of higher education in Minnesota on a number of projects, including a teacher preparation effectiveness study, a school growth measure for the Minneapolis Public Schools, and a value-added demonstration project for the MDE.

As the Vice President for Communication and Development at EA, Ernest continues to work with the Wisconsin WDPI on growth measures, and also works directly with several Wisconsin LEAs in the implementation of EA's Education Innovation and Research early literacy grant known as Future Forward

(2017). Here EA is working with both urban and rural LEAs and community groups (Boys & Girls Clubs) to implement one-on-one student tutoring, family engagement and afterschool programming in a set of low-income schools in Wisconsin and South Carolina. In support of the sustainability component of this grant, Ernest is leading a team of EA staff in outreach to REAs and LEAs across the region on early literacy programs.

Table **5** highlights the FTE, relevant experiences and primary responsibilities of each member of the Leadership Team.

***Table 5*: WMCC Leadership Team**

WMCC 10 Personnel	Relevant Experience and Primary Responsibilities
Steve Kimball, PhD (WCER) Role: Principal Investigator .2 FTE	**Relevant Experience:** As the Co-Director of WEC, Steve is Principal Investigator (PI) for the technical assistance team supporting the WDPI in the development and implementation of the state Educator Effectiveness System. Steve is also working on the evaluation of WDPI's Instructional Materials and Professional Learning grant and is part of a cross-agency team examining continuous improvement efforts and how they can be assessed and improved to better support LEAs as part of the state's ESSA plan. His support with WDPI has included supporting a NIC related to personalized learning. Steve has extensive experience working with grantees receiving Federal Department of Education's Teacher Incentive Fund grants, supporting SEAs and LEAs with teacher and principal evaluation and compensation issues as well as program evaluation. Steve was also Co-PI for an IES funded grant to research new forms of principal evaluation. His work with SEAs and LEAs includes root cause analysis, logic model development, strategic planning, evaluation design and implementation. Steve has extensive policy experience working within the U.S. Congress. **Primary Responsibilities:** Oversight of WMCC, leadership of cross-partner leadership team, collaboration with Co-Director in design and delivery of the annual WDPI service plan, provide intensive capacity-building supports, review stakeholder feedback and program evaluation results to inform continuous improvement of WMCC. Steve's work supports Goals 1, 2, 4, and 6.
Alisia Moutry, PhD (WCER) WI Co-Director .5	**Relevant Experience:** As the President/CEO of 4AM Consulting Alisia has decades of experience working with educational organizations at every level including WDPI, Cooperative Educational Service Agency (CESA) #1, Greater Milwaukee Boys and Girls Club, WDPI, St. Ann's Center for Intergenerational Care, University of Minnesota's CAREI, University of Kansas Schoolwide Integrated Framework for Transformation Center, Data Based Conferences-Pros in Professional Development, and the school districts of Menomonee Falls, Mequon-Thiensville, Milwaukee Public

	Schools, Racine Unified, Kenosha, Madison and Green Bay. Areas of specific capacity-building support for educational organizations facilitated by Dr. Moutry include facilitating, coaching, culturally responsive practices, cycle of inquiry process, implementation science, teaming structures, multi-tier system of support, visioning, management leadership skills, and school/district/business improvement action planning. Dr. Moutry is a lifelong educator serving over 18 years in Milwaukee Public schools in the positions of teacher, teacher mentor, and several district level positions; at the Cooperative Educational Service Agency (CESA) #1 as the Statewide Director of the Responsive Education for ALL Children Grant; and as the local Chief of Staff for the Jamie S. Settlement Agreement, working directly with the court appointed and nationally known, Independent Expert, W. Alan Coulter, Ph.D. **Primary Responsibilities:** Contribute to strategic direction for WMCC, oversee WCER staffing and deliverables, primary point of contact with the Department of Education and WDPI, collaboration with PI and WMCC Co-Director at CAREI (Gibbons) in design and delivery of the annual WDPI service plan, provide intensive capacity-building supports and co-facilitate the NIC, review stakeholder feedback and program evaluation results to inform continuous improvement of WMCC. Alisia's work supports Goals 1, 2, 4, and 6.
Kim Gibbons, PhD (CAREI) MN Co-Director .5 FTE	**Relevant Experience:** Kim Gibbons, Ph.D., is Director of the CAREI at the University of Minnesota. Prior to joining CAREI, she was the Executive Director at the St. Croix River Education District (SCRED), an education service organization providing high quality technical assistance across six school districts. As lead administrator, Dr. Gibbons was responsible for overseeing the SCRED organization's 80 staff members in its efforts to provide equity programming for all students, close the achievement gap between at-risk students and their peers, and improve outcomes for all students through implementation of a MTSS framework, evidence-based practices, data-based decision making, and collaboration. During her tenure at SCRED, Dr. Gibbons also held positions as Director of Special Education, Staff Development Coordinator, and School Psychologist. She is nationally recognized for her research and professional expertise on the MTSS, educational policy and leadership, improvement science, and evidence-based teaching practices. Dr. Gibbons is active in state leadership in Minnesota and is the past-president of the Minnesota Association for Special Education. She has published four books. Her most recent book, published in 2018, *Effective Universal Instruction: An Action-Oriented approach to Improving Tier 1* is currently part of an online professional learning book study now offered to school districts in Minnesota. Dr. Gibbons is the recipient of several awards including the Minnesota Association of School Administrators: Richard Green Scholar Award (2018), Minnesota School Psychology Association: Outstanding Administrator Award (2014), Minnesota Consortium for Evidence in Education: Evidence of Scientific Research in Education Award (2011), and the Minnesota Administrators of Special Education: Special Education Administrator of the Year (2009). As Director of CAREI, Kim's portfolio of work focuses on intensive capacity-building for SEAs and LEA including facilitating Networked Improvement Communities.

	Primary Responsibilities: Contribute to strategic direction for WMCC, oversee CAREI staffing and deliverables, serve as a primary point of contact for the Department of Education and with Minnesota stakeholders, collaboration with PI and WMCC Co-Director at WCER (Moutry) in design and delivery of the annual MDE service plan, provide intensive capacity-building supports and co-facilitate the NIC, review stakeholder feedback and program evaluation results to inform continuous improvement of WMCC. Kim's work supports Goals 1, 2, 4, and 6.
Ernest Morgan (EA) Deputy Director .25 FTE	**Relevant Experience:** As the Vice President of Communications and Development at EA, Ernest has decades of experience in the design and delivery of capacity-building services to SEAs and LEAs. Ernest leads federal initiatives at EA, including the Educational Innovation and Research (EIR) grant entitled Future Forward. Ernest has over 20 years' experience as a technical assistance leader and communications subject matter expertise at the federal, state, and district levels. He specializes in data management, educator effectiveness, student growth, and evaluation. Mr. Morgan also has extensive managerial and leadership experience, serving formerly as the Assistant Director of Region VI Comprehensive Center and as the Associate Director of the Value-Added Research Center, both at WCER. **Primary Responsibilities:** Contribute to strategic direction for WMCC, oversee EA staffing and deliverables, and overseeing the design and implementation of communication system and communication plan (Goal 6)

Intensive Support Team and Subject-Matter Experts

The Intensive Support Team will help with the design and delivery of specific capacity-building supports to WDPI and MDE to achieve the goals articulated in the Five-Year Service Plan. This team includes individuals with expertise in providing capacity-building services that align to the goals of the Service Plan for the region. Table **6** highlights the FTE, relevant experience, and primary responsibilities of each member of the Intensive Support Team. Our proposal also includes a network of nationally-recognized subject matter experts from UW-Madison and other organizations who are available to provide on-demand, short-term capacity-building and technical support to WDPI, MDE, and regional/local stakeholders as needed (with dedicated funding included in the WCER budget to support their time). These subject matter experts, as described in Appendix C, have extensive experience in a number of topics that align well with priority areas identified by WDPI and MDE, including rural education, early childhood, English Learners, college readiness and college-to-career transitions, effective

strategies for addressing achievement gaps, and culturally responsive and Indigenous evaluation practices. Educational Technology Innovations within the College of Education and Human Development at the University of Minnesota will provide technology development expertise, and will design software and other technologies to support NIC activities such as online courses with virtual coaching components to scale.

***Table 6*: Intensive Support Team**

WMCC 10 Personnel	Relevant Experience and Primary Responsibilities
Bradley Carl, PhD (WCER) Intensive Supports	**Relevant Experience:** Dr. Bradley Carl is Assistant Scientist and Co-Director of the Wisconsin Evaluation Collaborative (WEC), housed within the Wisconsin Center for Education Research (WCER) at UW-Madison. His current work focuses on evaluation of programs and initiatives at the PreK-12 level, as well as the design, implementation, and evaluation of state educator effectiveness and school accountability systems. He has worked extensively with the Milwaukee Public Schools since 2007 on program evaluation and the development of postsecondary tracking measures, education/health outcomes, and early warning indicators. **Primary Responsibilities:** Provide intensive capacity-building supports that contribute to the Service Plan Activities of Goals 2, 3 and 5.
Tony Chambers, PhD (WCER) Intensive Supports	**Relevant Experience:** Dr. Tony Chambers is the Associate Director of The Network in the School of Education at the University of Wisconsin –Madison. His role in The Network is to place and support graduate students as they help build capacity within regional education agencies and at the WDPI. He previously served as the Vice President for Student Development and Dean of Students at Edgewood College in Madison Wisconsin, department chairperson for Leadership, Higher, and Adult Education, Associate Professor of Higher Education, and Founding Director of the Centre for the Study of Students in Postsecondary Education at the Ontario Institute for Studies in Education at the University of Toronto. He researched and taught in the areas of student learning, development and success, as well as the social purposes of postsecondary education. Tony is a leading expert in the emerging field of Knowledge Mobilization, work that he started while at the Ontario Institute for Studies in Education and continues at U.W.-Madison with the WDPI. Tony has made major presentations at conferences and meetings internationally and has published widely in various professional journals and edited books. **Primary Responsibilities:** Provide intensive capacity-building supports to WDPI and MDE related to Service Plan Activities of Goal 2 and 3.

Annalee Good, PhD (WCER) Intensive Supports	**Relevant Experience:** Dr. Annalee Good is Assistant Scientist and Co-Director of the Wisconsin Evaluation Collaborative (WEC), and Director of the WCER Evaluation Clinic. She leads many research and evaluation projects, including an ongoing study of digital tools in K-12 education, and supports many youth-serving organizations through culturally responsive evaluation in topics such as tutoring, personalized learning, community schools, and ensuring equitable access and outcomes in advanced learning opportunities. She was an 8th grade social studies teacher before earning her master's and doctoral degrees in Educational Policy Studies from the University of Wisconsin-Madison. **Primary Responsibilities**: Provide capacity-building supports to WDPI and MDE related to Service Plan Activities of Goals 1, 2, and 3.
Nicole Bowman-Farrell, PhD (WCER) Intensive Supports	**Relevant Experience:** Nicole Bowman (Mohican/Lunaape), Ph.D. is a culturally responsive evaluator through the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison and her own private firm, Bowman Performance Consulting, LLC. By utilizing traditional Indigenous knowledge, systems, and culturally responsive evaluation theories/methods, she builds capacity, designs studies, and builds effective and evidence-based models for Tribal and non-Tribal partners nationally and globally. Since 2015, Dr. Bowman is the American Evaluation Association (AEA) Chair/Co-Chair for the Indigenous Peoples in Evaluation, and has represented AEA globally on the International Working Group (IWG) and through EvalIndigenous (sub-task force of EvalPartners) since 2016. In 2018, Dr. Bowman became the first Indigenous awardee of the AEA's 2018 Robert Ingle Service Award for her contributions to the field. Dr. Bowman received her Ph.D. in Educational Leadership and Policy Analysis from the University of Wisconsin-Madison. **Primary Responsibilities:** Provide capacity-building supports to WDPI and MDE related to Service Plan Activities 2, 3 and 5.
Delia Kundin, PhD (CAREI) Intensive Supports	**Relevant Experience:** As the Associate Director of Evaluation Services at CAREI, Delia manages program evaluation conducted through the center and has a portfolio of work focused on intensive capacity-building for LEAs. She has conducted a broad range of complex evaluations for over 20 years in K-12 settings relating to school systems and policies, teacher professional development, program implementation and effectiveness. She works with stakeholders to build capacity to develop practical and sustainable evaluation and improvement processes to help facilitate future planning decisions. **Primary Responsibilities:** Provide intensive capacity-building supports to WDPI and MDE related to Service Plan Activities of processes of NICs, LEA toolkit for implementation, LEA readiness tools with SEA-staff, LEA program evaluation tools for implementation, support communication and engagement efforts as they relate to Goals 1, 2, 3, 4, and 5.

Jennie Zumbusch, MPP (CAREI) Intensive Supports	**Relevant Experience:** As a Research Associate at CAREI, Ms. Zumbusch has a portfolio of work focused on intensive capacity-building for SEAs and LEAs. She is an experienced education policy expert with over 10 years of culturally responsive education program evaluation experience. In her most recent role as Director of Accountability and Evaluation for Minneapolis Public Schools (MPS), she oversaw evaluation, department planning, ESSA and World's Best Workforce implementation, and directed the Title I and Title II programs for a total of $27M. Prior to this, she spent 4 years conducting large scale research and evaluation for the American Institutes for Research, as well as serving as the Director of Measurement and Accountability for AchieveMpls, a non-profit partner of Minneapolis Public Schools. She is also a certified Intercultural Development Inventory administrator. **Primary Responsibilities:** Provide intensive capacity-building supports to WDPI and MDE related to Service Plan Activities of SEA needs assessments, logic model toolkits, evidence-based practices identification, LEA toolkit for implementation, LEA readiness tools, LEA program evaluation tools, support communication and engagement efforts as they relate to Goals 1, 2, 3, 4, and 5.
Amber Humm-Patnode, PhD, (CAREI) Intensive Supports	**Relevant Experience:** As the Associate Director of Innovation and Outreach at CAREI, Dr. Humm-Patnode is responsible for leading efforts for outreach and educational improvement, providing expertise in educational leadership and policy, supporting research, evaluation and assessment of educational services in the state, and providing professional development, tools, templates and models to promote CAREI's contributions to research and service in educational agencies. She has a portfolio of work focused on intensive capacity-building for SEAs and LEAs. For example, she has previously provided technical assistance for a statewide project in Florida aimed at building the capacity of educators to implement a MTSS framework. **Primary Responsibilities:** Provide intensive capacity-building supports to WDPI and MDE related to Service Plan Activities of processes of NICs, needs assessments, root cause analysis, logic model toolkits, evidence-based practices identification, LEA toolkit for implementation, LEA readiness tools, LEA program evaluation tools, support communication and engagement efforts as they relate to Goals 1, 2, 3, 4, and 5.
W.Alan Coulter, PhD, (CAREI Affiliate), Intensive Supports	**Relevant Experience:** As the Director of Educational Innovations for the Human Development Center, Dr. Coulter has a portfolio of work focused on intensive capacity-building for SEAs and LEAs. Previously, Alan was the Director of the National Center for Special Education Accountability Monitoring, the Co-Director of the Data Accountability Center, projects funded by the U.S. Office of Special Education Programs. Dr. Coulter has more than forty-four years of experience in education, served on the President's Commission on Excellence in Special Education, and was a member of the National Monitoring Stakeholders Group. Alan has worked directly on accountability efforts in more than 30 states. Alan has provided continuing professional development in more than 45 states and is currently licensed as a psychologist in Louisiana. **Primary Responsibilities:** Support WMCC leadership in providing intensive capacity-building supports to WDPI and MDE related to Service Plan Activities of processes of NICs, needs assessments, root cause analysis, logic model toolkits, evidence-based practices identification, LEA toolkit for implementation, LEA readiness tools, LEA

	program evaluation tools, support communication and engagement efforts as they relate to Goals 1, 2, 3, and 4.
Katherine Pekel, EdD (CAREI Affiliate) Intensive Supports	**Relevant Experience:** Dr. Katie Pekel, is the Principal in Residence for the University of Minnesota. Dr. Pekel serves as the department's direct connection between the fields of research and practice in PK-12 education. She leads the Minnesota Principals Academy and teaches courses for aspiring school principals. In addition, she co-coordinates the Executive Ph.D. cohort for educational leaders within the department of Organizational Leadership and the University of Minnesota's Urban Leadership Academy. Currently she is working with Dr. Muhammad Kahlifa on the development of a Culturally Responsive School Leadership professional development initiative that will debut in 2018. **Primary Responsibilities:** Provide intensive capacity-building supports to WDPI and MDE related to Service Plan Activities of processes of NICs and increasing the number of effective leaders and educators as they relate to Goal 4.
Robert Meyer, PhD (EA), Intensive Supports	**Relevant Experience:** Dr. Robert H. Meyer is the President and CEO of Education Analytics Inc. and Research Professor Emeritus at the La Follette School of Public Affairs and the Wisconsin Center for Education Research at the University of Wisconsin-Madison. He has developed major research and intensive support partnerships with many states, including Wisconsin, Minnesota Delaware, and New York; in-state regional collaboratives, including the Cooperative Educational Service Agencies (CESAs) in Wisconsin; and districts, including Milwaukee, Minneapolis, Atlanta, Boston, Chicago, Hillsborough County (Florida), Houston, Los Angeles, New York City, and Tulsa. He previously served on the faculty of the Harris School of Public Policy Studies at the University of Chicago and the Economics Department at UW-Madison. In 2005 he founded and directed the Value-Added Research Center at UW-Madison. Dr. Meyer is known for his research on evaluation methods and policy and management analytics and, in particular, value-added modeling, human capital analytics, early warning/early opportunity systems, and measurement of social emotional learning. **Primary Responsibilities:** Support Deputy Director, Ernie Morgan, in providing strategic direction for WMCC and provide capacity-building support to WDPI and MDE related to Goals 2, 3, and 4. Specific support will include the SEA needs assessment, the LEA needs assessment toolkit, and the SEA and LEA distribution analyses.
Peter Witham, Ed.D (EA), Intensive Supports	**Relevant Experience:** As the Director of Technical Assistance at EA. Peter is an experienced subject matter expert and technical assistance leader with over 16 years of experience in education. Peter collaborates with over 200 LEAs, SEAs, and other educational organizations in the design, implementation, and program evaluation of improvement initiatives (particularly in human capital management). Previously, Peter directed UW Madison's Teacher Incentive Fund Technical Assistance and Center for Educator Compensation Reform initiatives. Peter has extensive experience collaborating with the Department of Education and national experts in providing intensive support, including the development of tools and resources, throughout the grant life cycle with an emphasis on sustainability. **Primary Responsibilities:** Provide intensive capacity-building supports to WDPI and MDE related to Goals 2, 3, and 4. Specific support will include the SEA needs assessment

	and logic model and the LEA needs assessment and logic model toolkits.
Joshua Marland, PhD (EA), Intensive Supports	**Relevant Experience:** Dr. Marland is the Director of Data Strategy at Education Analytics and leads technical assistance projects with several SEAs, LEAs, and institutes of higher education, ensuring that growth and impact measures can be incorporated into decision-making systems. Specifically, Dr. Marland has served as EA's primary point of contact with WDPI for the ongoing research and analytics project. Dr. Marland has over ten years of technical assistance and research expertise, specializing in teacher and leader evaluation, educator preparation, personalized learning, student growth, teacher and leader effectiveness, and assessment development. Dr. Marland will also leverage the capabilities of his team of Data Strategists which focuses on ensuring that all projects meet partner needs, and innovations are applied to partner projects and shared internally across the organization. **Primary Responsibilities:** Provide intensive capacity-building supports to WDPI and MDE related to Goals 2, 3, and 4. Specific support will include the SEA needs assessment, the LEA needs assessment toolkit, and the SEA and LEA distribution analyses.

Management of Five-Year Service Plan

Together, the Leadership Team and Intensive Support Team will design and deliver the activities described in the WMCC Five-Year Service Plan. The Co-Directors will utilize the project management software, Trello, to effectively manage the Five-Year Service Plan activities, outputs, and milestones. Trello allows for easy, collaborative information tracking using organized boards, lists, cards, and the ability to assign people to specific tasks at little to no cost. Additionally, Trello can integrate with email clients to better manage partner communication as a team. Trello will also function as a personnel management system, enabling WMCC to efficiently obtain and retain the services of the network of subject matter experts who have direct experience working with SEAs, REAs, and LEAs. The details of the management of the Five-Year Service Plan are listed in Table 7 below.

Co-developing an annual Service Plan with each SEA will provide an opportunity to refine existing activities and to develop new activities to meet the evolving needs of stakeholders. The communication system (described in Goal 6 below) will enable routine and ongoing exploration of client and recipient needs, as well as feedback on the services provided. WMCC will also utilize data from the internal evaluation to guide improvement to center activities.

***Table 7*: Management of Five-Year Service Plan**

Goal 1: WMCC Designs and Implements a Cross-State NIC with participants from both SEAs which contributes to key short-term, medium-term, long-term outcomes.				
Activities (and Recipient)	**Outputs**	**WMCC Responsible**	**Milestones**	**Timeline**
Engage participants from both SEAs (WDPI, MDE) in a cross-state NIC to build capacity for continuous improvement which focuses on co-creating solutions using systematic and purposeful problem-solving inquiry processes involving rapid cycle testing leading to refining needs assessments, logic modeling and selecting, planning, implementing, and evaluating evidence-based practices (EBPs).	Chartering phase of the regional NIC is completed and with fidelity to the NIC model. Testing phase of the regional NIC is completed and with fidelity to the NIC model. Regional NIC, with the support of the WMCC will launch up to 5 intermediary NICs created and begin chartering phase.	Co-Directors and PI	Form a network initiation team of key SEA staff from both states.	10-12/2019
			Conduct in-person NIC launch meeting with participants to identify common problems of practice and root causes.	1/2020
			Identify and recruit additional stakeholders and develop a charter.	1/2020
		Co-Directors and PI	Present options for communication and resource sharing for NIC participant consideration.	1/2020
			Determine specific approach for communication and resource sharing.	2/2020
		Co-Directors and PI	Plan for monthly NIC meeting based upon highest areas of interest.	Monthly, Ongoing
			Facilitate monthly meetings and establish next steps for group members.	Monthly, Ongoing
		Co-Directors and PI	Facilitate development or selection of short-cycle / assessment process / tool.	January Annually
			Participants complete short cycle /assessment process / tool and utilizing information to inform planning / next steps.	Quarterly, Ongoing

		Co-Directors and PI	Facilitate participant review of the current year and consider SEA priorities for the coming year. Conduct Social Network Analysis.	July Annually
			Facilitate decisions for specific activities / focus for Annual Service Plan.	August Annually

Goal 2: Develop or refine tools with SEAs to conduct state-level needs assessments, logic modeling, and related processes that support identification and scaling of appropriate evidence-based approaches to serve disadvantaged students, pursuant to state ESSA plans.

Activities (and Recipient)	**Outputs**	**WMCC Staff Responsible**	**Milestones**	**Timeline**
Establish work teams within each SEA.	Work teams established within each SEA.	Co-directors, PI, and Intensive Support Team (Tony Chambers Annalee Good).	Work teams initiated and schedule monthly meetings.	10/2019
Initiate needs assessment; begin collecting and review of materials.	Needs assessment plan	Co-directors, PI, and Intensive Support Team (Tony Chambers Annalee Good, Robert Meyer, Peter Witham, Joshua Marland, Jennie Zumbusch).	Needs assessment plan developed and agreed upon by work teams; Plan initiation includes data collection and analysis begins.	10/2019
Complete needs assessment.	Needs assessment drafted and shared with SEA teams.	Co-directors, PI, and Intensive Support Team (Annalee Good, Peter Witham, Joshua Marland, Jennie Zumbusch).	Needs assessment report	2/2020
Develop agency-wide logic model for continuous improvement efforts.	SEA logic models representing shared approach to continuous improvement.	Co-directors, PI, and Intensive Support Team (Annalee Good, Peter Witham, Jennie Zumbusch).	Logic models completed for each SEA and shared within agency.	3/2020
Agency-wide continuous improvement logic model revision.	SEA logic models revised annually.	Co-directors, PI, and Intensive Support Team (Annalee Good, Jennie Zumbusch).	Annual review and revision as needed and shared within agencies.	2020-2025

Evidence-based practices identification and development.	EBPs included in Standards-based portal and Knowledge Mobilization hubs.	Co-directors and Intensive Support Team (Tony Chambers Annalee Good, Amber Humm Patnode).	Initial versions of Standards-based Portal and Knowledge Mobilization hubs reviewed and tested.	2020-2021
Evidence-based practices identification and development update.	Updated resources for EBPs.	Co-directors and Intensive Support Team (Tony Chambers Annalee Good, Amber Humm Patnode).	Updated versions of Standards-based Portal and Knowledge Mobilization hubs communicated to field as they are completed.	2021-2025
Goal 3: Work with SEAs to build regional and local tools and capacity for needs assessment, logic modeling, and selecting, planning, implementing, and evaluating EBPs.				
Activities and Recipient	**Outputs**	**WMCC Staff Responsible**	**Milestones**	**Timeline**
Co-Develop LEA-CNA Toolkit with SEA Staff and build SEA capacity for implementation and ongoing support, with feedback from REAs.	LEA-Comprehensive Needs Assessment Toolkit process initiated.	Intensive Support Team (Delia Kundin, Jennie Zumbusch, Amber Humm Patnode, Annalee Good, Brad Carl, Robert Meyer, Peter Witham, Joshua Marland)	Establish Toolkit function and scope based upon discovery / gap analysis and stakeholder input.	12/2019
			Finalize Toolkit integrating stakeholder feedback and usability testing.	5/2020
	Capacity-building provided for implementation and ongoing support.	Intensive Support Team (Jennie Zumbusch, Amber Humm Patnode, Annalee Good, Brad Carl, Peter Witham, Joshua Marland)	Deliver workshop on Toolkit functionality.	6/2020
			Roll out Toolkit to REAs and LEAs.	7/2020
			Provide as-needed implementation support.	2019-2025
Co-Develop LEA-Logic Model Toolkit with SEA Staff and build SEA capacity for implementation and ongoing support with feedback from REAs.	LEA Logic Model Toolkit process and initiated.	Intensive Support Team (Jennie Zumbusch, Jennie Zumbusch, Amber Humm Patnode, Annalee Good, Brad Carl, Peter Witham)	Establish Toolkit function and scope based upon discovery / gap analysis and stakeholder input.	2/2020
			Finalize Toolkit integrating stakeholder feedback and usability testing.	7/2020
	Capacity-building provided for implementation and ongoing	Intensive Support Team (Delia Kundin, Jennie Zumbusch, Amber Humm Patnode, Annalee	Deliver workshop on Toolkit functionality.	8/2020
			Roll out Toolkit to REAs and LEAs.	9/2020

	support.	Good, Brad Carl, Peter Witham).	Provide as-needed implementation support.	2019-2025
Co-Develop LEA-Readiness Tools with SEA staff and build SEA capacity for implementation and ongoing support with feedback from REAs.	LEA Readiness Tool process initiated.	Intensive Support Team, Annalee Good, Brad Carl, Delia Kundin, Jennie Zumbusch, Amber Humm Patnode).	Establish Tools function and scope based upon discovery / gap analysis and stakeholder input.	5/2020
			Finalize Toolkit integrating stakeholder feedback and usability testing.	10/2020
	Capacity-building provided for implementation and ongoing support.	Intensive Support Team (Annalee Good, Brad Carl, Delia Kundin, Jennie Zumbusch, Amber Humm Patnode).	Deliver workshop on functionality of Tools.	11/2020
			Roll out Tools to REAs and LEAs.	12/2020
			Provide as-needed implementation support.	2019-2025
Co-Develop LEA-Program Evaluation Tools and build SEA capacity for implementation and ongoing support with feedback from REAs.	LEA Program Evaluation Tool development process initiated.	Intensive Support Team (Annalee Good, Brad Carl, Delia Kundin, Jennie Zumbusch, Sara Moulton, Peter Witham).	Establish Tools function and scope based upon discovery / gap analysis and stakeholder input.	1/2021
			Finalize Tools integrating stakeholder feedback and usability testing.	6/2021
			Deliver workshop on functionality of Tools.	7/2021
	Capacity-building provided for implementation and ongoing support.	Intensive Support Team (Annalee Good, Brad Carl,Delia Kundin, Jennie Zumbusch, Amber Humm Patnode, Peter Witham).	Roll out Tools to REAs and LEAs.	8/2021
			Provide as-needed implementation support.	2019-2025
Goal 4: Promoting effective instruction in classrooms and schools by increasing the number of effective leaders and educators.				
Activities (and Recipient)	**Outputs**	**WMCC Responsible**	**Milestones**	**Timeline**
Effective Leaders				
Develop and facilitate a NIC for School District Leaders.	School leader NIC is established.	Co-Directors (Gibbons and Moutry), PI Steve Kimball, and Intensive Support Team (Katie Pekel)	Recruit members for District Leadership NIC.	10/2019

		Co-Directors (Gibbons and Moutry), PI Steve Kimball, Intensive Support Team (Katie Pekel, Dan Hovermann)	Facilitate NIC to define problem of practice, analyze root cause, and select, implement, & evaluate evidence-based intervention.	10/2019 - 5/2020
		Intensive Support Team (Dan Hoverman)	Provide coaching and technical assistance to participants.	10/2019-5/2020
Convert NIC process and Curriculum to an On-line course to scale.	Online-course with a virtual coaching component is brought to scale.	Co-Directors (Gibbons and Moutry) and Educational Technology Innovations at the UMN.	Course content is developed.	8/2020
			Course is programmed into online platform and tested.	12/2020
			Remote coaches are recruited and trained.	2/2021
			Virtual coaching component is developed.	3/2021
			At least 50 initial participants are recruited.	6/2021
			Online course with coaching component goes live.	6/2021
Effective Teachers				
Develop State-Level teacher Distribution Analysis Resource for LEAs.	LEA-level teacher distribution analysis resource created.	Co-Director (Kim Gibbons) and Intensive Support Team (Sara Moulton, Brad Carl, Robert Meyer, Joshua Marland).	Establish Distribution Analysis function and scope based upon discovery / gap analysis and stakeholder input.	12/2019
			Conduct Distribution Analysis after gathering data from SEA.	6/2020
			Provide Findings from Distribution Analysis to SEAs.	8/2020
	Capacity developed for use of LEA-level teacher distribution analysis.	Co-Director (Kim Gibbons) and Intensive Support Team (Sara Moulton, Brad Carl, Peter Witham, Joshua Marland).	Deliver workshop on how to roll-out Distribution Analysis reports to REAs and LEAs.	10/2020
			Provide as-needed support in implementing Distribution Analysis reports.	Ongoing

Goal 5: Empowering Families and Individuals To Choose a High-Quality Education That Meets Their Unique Needs				
Activities (and Recipient)	**Outputs**	**WMCC Responsible**	**Milestones**	**Timeline**
Develop Inventory of choice options in rural LEAs	Develop online survey documenting level of implementation of different forms of educational choice among rural LEAs in WI and MN.	Intensive Support Team (Brad Carl, Jennie Zumbusch)	Draft survey and pilot test, followed by full implementation.	Winter-Spring 2020
			Heat maps developed for each state based on data collected.	Summer 2020
			Report on findings, with recommendations.	Fall 2020
Develop Voluntary Exit Survey for rural districts	Develop survey for rural (and other) LEAs to use in collecting information from families who pursue educational options other than local public schools.	Intensive Support Team with a project lead (Brad Carl, Jennie Zumbusch)	Summarize existing information gathered by rural LEAs.	Spring 2020
			Develop and pilot a draft version of statewide exit survey.	Summer 2020
			Refine exit survey and make available for statewide use.	Fall 2020
Establish Rural Best Practices hub for rural LEAs	Create a dedicated space for rural districts to nominate successful practices they are using to address unique challenges they face.	Intensive Support Team (Brad Carl, Jennie Zumbusch)	Survey developed, content analyzed, draft text for best practices developed and shared with stakeholders for review, final version loaded to Knowledge Mobilization hub.	Summer-Fall 2021; updated annually thereafter
Goal 6: Design and implement a communication system that focuses on authentic community engagement and collaboration with partners				
Activities (and Recipient)	**Outputs**	**WMCC Responsible**	**Milestones**	**Timeline**
Develop and launch WMCC website for communication with SEAs, REAs, LEAs, and broad range of	Live website is launched to facilitate bi-directional communication with SEAs, REAs, LEAs, and	Deputy Director, Co-Directors and Intensive Support Team (selected based upon specific content)	Homepage developed and website launched.	10/2019
			TA request manager component is live.	11/2019
			Social media integration is live.	12/2019

stakeholders and partners	broad range of stakeholders and partners		Event page and newsletter are live.	1/2020
			Discussion board and email distribution list are live.	3/2020
Provide capacity-building services focused on communication to SEAs.	Communication portion of needs assessment completed Communications materials developed and / or revised annually.	Deputy Director and Co-Directors and Intensive Support Team (selected based upon specific content)	Assess SEA communication needs.	Part of CNA process in goal 2
			Co-develop communication materials with SEAs for their use with REAs and LEAs.	After needs assessment completion, ongoing
			Work with SEAs to build out knowledge mobilization hubs (WiseLearn and Standards Portal).	Spring, 2020
			Develop/revise and promote communications plans for the mobilization hub across both states.	Fall 2020, ongoing
			Assist SEAs with development, revision, refinement of their websites and resources.	Part of needs assessment, ongoing
Develop relationships and specific collaborative projects with key partners (national organizations, industry, and business)	Develop annual Partnership Plan including MOUs. Meeting, conference, convening calendar created. 100% attendance of WMCC staff at these identified events.	Co-Directors, PI, Deputy Director, and Intensive Support Team (selected based upon meetings and conference content)	Outreach to national technical assistance providers, businesses and industry to establish mutually beneficial partnerships	11/2019
			Establish MOUs and specific collaborative agreement with Regional Educational Lab and federal funded Technical Assistance providers serving WI / MN.	12/2019
			Establish MOUs and specific collaborative agreement with national technical assistance providers, businesses and industry	3/2020
			Attend any convenings, conferences, etc. of the National Comprehensive Center.	Annually or as needed
			Attend gatherings, meetings, etc. with intermediaries.	Annually or as needed

			Attend any major meetings, events, conferences put on by SEAs.	Annually, or as needed
			Develop annual Partnership Plan with local, state, and national organizations.	Annually
Engage in meaningful consultation with a broad range of stakeholders (e.g., teachers, families, students. community members).	Meet and greets with co-directors conducted quarterly. Webinars hosted monthly.	Co-Directors and Intensive Support Team (selected based upon topical areas)	Regional 'meet and greet' meetings of CompCenter co-directors and members of SEA NIC hosted by the service cooperatives.	Quarterly
			Monthly webinars hosted by CompCenter.	Monthly
			Topic area/NIC-lites to work in person with smaller topical interest groups.	Spring 2020 and forward
			Landscape analysis of stakeholder leadership groups (e.g. Minnesota Youth Council, Tribal Council) across both states.	Dec 2019
			Add any committees where gaps exist.	Spring 2020
			Meet with stakeholder leadership committees to pilot ideas, receive feedback.	Monthly

Program Evaluation Team

The **Program Evaluation Team** will conduct an internal evaluation of the WMCC Five-Year Service Plan, assessing the extent to which services have been implemented as intended and are having the desired effects on recipients and ultimately student outcomes. The Program Evaluation Team will be led by EA, which has extensive experience in conducting large scale evaluations. The program evaluation will be directed by **Dr. Anthony Milanowski,** who is a Research Scientist at EA with over 20 years of experience conducting research and providing technical assistance on a wide range of EBPs, interventions, and state-wide initiatives. Dr. Milanowski is a national expert in Human Capital Management and Educator Effectiveness systems, and has authored dozens of technical assistance briefs

and peer-reviewed articles. Dr. Milanowski also has extensive experience conducting evaluation and providing technical assistance in Wisconsin, including a current project on the implementation of Wisconsin's Educator Effectiveness system.

Other members of the **Program Evaluation Team** will include **Dr. Jed Richardson (WCER)** and **Dr. Sara Moulton (CAREI).** Dr. Richardson has worked at WCER since 2011 conducting and overseeing numerous mixed-methods evaluations of interventions and initiatives within both K-12 and higher education. His current evaluation portfolio includes serving as PI for a project with WDPI studying the effects of Wisconsin's Achievement Gap Reduction (AGR) initiative, which provides funding for districts statewide to close achievement gaps through class size reduction, tutoring, and instructional coaching, and evaluation of college readiness programs for low-income and underrepresented groups such as the AVID/TOPS initiative in the Madison Metropolitan School District and College Possible in the Milwaukee Public Schools. Dr. Richardson will collaborate with the WMCC Project Evaluation Team on designing data collection tools (including surveys) and collecting qualitative and quantitative data from education stakeholders in Wisconsin.

Dr. Moulton has extensive experience working in a school district developing and validating measurement tools used for evaluating educational outcomes and as a member of a statewide Response to Intervention team. She has contributed to numerous research and evaluation studies focusing on scale construction and development, item response theory modeling, academic and behavior screening in schools, early warning systems, and implementation and evaluation of multi-tiered systems of support (MTSS). Dr. Moulton will support WMCC evaluation related to building effective leaders and identifying, implementing, and evaluating evidence-based practices. She will provide data analysis to support problem identification, root cause analyses, and evaluating outcomes in networked improvement communities. Together, the Program Evaluation Team has extensive experience **c**ompiling data, conducting interviews, developing tools to enhance capacity-building approaches, conducting data analysis using statistical software, interpreting results from data using widely acceptable quantitative and

qualitative methods, and developing evaluation reports. Table **8** highlights the FTE, relevant experiences and primary responsibilities of each member of the Leadership Team.

Program evaluation activities will be integrated into the WMCC approach to continuous improvement based upon the WMCC conceptual framework (i.e. implementation science, improvement science, evaluative thinking, knowledge mobilization) and Langley et al.'s (2009) Model for Improvement, which is the next iteration of Deming's (2000) PDSA cycle research on organizational learning and continual improvement. The WMCC Leadership Team and Intensive Support Team will continuously review program evaluation results to determine how to refine intensive capacity-building support and achieve the desired recipient outcomes.

***Table 8*: Program Evaluation Team**

Dr. Tony Milanowski	**Relevant Experience:** Anthony Milanowski is a Research Scientist with Education Analytics. He has over 20 years of experience conducting research and providing technical assistance on human capital management in education, beginning with studies of performance-based compensation and standards-based teacher evaluation for the Consortium for Policy Research in Education. He has been a principal investigator or co-investigator for several studies related to educator human capital management, including a current Supporting Effective Educator Development grant. He has developed presentation and seminars on a variety of human capital management topics and authored or co-authored over 10 technical assistance briefs. He has been an invited presenter on educator evaluation and compensation at several national conferences, and has served on several IES technical working groups and review panels. He has authored or co-authored over 35 papers presented at research and practitioner conferences as well as 20 articles in peer-reviewed journals. Prior to consulting for EA, Dr. Milanowski was a Senior Study Director at Westat, a research company in Rockville, MD, and an Assistant Scientist with the Wisconsin Center for Education Research at the University of Wisconsin-Madison. Dr. Milanowski has taught courses in human resource management at the University of Wisconsin – Madison, where he received a Ph.D. in Industrial Relations **Primary Responsibilities:** Lead internal evaluation including management, design, instrument development, analysis, and reporting to both WMCC team and the Department of Education.

Dr. Sara Moulton	**Relevant Experience:** Dr. Moulton has extensive experience working in a school district developing and validating measurement tools used for evaluating educational outcomes and as a member of a statewide Response to Intervention team. Her contributions to numerous research and evaluation studies have focused on scale construction and development, item response theory modeling, academic and behavior screening in schools, early warning systems, and implementation and evaluation of multi-tiered systems of support (MTSS). **Primary Responsibilities:** Support WMCC evaluation team support related to building effective leaders and identifying, implementing, and evaluating evidence-based practices. She will provide data analysis to support problem identification, root cause analysis, and evaluating outcomes in networked improvement communities.
Dr. Jed Richardson	**Relevant Experience:** Dr. Richardson is Assistant Scientist with the Wisconsin Evaluation Collaborative (WEC), housed within the Wisconsin Center for Education Research (WCER) at UW-Madison. He is the Principal Investigator of multiple evaluations of state policies and district academic programs. He has studied the design of school accountability systems, basic needs insecurity among college students, and impacts of student risk factors such as placement in out of home care and contact with the juvenile justice system. Prior to joining WEC, Jed served as Acting Director and Managing Director of the Wisconsin HOPE Lab and as Associate Director and Economist at the Value Added Research Center. He received his Ph.D. in economics from the University of California, Davis. **Primary Responsibilities:** Provide support for development of survey instruments used in project evaluation, assist with analysis of qualitative and quantitative data, and summarizing evaluation findings.

D. Quality of the Project Evaluation

A team led by Dr. Anthony Milanowski of EA, Dr. Sara Moulton of CAREI, and Dr. Jed Richardson of WCER will conduct the WMCC internal evaluation. While this team will work closely with the Leadership and Intensive Support teams to refine the evaluation plan and develop many of the evaluation tools (e.g., fidelity of implementation rubrics), they will be independently responsible for collecting data on client service perceptions and developing evaluation reports.

The evaluation will produce information for ensuring feedback and continuous improvement in the operation of the proposed project, and include objective performance measures clearly related to project outcomes. The evaluation plan uses quantitative and qualitative data to track the center's performance and assess impact on the region's priority educational needs identified each year. The evaluation plan is based on and aligned to the logic model shown in Appendix B, which identifies project activities, processes, outputs and outcomes.

The evaluation will assess the fidelity of implementation (FOI) of project activities and outputs, use of developed tools and support by stakeholders, measurable impacts in organizational capacity of the organizations served, increased use of evidence-based practices, and related impacts on disadvantaged students. Table 9 provides an overview of the evaluation plan. In the first two years, the evaluation focuses primarily on developing evaluation tools and assessing fidelity of implementation and the initial stages of capacity-building and use. Years 3 through 5 shift emphasis to assessing the capacity built, tool and capacity use, and potential impacts of student opportunities and outcomes. The table also indicates the criteria we propose for determining the extent to which milestones and goals for outputs, recipient outcomes, and capacity-building services were met and the state service plans implemented as intended.

***Table 9*. Evaluation Plan Overview**

Project Year	Evaluation Activities	Evaluation Criteria for Service Plan Implementation
Year 1	a. Work with Intensive Support Team and Leadership Team to identify fidelity of implementation indicators, measures, and thresholds for assessing whether intended activities are being implemented and delivering intended outcomes b. Work with project team to identify specific capacities (human, resource, policy leadership, and/or organizational) that the activities and outputs are intended to increase; develop indicators of increased capacity and agree on how they will be assessed c. Establish digital archive to collect and store project artifacts (e.g., meeting agendas and notes, workshop attendance lists, draft and final tools) that document activities and outputs. d. Refine/develop participant perception surveys on the quality of project activities and their impacts (e.g., usefulness of workshops, use of specific tools) e. Collect information on first year milestones, activities and outputs for each goal (e.g., NIC recruitment and meetings, toolkits, distribution analyses) f. Analyze data and draft short cycle, product cycle, and annual reports on fidelity of implementation, participant range, and participant satisfaction g. Develop surveys of LEA, school, and educator users of tools/services to assess tool utility, capacity, and reported use of EBP h. Develop samples of potential LEA, and school-level users to receive survey i. Administer annual survey of clients to measure service satisfaction and interview a sample of participants in NICs and SEA/REA tool development activities j. Review and modify evaluation plan based on project progress and evaluation reports	All milestones in service plan for year 1 met. 90% of planned outputs for year 1 delivered. All FOI indicators show at least an “emerging” level of implementation. 80% of participants surveyed agree that they were satisfied with the quality, usefulness, and relevance of the services provided.

Project Year	Evaluation Activities	Evaluation Criteria for Service Plan Implementation
Year 2	a. Continue to collect information on fidelity of implementation b. Collect information on capacity development and use for completed tool kits, workshops, or other products (e.g., SEA/REA developed tools) c. Collect information on first year milestones, activities and outputs for each goal (e.g., NIC recruitment and meetings, toolkits, distribution analyses) d. Analyze data and draft short cycle, product cycle, and annual reports on fidelity of implementation, participant range, and participant satisfaction e. Administer annual survey of clients to measure service satisfaction and interview a sample of participants in NICs and SEA/REA tool development activities f. Administer and analyze results from baseline survey of potential LEA and school-level users g. Collect, analyze and score baseline documents that describe activities related to educational problems the Center and its stakeholders target for tool and service development h. Review and modify evaluation plan based on project progress and evaluation reports	All milestones in service plan for year 2 were met. 100% of planned outputs for year 1 were delivered. All FOI indicators show at least an “established” level of implementation. 80% of participants surveyed agree that they were satisfied with the quality, usefulness, and relevance of the services provided.

Project Year	Evaluation Activities	Evaluation Criteria for Service Plan Implementation
Year 3	Iterate a-e as in year 2 f. Administer and analyze results of annual survey of potential LEA and school-level users to assess use of tools/services and whether they perceived increased capacity g. Examine LEA ESSA-related plans and reports to identify evidence of uses of tools and capacities h. Identify initiatives undertaken by REA/LEAs aimed at improving opportunities and outcomes for disadvantaged students, including those related to educator effectiveness and choice i. Survey/conduct interviews with key LEA informants to gather information on purpose of initiative, if/how tools & services developed by Center or by Center clients were used, and how EBPs are part of the initiatives j. Review and modify evaluation plan based on project progress and evaluation reports	All milestones in service plan for year 3 were met. All planned outputs for year 3 were delivered. All FOI indicators show at least an “established” level of implementation. 85% of participants surveyed agree that they were satisfied with the quality, usefulness, and relevance of the services provided. LEA and school staff in all state regions, all levels or urbanicity, and serving disadvantaged and low income students will report access to tools and services.

Project Year	Evaluation Activities	Evaluation Criteria for Service Plan Implementation
Year 4	Iterate a-e as in year 2 above f. Administer annual use survey of potential LEA and school-level users to assess use of tools/services and increased capacity g. Collect documents from LEAs and schools (e.g., school improvement plans) that describe activities related to tools & supports h. Analyze survey responses and score documents to quantify use of comprehensive needs assessments, logic models, and EBPs by potential users i. Review and modify evaluation plan based on project progress and evaluation reports	All milestones in service plan for year 4 were met. All planned outputs for year 4 were delivered. All FOI indicators show at least an “established” level of implementation. 90% of participants surveyed agree that they were satisfied with the quality, usefulness, and relevance of the services provided. 70% of the sample of potential LEA and school users reported being aware of the tools and 51% reported using them. LEA and school staff in all state regions, all levels or urbanicity, and serving disadvantaged and low income students will report access to tools and services.

Project Year	Evaluation Activities	Evaluation Criteria for Service Plan Implementation
Year 5	Iterate a-e as in year 2 above f. Administer annual use survey of potential REA, LEA and school-level users to assess use of tools/services and increased capacity g. Collect documents from LEAs and schools (e.g., school improvement plans) that describe activities related to tools & supports h. Analyze survey responses and score documents to quantify use of comprehensive needs assessments, logic models, and EBPs by potential users i. Collect student outcome and opportunity measures j. Conduct qualitative and quantitative analyses to assess the relationships between fidelity of implementation, tool use, capacity built, and trends in student outcome and opportunity measures k. Draft final report and share with Leadership and Intensive Support teams, SEA and REL stakeholders, and the Department.	All milestones in service plan for year 5 were met. All planned outputs for year 5 were delivered. All FOI indicators show at least an "established" level of implementation, with at least half indicating an "exemplary" level. 95% of participants surveyed agree that they were satisfied with the quality, usefulness, and relevance of the services provided. 85% of the sample of potential LEA and school users reported being aware of the tools and 60% reported using them. 75% of LEAs/schools reporting use of tools also reported increased capacity to do comprehensive needs assessment, use logic models, and select, plan, implement, and evaluate EBPs. LEA and school staff in all state regions, all levels or urbanicity, and serving disadvantaged and low income students report access to tools and services. Student outcomes and opportunities related to the supports improved more in LEAs/schools that used the tools and increased capacity than in comparable schools that did not.

Key aspects of the evaluation plan designed to respond to specific award requirements are described in the following sections.

Assessment of Client/Participant Satisfaction

The Evaluation Team will develop and implement annual surveys of client (SEA, regional NIC, and intermediary NIC participant) perceptions of the quality, usefulness, and relevance of the services provided. A common set of questions will be customized to the level of the client and the aims and topic areas of the activities in which each type of client participated. These surveys will be supplemented by short "exit ticket" type surveys after specific events (such as NIC meetings or workshops) that will assess, among other things, perceptions of the quality, usefulness, and relevance of the service provided at or by the event.

Assessment of the Range of Recipients Receiving Services

The evaluation team will also collect information about and report on the range of recipients who are provided services and products by tracking participant affiliations (e.g., in NICs and workshops) and their roles, as well as recording who downloads or uses tools from websites. Using the annual potential user surveys, we will identify who reports using tools and services produced by the Center. We will report on the numbers and percentages of participants/users from the SEA, REA, LEA, and school levels, from the regions of the two states, and from small, medium, large and urban, suburban, town, and rural districts and schools.

Assessment of Fidelity of Implementation

The Evaluation Team will measure **the extent to which the Comprehensive Center capacity-building services were implemented as intended** by conducting a comprehensive fidelity of implementation analysis covering each of the intensive capacity-building activities in Years 1-4 of the Center. The team will work collaboratively with WMCC program staff and SEA stakeholders to finalize fidelity of implementation indicators and benchmarks for key objectives, based on the Center's logic model that indicates the inputs, processes, outputs, and short-term outcomes expected from the intervention, as well as the expected paths from the outputs and short-term outcomes to longer-term effects on recipients. The fidelity of implementation analysis will draw on program administrative data, an archive of program artifacts, interviews and focus groups with key informants, and surveys of

participants. This work, along with discussions with CC program staff and analyses of relationships between measures of activities, outputs, and short-term outcomes, will also help identify key implementation mediators and moderators that limit or enhance implementation.

In order to assess fidelity of implementation, the evaluation team will:

- Develop FOI dimensions and indicators with input from stakeholders and the Leadership and Intensive Support teams that are aligned to the Center logic model. The indicators will include rubrics describing 3-4 levels of program or process quality (e.g., struggling, developing, sufficient, and optimal), and measures of program dosage (exposure). For example, for the cross-state NIC, we will define quality in terms of whether the intended processes were followed, the relevance of the topics addressed to SEA-identified issues, the perceived utility of the interactions, and action items or ideas taken away from the meetings. Dosage will be defined in terms of number of sessions held, attendance by participants, and length of the sessions.
- Develop a project archive of documentation of center activities (e.g., meeting agendas, training descriptions, needs assessments, tool drafts, memos to SEA, REA, and LEA participants)
- Develop activity-specific fast feedback data collection instruments such as exit tickets and short participant reaction surveys
- Collect participation and use data (e.g., training attendance, tool downloads, web site hits)
- Develop and include items on engagement, knowledge development, and tool use in surveys of SEA staff and regional/intermediate NIC participants to assess how well NICs and other users are following the CI model and learning about tools
- Administer surveys at key points in the service provision/tool development cycle, or at least annually
- Categorize capacity-building activities by participant type and topic; develop sample of interactions to observe (e.g., meetings, training sessions) and conduct focus groups of participants

- Conduct semi-annual interviews with SEA/REA staff participating in capacity-building
- Annually summarize information from all data sources related to FOI indicators and calculate FOI scores on each dimension of FOI, overall, and for specific capacity-building engagements
- Share FOI scores with stakeholders and center staff
- Include summary of key qualitative findings highlighting strengths and weaknesses

Adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project

At the beginning of year 1 and all subsequent years, the evaluation team will work with the project team to review the evaluation plan and determine the timing and content of evaluation reports. This review will be coordinated with the Center's own Plan-Do-Study-Act cycles and schedules for capacity-building activities, so that evaluation results can be fed back into the cycle. The evaluation will provide information on three time cycles. Short-cycle information on how activities are implemented will be collected after specific events (e.g., workshops). For example, the evaluation team will design and regularly collect "exit tickets" from participants in workshops and NIC meetings to assess knowledge transfer and perceived knowledge utility. This will supplement short surveys of participant perceptions and artifact reviews (e.g., session attendance lists, work plans) produced by the activity. Information from these data collections will be summarized and fed back to the project team soon after the activity, or set of activities that constitute the "do" portion of a cycle. This will allow the project team to study the quality of outputs and make improvements in activities as needed.

A second reporting cycle will be based on product or sub-project implementation cycles. For example, the fidelity of implementation and use of a tool and set of training around logic modeling would be assessed after an initial period of implementation and use, so that the impact has a chance to develop. We anticipate that these cycles would be quarterly or semi-annual. Reports would include both quantitative measures such as fidelity of implementation scores and qualitative summaries of themes relating to implementation and impact on capacity. Third, data on implementation fidelity and capacity

for all ongoing activities will be analyzed, compared to rubrics, and qualitative and quantitative summaries shared with the project team on an annual basis, so that the team can get an overall picture of the Center's progress. These reports may also be timed and used to fulfill project reporting requirements of the Department and to inform stakeholders about project progress and effectiveness. These reports will then be discussed with the project team, and used as an input both into examining and improving project services but also to revise the evaluation plan for the next year.

Since the Center is committed to enacting and modeling to stakeholders a continuous improvement process, the evaluation team will work closely with the project team to plan and execute timely and actionable data collection, analysis, and reporting. The evaluation team will work with the project team to design administrative data collection systems so that key implementation and impact data are collected. However, the evaluation team will be responsible for interviews, focus groups, surveys, and other data collections with participants and stakeholders so that they can provide confidential feedback to the evaluators. The Leadership Team will organize implementation teams to support fidelity of implementation and areas where expectations are not met, and Intensive Support Team members will act to implement proposed solutions. The Evaluation Team will then continue to collect FOI information and feed this back to allow study of the changes.

Extent to which evaluation methods include objective performance measures related to intended project outcomes produce quantitative and qualitative data

The evaluation will utilize a wide range of objective performance measures aligned to expected outputs and intended short term, medium term, and long term outcomes reflected in the Center's logic model, as shown in Table 10 below.

***Table 10*. Measures of Project Outcomes, Performance, and Impact**

Short-term: Increased human, resource, policy leadership, and organizational capacity to engage in continuous improvement, conduct comprehensive needs assessment, develop logic models, and select, plan, implement, and evaluate evidence-based practices	
Specific Outcome	**Performance and Impact Measures**
SEA, REA, and LEA staff satisfaction with the quality, usefulness, and relevance of support.	Percentages of SEA, REA, and LEA respondents receiving support who agree that the supports were satisfactory, high quality, useful, and relevant, in response product-cycle and annual surveys. Summary of responses related to these attributes from interviews/focus groups with key participants to triangulate survey findings.
SEA, REA, and LEA staff engage in CNA and report feedback to inform revisions.	Review of NIC work products; review of SEA, REA, and LEA work products related to specific educational problems, for example as found in plans to improve distribution and retention of effective educators.
SEA, REA and LEA staff report an increase in available technical assistance resources such as dashboards and continuous improvement toolkits.	Increase in percentages of SEA, REA, and LEA staff receiving support that can identify resources, and perceive availability of such resources has improved in response to annual survey.
SEA, REA, and LEA staff report an increase in ability to leverage evidence to support policy decision making and policy coherence. For example, abilities to advocate for different policies, align current policies, and communicate policies.	Increase in percentages of SEA, REA, and LEA respondents receiving support or who are potential tool users who report a high ability to use evidence in policy decisions and program design, in response to annual surveys. Summary of responses from interviews with key participants who have engaged in NICs, used tools, and have worked in specific policy/ program areas (e.g., educator effectiveness, choice, MTSS).

Medium Term: Improved SEA and LEA capacity to plan, implement, and evaluate school improvement programs	
Specific Outcome	Performance and Impact Measures
Increase in SEA and LEA ability to conduct high-quality needs assessments, develop logic models and strategic plans, select evidence-based practices, plan for the implementation of evidence-based practices, to implement evidence-based practices, and to evaluate the evidence-based practices.	Comparison of a sample of SEA and LEA work products (e.g., plans, proposals, reports) related to specific topics addressed by tools and services (e.g., MTSS, educator effectiveness, choice) developed before the supports were implemented with similar products developed after 2020-21, based on a structured rubric that defines evidence for use of CNA, logic models, and evidence-based practices
Increase in alignment between improvement programs for multiple purposes (e.g. ESSA, Title I, Achievement & Integration).	Comparison of 2018-19 SEA plans and initiatives and those for 2020-21 and later in similar areas to assess whether programs and practices described better support multiple areas in the latter year, based on structured rubric.
Improved capacity of SEAs to meet common needs at statewide and intensive level.	Increase in the percent of SEA-level participants who report increased knowledge of comprehensive needs assessment, logic models, and selection, planning and implementing EBP in common policy and practice areas identified by NIC and needs assessments. Comparison of a sample of SEA work products (e.g., plans, proposals, reports) related to specific topics identified by needs assessment and NICs developed before the supports were implemented with similar products developed after 2020-21, based on a structured rubric that defines evidence for use of Comprehensive needs assessment, logic models, and evidence-based practices.
Increased use of implementation science tools such as readiness checklists and stages of implementation analysis, assessing best practices for implementation drivers.	Increase from 2019-20 to 2022-23 in the percentage of potential users reporting that they used these practices in designing, implementing, and evaluating school improvement programs.
Increase in use of EBPs in LEAs & schools throughout the region.	Increase from 2019-20 to 2022-23 in the percentage of schools reporting that they used evidence-based practices in programs. Review of district and school improvement plans from a sample of districts and REAs that received support and

	reported using CC or SEA-developed tools using a rubric.
Improved capacity of educators to systematically identify and study problem areas, test changes within a system, and spread knowledge about improvements across the region and within states.	Increase from 2019-20 to 2022-23 in the percentage of educators reporting that they had the knowledge, skills, and opportunities to use PDSA cycle in addressing relevant education problems in response to annual survey. Increase from 2019-20 to 2022-23 in the percentage of educators reporting that they learned about an evidence-based improvement from REAs, other LEAs, or other schools in their state, in response to annual survey.
Deeper appreciation and understanding amongst educators for data use and for improvement cycles.	Increase in the percentage of educators in districts using tools or assistance provided by the Center or SEAs, who report they understand data use and the PDSA cycle, and apply these in their practice, in response to annual survey.
Shared understanding in the local level of the rationale of selected practices and how to implement them.	Increase in the percentage of educators who report they understand the rationale for school improvement practices developed using tools or assistance provided by the Center or SEAs, and how to implement them, in response to annual survey.
Increased information available to REA and LEA administrators on use of choice and choice options for rural students.	Increased percentage of rural LEA and school staff who report they have information on choice use and relevant choice option, in response to annual survey.
Long Term: Improved educational opportunities for disadvantaged, rural and/or low income students	
Specific Outcome	**Performance and Impact Measures**
Higher percentage of disadvantaged and low income students who are taught by high-quality teachers.	Increased percentages of disadvantaged and low income students taught by in-field and experienced teachers in districts that have reported using the tools developed by the Center and/or SEAs, as measured by SEA ESSA plan data collections.
Increase in retention rates for high-quality teachers.	Increased retention rates for experienced teachers in districts that have reported using the tools developed by the Center and/or SEAs, as measured by analysis of SEA teacher roster files.

Positive relationship between LEA implementation of CC and SEA developed policies, practices, and systems for CI and use of EBP, and improved educational opportunities for disadvantaged and low income students.	Greater increase in the percentages of disadvantaged and low income students taught by in-field and experienced teachers in districts that have reported using the tools developed by the Center and/or SEAs, compared to the change in districts not reporting using the tools. Greater increase in retention rates for experienced teachers and school leaders in districts that have reported using the relevant tools and services developed by the Center and/or SEAs, compared to the change in districts not reporting using the tools.
Increased student attendance.	Increased student attendance in schools in districts that have reported using the tools developed by the Center and/or SEAs, as measured by district attendance data.
Increased student achievement.	Increased student achievement in schools in districts that have reported using the tools developed by the Center and/or SEAs, as measured by analysis of SEA assessment results.
Decreased achievement gaps for disadvantaged and low income students.	Decreased achievement gaps in schools in districts that have reported using the tools developed by the Center and/or SEAs, as measured by analysis of SEA assessment results.
Positive relationship between LEA Implementation of CC and SEA-developed policies, practices, and systems for CI and use of EBP and improved academic outcomes for disadvantaged and low income students.	Greater increase in the attendance and achievement of disadvantaged and low income students in districts that have reported using the tools and services developed by the Center and/or SEAs, as measured by analysis of SEA assessment results, compared to the change in districts not reporting tool use. Decreased achievement gaps in schools in districts that have reported using the tools and services developed by the Center and/or SEAs, as measured by analysis of SEA assessment results, compared to the change in districts not reporting use.

The Center's impact will be evaluated by linking the analyses of fidelity of implementation, capacity increases, and impacts on students, using the measures described above. First, the evaluation team will examine the relationship between **the fidelity of implementation of intensive support activities and increased capacity of the SEA, REA, and LEA participants to systematically assess needs, develop logic models, and select, implement, and evaluate evidence-based practices.** For each capacity area

(human, resource, policy, and organizational) the evaluation team will work with support providers and participating SEA/REA staff to develop specific capacity-building objectives and indicators of increased capacity. The evaluation team will also use the needs assessments to identify specific capacity-building projects to study during the life of the Center. Based on these, the Evaluation Team will develop capacity indicators reflecting human, organizational, policy, and resource dimensions and collect baseline data on capacities of SEA and REA participants. Annually (and/or at conclusion of specific capacity-building projects) the evaluation team will collect information related to the relevant capacities (e.g., using surveys and focus groups to assess perceptions of capacity of SEA, REA, and LEA staff, reviewing their use of tools and resources to develop work products) and compare the capacity levels these indicate to capacity baselines and goals.

An annual survey represents the primary source the Evaluation Team will use to assess use and capacity built by potential LEA and school-level users. This survey will measure tool/service use and capacity improvements by the local users who will actually be implementing initiatives to improve student opportunities and outcomes. The survey will cover awareness of the relevant tools, use, capacity to do comprehensive needs assessment, use logic models, and select, plan, implement, and evaluate evidence-based practices. It will also provide information about the goals of initiatives or programs developed or refined using the tools and capacities. The survey will be administered each year to a stratified random sample of LEAs (to cover approximately 50% of each state's LEAs, plus a sample of schools within these LEAs and educators (principals and teachers) within the schools.

The survey results will be supplemented by an examination of district and school improvement plans, equity plans, and similar documents from the sample districts and schools. These documents will be reviewed and rated for evidence of use of comprehensive needs assessment, logic models, and selection, planning, stages of implementation, and evaluation of evidence-based practices, using rubrics co-developed with the Intensive Support Team and members of the appropriate NICs. These reviews and ratings will triangulate the survey results, and phone interviews with a subsample of LEA or school staff to triangulate. Using these data sources, the Evaluation Team will assess the relationship between

capacity improvement and FOI scores relevant to the capacity indicators. These analyses will provide medium-term feedback to the Center on the success of capacity-building as well as the relationship between activities and capacity development.

In the fifth year of the project, the evaluation team will assess the **overall impact of the Center's activities on: a) improved educational opportunities; and b) improved academic and engagement outcomes, for disadvantaged and low income students**. To do so, the evaluation team will assess the relationships between the implementation of the intensive capacity-building supports provided to SEA/REAs by the Center, the extent and quality of tools and capacities that result, the use of the tools and development of capacities by LEAs and schools with implement evidence-based practices, and student outcomes, following the theory of action underlying the logic model. This causal chain posits that the implementation of the cross-state, regional, and intermediary NICs and the support provided by the Center will result in the development of tools that will be used by LEAs and schools to do comprehensive needs assessment, develop logic models, and select, plan, implement, and evaluate evidence-based practices, that in turn will result in improved opportunities and outcomes for disadvantaged students. While the evaluation cannot provide strong evidence of the causal efficacy of the capacity-building efforts on student outcomes, it can, by tracing the links in the causal chain, show whether there is reason to believe that the theory of action linking supports to improved outcomes has practical applicability and the supports have contributed to improved student outcomes. The analyses will be done in Year 5, after program implementation and individual/organizational capacity data are collected for Year 1-4. This will provide sufficient information to examine the associations between the level of implementation of the supports, tool development, tool use, and student outcomes.

The basic design will be a comparative trend analysis of the changes in student opportunities and outcomes for LEAs and schools that vary in their tool/service use, capacity for and use of comprehensive needs assessment, logic modeling, and EBP planning, implementation, and evaluation in educational problem areas where tools and services were developed by the Center or by SEAs/REAs with Center support. If the Center has produced quality tools and supports (as assessed by the FOI measures), we

would expect to see LEAs and schools using the tools, which in turn will develop their capacity for and use of comprehensive need assessment, logic modeling, and evidence-based practices (as measured by the potential user surveys and review of LEA and school improvement plans). LEAs and schools that develop the capacities and use evidence-based practices will in turn show more positive (stronger upward) trends than LEAs and schools that made less use of the tools and did not develop the capacities.

To implement this design, the evaluation team will work with NIC participants and SEA/REA staff to identify the specific improvement areas (e.g., distribution of quality educators, use of multi-tiered systems of support) that the tools and supports have developed to target. The evaluation team will collect and examine these tools and evaluate their quality as part of the FOI assessment discussed above. The team will then use the annual surveys to identify how LEAs and schools are applying the tools to these improvement areas. The improvement in relevant outcomes between the time before the tools and supports were offered to districts and schools, and outcomes from the 2021-22, and where available, 2022-23 school years, will be compared across LEAs and schools exhibiting high, medium, and low capacities and use.[1]

The Team will also conduct interviews with staff in a subsample of districts and schools to triangulate conclusions from surveys about capacities and use. If the Center's work is implemented as planned, we expect that districts that use the tools and services will develop greater capacity, design programs that make more use of evidence-based practices, and in turn show greater improvement in the relevant student outcomes. Information on these specific student outcomes of SEA, REA, or LEA/school interventions will be collected from exiting state and district data systems (e.g., state assessment system files, state longitudinal data systems, LEA reports on teacher distributions). For each individual LEA or school, we will observe a pattern of results such as shown in Table 11.

***Table 11*. Hypothetical Pattern of Results for LEAs/Schools**

LEA/School	FOI Score for Related Center Services	Use of Center or SEA-Developed Tools	Use of CNA, Logic Models, and Evidence- Based Practices (Developed Capacity)	Student Outcomes Trend
A	High	High	High	Positive
B	High	High	High	Positive
C	High	Medium	Medium	Slightly Positive
D	High	Low	Low	Flat

The pattern shown above provides evidence for the positive impact of center services within a particular education problem area, in particular suggesting that tool use and the resulting capacity development, as evidenced by the use of comprehensive needs assessment, logic models, and evidence-based practices, is associated with improvement in student outcome trends.

Because we expect that different LEAs and possibly schools will use the tools and capacities to address different educational problems, we will first classify LEAs and schools by the problems they are addressing using the tools and related capacities. Each class of districts/schools will be treated as a separate mini-study. Some districts and schools may appear in multiple classes. The evaluation team will summarize the results for each problem area and then across areas. A conclusion that the Center's work had the desired impacts will be supported if improvement trends are stronger (i.e. more improvement) in LEAs and/or schools that used tools and services developed with Center support, and developed the capacities for comprehensive needs assessment, logic modeling, and selection, planning, implementation and evaluation of evidence-based practices, in each of the problem areas. Looking across LEA/school cases and different problem areas will also help identify where and under what conditions the causal chain could be breaking down, and how tool use and capacity may vary across problem areas.

The evaluation will also produce qualitative summaries of tool use and capacity development based on interviews with a subsample of districts/schools as well as review of documents produced by potential users. These will aid in interpreting the quantitative results and checking their validity.

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[1] It is of course possible that all LEAs and schools will show high levels of tool use and capacity, in which case upward trends in student opportunity and outcome measures should be seen for all LEAs and schools.

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Appendix A: Stakeholder Letters of Support

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Carolyn Stanford Taylor, State Superintendent

May 8, 2019

Dr. Steven Kimball
Principal Investigator
Wisconsin Center for Education Research
1025 West Johnson
Madison, WI 53706

Dear Dr. Kimball:

I am writing this letter in support of the Wisconsin Center for Education Research's (WCER) proposal to operate the Region 10 Comprehensive Center. The Department of Public Instruction has worked collaboratively with WCER for many years and looks forward to further work with WCER if awarded the Region 10 Comprehensive Center.

I wish WCER great success as you submit your proposal.

Sincerely,

Carolyn Stanford Taylor
State Superintendent

CST:lh

PO Box 7841, Madison, WI 53707-7841 ■ 125 South Webster Street, Madison, WI 53703
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May 22, 2019

Kim Gibbons, Ph.D.
Director
Center for Applied Research and Educational Improvement
University of Minnesota
1954 Buford Avenue, Suite 425
St. Paul, MN 55108-1062

Dear Dr. Gibbons:

As the Commissioner for the Minnesota Department of Education, I have received the Wisconsin-Minnesota Comprehensive Center (WMCC) proposal to operate the Region 10 Comprehensive Center, and am delighted that you are interested in doing this work with us.

Since the WMCC is a collaborative between the Wisconsin and Minnesota-based research centers that serve as the link between research and practice in Wisconsin and Minnesota schools PreK-16 and other agencies interested in applied educational research, your work is a fit to lead the Region 10 Comprehensive Center. The proposal put forth by the WMCC includes capacity building in the following areas:

- Common needs assessment process for districts to address cross-agency program areas.
- Availability and use of continuous improvement processes, including logic modeling and identification of evidence-based practices and their effective implementation.
- Developing and retaining effective teaching and leadership in high needs urban and rural schools.
- Strengthening systems for college and career readiness.
- Family and student engagement through educational choices.

The work of the Wisconsin-Minnesota Comprehensive Center with the Minnesota Department of Education can be a meaningful partnership, and we look forward to the possibility of continuing our work together.

Sincerely,

Mary Cathryn Ricker, NBCT
Commissioner of Education

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Because Leadership Matters
www.awsa.org

May 10, 2019

Dr. Steven Kimball, Principal Investigator
Wisconsin Center for Education Research, UW-Madison
1025 W. Johnson
Madison, WI 53706

Dear Dr. Kimball:

The Association of Wisconsin School Administrators (AWSA) is pleased to share this letter in support of the Region 10 Comprehensive Center proposal being submitted by the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison, the Center for Research and Educational Innovation (CAREI) at the University of Minnesota, and Education Analytics (EA). AWSA serves as Wisconsin's main professional association serving associate principals and principals in Wisconsin's 2000+ public schools, and has been a longtime partner with both the Wisconsin Department of Public Instruction and WCER in advancing the needs and interests of Wisconsin school-level administrators. Drs. Steve Kimball and Bradley Carl of WCER, for example, have served for the past three legislative cycles as members of the Wisconsin School Administrators Alliance's Policy Development Team, which provides research on evidence-based practices that strengthen the role of school administrators. Dr. Kimball was also the lead developer of the Wisconsin Framework for Principal Leadership, which serves as the state's primary mechanism for evaluating principal and associate principal performance within the Wisconsin Educator Effectiveness system.

AWSA is pleased to note that the Comprehensive Center Request for Proposals recognizes the critical role that school leaders play in improving educational outcomes, as evidenced by Competitive Preference Priority 2(b), which speaks to need for proposals to promote "…innovative strategies to increase the number of students who have access to effective principals or other schools leaders in schools that will be served by the project." WCER's long history of collaboration with AWSA, DPI, and other statewide organizations is very well-positioned to advance this Priority. AWSA also looks forward to ways in which the WCER/CAREI/EA partnership for the Region 10 Comprehensive Center can deepen our collaboration with our counterpart organizations in Minnesota, the Minnesota Elementary School Principals' Association (MESPA) and the Minnesota Association of Secondary School Principals (MASSP). Given the many similarities between our two states, this type of cross-state collaboration would be very much welcome in terms of helping to identify and disseminate innovative strategies for advancing the role of school leadership.

I appreciate the opportunity to convey AWSA's support for the WCER/CAREI/EA Region 10 proposal, and look forward to working with you and your team.

Sincerely,

Jim

Jim Lynch
Executive Director

w. a. s. d. a.

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May 10, 2019

Dr. Steven Kimball, Principal Investigator
Wisconsin Center for Education Research, UW-Madison
1025 West Johnson
Madison, WI 53706

Dear Dr. Kimball:

On behalf of the Wisconsin Association of School District Administrators (WASDA), I am pleased to provide this letter in support of the Region 10 Comprehensive Center proposal being submitted by the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison, the Center for Research and Educational Innovation (CAREI) at the University of Minnesota, and Education Analytics (EA).

As you know, WASDA is Wisconsin's professional association for superintendents in the 420+ local school districts across the state and has a strong interest in continuing to partner with WCER and the Wisconsin Department of Public Instruction (DPI) to meet the needs and interests of our membership. WASDA has particularly deep appreciation for the technical assistance provided to us in recent years by Drs. Steve Kimball and Bradley Carl of WCER, who have served on multiple state advisory groups and commissions and provided short-turnaround analysis of data that has been very useful for our members. We view the Region 10 Comprehensive Center as an excellent way to build on this strong partnership, and to deepen our existing connections with Minnesota (including WASDA's counterpart organization, the Minnesota Association of School Administrators) around issues of mutual interest.

WASDA notes with particular interest that the priorities of the proposed Region 10 Comprehensive Center align closely with existing priorities and initiatives we have established. An example here is the proposed focus on College and Career Readiness, which aligns very well with the work of our Redefining Ready cohort. This group of superintendents has been meeting regularly over the past 2+ years to explore possibilities for designing and implementing district dashboards that more fully and accurately convey what it means for Wisconsin students to be college and career ready than does the current state report card. We also fully support the proposed focus of DPI and the new Comprehensive Center on issues of equity, educator quality, and Continuous Improvement, all of which are critical components of our strategy for improving outcomes and closing gaps for Wisconsin students.

WASDA appreciates the opportunity to convey our support for the WCER/CAREI/EA Region 10 proposal, and we look forward to working with you and your team.

Sincerely,

Jon Bales

Jon Bales
Executive Director, WASDA

The Wisconsin Council of Administrators of Special Services

May 16, 2019

Dr. Steven Kimball, Principal Investigator

Wisconsin Center for Education Research, UW-Madison

1025 W. Johnson

Madison, WI 53706

Dear Dr. Kimball:

The Wisconsin Council of Administrators of Special Services (WCASS) is pleased to provide this letter in support of the Region 10 Comprehensive Center proposal being submitted by the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison, the Center for Research and Educational Innovation (CAREI) at the University of Minnesota, and Education Analytics (EA). WCASS is a professional association of more than 350 members who administer and support special education programs throughout Wisconsin, with the goal of shaping educational policies and practices in order to promote superior support services for students with special needs. WCER has been a valued partner in our work for years, including research and technical assistance support that Drs. Steve Kimball and Bradley Carl have provided. We believe that the Comprehensive Center funding would best serve Wisconsin's needs if awarded to the WCER/CAREI/EA partnership, which features the two flagship universities in the Region 10 Comprehensive Center that have longstanding commitments to educators in our two states.

In addition, WCASS supports the opportunities we see emerging from the WCER/CAREI/EA partnership to strengthen our connections with the Minnesota Administrators for Special Education (MASE), our counterpart organization, along with other professional associations. We also note that the priorities of the proposed Region 10 Comprehensive Center align closely with our goals as a professional association, including a focus on strengthening Continuous Improvement processes and promoting equity.

WCASS looks forward to working with the WCER/CAREI/EA team, and appreciates the opportunity to convey our support for your proposal.

Sincerely,

Gary E. Myrah
Executive Director

WCASS • 4797 Hayes Road, Suite 101 • Madison, WI 53704
608.245.2511 (phone) • 608.249.3163 (fax)
garymyrah@wcass.org • www.wcass.org

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May 13, 2019

Dr. Steven Kimball, Principal Investigator
Wisconsin Center for Education Research
University of Wisconsin-Madison
1025 W. Johnson
Madison, WI 53706

Dear Steve,

I write today in support of the Region 10 Comprehensive Center proposal submitted by the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison, Education Analytics (EA) and the Center for Research and Educational Innovation (CAREI) at the University of Minnesota.

As a former Cooperative Educational Service Agency (CESA) administrator at CESA 2, and now the CESA Statewide Network Commissioner, I'm excited to build upon our decade long history of collaboration with WECR and EA staff. Additionally, I'm excited about the opportunity to work with the CAREI partners to ensure districts across Wisconsin and Minnesota can mutually build upon best implementation practices for proven programs across our region. I look forward to building more cross-state cooperation at all levels of K12 education (SEA, regional and LEA) for Wisconsin and Minnesota.

As an example of an immediate area of collaboration, we look forward to working with the Region 10 Comprehensive Center partners to build capacity within our state for the systematic use of continuous improvement processes. These efforts are identified through regional work plans developed by each CESA and draw upon the WISE suite of tools, CESA supported continuous improvement efforts, Wisconsin's continuous improvement process, Educator Effectiveness data and resources, and best practices in the development and delivery of professional learning.

I know such collaboration can bring about lasting change in our region. Working jointly with my CESA 2 staff and the Wisconsin Department of Public Instruction (DPI), WCER and EA staff helped build the statewide value-added system using a district-up approach to recruit participating districts of all sizes. This work led to 45 districts representing approximately a third of the state's students to opt into a statewide value-added system and the creation of statewide value-added advisory board led by the districts themselves. This opt-in system was expanded to a full statewide value-added system in the 2011-12 school year – a system still in operation today. I feel strongly, however, that without the initial CESA/DPI/WCER/EA work to recruit smaller and medium size districts, such a statewide system in Wisconsin would have never come to fruition.

If awarded the Region 10 Comprehensive Center, I'm confident the WCER/EA/CAREI partnership of Wisconsin/Minnesota based technical assistance providers will effectively work in unison with educational stakeholders across our region to will significantly improve education opportunities for the children of Wisconsin and Minnesota.

Sincerely,

Gary Albrecht, Liaison
CESA Statewide Network
Phone: (608) 751-5120
Email: garya@cesa11.k12.wi.us

Kim Kaukl
Executive Director
1755 Oakwood Circle
Plain, WI 53577
Cell Phone: (608) 553-0689
kimkaukl@wirsa.org

Wisconsin Rural Schools Alliance

President, Ben Niehaus
President-Elect, Chuck Keller
Secretary, Diana Bohman,
Treasurer, Jerry Walters
Past President, Robert Smudde

May 9, 2019
Dr. Steven Kimball, Principal Investigator
Wisconsin Center for Education Research, UW-Madison
1025 W. Johnson
Madison, WI 53706

Dear Dr. Kimball:
On behalf of the Wisconsin Rural Schools Alliance (WIRSA) and our 154 school districts, I am pleased to share with you this letter in support of the Region 10 Comprehensive Center proposal being submitted by the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison, the Center for Research and Educational Innovation (CAREI) at the University of Minnesota, and Education Analytics (EA). WIRSA was formed in 2012 to help Wisconsin's rural school districts address a unique set of issues and needs, including attracting and retaining high-quality educators, seeking innovative funding solutions for the many rural districts facing flat or declining enrollment, and disseminating best practices for rural education. Our work in these areas has benefited tremendously from a strong partnership with both the Wisconsin Department of Public Instruction (DPI) and WCER. We are particularly excited by the recent establishment of the Rural Education Research and Implementation Center (RERIC) within WCER, which focuses on conducting rigorous, interdisciplinary research that is responsive to the needs of rural schools and communities.

WIRSA notes with enthusiasm that the Comprehensive Center Request for Proposals contains numerous references to how the Centers can (and should) support the needs of rural schools, which comprise more than half of the nearly 800 school districts in Minnesota and Wisconsin combined. We also note that the new Comprehensive Center, if awarded to the WCER/CAREI/EA partnership, will provide new opportunities for WIRSA to collaborate with our counterpart organization in Minnesota (the Minnesota Rural Education Association) to develop and share strategies for advancing rural education across our two states.

Again, WIRSA appreciates this opportunity to convey our support for the WCER/CAREI/EA proposal for the Region 10 Comprehensive Center. I look forward to working with you and your team on this exciting endeavor.

Sincerely,
Kim Kaukl
Kim Kaukl
Executive Director

Strong Schools, Strong Communities

Lakes Country Service Cooperative

Jeremy Kovash, Executive Director

1001 E. Mount Faith - Fergus Falls, MN 56537

Phone: (218) 739-3273 - Fax: (218) 739-2459 - Web: www.lcsc.org

May 14, 2019

Kim Gibbons, Ph.D.
Center for Applied Research and Educational Improvement
178 Pillsbury Drive SE
Minneapolis, MN 55455

Re: Letter of Support for Region 10 Comprehensive Center

Dear Dr. Kim Gibbons,

I am writing this letter to provide my support for your bid for the Region 10 Comprehensive Center. This letter of support is for the joint application of the following three organizations: The Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota, The Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison, and Education Analytics.

Lakes Country Service Cooperative (LCSC) is a public, non-profit membership based organization dedicate to providing services that help make our members successful. LCSC is one of nine service cooperatives in the state. Originally created by legislation in 1976 to provide services to pre-K through 12 education, we have grown and expanded to provide high quality, innovative programs to cities, counties and other governmental agencies. In the fall of 2017, the University of Minnesota engaged in a two-year partnership with Lakes Country Service Cooperative to bring the Minnesota Principals Academy to our region to provide high-quality professional development for the regions' principals. In 2018 we announced an expansion of the partnership to include the Center for Applied Research and Educational Improvement (CAREI) to bring the first ever Minnesota District Leadership Academy to the regions. LCSC engaged in a two-year partnership with CAREI. In the past few years, the Minnesota Service Cooperative directors have partnered with CAREI to propose legislation for funding to provide technical assistance to the service cooperatives to support their work with LEA's to improve student outcomes. While we have been successful in obtaining bill authors, we have not yet secured funding. We believe the Comprehensive Center is a perfect match for addressing the needs that exist in our state and will provide the necessary infrastructure to help address the state priorities.

Given your track record for providing high quality services that align with the goals of the center, I agree that you are the best fit for this work. You are located in the Midwest, and have a strong commitment to the improvement of systems, educators, and student outcomes here in Minnesota. We wish you the best of luck in your Comprehensive Center bid, and we look forward to continuing to work with you.

Sincerely,

Jeremy Kovash

Service Cooperative Board of Directors

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MASA

Minnesota Association of School Administrators

1884 Como Avenue, Saint Paul, Minnesota 55108
voice/651-645-6272 • toll free/866-444-5251
fax/651-645-7518
email/members@mnasa.org
website/www.mnasa.org

Gary M. Amoroso, Ph.D.,
Executive Director

Dear Dr. Kim Gibbons:

I am writing this letter to provide my support for your bid for the Region 10 Comprehensive Center. This letter of support is for the joint application of the following three organizations: The Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota, The Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison, and Education Analytics.

The Minnesota Association of School Administrators (MASA) has been a member of CAREI for four years. I consistently hear from our members how impressed they are with the work conducted by CAREI.

Given your track record for providing high quality services that align with the goals of the center, I agree that you are the best fit for this work. You are located in the region, and have a strong commitment to the improvement of systems, educators, and student outcomes here in Minnesota. We wish you the best of luck in your Comprehensive Center bid, and we look forward to continuing to work with you.

Sincerely,

Gary M. Amoroso, Ph.D.
Executive Director

MASE
Minnesota Administrators for Special Education

MASE builds strong leaders who work on behalf of students with disabilities.

1884 Como Avenue • St. Paul, Minnesota 55108
651-645-6272 • www.mnase.org • members@mnasa.org

May 9, 2019

John P. Klaber, Executive Director
Minnesota Administrators for Special Education

Re: Letter of Support for Region 10 Comprehensive Center

Dear Dr. Kim Gibbons,

I am writing this letter at the direction of the Executive Committee for the Minnesota Administrators for Special Education to provide our support for your bid for the Region 10 Comprehensive Center. This letter of support is for the joint application of the following three organizations: The Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota, The Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison, and Education Analytics.

Our organization represents over 400 special education administrative professionals throughout Minnesota. Included in our membership are representatives from public school districts, cooperatives and charter schools.

Given your track record for providing high quality services that align with the goals of the center, I agree that you are the best fit for this work. You are located in the region, and have a strong commitment to the improvement of systems, educators, and student outcomes here in Minnesota. We wish you the best of luck in your Comprehensive Center bid, and we look forward to continuing to work with you.

Sincerely,

John P. Klaber
Executive Director
Minnesota Administrators for Special Education

Minnesota Association of Secondary School Principals

2 Pine Tree Drive • Suite 380 • Arden Hills, MN 55112 • 612-361-1510 • Fax: 612-361-6340 • massp.org

Executive Director
Dave Adney

Attorney/Lobbyist
Roger Aronson

Coordinator of Student Activities
Doug Erickson

Office Manager
Renee LeForte

Finance and Membership Manager
Patti Anderson

Project Manager
Natalie Kenneally

May 10, 2019

Minnesota Association of Secondary School Principals
2 Pine Tree Drive, Suite 380
Arden Hills, MN 55112

Re: Letter of Support for Region 10 Comprehensive Center

Dear Dr. Kim Gibbons,

I am writing this letter to provide my support for your bid for the Region 10 Comprehensive Center. This letter of support is for the joint application of the following three organizations: The Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota, The Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison, and Education Analytics.

Our organization represents the secondary principals across the State of Minnesota. We have had excellent partnerships with the University of Minnesota's Principals Academy and benefited from CAREIs presentations at our conferences. We would be eager to continue partnerships should they arise that benefit the ongoing development of principals in Minnesota.

Given your track record for providing high quality services that align with the goals of the center, I agree that you are the best fit for this work. You are located in the region and have a strong commitment to the improvement of systems, educators, and student outcomes here in Minnesota. We wish you the best of luck in your Comprehensive Center bid, and we look forward to continuing to work with you.

Sincerely,

David Adney
Executive Director, MASSP

MREA
Voice For Greater Minnesota Education

Dr. Kim Gibbons
Center for Applied Research in Educational Improvement (CAREI) Director
University of Minnesota

May 18, 2019

Dear Dr. Kim Gibbons,

I am writing this letter as Executive Director of the Minnesota Rural Education Association (MREA) to provide my support for your bid for the Region 10 Comprehensive Center. This letter of support is for the joint application of the following three organizations: The Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota, The Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison, and Education Analytics (EA).

CAREI has a long history of serving CAREI Assembly member school districts in improving instruction through the use of data and communities of collaboration. MREA has partnered with CAREI and Minnesota's Service Cooperatives to bring your support to our 230 rural school districts. Your Region 10 Comprehensive Center bid will increase your capacity to build and expand your effective support of schools and educators across Minnesota. MREA stands ready to work with you in that effort.

We believe the CAREI/WCER/EA Comprehensive Center is a perfect match for addressing the needs that exist in our state and will provide the necessary infrastructure to help address the state's priorities that meet the needs of schools.

Given your track record for providing high quality services that align with the goals of the center, I agree that you are the best fit for this work. You are located in the region, and have a strong commitment to improving our systems for educators and students across Minnesota. We wish you the best of luck in your Region 10 Comprehensive Center bid, and we look forward to continuing to work with you.

Sincerely,

Fred Nolan

Fred Nolan
MREA Executive Director

May 20, 2019

Schools for Equity in Education
1884 Como Avenue
St. Paul, MN 55108

Re: Letter of Support for Region 10 Comprehensive Center

Dear Dr. Kim Gibbons,

I am writing this letter to provide my support for your bid for the Region 10 Comprehensive Center. This letter of support is for the joint application of the following three organizations: The Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota, The Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison, and Education Analytics.

Schools for Equity in Education (SEE) is a 57-member consortium of school districts located throughout Minnesota. I have been Executive Director of the organization since 2001 and have a wide range of experience in education funding and policy. SEE members individually and in some cases collectively have worked with CAREI to develop education policy that serves students' learning needs. Through CAREI, Dr. Gibbons has been working with key educational stakeholders to improve implementation of evidence-based practices and evaluating the extent to which these practices are having the desired effect. She regularly testifies to the MN Legislature on bills related to closing the achievement gap. I have often consulted CAREI for perspectives on how best to design instructional strategies that will meet student needs and to seek Dr. Gibbons' input on the variety of proposals that find their way into the legislative process to determine their worth.

Given your track record for providing high quality services that align with the goals of the center, I agree that you are the best fit for this work. You are located in the region, and have a strong commitment to the improvement of systems, educators, and student outcomes here in Minnesota. We wish you the best of luck in your Comprehensive Center bid, and we look forward to continuing to work with you.

Sincerely,

Brad Lundell

Brad Lundell

Appendix B: WMCC Logic Model

WMCC Logic Model | Purpose: WMCC region 10 will support SEAs to help regional and local educators with continuous improvement strategies through the lens of equity to ensure all students are ready for college and career.

Inputs *What we invest (personnel, structures)*	**Activities** *Region 10 Processes (training, capacity-building, resource development, etc)*	**Outputs** *Products and Services (completion or # of training modules, plans, workshops, etc)*	**Outcomes** *Short-Term Year 1*	*Medium-Term Years 2-3*	*Long-Term Years 4+*
*WMCC (Region 10) staff & content experts specializing in areas such as implementation science, improvement science, MTSS, evaluation, educator effectiveness, early learning, and college and career readiness. *Strong working relationship between WMCC partners. *WMCC staff with established, productive working relationships with SEAs, REAs, and LEAs in the region. *SEA, REA and LEA leadership & program staff.	**Build SEA and LEA capacity through a regional Networked Improvement Community (NIC)** *Engage participants from both SEAs (DPI, MDE) in a cross-state NIC to build capacity for continuous improvement focusing on co-creating solutions using systematic and purposeful problem-solving inquiry processes involving rapid cycle testing leading to refining needs assessments, logic modeling and selecting, planning, implementing, and evaluating evidence based practices (EBPs).	**NIC** *Chartering phase of the regional NIC is completed and with fidelity to the NIC model. *Testing phase of the regional NIC is completed and with fidelity to the NIC model. *Regional NIC, with the support of the WMCC will launch up to 5 intermediary NICs created and begin chartering phase.	***Increased individual and organizational capacity in four dimensions. As a result of the support provided by WMCC 10…*** **Human** *SEA and LEA staff report satisfaction with the quality, usefulness, and relevance of support *SEA and LEA staff engage in CNA and report feedback to inform revisions. **Resource** *SEA and LEA staff report an increase in available technical assistance resources such as dashboards and continuous improvement toolkits. **Policy Leadership**	*Improved **SEA and LEA capacity** to plan, implement, and evaluate school improvement programs.* *Increase in SEA and LEA ability to conduct high-quality needs assessments, develop logic models and strategic plans, select evidence-based practices, plan for the implementation of evidence-based practices, implement evidence-based practices, and evaluate the evidence-based practices. *Increase in alignment between improvement programs for multiple purposes. *Improved capacity of SEAs to meet common educator needs at statewide and intensive level. *Improved **policies, practices, and systems** to implement and evaluate school improvement programs.*	*Improved **educational opportunities** for disadvantaged, rural and/or low-income students* *Higher percentage of disadvantaged and low-income students who are taught by high-quality teachers. *Increase in retention rates for high-quality teachers. *Increase in disadvantaged and low-income students' families who report school choice. *Positive relationship between LEA implementation of CC and SEA developed policies, practices, and systems of this logic model., and improved educational opportunities for
	Develop and/or refine tools to conduct needs assessments, logic modeling and related processes to support identification and scaling of appropriate evidence-based approaches serving disadvantaged students at each SEA pursuant to their state-specific ESSA plan. *Establish teams, conduct needs assessment, develop agency-wide logic model, and selecting, planning, implementing, and evaluating evidence-based practices (EBPs).	**Develop and/or Refine SEA tools** *Work teams are established within each SEA. *Needs assessment logic model and needs assessment are complete and shared. *EBPs are included in the standards portal (MDE) and Knowledge Mobilization hubs (DPI) *All tools are revised/updated annually.			
	Develop and/or refine tools with SEAs to build LEA capacity for needs assessment, logic modeling, and selecting, planning, implementing, EBP with support from REAs. *Co-develop needs assessment, , logic model, readiness, and program evaluation tools, *Co-develop training and feedback processes for REAs to support LEAs.	**Develop and/or Refine LEA tools** * Needs assessment toolkit is completed and disseminated. *Logic model toolkit is completed and disseminated. *Readiness to implement toolkit is completed and disseminated. *program evaluation toolkit is completed and disseminated.			

*State data systems & learning platforms (including, but not limited to: SLEDS, Wise-Suite of tools, Standards Portal). *Professional associations. *Region 10 resources: $1.3M. *Federal staff, funding, program supports (SSRP, OCTAE, OSEP, OSS). *Continuous Improvement processes outlined by both states informed by Implementation Science. *Leadership training. *State-level ESSA plans with overlapping priorities.	**Promoting effective instruction in classrooms and schools by increasing the number of effective leaders and educators.** *Develop and facilitate a NIC for school district leaders and convert this NIC process and curriculum to an online course to scale. *Develop state-level teacher distribution analysis resources for LEAs.	**Increase Effective Teachers and Leaders** *School leader NIC is established. *Online course with virtual coaching component is brought to scale. *LEA-level teacher distribution analysis resource created. *Capacity developed for use of LEA-level teacher distribution analysis.	*SEA and LEA staff report an increase in ability to leverage evidence to support policy decision making and policy coherence. For example, abilities to advocate for different policies, align current policies, and communicate policies. **Organizational** *SEA and LEA staff report improvements in implementation drivers: organizational supports, relevant competencies, and engaged leadership.	*Increased use of implementation science tools such as readiness checklists and stages of implementation analysis, assessing best practices for implementation drivers. *Increase in use of Evidence-Based Practices in schools throughout the region. *Improved capacity of educators to systematically identify and study problem areas, test changes within a system, and spread knowledge about improvements across the region and within states. *Deeper appreciation and understanding amongst educators for data use and for improvement cycles. *Shared understanding in the local level of the rationale of selected practices and how to implement them.	disadvantaged and low include income students *Improved **academic and engagement outcomes** for disadvantaged, rural and/or low-income students* *Increased student attendance *Increased student achievement *Decreased achievement gaps for disadvantaged and low-income students *Positive relationship between LEA implementation of CC and SEA developed policies, practices, and systems in this logic model, and Improved academic outcomes for disadvantaged and low-income students.
	Empowering families and individuals to choose a high-quality education that meets their unique needs. *Rural choice menu tool development. *Family choice Knowledge Mobilization feasibility study. *Exit study to better understand why families and students exit schools.	**Family and Individual School Choice** *A high quality, useful tool is available online for rural families and communities about school choice. *An exploratory study is completed, to the extent to which analyses allow, to determine if knowledge mobilization could be used for families regarding school choice. *A process is developed to systematically survey parents about why they chose to leave schools, and to provide that information back to districts/schools.			
	Design and implement a communication system and that focuses on authentic community engagement. *Develop and launch WMCC website. *Communication capacity-building with SEAs. *Communication and relationship building with key partners. *Engage in meaningful consultation with a broad range of stakeholders.	**Communication System** *Live website developed in year 1; increase in usership each year by 20%. *Communication needs assessment completed, materials developed and/or revised annually. *100% attendance at key conferences/events. *Quarterly meet and greets with co-directors and monthly webinars.			

Appendix C: WMCC Subject Matter Experts

Among the major strengths of the WCER/CAREI/EA proposal is our access to an exceptionally strong group of subject matter experts who can be leveraged on a short-term and on-demand basis to provide our two SEAs, along with regional service agencies and the 800+ local school districts in Minnesota and Wisconsin, with capacity-building and technical assistance support. WCER and CAREI are both housed within renowned Schools of Education at major universities, providing access to a host of faculty and academic staff involved in technical assistance, capacity-building, and program evaluation on key educational policy topics that align well with priorities identified by WDPI and MDE. Accordingly, we have set aside a pool of funds in our budget each year to access this expertise, which will not be used to conduct research. Selected examples of relevant subject matter expertise at WCER that we anticipate being useful include the following:

Rural Education Research and Implementation Center (RERIC): Formally launched in 2018, RERIC's mission is to improve outcomes for rural students, families, and communities through rigorous, partnership-based research and technical assistance. Through focus groups and conversations with stakeholders across the state, the RERIC team (led by Drs. Andy Garbacz and Craig Albers, both faculty in the Department of Educational Psychology, and Co-Director Dr. Jennifer Seelig) has identified five urgent strands of research for rural schools: mental and behavioral health; teacher preparation, recruitment, and training; STEM education; diversity; and research preparation and training. Given the large share of rural districts in both Minnesota and Wisconsin, these areas of focus align well with priorities identified by WDPI's "Advancing Rural Wisconsin" initiative and its Rural Education Advisory Council, which focus on issues facing Wisconsin's rural districts (which comprise more than half of all districts in the state).

Center for Research on Early Childhood Education (CRECE): CRECE's mission is to promote equal opportunity for all young children (ages birth-8) by conducting cross-disciplinary research, targeted policy analyses, high impact teacher education, researcher training and development, and direct engagement with the early childhood community, including WDPI. CRECE is directed by Dr. Beth

Graue, Sorenson Professor of Early Childhood Education in the Department of Curriculum and Instruction. Early childhood initiatives have been identified as a high priority for new WDPI State Superintendent Dr. Carolyn Stanford Taylor.

WIDA Consortium: WIDA provides language development resources to support the academic success of multilingual and English Learners in 41 U.S. states, including both Minnesota and Wisconsin. Among its core products is the Access for English Language Learner's set of assessments, which measure the language acquisition of the growing share of students in our two states who come from families in which English is not the primary language. WIDA collaborates regularly with both WDPI and MDE to develop and provide language standards, assessments, and professional learning opportunities to educators. WIDA Director of Research Dr. Sarah Ryan has agreed to be part of the team of subject matter experts available to the Region 10 Comprehensive Center, providing expertise in advancing equity for English Learners.

Center for Research on College to Workforce Transitions (CCWT): CCWT's mission is to conduct and support research, critical policy analysis, and public dialogue on student experiences with the transition from college to the workforce. CCWT has collaborated with WMCC PI Dr. Steven Kimball on a recently-launched study of postsecondary pathway programs being implemented in the Madison Metropolitan School District, and CCWT Director Dr. Matthew Hora has agreed to be part of the subject matter expert team.

Minority Student Achievement Network (MSAN): MSAN is a national coalition of 27 multiracial school districts located across nine states (including four in Wisconsin) that comes together to understand and eliminate opportunity/achievement gaps. Formally established in 1999, MSAN collects and examines data documenting the wide gaps in achievement that exist across students from diverse racial, ethnic, and linguistic backgrounds, and disseminate promising practices that are helping to address these gaps in member districts. MSAN Executive Director Dr. Madeline Hafner is a frequent collaborator with WMCC PI Dr. Steve Kimball and Dr. Bradley Carl on research and technical assistance work in Wisconsin, and has agreed to support the Region 10 Comprehensive Center proposal.

Subject Matter Experts Matrix

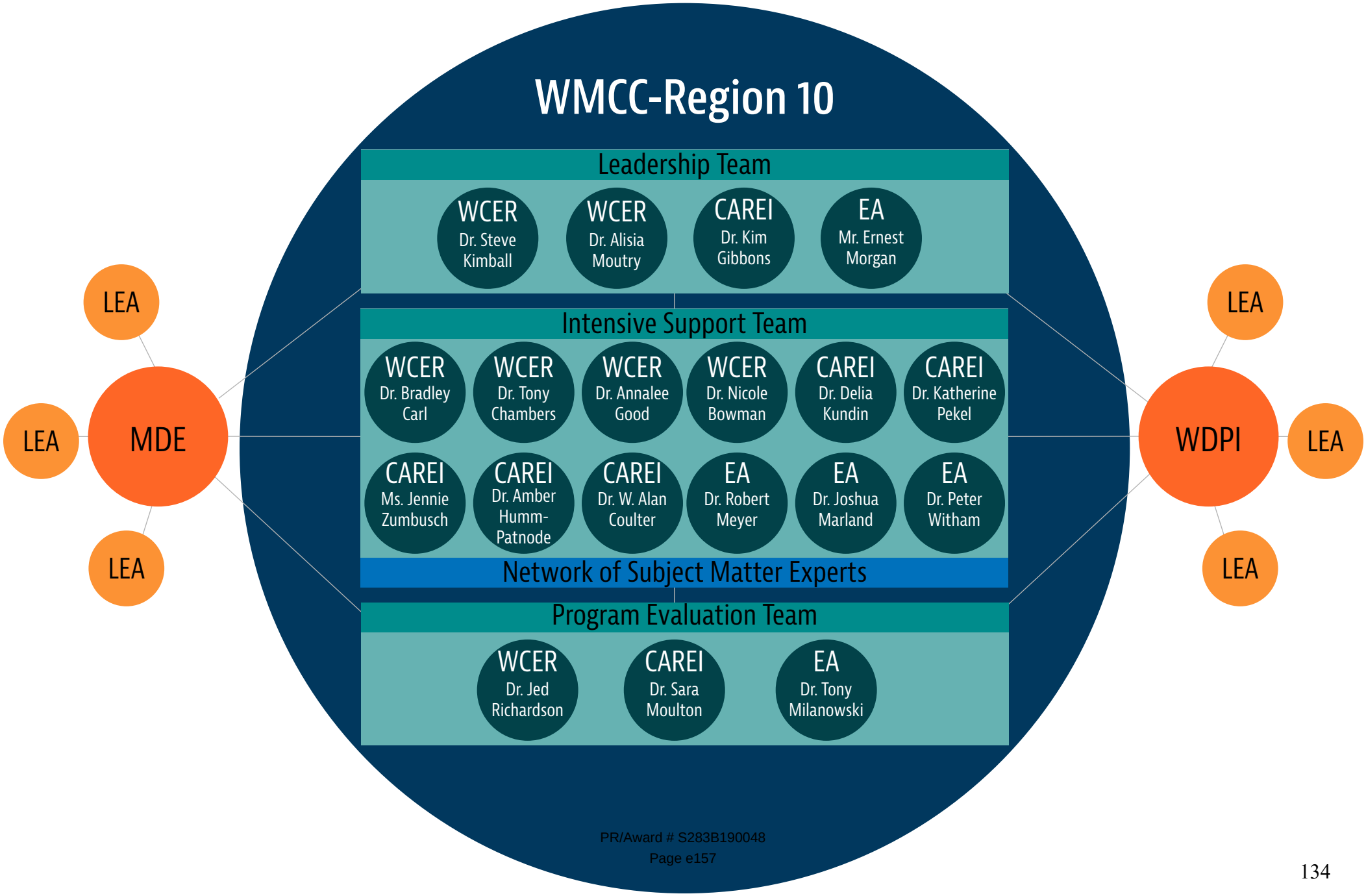
Name	Organization	Role (Management, Technical Assistance, Program Eval, Subject Matter Expert)	Capacity Building for Needs Assessment	Capacity Building for Logic Model	Capacity Building for Selection of EBP	Capac Buildin Plannir Impleme
Ernest Morgan	EA	TA, SME	X		X	X
Peter Witham	EA	TA, SME	X	X	X	X
Andrew Rice	EA	TA, SME	X		X	X
Robert Meyer	EA	TA, SME	X		X	X
Sean McLaughlin	EA	TA, SME	X		X	
Michael Christian	EA	TA, SME			X	
Britt Wilkenfeld	EA	TA, SME	X	X	X	X
Tara Tucci	EA	TA, SME		X		
Libby Pier	EA	TA, SME			X	
Selina Eadie	EA	TA, SME			X	X
Patricia Marcus	EA	TA, SME			X	X
Steve Kimball	WCER/WEC	M, TA, SME	X	X		
Alicia Moutry	WCER/WEC	M, TA, SME	X		X	X
Anthony Chambers	WCER/WEC	TA, SME	X	X	X	
Bradley Carl	WCER/WEC	TA, PE, SME	X	X	X	X
Annalee Good	WCER/WEC	TA, PE, SME	X	X	X	
Robin Worth	WCER/WEC	SME	X	X		
Matthew Hora	WCER/CCWT	SME	X	X		
Beth Graue	WCER/CRECE	SME	X		X	
Craig Albers	WCER/RERIC	SME			X	X
Andrew Garbacz	WCER/RERIC	SME				X
Jennifer Seelig	WCER/RERIC	SME	X	X	X	X
Curtis Jones	UW-Milwaukee	SME	X	X		
Mark Fermanich	APA Consulting	SME	X	X	X	
Kim Gibbons	CAREI	M,TA,SME	X		X	X
Delia Kundin	CAREI	TA,PE,SME	X	X	X	X
Jennie Zumbusch	CAREI	TA,PE,SME	X	X	X	X
Amber Humm Patnode	CAREI	TA,PE,SME	X	X	X	X
Sara Moulton	CAREI	TA,PE,SME	X	X	X	X
Katie Pekel	CAREI	TA,SME				
Clayton Cook	CAREI	TA,SME			X	X
Michael Rodriguez	CAREI	TA,SME			X	X
Alan Coulter	CAREI	TA,SME			X	X
Mark Davison	CAREI	TA,SME			X	
Ben Silberglitt	CAREI	TA,SME			X	X
Dan Hoverman	CAREI	TA,SME			X	X

Subject Matter Experts Matrix

Name	Organization	Role (Management, Technical Assistance, Program Eval, Subject Matter Expert)	EBP for Access to School Leaders	EBP for Access to Effective Educators	EBP for Educational Choice for Rural Students	EBP for Choice for Impoveri
Ernest Morgan	EA	TA, SME	X	X		
Peter Witham	EA	TA, SME		X		
Andrew Rice	EA	TA, SME	X	X		
Robert Meyer	EA	TA, SME	X	X		
Sean McLaughlin	EA	TA, SME				
Michael Christian	EA	TA, SME	X	X		
Britt Wilkenfeld	EA	TA, SME				
Tara Tucci	EA	TA, SME	X	X		
Libby Pier	EA	TA, SME				
Selina Eadie	EA	TA, SME				
Patricia Marcus	EA	TA, SME				
Steve Kimball	WCER/WEC	M, TA, SME	X	X		
Alicia Moutry	WCER/WEC	M, TA, SME	X	X		
Anthony Chambers	WCER/WEC	TA, SME				
Bradley Carl	WCER/WEC	TA, PE, SME		X	X	
Annalee Good	WCER/WEC	TA, PE, SME				
Robin Worth	WCER/WEC	SME				
Matthew Hora	WCER/CCWT	SME		X		
Beth Graue	WCER/CRECE	SME	X			
Craig Albers	WCER/RERIC	SME		X	X	
Andrew Garbacz	WCER/RERIC	SME			X	
Jennifer Seelig	WCER/RERIC	SME		X	X	
Curtis Jones	UW-Milwaukee	SME	X	X		
Mark Fermanich	APA Consulting	SME	X			
Kim Gibbons	CAREI	M,TA,SME	X	X	X	
Delia Kundin	CAREI	TA,PE,SME	X	X	X	
Jennie Zumbusch	CAREI	TA,PE,SME	X	X	X	
Amber Humm Patnode	CAREI	TA,PE,SME	X	X	X	
Sara Moulton	CAREI	TA,PE,SME	X	X	X	
Katie Pekel	CAREI	TA,SME	X	X		
Clayton Cook	CAREI	TA,SME	X	X	X	
Michael Rodriguez	CAREI	TA,SME	X	X	X	
Alan Coulter	CAREI	TA,SME	X	X	X	
Mark Davison	CAREI	TA,SME				
Ben Silberglitt	CAREI	TA,SME	X	X	X	
Dan Hoverman	CAREI	TA,SME	X	X	X	

Appendix D: WMCC Organization Chart

WMCC Region 10 Organization Chart



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STEVEN M. KIMBALL, PH.D. (COMP CENTER)

Steven M. Kimball, Ph.D.	
Experience Summary	
Steven Kimball is Co-Director of the Wisconsin Evaluation Collaborative (WEC) within the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison. He is Principal Investigator for the technical assistance team supporting the Wisconsin Department of Public Instruction (DPI) in the development and implementation of the state Educator Effectiveness System. Steve was also part of the technical assistance team for the Federal Department of Education's Teacher Incentive Fund. He has extensive experience supporting states and school districts with teacher and principal evaluation and compensation issues as well as program evaluation. In his work with the Wisconsin DPI on the Institute for Educational Sciences (IES) funded State Longitudinal Data System, Steve has been studying schools using personalized learning models. Steve was the co-Principal Investigator of a 2005-2007 study funded by the IES on performance evaluation of principals. Additionally, he served as Principal Investigator for a multi-year evaluation of the Chicago Community Trust Education Program. Before completing his graduate studies, Steve held legislative analyst positions in the U.S. House of Representatives, the U.S. Senate and the Texas State Office in Washington, D.C. Steve completed his Ph.D. from the U.W.-Madison Department of Educational Leadership and Policy Analysis in 2001.	
Employment History	
Associate Scientist and Co-Director, Wisconsin Evaluation Collaborative, Wisconsin Center for Education Research, U.W.-Madison.	**2001 - Present**
▪ Co-director for evaluation group dedicated to providing transformative evaluation support to preK-12 education organizations and community-building opportunities for evaluators within UW-Madison community and throughout Wisconsin. ▪ Principal Investigator for technical assistance team supporting the development and evaluation of teacher and principal evaluation models for the State of Wisconsin. ▪ Content expert with Westat team supporting the US Department of Education Teacher Incentive Fund (TIF). Provided direct technical assistance to districts, states, and program officers on teacher and principal evaluation, compensation, and program evaluation. Develop and disseminate professional development materials for grantees. ▪ Principal Investigator for evaluation of Chicago Community Trust Education Program Evaluation. Worked with program officers of large community foundation to develop evaluation plans, logic models, databases, and grant guidelines for new education initiative. Oversaw evaluation of grant program and provided recommendations for grant strategy. Managed budget and research staff activities. ▪ Research staff for national project of the Consortium for Policy Research in Education focusing on identifying and disseminating innovative practices of large urban school districts to improve human capital management of teachers and leaders. Led study in Chicago Public Schools on school-level human resource management practices by principals in high poverty schools.	

- Co-Principal Investigator for Institute of Education Sciences study of new forms of principal evaluation systems. Led research for qualitative aspects of mixed-methods study on principal evaluation systems in two large districts. Provided formative reports to district. Developed and analyzed national survey of principal evaluation, compensation, and related human resource systems. Supervised graduate assistants.
- Project coordinator for two-year study on the impact of district-wide literacy coach program in Milwaukee Public Schools. Led qualitative research and briefed district leaders in study progress and outcomes. Supervised staff researcher and graduate assistants.
- Research staff on Consortium for Policy Research in Education studies of new forms of teacher performance appraisal and potential use in compensation systems. Helped design, implement and analyze qualitative and quantitative studies on teaching effectiveness and the validity and reliability of principal ratings of teacher performance. Provided technical assistance and public testimony to state legislators, school districts, and other organizations interested in personnel evaluation and compensation reforms.

Instructor, U.W.-Madison Department of Educational Leadership and Policy Analysis	**2006-2007**

- Staff Personnel Systems in Education. Graduate class covering human
  Spring resource systems for professional and nonprofessional staff in elementary, secondary, and post-secondary education.
- Evaluating and Supporting Quality Classroom Teaching. Graduate class designed to train leaders to assess and support effective instruction.

Legislative Assistant, U.S. Senator Herb Kohl	**1995-1997**

- Researched and drafted legislation and advised Senator on legislative activities for education, health care, child care, welfare, labor, aging, and Social Security issues. Lead staff member for Senator's Appropriations subcommittee assignment on Labor, Health and Human Services, and Education.

Policy Director, Health and Human Services, Texas Office of State-Federal Relations	**1993-1995**

- Provided staff support for Governor Ann Richards on federal regulatory and legislative issues relating to education, health care, and human services. Coordinated federal activities for state agency staff.

Legislative Assistant, Congressman Leon E. Panetta	**1991-1993**

- Researched and drafted legislation and supported Congressman on labor, health and human services, aging and Social Security issues.

Educational Background

- Ph.D., University of Wisconsin-Madison, Department of Educational Leadership and Policy Analysis, 2001
- M.S., University of Wisconsin-Madison, Department of Educational Leadership and Policy Analysis, 2001
- B.A., University at Buffalo, Double Major in Political Science and Communication, 1990

Government Service

- Legislative Assistant, Office of U.S. Senator Herb Kohl, Washington, D.C., 1995-1997
- Policy Director, Health and Human Services, Texas Office of State-Federal Relations, Washington, D.C., 1993-1995
- Legislative Assistant, Office of Congressman Leon E. Panetta, Washington, D.C. 1991-1993

Membership in Professional Organizations

- American Evaluation Association
- American Educational Research Association

Awards

- Magna Cum Laude, Phi Beta Kappa, 1990
- Netzer-Eye Scholarship, 1998
- Eagle Scout, 1983

Relevant Publications

- Heneman, H.G., III., Kimball, S., Worth, R., Arrigoni, J. & Marlin, D. (2018). Compensation practices of school districts when collective bargaining disappears. *Leadership & Policy in Schools*.
- Kimball, S., Rainey, K., & Mueller, M. (2016). Learning-centered teacher evaluation in Wisconsin. In Teresa Petty et. al.(Eds.), *Handbook of Research on Professional Development for Quality Teaching and Learning*. Hershey, PA: IGI Global.
- Kimball, S.M., Arrigoni, J., Clifford, M., Yoder, M., & Milanowski, A. (2015). District leadership for effective principal evaluation and support. U.S. Department of Education, Teacher Incentive Fund.
- Cosner, S., Kimball, S.M., Barkowski, E., Carl, B., and Jones, C. (2014). Principal roles, work demands, and supports needed to implement new teacher evaluation. *UIC Research on Urban Education Policy Initiative, Policy Brief, 3*(3).
- Heneman, H.G. III, Worth, R., Arrigoni, J., Milanowski, A., and Kimball, S. (2013). Teacher performance pay programs and necessary communication actions, *Journal of School Public Relations, 34*(2).
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- Kimball, S. (2011). Principals: Human capital managers at every school. *Phi Delta Kappan 92*(7), p. 13-18.
- Kimball, S. (2011). Strategic talent management for principals. In Allan Odden (Ed.), *Strategic management of human capital in public education: Improving instructional practice and student learning in schools*. New York, NY: Routledge Press.
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framework for human capital in public education. Cambridge, MA: Harvard Education Press.

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- Kimball, S.M., & Milanowski, A. (2009). Examination of evaluation decision making and validity within a standards-based teacher evaluation system. *Educational Administration Quarterly, 45*(1), 34-70.
- Camburn, E.M., Kimball, S.M., & Lowenhaupt, R. (2008). Going to scale with teacher leadership: Lessons learned from a districtwide literacy coach initiative. In Melinda M. Mangin and S.R. Stoelinga (Eds.), *Instructional teacher leadership roles: Using research to inform and reform*. New York, NY: Teachers College Press.
- Heneman, H., & Kimball, S.M. (2008). *How to design new teacher salary structures*. Strategic Management of Human Capital project of the Consortium for Policy Research in Education, Wisconsin Center for Education Research, University of Wisconsin-Madison. Available at: www.smhc-cpre.org/resources/.
- Kimball, S.M., Heneman, H.G., Milanowski, A. (2007). Performance evaluation and compensation for public school principals: Results from a national survey. *ERS Spectrum, 25*(4), 11-21.
- Kimball, S.M., Heneman, H.G. III, & Kellor, E.M. (2005). Can pensions help attract teachers? *Journal of Education Finance, 30*(4), 399-411.
- Milanowski, A.T., Kimball, S.M., & Odden, A.R. (2005). Teacher accountability measures and links to learning. In R. Rubenstein, A.E. Schwartz, L. Stiefel, and J. Zabel (Eds.), *Measuring school performance & efficiency: Implications for practice and research*, 2005 Yearbook of the American Education Finance Association. Larchmont, NY: Eye on Education.
- Borman, G.D., & Kimball, S.M. (2005). Teacher quality and educational equality: Do teachers with higher standards-based evaluation ratings close student achievement gaps? *The Elementary School Journal,106*(1), 3-20.
- Kimball, S.M., White, B., Milanowski, A.T., & Borman, G. (2004). An analysis of the criterion-related validity of the teacher performance evaluation system in Washoe County. *Peabody Journal of Education, 79*(4), 54-78.
- Halverson, R., Kelley, C., & Kimball, S. (2004). Implementing teacher evaluation systems: How principals make sense of complex artifacts to shape local instructional practice. In Wayne Hoy & C. Miskel (Eds.), *Research and Theory in Educational Administration, Volume 3*. Greenwich, CT: Information Age Publishing.
- Kimball, S.M. (2002). Analysis of feedback, enabling conditions and fairness perceptions of teachers in three school districts with new standards-based evaluation systems. *Journal of Personnel Evaluation in Education 16*(4), 241-268.
- Fermanich, M., & Kimball, S. (2002). You CAN get there from here: How three urban schools could use existing resources to afford comprehensive school reform. *Journal of Education Finance 28*(1), 75-96.
- Kimball, S.M. (2001). *Innovations in teacher evaluation: Case studies of two school districts with teacher evaluation systems based on the Framework for Teaching*. Dissertation published by UMI dissertation publishing clearinghouse.

- Kelley, C., & Kimball, S. (2001). Financial incentives for National Board Certification. *Journal of Educational Policy, 15*(4), 547-574.
- Kelley, C., Conley S., & Kimball, S. (2000). Payment for results: The effects of the Kentucky and Maryland group-based performance award programs. *Peabody Journal of Education*, 75(4) p. 159-199.

ALISIA MOUTRY, PH.D. (COMP CENTER)

Alisia Moutry, Ph.D.	
Experience Summary	
Dr. Alisia Moutry, a native of Milwaukee, Wisconsin, is the President/CEO of 4AM Consulting, LLC, established in September 2010. Blending the worlds of business and education, 4AM Consulting, LLC, provides technical assistance, facilitation, and professional development services. From focus groups, to training sessions to customized work groups, customers receive professional services delivered with integrity while being in experienced hands. Areas of strong interest and expertise include: facilitating, coaching, culturally responsive practices, cycles of inquiry process, implementation science, teaming structures, multi-tiered systems of support, visioning, management leadership skills, and school/district improvement planning. Selected past and current clients of 4AM Consulting include: Cooperative Educational Service Agency (CESA) #1, Greater Milwaukee Boys and Girls Club, Wisconsin Department of Public Instruction, St. Ann's Center for Intergenerational Care, University of Minnesota-Center for Applied Research and Educational Improvement, University of Kansas-School-wide Integrated Framework for Transformation (SWIFT) Center, Data Based Conferences-Pros in Professional Development, the school districts of Menomonee Falls, Mequon Thiensville, Milwaukee Public Schools, Racine Unified School District, Kenosha Unified School District, Madison Metropolitan School District, and Green Bay Area Public Schools.	
Employment History	
President/CEO, 4AM Consulting, LLC	**2010 - Present**
▪ Responsibilities include presenting, training, facilitating, monitoring, verifying a variety educational projects/activity connected to topics of interest and areas of expertise, on an as needed basis including local and national support. Current and or previously contracted with the University of Kansas as a School Wide Integrated Framework for Transformation (SWIFT) consultant in Baltimore for Technical Assistance, Mequon-Thiensville School District- Culturally Responsive Education, Boys and Girls Club of Greater Milwaukee for Executive Coaching Services, Department of Public Instruction-Facilitator for the Promoting Excellence for All (PEFA) Action Work group, Dominican High School-Culturally Responsive Education, Menomonee Falls High School, Milwaukee Area Technical College-Facilitator, St. Ann Center for Intergenerational Care and Wisconsin Cooperative Educational Services Agency #1-Wisconsin Department of Public Instruction Priority Schools and School Improvement Grant.	
Regional Director, University of Kansas	**2016 - 2018**
▪ Responsibilities included: Creating, presenting, training, facilitating, supporting, monitoring and/or providing technical assistance that builds school capacity to provide academic and behavioral support to improve outcomes for all students through equity-based inclusion (RtI/MTSS) in Baltimore and California. Navigating the Schoolwide Integrated Framework for Transformation (SWIFT) and California Scaling Up Multi-Tiered Systems of Support (CASUMS) technical assistance frameworks helping states, districts, and schools develop	

RtI/MTSS framework that guides how varying levels of support are provided within a unified system so that ALL students are receiving the appropriate level of supports. Currently assigned to Regions 9 (Orange County and San Diego) and Region 10 (San Bernardino).	
Executive Director, Milwaukee Teacher Education Center (MTEC)	**2012 - 2016**
▪ Responsibilities included: Creating, recruiting, presenting, training, facilitating, supporting, monitoring, verifying certifying and retaining teachers, leaders for district, charter and private schools which are certified by the Department of Public Instruction based on the need of the state for this not-for-profit, performance-based, professional development center. Supporting children by offering educator certification pathway programs, customizing professional development workshops, and instructional coaching to improve learning outcomes and closing achievement gaps. Managing and developing the MTEC awarded AmeriCorps grant funds for service learning projects in the areas of environmental sustainability. Designing, launching, monitoring and refining the Milwaukee Environmental Sciences Academy, a MTEC non-instrumentality charter school authorized by Milwaukee Public Schools starting at K-5th grade and growing a grade level each year through 12th grade, as a year-round school, utilizing the Expeditionary Learning project-based learning model, sustainability, wellness and "teacher training lab" focus.	
Lecture (Part-time), University of Wisconsin-Milwaukee	**2013 - 2015**
▪ Responsibilities included: Developing and implementing ED POL 409 Fieldwork/Practicum in Education and in the community for students in the School of Education.	
Chief of Staff, Cooperative Services Agency #1 Office for the Jamie S. Settlement Agreement	**2009 - 2012**
▪ Responsibilities included: Supporting, monitoring and reporting the implementation progress of the terms of the Jamie S. Settlement Agreement between the Disability Rights of Wisconsin (DRW), Department of Public Instruction (DPI) and Milwaukee Public Schools (MPS), while serving as the local support for the court appointed Independent Expert, in addition to Department of Public Instruction Title I Network and Turnaround Liaison coordinating.	
Statewide Project Director, Cooperative Services Agency #1 (Responsive Education for All Children Federally Funded Grant)	**2008 - 2009**
▪ Responsibilities included: Supporting school districts to ensure their access to the best educational products and services available, oversight and implementation of the Responsive Education for All Children (REACh) grant including the creation, refinement of regional wide trainings and focusing on collaborative problem solving using data-based decision making to implement evidence-based practices at all levels in school systems.	
Adhoc Instructor, Cardinal Stritch University	**2005 - 2009**
▪ Responsibilities included: Creating, presenting and facilitating credit sessions during the Educator's Retreat, which focus on the broad topics of teaching and renewal.	
Director of Diversified Community Schools, Milwaukee Public Schools	**2005 - 2008**

- Responsibilities included: Supporting, advocating, monitoring and informing alternative, charter and partnership community of contracted schools committed to educating and serving a diverse student population while aligning with the vision, goals, core beliefs of Milwaukee Public Schools and promoting innovative educational opportunities through alternative, charter and partnership school while developing and refining a staff to support the academic success of these programs. Provided services and supports to over 42 contracted schools.

Program Coordinator for the Office of Academic Excellence, Milwaukee Public Schools	**2003 - 2005**

- Responsibilities included: Supporting the Assistant and Chief Academic Officer by managing and implementing student teacher placements, Title I School Improvement Grant, ESEA Title II Teacher Quality, Title V Innovative Programs block grant and the PI 34 Pilot, facilitating, attending and preparing meetings, creating and responding to documents, coordinating a federally funded GEAR UP grant, spearheading the Curriculum Alignment Mobilization Plan, chairing the Educational Plan school reviews and participating in the Demonstration Site Visits.

Teacher on Special Assignment District Office, Milwaukee Public Schools	**2000 - 2003**

- Responsibilities included: Assist the director with facilitating, attending and preparing, meetings, creating and responding to documents, coordinating a federally funded GEAR UP grant and the PI 34 Pilot, creating and maintaining the department newsletter, serving on committees and acting as the technology and professional development liaison for the department.

Cognitive Coaching Professional Development Trainer , Milwaukee Public Schools	**1998 - 2008**

- Responsibilities included: Providing workshops and refresher inservices to teachers, support staff and administrators, developing and implementing new designs for individual schools and specialty groups.

Learning Disabilities Teacher, Milwaukee Public Schools	1991 - 1997

- Responsibilities included: Teaching 1st-6th grade students all academic areas in a self-contained classroom, encouraging and promoting the importance of education, self-esteem and self-respect, preparing and implementing daily lesson plans, individualized educational plans, mainstream schedules and evaluation procedures for all students.

Educational Background

- Doctor of Philosophy in Education, Capella University, School of Education
- Master of Education, National Louis University, School of Education
- Bachelor of Science and Education, University of Wisconsin-Whitewater, School of Education

Membership in Professional Organizations

- City at Peace in the Arts (CAPITA) Production-Performer & Board Member
- Delta Sigma Theta Sorority, Incorporated-Member

- Dominican High School, Whitefish Bay, WI-Board Member
- Frontline Technologies-Advisory Group Member
- *Milwaukee Metropolitan Alliance of Black School Educators-Member and former Board Member
- *National Alliance of Black School Educators-Member
- *Young Men's Christian Associations (YMCA)-West Suburban Branch-former Board Member

Awards

- *2013 Rufus King High School Outstanding Alumnus Award (July, 2013)
- 2013 Milwaukee Community Journal Healthy Start 2013: You Have the Power in Education Award (August 4, 2013)
- 2009 Holy Redeemer Women of Honor Award (October 25, 2009)
- 2006 Metropolitan Milwaukee Alliance of Black School Educators Outstanding Service (May 2006)
- 2002 GEAR UP Community Awareness Campaign Video, Television & Radio Commercial Spokesperson
- 1996 UWM Pre-College Academy Distinguished Teacher Award
- 1990 Omega Psi Phi Influential Woman Award

Relevant Publications

- Moutry, A. (November, 2012). All children are special: response to intervention for african american students. In F.E. Obiakor & R.L. Smith (Eds.), *Special education practices: Personal narratives of african american scholars, educators, and related professionals (pp. 54-61).* Hauppauge, NY: Nova Science Publishers.

- Moutry, A. (May, 2011). *Reaching to the next level: a study of response to intervention.* Doctoral dissertation, Capella University, Minneapolis, MN. Retrieve from, http://proquest.umi.com/pqdlink?did=2168246671&Fmt=7&clientId=79356&RQT=309&VName=PQD.

KIMBERLY GIBBONS, PH.D. (COMP CENTER)

Kimberly Gibbons, Ph.D.	
Experience Summary	
Kim Gibbons, Ph.D., is Director of the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota. Prior to joining CAREI, she was Executive Director at the St. Croix River Education District (SCRED), an education service organization providing high quality technical assistance across six school districts. As lead administrator, Dr. Gibbons was responsible for overseeing the 80 member SCRED organization in its efforts to provide equity programming for all students, close the achievement gap between at-risk students and their peers, and improve outcomes for all students through implementation of a Multi-Tiered System of Support (MTSS) framework, evidence-based practices, data-based decision making, and collaboration. During her tenure at SCRED, Dr. Gibbons also held positions as Director of Special Education, Staff Development Coordinator, and School Psychologist. She is nationally recognized for her research and professional expertise on the Multi System of Support Framework (MTSS), educational policy and leadership, improvement science, and evidence-based teaching practices. Dr. Gibbons is active in state leadership in Minnesota and is the past-president of the Minnesota Association of Special Educators. Her most recent book, published in 2018, *Effective Universal Instruction: An Action-Oriented approach to Improving Tier 1* is currently part of an online professional learning book study now offered to school districts in Minnesota. Dr. Gibbons is the recipient of several awards including the Minnesota Association of School Administrators: Richard Green Scholar Award (2018), Minnesota School Psychology Association: Outstanding Administrator Award (2014), Minnesota Consortium for Evidence in Education: Evidence of Scientific Research in Education Award (2011), and the Minnesota Administrators of Special Education: Special Education Administrator of the Year (2009).	
Employment History	
Director, Center for Applied Research and Educational Improvement **Associate Director** **(University of Minnesota)**	**2018 - present** **2015-2017**
▪ Responsible for center operations and professional services provided through CAREI at College of Education and Human Development, University of Minnesota. Responsibilities include (1) leading efforts for statewide outreach and educational improvement, (2) providing expertise in educational leadership and policy, (3) supporting research, evaluation and assessment of educational services in the state, (4) providing professional development, tools, templates and models to promote CAREI's contributions to research and service in educational agencies, (5) managing and procuring external sales and sponsored projects, (6) managing the budget, invoices, and other operational aspects for the center, and (7) managing the day-to-day operations of CAREI.	
Executive Director, St. Croix River Education District	**2007 - 2015**
▪ Responsible for the management of an education district serving six school districts with a total student population of 13,000 and total budget of $6,500,000. Responsibilities include	

(1) budget development, (2) establishing and managing a common curriculum review cycle for SCRED districts, (3) evaluation of district outcomes, (4) overseeing SCRED staff development offerings, (5) governing board work, (6) legislative advocacy, (7) policy and procedure development, (8) facility management, (9) human resources, and (10) management and evaluation of all education district programs. Highlights include adding a new member district, building a new $2 million dollar facility, expanding mental health services across all districts, and improving academic outcomes through implementation of an MTSS framework.	
Director of Special Education, St. Croix River Education District	**1999 - 2007**
▪ Responsible for the management of special education programs for six school districts with a total student population of 11,000. Responsibilities included (1) providing technical assistance on and ensuring legal and regulatory compliance in special education, (2) hiring and supervising SCRED special education related service staff, (3) budgeting and billing for shared programs, (4) determining needs in the areas of staffing, transportation, equipment, services, evaluation, and placements outside the district, (5) analyzing staff development needs for staff and administrators in the area of special education, (6) establishing and maintaining service advisory committees, (7) providing mediation services between parents and schools, (8) representing special education in the interagency system, (9) collecting and reporting federal child count, MARSS handicapped, and summer school attendance data, (10) managing complaint, mediation, hearing, and conciliation issues, (11) supervising day treatment staff, and (12) conducting program evaluation activities.	
Director of Staff Development, St. Croix River Education District	**1996-1999**
▪ A collaboratively funded position between the University of Minnesota School Psychology Program and the St. Croix River Education District. Responsibilities included (1) developing and implementing a Master's Degree program for district teachers in collaboration with member districts and the University of Minnesota, (2) co-instructing courses offered in the program, (3) coordinating project evaluation activities, (4) providing consultative assistance to teachers on effective teaching strategies, (5) serving as a liaison between the St. Croix River Education District and the University of Minnesota, (6) working with districts to improve teacher evaluation systems, (7) developing and implementing a comprehensive peer coaching model, and (8) coordinating summer courses offered through the St. Croix River Education District.	
Lecturer, University of Minnesota	**1997-1999**
▪ A collaboratively funded position between the University of Minnesota School Psychology Program and the St. Croix River Education District. Responsibilities for the University of Minnesota included (1) teaching a three-course sequence in Assessment, (2) teaching a supervision course for graduate teaching assistants, (3) advising Master's Degree students, (4) participating in monthly school psychology faculty meetings, and (5) serving on student examining committees.	
School Psychologist, St. Croix River Education District	**1995-1996**

- Responsible for providing school psychological services to two school districts. Responsibilities included (1) organizing and implementing a pre-referral intervention system, (2) serving as the chair for special education department meetings, (3) case management, (4) serving as a liaison between county agencies and school districts, and (5) providing consultation to parents and teachers regarding behavior and/or achievement problems.

Educational Background

- Ph.D. School Psychology, Division of Applied Behavior and Communication Sciences, University of Oregon
- B.S. Psychology, University of Wisconsin-La Crosse

Technical Assistance and Consultative Experience

- Anoka-Hennepin School District (MN)
- Association of Wisconsin School Administrators (WI)
- Bismarck Public School District (ND)
- Barrington School District (IL)
- Chapel Hill School District (NC)
- Hiawatha Valley Education District (MN)
- Indiana School Psychology Association (IN)
- Iowa State Department of Education (IA)
- La Crosse School District (WI)
- Minneapolis Public Schools (MN)
- Montana Department of Instruction (MT)
- Minnesota Response to Intervention Training Center
    - Recipient: St. Croix River Education District
    - Project Director: Kim Gibbons, PhD
    - Source: Minnesota Legislative Allocation
    - Project Period: July 1st, 2007 – July 1st, 2009
    - Total Award: $1,000,000
- Monroe #1 BOCES (NY)
- Milwaukee Public Schools (WI)
- New York City Special Education Collaborative (NY)
- North Dakota State University (ND)
- North Dakota Department of Public Instruction (ND)
- New York City Public Schools (NY)
- North Carolina State Department of Education (NC)
- Odyssey Academy (MN)
- Oakland County Schools (MI)
- Oklahoma State Department of Education (OK)
- Seattle Public Schools (WA)
- Spring Grove School District (MN)
- Stevens Point School District (WI)
- St. Paul Public School District (MN)
- St. Cloud Public School District (MN)
- Texas Elementary Principal and Supervisor Association (TX)

- Unified School District of Marshfield (WI)
- White Bear Lake School District (MN)
- Wisconsin School Psychology Association (WI)
- Wisconsin Association of Elementary School Principals (WI)
- Waupaca School District (WI)

Membership in Professional Organizations

- Minnesota Administrators of Special Education
- Council for Exceptional Children
- Council for Administrators of Special Education
- Minnesota Association of School Administrators
- National Association of School Psychologists
- Minnesota Consortium for Evidence in Education

Awards

- Minnesota Association of School Administrators: Richard Green Scholar Award (2018)
- Minnesota School Psychology Association: Outstanding Administrator Award (2014)
- Minnesota Administrators of Special Education: President (2013-2014)
- Minnesota Consortium for Evidence in Education: Evidence of Scientific Research in Education Award (2011)
- APQC: Excellence in Response to Intervention Award (2009)
- Minnesota Administrators of Special Education: Special Education Administrator of the Year (2009)
- Oregon School Psychologists Association: Outstanding School Psychology Student Award (1994)
- Wesslin-Chamberlin Dissertation Research Award (1994)

Relevant Publications

- Gibbons, K., Brown, S., & Niebling, B. (2018). Effective Universal Instruction: An Action-Oriented Approach to Improving Tier 1. New York, NY: Guilford.
- Gibbons, K.. & Coulter, W.A. (2015). Making RtI Stick: Sustaining Implementation Past Your Retirement. In S. Jimerson, M. Burns, & A. Vanderhayden (Eds.), *Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support* (2nd Edition). New York, NY: Springer.
- Gibbons, K. & Brown, S. (2015). Best Practices in Evaluating Psychoeducational Services. In J. Grimes and A. Thomas (Eds.), *Best Practices in School Psychology VI*. Bethesda: National Association of School Psychologists.
- Riley-Tillman, T.C., Burns, M., & Gibbons, K. (2013). Advanced RtI Applications: Assessment, Design, Analysis, and Decision-Making. New York, NY: Guilford.
- Burns, M.K, & Gibbons, K. (2012). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific-based practices (2nd ed.). New York, NY: Routledge.
- Gibbons, K. (2008). Evaluating RTI's Effectiveness Over the Long Term. In *the School Administrator*. Published by the American Association of School Administrators.

- Burns, M. & Gibbons, K. (2008). Implementing Response-to-Intervention in Elementary and Secondary Schools: Procedures to Assure Scientific-Based Practices. Behavioral Sciences. New York, NY: Routledge.
- Gibbons, K. & Silberglitt, B. (2008). Best Practices in Evaluating Psychoeducational Services. In J. Grimes and A. Thomas (Eds.), *Best Practices in School Psychology V*. Bethesda: National Association of School Psychologists.
- Bollman, K. A., Silberglitt, B., & Gibbons, K. A. (2007). The SCRED Model: Incorporating Systems-Level Organization and a Multi-Tiered Problem-Solving Process for Intervention Delivery. In M. Burns, S. Jimerson, & A. VanDerHayden (Eds.), *The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention* (pp.321-332). New York, NY: Springer.
- Silberglitt, B., Scierka, B. J., Howe, K. B., & Gibbons, K. A. (2003). Using General Outcome Measures in a reading initiative: Increasing reading achievement while decreasing LD incidence. *Communiqué, 31(8),* 30-34.
- Howe, K. B., Scierka, B. J., Gibbons, K. A., & Silberglitt, B. (2003). A School-wide Organization System for Raising Reading Achievement Using General Outcome Measures and Evidence-based Instruction: One Education District's Experience. *Assessment for Effective Intervention, 28(3&4),* 59-72.
- Gibbons, K., & Shinn, M. (2002). Best Practices in Evaluating Psychoeducational Services. In J. Grimes and A. Thomas (Eds.), *Best Practices in School Psychology IV*. Bethesda: National Association of School Psychologists.

ERNEST A. MORGAN (COMP CENTER)

Ernest A. Morgan	
Experience Summary	
Mr. Morgan possesses over 20 years of experience as a technical assistance leader and communications subject matter expertise at the federal, state, and district levels. He specializes in data management, educator effectiveness, student growth, and evaluation. Mr. Morgan has a background in higher education, teaching both economics and political science courses at both 2- and 4-year institutions. He holds an M.A. in Economics from the University of Georgia. Mr. Morgan also has extensive managerial and leadership experience, serving formerly as the Assistant Director of Region VI Comprehensive Center and the Associate Director of the Value-Added Research Center - both at the University of Wisconsin-Madison. He currently serves as the Vice President for Communication and Development at Education Analytics, a nationally recognized non-profit based in Madison, WI.	
Employment History	
Vice President for Communications and Development, Education Analytics	**2013 - Present**
EA is an educational non-profit, with the mission of conducting research and developing policy and management analytics to support reform and continuous improvement in American education. Currently serves as the Vice President for Communications and Development with responsibility for identifying and pursuing new opportunities relevant to EA's mission. This position also has a set on the EA leadership team; a group that sets broad goals for the organization and determines strategic path for achieving those goals. Additional duties include serving as EA's liaison to key strategic partners and executive leadership for key projects including: ▪ Education Innovation and Research (EIR) grant to implement *Future Forward Early Literacy Program* across multiple regions in the country and evaluate its impact. (2017-Present) ▪ Evaluation of TNTP's Supporting Effective Educator Development (SEED) grant, *TEACh: Bringing Commitment, Diversity and Great Teaching to Clark County, New York City and Western Texas* (2017-Present) ▪ School Quality Matrix (Walton Family Foundation) in Public and Charters Schools for Chicago, Milwaukee and Minneapolis (2014-Present)	
Associate Director and Researcher, Value-Added Research Center, University of Wisconsin (UW)	**2011 - 2014**

Responsibilities included management of VARC's day-to-day operations and a greater involvement with clients and strategic partners. Secondary responsibilities included serving as liaison to VARC's strategic partners, providing technical assistance directly to states and districts and serving as project lead when assigned with responsibility for staffing, budget and project deliverables. A sample of projects led includes:

- Wisconsin Statewide Value-Added Project (2008-2014)
- Minnesota Statewide Value-Added Pilot (2013-2014)
- School Quality Matrix (Walton Family Foundation) in Public and Charters Schools for Chicago, Milwaukee and Minneapolis (2008-2014)
- Racine Unified School District Measures of Academic Progress Value-Added Demonstration Project (2009-2011)
- Value-Added and Growth Model Demonstration Project in Wisconsin (2008-2009)
- Milwaukee Classroom Value-Added Initiative: Professional Development and Value-Added Model of Quarterly Benchmark Assessments (2006-2008)
- Qualitative, Quantitative and IQ2 Studies for the Student Achievement Guarantee in Education (SAGE) Program Evaluation, Wisconsin Department of Public Instruction (2005-2008)

Professional Development Director and Researcher, Value-Added Research Center, University of Wisconsin (UW)	**2005 - 2011**

- Provided leadership for VARC's professional development team in the development and delivery of materials and training. This included working with clients in the development of reports (online and paper), training materials and communications strategies.

Assistant Director, Comprehensive Center-Region VI (CC-VI), University of Wisconsin (UW)	**2004 - 2005**

- The Comprehensive Center-Region VI (CC-VI) was part of a federally-funded network of technical assistance centers that supported and assisted states, districts, and schools to meet the needs of children served under the Improving America's Schools Act (IASA), which reauthorized programs under the Elementary and Secondary Education Act (ESEA) of 1965. CC-VI was housed under the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison.
- Responsible for the day-to-day operation of the Center and its professional staff – approximately 10 people.

Webmaster and Distance Learning Specialist, Comprehensive Center-Region VI (CC-VI), University of Wisconsin (UW)	**2000 - 2004**

- Responsible for website and database design and management, distance outreach programs, staff development activities, oversight of a staff of 1 to 2 student workers and served as the Center's liaison to WCER's information technology department. This position required knowledge of a wide variety of software programs and applications.

Distance Education Coordinator, College of The Albemarle	**1999 - 2000**

- Responsible for all Internet, telecourse and NC Information.

- Highway courses at COA. Duties included faculty course development, software/course platform selection, student orientations, the hiring of adjunct faculty, and the coordination of real-time classes sent to remote sites via the NC Information Highway.

Assistant Professor, College of The Albemarle	**1996 - 2000**

Instructed the following courses:
- Economics, Economics U$A (Telecourse).
- Principles of Macroeconomics (developed Internet version) o Principles of Microeconomics (developed Internet version and hybrid.
- [Internet/Traditional] version) o Survey of Economics.
- Marketing, International Marketing (developed internet version), Principles of Marketing (developed internet version).
- Political Science, American Government (developed internet version), International Relations (developed internet version).

Instructor, University of Wisconsin-Eau Claire	**1992-1996**

Instructed the following courses:
- Political Science, American National Politics (Honors Section), and International Political Economy.
    - International Political Issues (developed the student mentorship component of the course)
    - International Organization and Law
    - Model United Nations
    - Political Science Capstone Experience Course (Member of the Assessment and Capstone Course Committee which developed the course)
    - The Pacific Region: Growth, Order, and Stability (Graduate Course)

Educational Background

- Ph.D. Candidate, University of Georgia, Political Science
- M.A., University of Georgia, Economics
- A.B., University of Georgia, Political Science

Professional Background

- 2013- Vice President for Communications and Development, Education Analytics, Inc.
- 2011-2014 Associate Director and Researcher, Value-Added Research Center
- 2005-2011 Professional Development Director and Researcher, Value-Added Research Center
- 2004-2005 Assistant Director, Comprehensive Center – Region VI
- 2000-2004 Webmaster and Distance Learning Specialist, Comprehensive Center – Region VI
- 1999-2000 Distance Education Coordinator, College of The Albemarle
- 1996-2000 Assistant Professor, College of The Albemarle
- 1992-1996 Instructor, University of Wisconsin-Eau Claire

Relevant Publications

- Demonstration of a State Value-Added System for Wisconsin (with Robert H. Meyer, Emin Dokumaci and Lisa Geraghty), Report to the Wisconsin Department of Public Instruction, Wisconsin Center for Education Research, February 2009.
- "The Benefits of Data Management in the Classroom," Using Data for Educational Decision-Making, The Newsletter of the Comprehensive Center-Region VI, Volume 6, No. 1, 2001.
- "Teaching a Hybrid Web/Traditional Course," Exemplary Practices from the Conference on Information Technology, League for Innovation in the Community College, 2000.
- "Teaching a Hybrid Internet/Traditional Course," Creating a Virtual Learning Community, Newsletter of the North Carolina Community College System, Summer 2000.
- Web Templates for Internet Instruction at COA, College of The Albemarle, 1999.
- Student Handbook for Internet Courses, College of The Albemarle, 1998.

NICOLE R. BOWMAN-FARRELL, PH.D. (COMP CENTER)

Nicole R. Bowman-Farrell, Ph.D.	
Experience Summary	
Nicole Bowman (Mohican/Lunaape), Ph.D. is a culturally responsive evaluator through the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison and her own private firm, Bowman Performance Consulting, LLC (BPC). By utilizing traditional Indigenous knowledge, systems, and culturally responsive evaluation theories/methods she builds capacity, designs studies, and builds effective and evidence based models for Tribal and non-Tribal partners nationally and globally. By working "with" people and not "on" them, her policy, evaluation, and professional practices have helped to empower and improve the capacities and strengthen the impacts from hundreds of projects nationally and internationally. Since 2015, Dr. Bowman is the AEA Chair/Co-Chair for the Indigenous Peoples in Evaluation, and has represented AEA globally on the International Working Group (IWG) and through EvalIndigenous (sub-task force of EvalPartners) since 2016. In 2018, Dr. Bowman became the first Indigenous awardee of the American Evaluation Association's (AEA) 2018 Robert Ingle Service Award for her contributions to the field. Dr. Bowman received her Ph.D. in Educational Leadership and Policy Analysis from the University of Wisconsin-Madison.	
Employment History	
President/Owner **Bowman Performance Consulting, LLC, Shawano, Wisconsin**	**2001-present**
▪ Business and educational consulting service ▪ Professional services include research, development, technical assistance, and evaluation for educational and business organizations ▪ Clientele includes local, Tribal, state, and national organizations from the public and private sector	
Culturally Responsive Evaluator and Researcher **University of Wisconsin-Madison, Wisconsin Evaluation Collaborative (WEC), Wisconsin Center for Education Research (WCER)**	**2016-present**
▪ Provides state, national, and international leadership on creating educational and career pathways for new academics ▪ Develops culturally responsive skills, knowledge, and competencies through training, technical assistance, and scholarship (publications/presentations)	
Adjunct Professor, Humanistic Studies Department **University of Wisconsin-Green Bay**	**2003-2005**
▪ Indian Tribes of Wisconsin (Required for all UWGB Students) ▪ Indian Education in Wisconsin (Required for all UWGB Ed Students)	
Adjunct Professor, Educational Outreach Department **Viterbo University**	**2002-2004**

- Multiple Intelligences in the Classroom
- Diversity and Spirituality in Leadership Practices

Educational Background

- PhD, University of Wisconsin-Madison, Educational Leadership & Policy Analysis, 2015
- MEd, Lesley College, Curriculum & Instruction, 1996
- BA, St. Norbert College, Early Childhood & Elementary Education, 1993

Government Service

- Alternative Member, Wisconsin Indian Education Association Board. Wisconsin Indian Education Association, 2019-present
- Member, Center for Native Child and Family Resilience Board, Tribal Law and Policy Institute, 2018-present
- Member, Native American Boarding School Healing Coalition, National NABS Coalition, 2018-present
- Member, Parent Advisory Committee, Shawano Title VI Indian Education, 2017-present
- Co-chair, Global Practitioner Task Force, EvalPartners, EvalIndigenous, 2017-present
- Appointed Member, Work Group and Task Force Leader, EvalPartners, EvalIndigenous, 2016-present
- Member, National Congress of American Indians, 2015-present
- Member, National Indian Education Association, 2015-present
- Member, Tribal Education Departments National Assembly, 2015-present
- Advisory Board Member, Policy Research Center, National Congress of American Indians, 2014-present
- Social Media Committee. Wisconsin Women's Council, 2014-present
- Member, Stockbridge-Munsee Historical Committee, 2013-present
- Member, Shawano Country Chamber of Commerce, 2009-present
- Founding Member, Menominee Chamber of Commerce, 2007-present

Membership in Professional Organizations

- American Evaluation Association
- National Congress of American Indians
- American Indigenous Research Association
- National Indian Education Association
- Wisconsin Indian Education Association
- Native Research Network, Inc.

Relevant Publications

- Bowman, N.R., (in press). Praxis Makes Perfect? Traversing Textbooks to Learning Evaluation in Cultural Contexts. Canadian Journal of Program Evaluation, xx(x), xx-xx.
- Bowman, N.R. & Bremner, L. (in press). EvalIndigenous Origin Story: Effective Practices within Local Contexts to Inform the Field and Practice of Evaluation. Canadian Journal of Program Evaluation, xx(x), xx-xx.
- Bowman, N.R. (Waapalaneexkweew, Mohican/Lunaape). (in press). Nation-to-Nation in Evaluation: Utilizing an Indigenous Evaluation Model to Frame Systems and Government Evaluations. New Directions in Evaluation Multiethnic Issues in Evaluation Edition, xx(x),

xx-xx.
- Bowman, N.R. (in press). Tribal Nation and Public Education Policy Development: A Nation to Nation Model for Strengthening Educational Relations and Outcomes. On Indian Ground Book Series: Northern Woodlands, xx, xx-xx.
- Waapalaneexkweew (Bowman, N., Mohican/Lunaape), & Dodge-Francis, C. (2018). Culturally responsive indigenous evaluation and tribal governments: Understanding the relationship. In F. Cram,K. A.Tibbetts, & J. LaFrance (Eds.), Indigenous Evaluation. New Directions for Evaluation, 159, 17–31. Published copy here.
- Waapalaneexkweew (Bowman, N., Mohican/Lunaape) (2018). Looking Backward but Moving Forward: Honoring the Sacred and Asserting the Sovereign in Indigenous Evaluation. American Journal of Evaluation. Final author copy here.
- Bowman, N.R. & Reinhardt, M. (2017). Tribal Consultation Under the Every Student Succeeds Act: A Guide for Affected Districts. Midwest Comprehensive Center at American Institutes for Research. Retrieved from http://midwest-cc.org/sites/default/files/2017-04/A-Guide-for-Affected-Districts-on-Tribal-Consultation-Under-ESSA.pdf
- Bowman, N. R. (2015). Wunj iin Daaptoonaakanum Niiloona Eelaachiimwuyeengwu [Our story from my voice]: Indigenous educational policy development with Tribal governments: a case study. Retrieved from University of Wisconsin-Madison/ProQuest/UMI.
- Bowman, N. R., Dodge Francis, C., & Tyndall, M. (2015). Culturally responsive Indigenous evaluation: A practical approach for evaluating Indigenous projects in Tribal reservation contexts. In S. Hood, R. Hopson, & H. Frierson (Eds.), Continuing the journey to reposition culture and cultural content in evaluation theory. Charlotte, NC: Information Age Publishing.
- Bowman, N. (2009). Dreamweavers: Tribal college presidents build institutions bridging two worlds. Tribal College Journal, 20(4), 12-18.
- Bowman, N.R. (2008, Spring). Modeling self-sufficiency. Winds of Change Magazine.
- Bowman, N.R. (2007, Spring). Cultural validity creates sovereignty and self-determination. Winds of Change Magazine.
- Bowman, N.R. (2005, Fall). Many trails to entrepreneurship. Winds of Change Magazine.
- Bowman, N.R. (2005). Using community needs assessments within and across Native American contexts to evaluate the effectiveness of a collegiate Tribal education model, Nicolet Area Technical College. Washington, D.C.: Howard University.
- Bowman, N.R. (2004). Cultural differences of teaching and learning: A Native American perspective on participating in educational systems and organizations. American Indian Quarterly, 27(1 & 2), 91-102.

BRADLEY R. CARL, PHD (COMP CENTER)

Bradley R. Carl, Ph.D	
Experience Summary	
Dr. Bradley Carl is Assistant Scientist and Co-Director of the Wisconsin Evaluation Collaborative (WEC), housed within the Wisconsin Center for Education Research (WCER) at UW-Madison. His current work focuses on evaluation of programs and initiatives at the PreK-12 level, as well as the design, implementation, and evaluation of state educator effectiveness and school accountability systems. He has worked extensively with the Milwaukee Public Schools since 2007 on program evaluation and the development of postsecondary tracking measures, education/health outcomes, and early warning indicators. Prior to joining WCER, Dr. Carl worked for the Office of Educational Accountability at the Wisconsin Department of Public Instruction, the Center on Education and Work at UW-Madison, and the American Institutes for Research in Washington, D.C. He holds degrees from Hamline University (B.A., International Studies and History) and Michigan State University (Ph.D., Sociology-Urban Studies).	
Employment History	
Assistant Scientist and Co-Director, Wisconsin Evaluation Collaborative, Wisconsin Center for Education Research, UW-Madison	**2007-Present**
▪ Co-Director of program evaluation/policy analysis center of 20+ staff within WCER focused on providing comprehensive evaluation support services to partner organizations within PreK-12, including Wisconsin Department of Public Instruction (DPI), regional educational service providers, local school districts, foundations, and education professional associations ▪ Principal Investigator of 10 current research and evaluation grants (including three federal), along with a comparable number of completed grants, focusing on topics such as the effects of "promise" college scholarships and programming for advanced learners in high-poverty urban school settings ▪ Member of technical assistance team working with multiple rounds of grantees under U.S. Department of Education's Teacher Incentive Fund (TIF), focusing on the development of student growth measures for use within Human Capital Management Systems ▪ Principal Investigator for evaluation of major multi-year project in the Milwaukee Public Schools providing a comprehensive range of supports (including academic interventions, social-emotional learning, within-school tutoring, after-school programming, and a supplemental online math intervention) to four high-poverty and low-performing schools ▪ Principal Investigator for multi-year evaluation of the replication of a high-performing charter school model into different settings within a high-poverty urban school district ▪ Current and past partner with DPI on multiple evaluations of major statewide initiatives, including federally-funded State Personnel Development Grant involving 24 districts with large achievement gaps for students with disabilities ▪ Current member of DPI's Wisconsin Technical Advisory Committee for School Accountability	

Consultant for Statistics, Assessment, and Accountability, Office of Educational Accountability, Wisconsin Department of Public Instruction	**2004-07**
▪ Member of team that developed the first set of state assessments and accountability measures under No Child Left Behind, and worked with districts across Wisconsin to interpret assessment results	
Assistant Researcher, Center on Education and Work, UW-Madison	**2002-03**
▪ Member of research team evaluating large, multi-site federal grant to a network of "employer-linked" charter schools	
Research Analyst, American Institutes for Research	**1999-2002**
▪ Member of research team that developed indicators of school and community health, evaluated the use of assistive technology and other forms of technical assistance to districts involving students with disabilities	
Research and Teaching Assistant, Michigan State University	**1994-99**
▪ Member of research team that studied the establishment of the initial set of charter schools under the state's first charter school legislation ▪ Teaching Assistant and Instructor (summer session) for multiple courses within the Department of Sociology and Integrated Social Sciences	
Educational Background	
▪ PhD, Michigan State University, Sociology/Urban Studies, 2004 ▪ BA, Hamline University, International Studies and History, 1994	
Government Service	
▪ Member, Wisconsin Technical Advisory Committee for School Accountability, 2017-present ▪ Co-Chair, Wisconsin Educator Effectiveness Measurement Workgroup, 2013-18 ▪ Member, Wisconsin DPI Education Research Advisory Council, 2016-present ▪ Member, Policy Development Team, Wisconsin School Administrators Alliance, 2013-present ▪ Co-Chair, Wisconsin DPI Educator Effectiveness Student Learning Objectives Workgroup, 2012-13 ▪ Member, Wisconsin DPI Assessment Literacy Workgroup, 2017-18	
Membership in Professional Organizations	
▪ Council of the Great City Schools ▪ American Educational Research Association ▪ American Evaluation Association ▪ Sociology of Education Association ▪ Urban Affairs Association	
Relevant Publications	

- Harris, D., Farmer-Hinton, R., Kim, D., Diamond, J., Blakely Reavis, T., Rifelj, K., Lustick, H., & Carl, B. (Brookings Institute, in press). *Promises, But No Guarantees: Evidence on the Design, Implementation, and Effects of "Free College" and Performance-Based College Aid from a Randomized Control Trial.*
- Goff, P., Carl, B., & Yang, M. (2018, January). Supply and Demand for Public School Teachers in Wisconsin (Wisconsin Center for Education Research Working Paper). Available at https://www.wcer.wisc.edu/publications/abstract/wcer-working-paper-no.-2018-2.
- Milanowski, A., Heneman, H., & Carl, B. (2017, April). *Introduction to Human Capital Management System Dashboards*. Teacher Incentive Fund White Paper (U.S. Department of Education, Teacher and School Leader Incentive Program).
- Carl, B. & Fermanich, M. (2016, October). *Best Practices in Student Learning Objective Data Management*. Teacher Incentive Fund White Paper (U.S. Department of Education, Teacher and School Leader Incentive Program).
- Milanowski, A., Carl, B., et al (2016, June). *Evaluation of the Illinois Performance Evaluation Reform Act: Final Report* (evaluation report submitted to Illinois State Board of Education). Rockville, MD: Westat.
- Fermanich, M., Carl, B., & Finster, M. (2015, September). *Development and Implementation Costs of Student Learning Objectives: Considerations for TIF Grantees*. ERIC Publication Number ED560212. Available at http://eric.ed.gov/?q=development+and+implementation+costs+of+student+learning+objectives&id=ED560212.
- Christian, M., Wang, Y., Carl, B.R., & Meyer, R.H. (2015, April). *Policy Issues and Strategies for Transition to Common Core Assessments*. U.S. Department of Education: Teacher Incentive Fund Working Paper Series.
- Meyer, R., & Carl, B. (2015, March). *Principal Effectiveness and School Accountability*. University of Wisconsin-Madison, Robert M. LaFollette School of Public Affairs Policy Report (Spring 2015). Available at http://www.lafollette.wisc.edu/research-public-service/publications/policy-report-spring-2015.
- Cosner, S., Kimball, S.M., Barkowski, E., Carl, B., & Jones, C. (2014, July). *Principal Roles, Work Demands, and Supports Needed to Implement New Teacher Evaluation*. University of Illinois-Chicago Research on Urban Education Policy Initiative 3(3). Available at http://ruepi.uic.edu.
- Carl, B. (2014). The Achievement Gap and Why it Matters. In R.L. Green (ed.), *Expect the Most, Provide the Best: How High Expectations, Outstanding Instruction, and Curricular Innovations Help All Students Succeed.* New York: Scholastic.
- Carl, B., Richardson, J.T., Cheng, E., Kim, H, & Meyer, R.H. (2013). Theory/Application of Early Warning Systems for High School and Beyond. *Journal of Education for Students Placed At Risk* 18(1), 29-49.
- Carl, B., Cheng, E., & Kappelman, K. (2013). Post-Graduation Plans, College Readiness, and Postsecondary Success in the Milwaukee Public Schools. Milwaukee Public Schools, Division of Research & Development. (http://mpsportal.milwaukee.k12.wi.us/portal/server.pt/comm/research_and_evaluation/340/research_reports/41172).
- Carl, B., Cheng, H.E., & Meyer, R. (2010). *Accountability and Performance in*

Secondary Education in the Milwaukee Public Schools. Volume II of the Senior Urban Education Research Fellowship Series. Washington, D.C.: Council of the Great City Schools (http://files.eric.ed.gov/fulltext/ED518089.pdf).

TONY CHAMBERS, ED.D (COMP CENTER)

Tony Chambers, Ed.D	
Experience Summary	
Tony Chambers is the Associate Director of The Network in the School of Education at the University of Wisconsin –Madison. He previously served as the Vice President for Student Development and Dean of Students at Edgewood College in Madison Wisconsin, department chairperson for Leadership, Higher, and Adult Education, Associate Professor of Higher Education, and Founding Director of the Centre for the Study of Students in Postsecondary Education at the Ontario Institute for Studies in Education (OISE)/University of Toronto. He has served as an administrator and/or faculty member at several higher education institutions including Michigan State University, University of Iowa, University of Missouri-St. Louis, University of Florida and Illinois State University. He researched and taught in the areas of student learning, development and success, as well as the social purposes of postsecondary education. Tony has been awarded several fellowships, including the Kellogg Foundation National Leadership Fellowship and the Salzburg Seminar Fellowship, and served on several domestic and international boards and councils focusing on higher education, student learning, and civic engagement. Tony has made major presentations at conferences and meetings internationally and has published widely in various professional journals and edited books.	
Employment History	
Associate Director, WCER Network & Director, Network Fellows Program, **University of Wisconsin-Madison**	**2017 – Current**
▪ Lead the development of the Network Fellows program, and the Knowledge Mobilization initiative across the state of Wisconsin	
Vice-President for Student Development and Dean of Students, Edgewood College, Madison, WI	**2016-2017**
▪ One of four Vice Presidents. Lead multiple units to provide academic, psychological, health, and other out of class services and program to/for students.	
Associate Professor & Department Chair, Leadership, Higher and Adult Education, University of Toronto	**2005-2016**
▪ Provided instruction, research, leadership as a tenured faculty, as well as leadership for a large academic department with 23 full-time, 35 part-time faculty, 12 professional staff & approximately 2000 graduate students.	
Associate Vice Provost, University of Toronto	**2005-2008**
▪ Lead the development of the assessment unit to understand factors and conditions that impact student success at the University. Served on the leadership staff of the Provost and University President.	
Associate Director & Adjunct Associate Professor, National Forum on Higher Education for the Public Good, University of Michigan-Ann Arbor	**2000-2005**

▪ Co-created and lead a national project to assist higher education institutions align their policies, practices, and resources with their missions to serve the public good. Taught courses and engaged in scholarship in the Michigan Center for the Study of Higher and Postsecondary Education.	
Program Officer & Director, Fetzer Fellows and Senior Scholars Program, John Fetzer Institute, Kalamazoo, MI	**1996-2000**
▪ Supported the work of Dr. Parker Palmer's Teacher Formation initiative; created and lead the Fetzer Fellows and Senior Scholars Program; served as philanthropic staff to identify, cultivate, and ultimate fund projects internationally that were in line with the Institute's mission.	
Assistant Professor & Kellogg Foundation National Leadership Fellow, Michigan State University	**1993-1996**
▪ Lead the administration of the Higher Education Student Development Master's Degree program; taught graduate courses; engage in independent research. As a Kellogg Fellow, for three years I was a part of the cohort of 40 individuals from across the country that traveled the world and engaged in the development of leadership skills and knowledge to address complex social challenges.	
Assistant Professor, Counselor Education, University of Iowa	**1990-1993**
▪ Taught graduate courses, engaged in research, and provided leadership in the Counselor Education graduate program.	
Assistant Vice-Chancellor for Student Affairs, University of Missouri-St. Louis	**1987-1990**
▪ Lead multiple professional units that provided services, programs and policies to assist students' success.	
Assistant Dean for Student Services, University of Florida	**1981-1987**
▪ Lead multiple professional units that provided services, programs and policies to assist students' success.	
Assistant Director for Student Activities, Illinois State University	**1979-1981**
▪ Created and supported co-curricular activities to support student development.	
Financial Aid Advisor, Illinois State University	**1977-1979**
▪ Provided guidance on financial aid for students; constructed educational finance offerings to support students' education; conducted financial literacy workshops and created material to assist students with managing their resources.	
Educational Background	
▪ Ed.D, University of Florida, School of Education	

- M.S., Illinois State University, School of Education/Counselor Education
- B.S., Illinois State University, Psychology

Government Service

- Stakeholder Advisory Group, Midwest Achievement Gap Research Alliance (MAGRA), Wisconsin Department of Public Instruction
- Wisconsin Education Research Advisory Council (WERAC)
- Ontario Government Taskforce on the Review of the University Funding Formula
- Civic Learning and Democratic Engagement Roundtable – US Department of Education
- U.S. Steering Committee of the International Consortium for Higher Education, Civic Responsibility, and Democracy – Oslo, Norway & Belfast, Ireland

Membership in Professional Organizations

- American College Personnel Association (ACPA)
- Association for the Study of Higher Education (ASHE)
- American Education Research Association (AERA) – Division J
- National Association of Student Personnel Administrators (NASPA)
- Association of American Colleges & Universities (AAC&U)
- Editorial Board, Michigan Journal of Community Service Learning

Relevant Publications

- Chambers, T. (2017). Forward. In Overton-Adkins, B., Pasque, P.A., and Burkhardt, J.C. (Eds.), Engaged Research and Practice: Higher Education and the Pursuit of the Public Good. Sterling, Virginia: Stylus Publishing.
- Chambers, T. & Gopaul, B. (2010). Toward a Social Justice-Centered Engaged Scholarship: A Public and a Private Good. In Fitzgerald, H. E., Zimmerman, D.L., Burack, C., and Seifer, S. (Eds.) Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions: Volume I: Institutional Change. East Lansing, MI: Michigan State University Press.
- Chambers, T. & Deller, F. (2010). Chances and choices of low-income students in Canada and England: A poststructural discussion of early intervention access initiatives. In Kezar, A. (Ed) Recognizing and serving low income students in postsecondary education: An examination of institutional policies and practices. (pp. 49-71) Routledge Publishers.
- Chambers, T. & Bowman, N. A. (2009). Progressing toward the Public Good: Current conceptions, future directions, and personal challenges. In Pasque, P., Bowman, N.A. & Martinez, M. (Eds.). Critical Issues in Higher Education: Qualitative, Quantitative, and Historical Research Perspectives. (pp. 263-280) Kennesaw, GA: Kennesaw State University Press.
- Chambers, T., Sukhai, M.A, & Bolton, B. (2013). Financial Barriers for Students with Non-apparent Disabilities within Canadian Postsecondary Education. Journal of Postsecondary Education and Disability., 26(1), 53-66.

Technical Reports:

- Chambers, T., Sukai, M., & Bolton, M. (2011). Assessment of Debt Load and Financial Barriers Affecting Students with Disabilities in Canadian Post-Secondary Education –

Ontario Report. Toronto: Higher Education Quality Council of Ontario. http://heqco.ca/SiteCollectionDocuments/FinBarENG.pdf

- Angrist, J., Chambers, T., Oreopoulos, P. & Williams, T. (2010). The 'Opportunity Knocks' Supplemental Scholarship Project: A Randomized Evaluation of Merit Aid for Students Receiving Need-based Aid. Toronto: Higher Education Quality Council of Ontario. http://www.heqco.ca/SiteCollectionDocuments/OK_ENG.pdf

Current Publications submitted for journal consideration:

- Chambers, T. (Submitted). Effects of Racial Identity Attitudes on Perceived Effectiveness of Faculty who Vary in their Presentation of Culturally Sensitive Classroom Material.
- Chambers, T. (Submitted). The Impact of Perceived Campus Safety on the Engagement of Students in Postsecondary Education.
- Chambers, T. (Submitted). Achievement motivation and the application of financial incentives for low-income students to perform in higher education.

ALAN COULTER, PH.D. (COMP CENTER)

Alan Coulter, Ph.D	
Experience Summary	
Alan Coulter, Ph.D. is the Director for Education Initiatives, Louisiana State University, Health Sciences Center, New Orleans. He has 47 years of experience in public education and technical assistance in schools. He has worked in over 47 states, including Minnesota, in the areas of systemic program improvement, evaluation of program effectiveness, design and provision of professional development, accountability and compliance with state and federal regulations, and supervision of best practices in assessment and intervention. Dr. Coulter is the former Director of the National Center for Special Education Accountability and Monitoring (NCSEAM), the federally funded center responsible for training SEA and LEA leaders on how to focus accountability and monitoring for improving outcomes for all students. Dr. Coulter is the architect of Focused Monitoring, which has transformed the monitoring activities of States across the U.S., and he formed the framework which is known as Results Driven Accountability (RDA) the next iteration of Monitoring used by SEAs for monitoring IDEA compliance in LEAs. He currently directs several teams including the TIERS Group and provides executive coaching to leadership in a large urban school system. He is a licensed psychologist in Louisiana and was previously the Direct of Support and Appraisal and Acting Director of Special Education for the New Orleans Public Schools.	
Employment History	
Associate Professor, LSU Health Science Center, New Orleans	**1990 - Present**
▪ Human Development Center, Associate Professor (tenured), Department of Interdisciplinary Human Studies, School of Allied Health Professions.	
Program Director, Louisiana School Psychology Internship Consortium (LAS*PIC)	**1991-Present**
▪ APA-accredited (since 1997) school psychology doctoral internship program (175+ alumni graduates)	
Program Director, Teams Intervening Early to Reach All Students (TIERS) Group	**2008-Present**
▪ Multi-source funded project providing technical assistance and consultation services to public schools (Louisiana, Illinois, Wisconsin, Alaska, South Carolina).	
Co-Director, Data Accountability Center	**2007-2012**
▪ OSEP-funded national technical assistance center (subcontract from Westat, principal fiscal agent).	
Director, National Center for Special Education Accountability	**2002-2008**
▪ *Monitoring (NCSEAM)*, an OSEP-funded technical assistance project serving all fifty states, D.C., and territories in implementing the Individuals With Disabilities Education Act (IDEA).	

Director, Pupil Appraisal and Support Services (PASS)	**2006-2008**
▪ Special project for the Recovery District of Louisiana operated by the Human Development Center, LSUHSC.	
Program Director for School-Age Programs and Interdisciplinary Training, LSU	**1991-2006**
▪ Human Development Center, School of Allied Health Professions.	
Assistant Professor, Louisiana State University, New Orleans	**1990-1997**
▪ LSU Medical Center Department of Interdisciplinary Human Studies, School of Allied Health Professionals	
Principal Partner, Directions & Resources Group (DRG)	**1978-1993**
▪ Consulting	

Educational Background

- PhD, School Psychology, University of Texas, Austin, Department of Psychology
- MS, Psychology (Clinical and Experimental), University of North Texas, Denton,
- BS, Psychology and Personal Management, University of North Texas, Denton

Government Service

- Member – Advisory Board for the National Deaf Center on Post- School Outcomes. OSEP-funded Project – University of Texas – Austin, 2016-Present
- Member – Advisory Board for Trauma Focused School Psychology Project. OSEP-funded. Tulane University, New Orleans, LA. – 2009-2014
- Member and Chair – Research Education Laboratory of the Southwest (REL-SW) EdVance, San Antonio, TX - 2009-2014
- Advisory Board – National Center on Special Education Outcomes (NCEO). OSEP-funded project. University of Minnesota – 2010-2014
- President's Commission on Excellence in Special Education, White House, ashington, D.C. – 2002

Membership in Professional Organizations

- Association for Supervision and Curriculum Development
- National Association of School Psychologists
- American Psychological Association (Divisions 15, 16, 17)
- American Evaluation Association
- Louisiana School Psychological Association
- Louisiana Psychological Association
- Mid-South Education Research Association

Relevant Publications

Books, Chapters:

Gibbons, K. & Coulter, W.A. (2016). Making response to intervention stick: Sustaining implementation past your retirement. In S. Jimerson et al (eds.) *Handbook of response to intervention (pp. 641-660)*. New York: Springer.

Coulter, W.A. (2014). Best practices in special education accountability. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology VI*. Washington, D.C.: National Association of School Psychologists.

Coulter, W. A. (2007). Best practices in focused monitoring of special education in states. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V*. Washington, D.C.: National Association of School Psychologists.

Barrilleaux, E. M., & Coulter, W. A. (1988). Does this immigrant student really belong in special education? In J. First & J. Carrera, *New voices: Immigrant students in U.S. public schools*. Boston: National Coalition of Advocates for Students.

Refereed:

Fisher, William P., Elbaum, B., Coulter, W. A. (2012). Construction and Validation of Two Parent Report scales for the evaluation of early intervention programs. *Journal of Applied Measurement*, 13(1), 57-76.

Elbaum, B., Fisher, W. P., & Coulter, W.A. (2011). Measuring schools' efforts to partner with parents of children served under IDEA: Scaling and standard setting for accountability reporting. *Journal of Applied Measurement*, 1293), 261-278.

Fletcher, J. M., Coulter, W. A., Reschly, D. J., & Vaughn, S. (2004). Alternative Approaches to the Definition and Identification of Learning Disabilities: Some Questions and Answers. *Annals of Dyslexia, 54*(2),304-331.

Coulter, W. A. (1995). Welcome good news for school psychology: Interns in Louisiana. *Louisiana School Psychologist, 7*(3), 4-5.

Elbaum, B., Fisher, W., & Coulter, W.A. (2011). *Measuring schools' efforts to partner with parents served under the IDEA: Scaling and standard setting for accountability*. Technical Report of the Data Accountability Center. www.ideadata.org .

Fisher, W., Elbaum, B., & Coulter W.A. (2011). *Construction and validation of two parent report scales for the evaluation of early childhood programs*. Technical report of the Data Accountability Center, www.ideadata.org .

Coulter, W. A., Luster, J. N., & Moutry, A. (2011). *End of Second Year Report on the Implementation of the Jamie S. Settlement Agreement*. Report to the Parties and the United States District Court, District of Wisconsin.

Coulter, W. A., Luster, J. N., & Moutry, A. (2011). *Second Mid-Year Report on the Implementation of the Jamie S. Settlement Agreement*. Report to the Parties and the United States District Court, District of Wisconsin.

Coulter, W. A., Luster, J. N., & Moutry, A. (2010). *End of First Year Report on the Implementation of the Jamie S. Settlement Agreement*. Report to the Parties and the United States District Court, District of Wisconsin.

Coulter, W. A., Luster, J. N., & Moutry, A. (2010). *First Mid-Year Report on the Implementation of the Jamie S. Settlement Agreement*. Report to the Parties and the United States District Court, District of Wisconsin.

Burrello, L.C., Coulter, W.A., Freagon, S., & Sailor, W. (2007). *Expert Advisory Panel Annual Report – PJ et al V State of Connecticut, Board of Education, et al Response to the State Department of Education.* Report to the United States District Court, District of CT.

Technical Training Manuals/Reports:

Elbaum, B., Fisher, W., & Coulter, W.A. (2011). *Measuring schools' efforts to partner with parents served under the IDEA: Scaling and standard setting for accountability*. Technical Report of the Data Accountability Center. www.ideadata.org .

Fisher, W., Elbaum, B., & Coulter W.A. (2011). *Construction and validation of two parent report scales for the evaluation of early childhood programs*. Technical report of the Data Accountability Center, www.ideadata.org .

Coulter, W. A., Luster, J. N., & Moutry, A. (2011). *End of Second Year Report on the Implementation of the Jamie S. Settlement Agreement*. Report to the Parties and the United States District Court, District of Wisconsin.

Coulter, W. A., Luster, J. N., & Moutry, A. (2011). *Second Mid-Year Report on the Implementation of the Jamie S. Settlement Agreement*. Report to the Parties and the United States District Court, District of Wisconsin.

Coulter, W. A., Luster, J. N., & Moutry, A. (2010). *End of First Year Report on the Implementation of the Jamie S. Settlement Agreement*. Report to the Parties and the United States District Court, District of Wisconsin.

Burrello, L.C., Coulter, W.A., Freagon, S., & Sailor, W. (2007). *Expert Advisory Panel Annual Report – PJ et al V State of Connecticut, Board of Education, et al Response to the State Department of Education.* Report to the United States District Court, District of CT.

ANNALEE G. GOOD, PH.D. (COMP CENTER)

Annalee G. Good, Ph.D	
Experience Summary	
Dr. Annalee Good is Assistant Scientist and Co-Director of the Wisconsin Evaluation Collaborative (WEC), and Director of the WCER Evaluation Clinic. She leads many research and evaluation projects, including an ongoing study of digital tools in K-12 education, and supports many youth-serving organizations through culturally responsive evaluation in topics such as tutoring, personalized learning, community schools, and ensuring equitable access and outcomes in advanced learning opportunities. She has published and presented numerous papers on topics including public contracting for digital instructional tools, the nature of the instructional landscape in out-of-school time tutoring, the role of tutoring in school reform, and the role of K-12 teachers in the creation of public policy. Annalee also is the co-lead of the Wisconsin chapter of Scholars Strategy Network. She was an 8th grade social studies teacher before earning her master's and doctoral degrees in Educational Policy Studies from University of Wisconsin-Madison.	
Employment History	
Assistant Scientist and Co-Director, Wisconsin Evaluation Collaborative, Wisconsin Center for Education Research, UW-Madison	**2014-Present**
▪ Co-Director of program evaluation/policy analysis center of 20+ staff within WCER focused on providing comprehensive evaluation support services to partner organizations within PreK-12, including Wisconsin Department of Public Instruction (DPI), regional educational service providers, local school districts, foundations, and education professional associations ▪ Principal Investigator of current research and evaluation grants and contracts focusing on topics such as the integration of digital tools in K12 settings, learning in out of school time and community-based settings, underrepresentation in advanced learning, and community-school partnerships. ▪ Co-lead of the Knowledge Mobilization initiative between DPI and WCER to improve the quality and responsiveness of evidence informing instructional decisions in K12 settings ▪ Principal Investigator for a five-year, $2.1 million US Department of Education award to improve the accessibility and quality of programming for historically underrepresented students in advanced learning ▪ Current member of DPI's Wisconsin Education Research Advisory Council	
Research Coordinator, Department of Education Outreach and Partnerships, UW-Madison	**2012-2015**
▪ Directed research projects, including coordinating data analysis, application and dissemination	
Research Director of the Multisite Evaluation of the Implementation and Impact of Supplemental Educational Services, Wisconsin Center for Education Research, UW-Madison	**2011-2014**

▪ Coordinated mixed-method study across six urban school districts, designed and conducted qualitative fieldwork	
Project Assistant, Wisconsin Center for Education Research, UW-Madison	**2007-2011**
▪ Conducted field research and analysis for a study of afterschool instruction in urban school districts	
K-12 Classroom Teacher	**1998-2005**

- River Valley Middle School (Spring Green, Wisconsin) Taught eighth grade Civics and Exploring Social Studies, directed student council, and coached basketball and track
- Hamilton Middle Schools (Hamilton, Montana) Taught eighth grade American History and Exploring Media, directed student council, and taught faculty in-services

Educational Background

- PhD, University of Wisconsin-Madison, Educational Policy Studies, 2011
- MA, University of Wisconsin-Madison, Educational Policy Studies, 2007
- BA, Bates College, American Cultural Studies & Education, 1997

Government Service

- Member, Wisconsin DPI Education Research Advisory Council, 2018-present

Membership in Professional Organizations

- American Educational Research Association (2006-present)
- American Evaluation Association (2014-present)
- Collaborative Center for Health Equity at the University of Wisconsin-Madison (2018-present)
- Scholars Strategy Network, Co-lead of Wisconsin Chapter (2014-present)

Relevant Publications

- Burch, P., Good, A., & C. Heinrich. (2016). Improving Access to, Quality and the Effectiveness of Digital Tutoring in K12 Education. *Educational Evaluation and Policy Analysis,* 38(1).
- Burch, P. & A. Good. (February 2015). The Conversation Before the Contract: A Framework for Dialogue Between School Districts and Digital Education Providers. *Phi Delta Kappan*.
- Darling-Aduana, J., Good, A, & Heinrich, C. (Forthcoming). Mapping the Inequity Implications of Help-Seeking in High School Online Credit-Recovery Classrooms. *Teachers College Record*.
- Heinrich, C. & A. Good. (2018). Research-Informed Practice Improvements: Exploring Linkages between School District Use of Research Evidence and Educational Outcomes over Time. *School Effectiveness and School Improvement*, 29(3).
- Good, A. (2018). *Teachers at the Table: Voice, Agency, and Advocacy in Educational Policymaking*. Lanham, MD: Lexington Books, Rowman and Littlefield.
- Good, A., Barocas, S.F., Chavez-Moreno, L., Feldman, R., & C. Canela. (2017). A Seat at the Table: How the Work of Teaching Impacts Teachers as Policy Agents. *Peabody Journal of Education, 92(4).*
- Hara, M. & Good, A., (Eds.). (2017). Policy to Practice and Back Again: How Policy Influences Teacher Practice and How Teachers Influence Policy [Special issue]. *Peabody Journal of Education,* 92(4).
- Heinrich, C., & A. Good. (2017). From Research to Practice to Results: The Role of a Research Partnership in Improving Educational Outcomes. In J. Owen & A. Larsen (Eds.), *Researcher-Policymaker Collaboration: Strategies for Launching and Sustaining Successful Partnerships*.

Burlington, MA: Taylor and Francis.

- Stewart, M. & A. Good. (2016). Marketing, Information, and Parental Choice: A Comparative Case Study of Third-party, Federally Funded Out-of-school-time Services. *Peabody Journal of Education*, 91(1).

AMBER HUMM PATNODE (BRUNDAGE), PH.D. (COMP CENTER)

Amber Humm Patnode (Brundage)	
Experience Summary	
Amber Humm Patnode (Brundage) currently serves as the Associate Director for Innovation and Outreach for the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota. Amber's current role involves building the capacity of districts and schools for data-based decision-making within a MTSS framework. Previously, Amber worked as a technical assistance provider for districts and schools in Florida related to MTSS implementation, data-based decision making and continuous improvement. She also worked as a school psychologist in SC, LA, MI, & AZ for districts in which she provided training and ongoing coaching to school and district leadership teams responsible for implementing MTSS as well as student focused services. Her research and technical assistance interests include the development and implementation of early warning systems and root cause analysis and intervention development for chronic absenteeism. Amber has developed and validated three surveys, the *Reasons for Chronic Absenteeism* (RCA) for secondary students, (RCA-P: PreK) for parents of PreK/Head Start students and (RCA-P) for K-12 parents to measure the reasons for chronic absenteeism. In addition to the survey development, she has provided technical assistance to districts and schools for analyzing and utilizing the data to improve student attendance and chronic absenteeism rates.	
Employment History	
Associate Director for Innovation and Outreach, Center for Applied Research and Educational Improvement	**2018 - Present**
Responsible for the provision of statewide district support, duties include: ▪ Applied research and technical assistance support in the areas of school improvement, dropout prevention, early warning systems and chronic absenteeism for school districts and schools ▪ Provision of technical assistance to districts and schools related to data-based decision making and multi-tiered systems of support (MTSS) implementation ▪ Co-coordination of multi-district Networked Improvement Community (NIC) to support districts in improving attendance and reducing chronic absenteeism ▪ Provision of state-wide professional learning related to MTSS implementation and data-based problem-solving ▪ Co-coordination of district initiative/program implementation evaluations and action planning related to evaluation outcomes ▪ Supervision of research associate staff	
Learning and Development Facilitator, Florida Problem-Solving Response to Intervention Project at the University of South Florida **Co-coordinator Professional Learning, Research and Evaluation** **Coordinator PreK-12 Alignment** **Post-Doctoral Research Scholar** **Doctoral Intern** **Graduate Assistant**	**2010 -2018**

- Responsible for monitoring and evaluating identified grant deliverables, building the evaluation and professional learning capacity of Project staff, leading research projects and providing technical assistance to districts and schools related to data-based decision-making. Duties included: Principal Investigator (PI) or Co-PI for three instrument national validation studies, participation on State Targeted Assistance Teams for district support, provision of technical assistance and professional learning for educators state-wide.

School Psychologist, Charleston County School District, SC	2006 - 2010

- Responsible for providing technical assistance and coaching to district and building leaders as well as school psychologists related to MTSS implementation at the secondary level. Responsibilities included (1) development of universal screening process, (2) development of intervention practices for middle and high schools, (3) coaching building teams in establishing pre-referral intervention teams, (4) provision of professional development for data-based decision-making.

School Psychologist, Paradise Valley Unified School District, AZ	2005 - 2006

- Responsible for providing school psychological services. Responsibilities included (1) organizing and implementing a pre-referral intervention system, (2) serving as the chair for special education department meetings, (3) case management, (4) serving as a liaison between county agencies and school districts, (5) providing consultation to parents and teachers regarding behavior and/or achievement problems, and (6) provision of school based mental health supports.

School Psychologist, Montague Area Public Schools, MI	2004 - 2005

- Responsible for providing school psychological services to two school districts. Responsibilities included (1) organizing and implementing a pre-referral intervention system, (2) provision of school-based mental health supports, (3) case management, (4) serving as a liaison between county agencies and school districts, and (5) providing consultation to parents and teachers regarding behavior and/or achievement problems.

School Psychologist, St. Bernard Parish Public Schools, LA	2003 - 2004

- Responsible for providing school psychological services to two school districts. Responsibilities included (1) organizing and implementing a pre-referral intervention system, (2) provision of school-based mental health supports, (3) case management, (4) serving as a liaison between county agencies and school districts, and (5) providing consultation to parents and teachers regarding behavior and/or achievement problems.

Educational Background

- Doctor of Philosophy- School Psychology: Emphasis in Organizational Development and Systems Change, University of South Florida
- Specialist in Psychological Services, School Psychology, Central Michigan University
- Master of Arts, Psychology, Central Michigan University
- Bachelor of Science, Psychology and Health Fitness, Central Michigan University

Government Service

- Court Appointed Special Advocate/Guardian Ad Litem- Hennepin County Judicial System, MN

Membership in Professional Organizations

- National Association of School Psychologists
- American Psychological Association
- CASA Minnesota

Relevant Publications

- Brundage, A., & Castillo, J. (2017). *Reasons for Chronic Absenteeism (RCA)*. Florida's Problem Solving/Response to Intervention Project, University of South Florida.
- Brundage, A., Castillo, J., Batsche, G. (2017). *Reasons for Chronic Absenteeism (RCA) Among Secondary Students: Survey Summary Report.* Florida's Problem Solving/Response to Intervention Project, University of South Florida.
- Brundage, A., Castillo, J., Batsche, G. (2017). *Reasons for Chronic Absenteeism (RCA) Among Florida Secondary Students: Survey Summary Report.* Florida's Problem Solving/Response to Intervention Project, University of South Florida.
- Stockslager, K., Castillo, J., Brundage, A., Childs, K., & Romer, N. (2016). *Self-Assessment of MTSS (SAM)*. Florida's Problem Solving/Response to Intervention Project and Florida's Positive Behavior Intervention and Support Project, University of South Florida.
- Stockslager, K., Castillo, J.M., Brundage, A., Childs, K., & Romer, N. (2016). *Self-Assessment of MTSS (SAM) technical assistance manual.* Tampa, FL: Florida's Problem Solving/Response to Intervention Project and Florida's Positive Behavior Intervention and Support Project, University of South Florida.
- Castillo, J.M**.**, March, A.L., Tan, S.Y., Stockslager, K., & Brundage, A. (2016). Relationships between ongoing professional development and educators' beliefs relative to Response to Intervention. *Journal of Applied School Psychology, 32(4), 287-312. doi: 10.1080/15377903.2016.1207736*
- Castillo, J.M., March, A., Tan, S.Y., Stockslager, K., Brundage, A., McCullough, M., & Sabnis, S. (2016). Relationships between ongoing professional development focused on Response to Intervention and educators perceived skills*. Psychology in the Schools, 53(9), 893-910. doi: 10.1002/pits*
- Castillo, J.M., Wolgemuth, J.R., Barclay, C., Mattison, A., Tan, S.Y., Sabnis, S., Brundage, A., & Marshall, L. (2016). A qualitative study of facilitators and barriers related to comprehensive and integrated school psychological services. *Psychology in the Schools, 53*(6), 641-658. doi: 10.1002/pits.21932

DELIA KUNDIN, PH.D. (COMP CENTER)

Delia Kundin, Ph.D
Experience Summary
Delia Kundin, Ph.D. is Associate Director for Evaluation Services at CAREI where she supervises a team of doctoral level project leads in the implementation of high-quality evaluations. She has over 20 years of professional evaluation experience with designing and conducting a broad range of complex evaluations in K-12 education relating to school systems and policies, teacher professional development, program implementation and effectiveness, nonprofits in K-12 settings, secondary education, and government organizations. Dr. Kundin is highly trained and skilled in responsive model approaches in evaluation and works with stakeholders to build capacity and develop practical and sustainable evidence-based continuous improvement processes to help facilitate future program planning decisions. She recently completed a five-year study sponsored by the Social Innovation Fund where she led six concurrent successfully implemented impact studies designed to enhance the evaluation capacity of local non-profit K-12 programs in schools and increase the evidence base through rigorous evaluation funded through an intermediary agency (GTC United Way). Before joining CAREI Dr. Kundin was assistant director for the St. Norbert College Survey Center in Wisconsin (now the SNC Strategic Research Institute) where she designed and conducted survey research and evaluation across Wisconsin, and managed a 40 person on-line phone laboratory. While in Wisconsin she also held a position as special projects researcher at the College of Menominee Nation (CMN), where she focused on building tribal government capacity for strategic planning processes, conducting community needs assessments, and implementing tribal college grants.
Employment History

Associate Director for Evaluation **Research Associate** **Research Fellow** **Center for Applied Research and Educational Improvement (CAREI)** **(University of Minnesota)**	**2016- Present** **2008-2016** **2006-2008**

- Responsible for quality control of center deliverables and providing leadership and management support to professional evaluation staff at CAREI. Duties include: (1) supporting evaluators with client relations, contract negotiations, and implementing external and internal evaluation processes, (2) providing evaluation expertise to College of Education faculty on grant applications and awards, (3) supporting evaluation efforts as part of the services provided to education, non-profit, and government organizations in the state, (4) procuring and managing external sales contracts and sponsored programs grant projects, (5) serving on the leadership team responsible for center operations and financial management, (6) supporting the CAREI director on special projects. Research Associate and Research Fellow positions were primarily focused on conducting program evaluations as part of project teams.

Special Projects Researcher, College of Menominee Nation (CMN), WI	**2001 - 2004**

- Responsible for conducting college and community wide research and program evaluations for the CMN President, the Dean of Students, and Institute of Sustainable Development. Duties included: (1) Building the capacity of the Menominee Tribal Legislature organization for strategic planning and performance benchmarking, community research, and organizational advancement and media activities, (2) providing evaluation expertise to college divisions regarding data collection strategies for community needs assessments surveys, (3) implementing grant objectives, collecting qualitative and quantitative data and conducting analyses, and report writing (4) supporting the Dean of Students with academic accreditation processes, (5) implementing special research projects as needed by the college president.

Executive Assistant, Madison Teachers, Inc., WI	**2000-2001**

- Responsible for assisting teacher collective bargaining units as part of a professional staff. Duties included: (1) conducting survey research for data collection regarding teacher contract negotiations, new teacher orientation, school climate, and needs assessments for teachers' continuing education, (2) advising MTI affiliates on matters of retirement and health insurance, (3) contributing to publications and political action activities, (4) supporting affiliates at school meetings.

Assistant Director, St. Norbert College Survey Center, WI	**1999 - 2000**

- Responsible for designing and implementing survey research and program evaluations across in response to clients' information needs across Wisconsin. Duties included: (1) coordinating and managing completion of public opinion polls and other surveys conducted in a 40 person on-line phone laboratory on campus, (2) managing client relations and contracts, (3) collecting and analyzing data and report writing, (4) providing evaluation expertise to college faculty and leadership, (5) supporting the center director on special projects.

Consultant, Florida Center for Public Management, FL (Florida State University)	**1997-1998**

- Responsible for providing evaluation expertise to state and local government agencies on effective management practices as a member of a professional consulting team. Duties included: (1) researching and developing appropriate methodologies to evaluate agency programs, (2) conducting survey research, (3) facilitating strategic planning and performance benchmarking processes.

Senior Research Analyst, MGT of America, Inc., FL	**1997 - 1998**

- Responsible for conducting program evaluations as part of a national, state and local government management consulting firm with a goal of making recommendations for management improvements. Duties included: (1) implementing qualitative and quantitative methodologies to collect and analyze data, and report findings, (2) conducting organizational reviews including analysis of structures, communications, decision making, work flows, and personnel policies, (3) making data based recommendations for management improvements.

Educational Background

- Ph.D., Evaluation Studies, University of Minnesota, Twin Cities, Department of Educational Policy and Administration
- M.P.A., Public Administration, Florida State University, Tallahassee, FL, College of Social Sciences, Reubin O'D. Askew School of Public Administration and Policy.
- B.S.W., Social Work, Florida State University, Tallahassee, FL, School of Social Work, Summa Cum Laude

Government Service

- Florida Department of Labor and Employment Security, Executive Assistant to Cabinet Level Agency Secretary, 1991-1992
- Florida Office of the Governor. Positions held: Assistant to Governor's Press Secretary; Extradition Coordinator for State of Florida, 1983-1989
- The Florida Center for Children and Youth, child advocacy organization, Administrative Assistant, 1979-1983
- Florida Department of Health and Rehabilitative Services, Administrative Assistant, 1976-1979

Membership in Professional Organizations

- American Evaluation Association
- American Educational Research Association
- Minnesota Evaluation Association

Relevant Publications

- ***Professional Development***

LaVelle, K. & Kundin, D. (2018). *Therapeutic Teaching Model (TTM) Intermediate School District 287 North Education Center (NEC), Interim Evaluation Progress Report.* Center for Applied Research and Educational Improvement, College of Education and Human Development, University of Minnesota.

Sheldon, T. D., Kundin, D.M., & Larabee, K.M., (2014). *EngrTEAMS Project: An Evaluation of Summer Professional Development Activities, Year One.* University of Minnesota, College of Education and Human Development, Center for Applied Research and Educational Improvement.

Arshan, N., Chen, W., Golan S., Sands J., Wechsler, M., Gordon M., Kundin, D., & Wahlstrom, K. (2013). *Evaluation of The McKnight Foundation's Education and Learning (E&L) Program: Baseline Outcomes Report.* SRI International and College of Educational and Human Development, Center for Applied Research and Educational Improvement.

Avery, P., Kundin, D.M., Sheldon, T.D., & Thompson, J. (2012). *Deliberating in a Democracy in the Americas (DDA) Project, Final Report.* University of Minnesota, College of Education and Human Development.

Kundin, D., & Dretzke, B. J. (March, 2012). *Survey Workshop*, Minnesota Evaluation Studies Institute, St. Paul Campus, University of Minnesota.

Kundin, D.M., & Jordan, K. (2008). *Needs Assessment for Preparation to Practice Group and Partnership Schools, Final Report.* University of Minnesota, College of Education and Human Development, Center for Applied Research and Educational Improvement.

- ***Technical Colleges***

Kundin, D.M., & Dretzke, B.J. (2016). *An evaluation of the manufacturing advancement and assessment center (MAAC) program (Hennepin Technical College), Final Report.* St. Paul, MN: Center for Applied Research and Educational Improvement, College of Education and Human Development, University of Minnesota.

- ***Organizational Data Systems***

Kundin, D. M., Dretzke, B. J., & Angermeyr, J., (2013). *When evaluators ask school districts for student data*. Paper presented at the Mid-Western Educational Research Association Annual Meeting, Evanston, IL.

JOSHUA MARLAND, PH.D (COMP CENTER)

Joshua Marland, Ph.D.	
Experience Summary	
Dr. Marland is the Director of Data Strategy at Education Analytics and leads a team of Data Strategists focused on ensuring that all projects meet partner needs, and innovations are applied to partner projects and shared internally across the organization. In his role, Dr. Marland also leads technical assistance projects with several SEAs, LEAs, and IHEs, ensuring that growth and impact measures can be incorporated into decision-making systems. Dr. Marland has over ten years of technical assistance and research expertise, specializing in teacher and leader evaluation, educator preparation, personalized learning, student growth, teacher and leader effectiveness, and assessment development. Prior to joining EA, Dr. Marland co-project managed the development and implementation of growth and value-added models used for educator and institutional accountability by the state of New York. He has developed comprehensive research agendas, communicated complex statistical content with diverse audiences, and managed the implementation of a value-added model for use in teacher and leader evaluation. His primary research has been focused on the intersection of measurement and policy, particularly the intersection of assessment design and student growth percentiles/value-added estimates. He holds a Ph.D. in Research in Educational Measurement and Psychometrics from University of Massachusetts-Amherst.	
Employment History	
Director of Data Strategy, Education Analytics, Inc.	**2017 - Present**
▪ Supported the development of a comprehensive research agenda for the New York State Education Department; Serve as a consultant to the project team to ensure alignment between EA's contracted deliverables and NYSED's organizational priorities related to educator and institutional accountability growth models. ▪ Manage deliverables and timeline for production and research cycles for the WI Department of Public Instruction's school growth model for use in report cards. ▪ Project manage production of Delaware Department of Education's growth projections model for teacher accountability.	
Psychometric Intern, Education Analytics, Inc.	**2015 - 2015**
▪ Conducted research on student assessment and provides data management expertise to support SEA and LEA research. ▪ Performed analyses of student-response data on a variety of assessments using parametric and nonparametric statistics for a large urban school district.	
Director of Data and Analytics, Highlander Institute	**2016 - 2017**
▪ Researched and developed data collection systems and measurement instruments used for supports provided to schools and districts around blended and personalized learning; included development of observational rubrics, blended/personalized learning implementation surveys for teachers, and district-wide blended/personalized readiness assessments	

- Managed quantitative aspects of the Institute's evaluation of education technologies used in RI classrooms; co-develop focus group protocols for gaining insight into how Institute supports fostered the use of EdTech in the classroom
- Manage data analysis and reporting workflows to provide feedback to consultants, stakeholders, and Fellows
- Built capacity among staff to collect data and interpret results of analyses for use in decision-making around supports and programmatic changes
- Provided professional development to educators around the use of data to inform instruction, including the use of data dashboards and developing a data regimen for classroom instruction.

Research Fellow; Research Assistant, Center for Educational Assessment	**2013 - 2016**

- Provided research and analysis on assessments and assessment items.
- Conducted benchmark- and item-alignment studies; researched potential for use of technologically-enhanced items on the Massachusetts Adult Proficiency Test (MAPT); wrote Math items for use in MAPT.
- Managed graduate student researchers on various MAPT projects, including item development and alignment studies.

Psychometric Intern, National Center for the Improvement of Educational Assessment	**2014 - 2014**

- Conducted a summer research project analyzing the extent to which demographic characteristics and nonrandom assignment of students to teachers impacts the relationship between student academic prior achievement and growth percentiles aggregated across various levels (teacher, school and district).
- Research culminated in a proposal for National Council on Measurement in Education 2015 Annual Conference

Fellow for Teacher and Leader Effectiveness, Regents Research Fund: New York State Education Department	**2011 - 2013**

- Manage projects and provide analytic support in teacher and leader evaluation, stakeholder engagement, and data management.
- Co-managed the development and implementation of a value-added model for use in teacher and leader evaluation statewide for the first time in New York State. Managed a vendor contract with a research organization, communicated with various stakeholders and senior leadership about complex statistical concepts, performed ad hoc analytics and drafted policy memos to support decision-making related to the use of a value-added model for evaluation.
- Developed a methodology to identify schools for regulatory flexibility under the ESEA waiver, project manager for student growth percentiles (SGP) calculations used as part of institutional accountability, analyzed educator annual professional performance review data for public release.
- Create concept papers and request for proposals (RFPs) for the development and implementation of policies related to teacher and leader effectiveness in New York State, examples include a clinically-rich principal preparation program, the use of surveys to gather feedback from stakeholders for teacher and leader evaluation, and the creation of higher education data profiles.

Fellow, Strategic Data Project, Center for Education Policy Research at Harvard University's Graduate School of Education	**2010 - 2013**

- Selected as one of eight Fellows to support education agencies in driving the use of data throughout their organizations.
- Contributed to, and participated in, workshops with national leaders in education reform and university faculty from across the country; topics of workshops included measurement and analysis, change management, education policy, leadership and professional growth.
- Selected by peers as commencement speaker.
- Capstone Report: Balancing Fairness, Simplicity and Scale in Calculating Educator Growth Scores.

Research and Evaluation Data Analyst; Research Manager; Manager of Research and Evaluation, New Leaders	**2007 - 2010**

- Analyzed student achievement and programmatic data to drive change both within the organization and among a national community of schools and principals; examples include using student achievement data to evaluate New Leaders program across all cities, for the organizational goal-setting process, as well as analyzing recruitment and admissions data to evaluate the process and implications for redesign moving forward.
- Synthesized results of all student achievement analyses for presentation to, and discussion with, internal and external constituents, including sharing results from selection process analysis related to achievement to New Leaders community.
- Supervised data analysis team members in production of reports for internal and external needs.
- Coordinated, merged, and restructured large state and district achievement and programmatic data sets for analysis using SPSS and Excel.
- Performed ad hoc data analyses for executive and city team members to facilitate strategic planning and organizational learning.

Research Assistant, Annenberg Institute for School Reform, Brown University	**2006 - 2007**
Research Assistant, Education Department, Brown University	**2006 - 2007**

Educational Background

- Ph.D., University of Massachusetts Amherst, Educational Measurement and Psychometrics
- M.A., Brown University, Urban Education Policy
- N.D. (transferred), University of Florida, Research and Evaluation Methodology
- B.S., University of Florida, Public Relations

Consulting Services

- **Achieve, Inc (Sept 2017 – May 2018)** – conducted analyses of availability of advanced Math coursework nationally and across states to students from disadvantaged backgrounds using the NCES's Civil Rights Data Collection data files.
- **Education Analytics (Jan 2015)** – performed quality control analysis of Michigan Department of Education's (MDE) growth model for user acceptance testing. Preliminary results presented in technical report to MDE and assessment technical advisory committee. Results were used to inform operational growth model for Spring 2015.
- **Center for Educational Excellence in Alternative Settings** (Oct 2013 – Oct 2014) – analyzed survey data of 10,000 incarcerated students nationwide; automated site-, state- and

national-level reports for presentation to network of state directors. Reports used for decision-making purposes in each state.

- **School Leaders Network** (Nov 2009 – Sept 2010) – created student achievement databases for partner cities; performed all program evaluation analyses and summarized for internal and external audiences.
- **Newark Charter School Fund** (April 2010) – created student achievement database for Newark charters; performed program evaluation and summary of results to be used with district partner for accountability purposes.
- **College Summit** (April 2008) – researched longitudinal data systems for policy memo presented to former NYCDOE Chancellor Joel Klein.
- **Fight For Children** (Nov 2007 – Nov 2009) – employed value-added modeling to evaluate effectiveness of all schools in District of Columbia Public Schools. Results were used to inform a grant process, where FFC invited high-growth schools identified in the evaluation to apply for awards for their school.

Selected Presentations

- *Investigating the Impact of Student Opt Out on Value-Added Measures of Teacher Quality*. Northeastern Educational Research Association 2017
- *Introduction of a Taxonomy for Evaluating Edtech Products.* EdTech Efficacy Academic Research Symposium 2017
- *The Impact of Opt-Out of State Assessments on Proficiency and Growth Metrics in New York State*. American Education Finance and Policy 2016
- *Investigating the Amount of Systematic and Random Error in Aggregate Classroom-Level SGPs.* Northeastern Educational Research Association 2015
- *A National Evaluation of Equitable Access to Effective Educators.* Northeastern Educational Research Association 2015
- *Investigating the Amount of Systematic and Random Error in Mean Classroom-Level SGPs.* National Council for Measurement in Education 2015
- *What Can Item Response Times Tell Us About DIF for English Learners?* National Council for Measurement in Education 2015
- *Age Matters: Grouping Approaches for Detecting Differential Item Functioning Due to Age*. National Council for Measurement in Education 2014
- *Using Item-Response Theory in Creating Biodata Scales for Survey Development.* Northeastern Educational Research Association 2014
- *The Impact of Insensitive Scales on Estimating a Teacher's Value-Added.* New England Educational Research 2014
- *Practical Differences in Grouping and Visualization Approaches for Detecting DIF Due to Age.* Northeastern Educational Research Association 2014
- *Using Available Information in Calculating Teacher Effectiveness with Growth and Value-Added Models.* New England Education Research Organization 2014
- *Implications of Varied Student Attribution Approaches on the Estimation of Teacher Effects*. New England Educational Research Organization 2014
- *Considerations in Using Teacher-Student Data Linkage Information for Attribution.* Strategic Data Project Annual Convening 2013
- *Using Growth Models for Educator Evaluation.* Strategic Data Project Workshop 2012

Relevant Publications

- “Building a Validity Evidence Base for Digital Product Research and Development.” (with K. Huff), Pre-Reading for White House Symposium on the Future of Education Research and Development and Digital Learning.
- “Identifying College and Career Readiness Standards for Adult Education that Can be Assessed Using Technologically-Enhanced Items.” (with Pham, D., Boyer, M. & Zenisky, A.) Center for Educational Assessment.
- “A Cross-Cultural Study of Italian and U.S. Children's Perceptions of Interethnic and Interracial Friendships in two Urban Schools.” (With Pica-Smith, C., Antognazza, D., and Crescentini, A. Cogent Education.
- “College and Career Readiness Counseling Support Scales” (with R. Lapan, T. Poynton, A. Marcotte, and C. Milam), Journal of Counseling Education.
- “Massachusetts Adult Proficiency Test Technical Manual: Version 3” (with S. G. Sireci, L. Zenisky, P. Baldwin, M. Faulkner-Bond, K. Colvin, C. Foster, L. Bahry, H. Diao, and X. Li), Center for Educational Assessment.
- “Pilot Study to Identify Comparison Schools for Math and Science Partnership Participating Schools: Preliminary Findings on One Math/Science Partnership” (with K. Wong and T. Socha), Peabody Journal of Education.

ROBERT H. MEYER (COMP CENTER)

Robert H. Meyer, PhD

Experience Summary

Dr. Robert H. Meyer is the President and CEO of Education Analytics Inc. and Research Professor Emeritus at the La Follette School of Public Affairs and the Wisconsin Center for Education Research at the University of Wisconsin-Madison. He previously served on the faculty of the Harris School of Public Policy Studies at the University of Chicago and the Economics Department at UW-Madison. In 2005 he founded and directed the Value-Added Research Center at UW-Madison. Dr. Meyer is known for his research on evaluation methods and policy and management analytics and, in particular, value-added modeling, human capital analytics, early warning/early opportunity systems, and measurement of social emotional learning.

He has developed major research partnerships with many districts, including Atlanta, Boston, Chicago, Hillsborough County (Florida), Houston, Los Angeles, Milwaukee, Minneapolis, New York City, and Tulsa; states, including Delaware, Minnesota, New York, and Wisconsin; and in-state regional collaboratives, including the Cooperative Educational Service Agencies (CESAs) in Wisconsin, CORE and the New York/NWEA network.

Meyer received a Senior Urban Education Research Fellowship from the Council of Great City Schools in 2007 and in 2010 received the UW-Madison, Chancellor's Award for Excellence in Research. In 2015 Meyer was named a "Moneyball for Government Non-Profit All-Star."

Employment History

President and CEO, Education Analytics	2012 - Present

Dr. Meyer has experience conducting research and providing Technical Assistance to SEAs, LEAs, IHEs' and other educational organizations on a wide range of analytic and policy areas.

- Student Growth Measures: Nationally recognized expert in student growth modeling and Technical Assistance in their design, implementation, and use for various policy purposes (accountability, strategic management of human capital, performance-based compensation, etc.) Successful projects include the CORE Districts, Delaware Department of Education, California Charter Schools Association, Hillsborough County Public Schools, New York State, and New York City. Dr. Meyer has a track record of leading EA staff in successful dissemination of findings to a range of stakeholder groups through multiple formats (concept papers, research reports, and conference presentations).

- Student Learning Objectives: Has conducted research and delivered Technical Assistance to SEAs and LEAs in the design and implementation of student learning objectives (particularly in traditionally non-tested grades and subjects), and considering the technical and policy considerations for their use in human capital decisions, including educator evaluation, professional development, and compensation.

Robert H. Meyer, PhD	
▪ Educator Preparation Programs: Has conducted research on the relationship between educator preparation programs and teacher / student outcomes, and provided Technical Assistance to IHEs, Teacher Preparation Providers, and LEAs on the technical and policy considerations to various approaches to measuring programmatic impact. An example of this work includes an IES Study of Teacher Preparation Experiences, which includes 300,000 teachers and 6,000,000 students across 25 districts or states. ▪ Other Technical Assistance Areas: Rob's area of expertise and Technical Assistance experience spans a wide range of content areas. Relevant examples include human capital analytics projects with Hillsborough County Public Schools and Houston Independent Schools, and educator preparation providers including Relay Graduate School of Education.	
Emeritus Research Professor, La Follette School of Public Affairs and Wisconsin Center for Education Research, University of Wisconsin (UW)	**2018 - Present**
Research Professor, La Follette School of Public Affairs (since 2012) and Wisconsin Center for Education Research, University of Wisconsin (UW)	**2009 - 2017**
▪ Taught courses on Education Policy and Reform. ▪ Since 2015, in addition teaching courses, has funded and mentored one to two La Follette students per year as project assistants (PAs) at Education Analytics.	
Director, Value-Added Research Center, Wisconsin Center for Education Research (WCER), University of Wisconsin (UW)	**2005 - 2017**
▪ As VARC's director, Dr. Meyer led a staff of roughly fifty education researchers on numerous growth-related and technical assistance projects, working on the Federal, state and local levels. He worked intensively with school districts in Atlanta, Chicago, Hillsborough County (Florida), Los Angeles, Madison, Milwaukee, Minneapolis, New York City, and Tulsa, and the states of Illinois, Minnesota, New York, North Dakota, Oklahoma, South Dakota, and Wisconsin. ▪ Dr. Meyer lead major initiatives in Minnesota and the Dakotas (and their partner school districts) to provide value-added information to all teachers and to the colleges and universities that prepared these teachers. He also worked with many districts and states to expand value-added systems to include courses not typically covered by standardized state assessments. In addition, he conducted major statistical evaluations of programs and policies in Wisconsin such as a class-size reduction study with the Wisconsin Department of Public instruction, and literacy and supplemental educational services studies with Milwaukee Public Schools.	
Senior Scientist, Wisconsin Center for Education Research (WCER)	**1998 - 2009**
Lecturer and Research Associate, Harris Graduate School of Public Policy Studies, University of Chicago	**1998 - 2001**
Assistant Professor, Harris Graduate School of Public Policy Studies, University of Chicago	**1992 - 1998**

Robert H. Meyer, PhD	
Assistant Professor, Economics Department and La Follette Institute of Public Affairs, University of Wisconsin-Madison	**1991 - 1992**
Instructor, Economics Department and La Follette Institute of Public Affairs, University of Wisconsin-Madison	**1989 - 1991**
Senior Economist, National Assessment of Vocational Education, U.S. Department of Education	**1986 - 1989**
Research Associate, The Brookings Institution	**1983 - 1986**
Staff Economist, Council of Economic Advisers	**1982 - 1986**

Educational Background

- Ph.D., Harvard University, Kennedy School of Government
- M.A., Harvard University, Kennedy School of Government
- B.A., Harvard College

Government Service

- Member of Technical Working Groups (TWG) for the Institute of Education Sciences, U.S. Department of Education "Evaluation of Teacher Incentive Fund (TIF) Grantees," Mathematica Policy Research, 2010-2012
- "Moving High-Performing Teachers to Low-Performing Schools," Mathematica Policy Research, 2008-2012
- "Boost-Up Math Program (BUMP)," MDRC, 2008-2012
- "Enhanced Reading Opportunities (ERO) Study," MDRC, 2006-2010
- "Charter Schools Evaluation," Mathematica Policy Research, 2004-2009
- Member of Technical Advisory Panel, National High School Transcript Studies, National Center for Education Research, U.S. Department of Education, 1990-1996

Membership in Professional Organizations

- Association for Education Finance and Policy
- American Education Research Association
- Association for Public Policy and Management
- American Statistical Association
- National Council on Measurement in Education
- Society for Research on Educational Effectiveness

University Service

- Research Center Director, University of Wisconsin-Madison (Value-Added Research Center), 2005-present
- Member of Ph.D. Committee, Harris Graduate School of Public Policy Studies, University of Chicago, 1994-1998
- Member of Admission Committee, Harris Graduate School of Public Policy Studies, University of Chicago, 1993-1996

Robert H. Meyer, PhD

- Member of Faculty Senate, University of Wisconsin-Madison, 1990-1992

Relevant Publications

- "Measuring Teacher Effectiveness Using Value-Added Models of High School Achievement," (with Nandita Gawade), *Teachers College Record*, Volume 118, Number 13, 2016, p. 1-32. http://www.tcrecord.org/library ID Number: 20560.
- "Principal Effectiveness and School Accountability," (with Bradley Carl). In La Follette Policy Report, Volume 24, Number 2, Spring 2015, pp. 16-20.
- "Value-Added Models and the Next Generation Of Assessments," (with Emin Dokumaci) in Lissitz, Robert W. (ed.), *Value added modeling and growth modeling with particular application to teacher and school effectiveness*, Charlotte, NC: Information Age Publishing, 2015.
- "Theory and Application of Early Warning Systems for High School and Beyond," (with Bradley Carl, Jed T. Richardson, Emily Cheng, and HeeJin Kim), *Journal of Education for Students Placed at Risk*, Vol. 18, No. 1, 2013.
- "Supplemental Education Services under No Child Left Behind: Who Signs Up, and What Do They Gain?" (with Carolyn Heinrich and Greg Whitten), paper accepted for publication, Education Evaluation and Policy Analysis, Vol. 32, No. 2, June 2010, pp. 273–298.
- "Accountability and Performance in Secondary Education in the Milwaukee Public Schools," (with Brad Carl and Emily Cheng), The Senior Urban Education Research Fellowship Series, Volume II, Council of Great City Schools, Fall 2010.
- "Evidence and Decision-Making in Education System," (with Chris Thorn and Adam Gamoran), In Pamela Moss (Ed.). Yearbook of the National Society for the Study of Education, Volume 106, Number 1, 2007, pp. 340-361.
- "Explaining Variation in the Effects of Welfare-To-Work Programs," (with David Greenberg, Charles Michalopoulous, and Michael Wiseman), Evaluation Review, Vol. 27, no. 4, August 2003, pp. 359-394.
- "Comment on Searching for Indirect Evidence for the Effects of Statewide Reforms," Brookings Papers on Education Policy, 2001, pp. 218-223, 228-229.
- "Value-Added Indicators: A Powerful Tool for Evaluating Science and Mathematics Programs and Policies," Issue Brief, Vol. 3, No. 3, 2000, National Institute for Science Education, University of Wisconsin-Madison, 11 pp.
- "The Production of Mathematics Skills in High School: What Works?" in Mayer, Susan and Peterson, Paul (eds.), Earning and Learning: How Schools Matter, Washington, DC: Brookings Institution, 1999, pp. 169-204.
- "Value-Added Indicators of School Performance," in Hanushek, Eric A. and Jorgenson, Dale W. (eds.), Improving the Performance of America's Schools, Washington, DC: National Academy Press, 1996, pp. 197-223. A modified version of this paper was published as" Value-Added Indicators of School Performance: A Primer," Economics of Education Review, Vol. 16, No. 3, June 1997, pp.283-301.
- "System-wide Governance in the Chicago Public Schools: A Report on the Findings and Recommendations for Institutional Redesign" (with Kenneth Wong, Robert Dreeben, Laurence Lynn, and Gail Sunderman), in Kenneth Wong (ed.), Advance in Education Policy: Rethinking School Reform in Chicago, Vol. 2, Greenwich: JAI Press Inc., 1996.

Robert H. Meyer, PhD

- “Fair and Valid Indicators of School Performance” in Ladd, Helen F. (ed.), Holding Schools Accountable: Performance-Based Reform in Education, Washington, DC: Brookings Institution, 1996, pp.137 - 145; also published in The Report, Harris Graduate School of Public Policy Studies, January, 1997.
- "Public School Choice in Minneapolis," (with Steven Glazerman), in Downes, Thomas A. and Testa, William (eds.), Midwest Approaches to School Reform, Proceedings of a Conference Held at the Federal Reserve Bank of Chicago, October 26-27, 1994.
- Multisite Employment and Training Program Evaluations: A Tale of Three Studies" (with David Greenberg and Michael Wiseman), Industrial and Labor Relations Review, Vol. 47, No.4, 1994, pp. 679-691.
- “Can Schools Be Held Accountable for Good Performance? A Critique of Common Educational Performance Indicators," in Hoffman, Emily P.(ed.), Essays on the Economics of Education, Kalamazoo:W.E. Upjohn Institute for Employment Research, 1993, pp. 75-109.
- "National Assessment of Vocational Education: Testimony Before the House Education and Labour Committee" (with John Wirt, Lana Muraskin, and David Goodwin), Economics of Education Review, Vol. 8, No. 4, 1989, pp. 383-392.
- "Adjusting to Economic Change" (with Robert Z. Lawrence, Lawrence B. Krause, and Linda Cohen), in Alice M. Rivlin (ed.), Economic Choices 1984, The Brookings Institution, 1984, pp. 119-156.
- "The Transition from School to Work: The Experiences of Blacks and Whites" (with David Wise), in Ehrenberg, R. (ed.), Research in Labor Economics, Vol. 6, JAI Press, Inc., 1984, pp. 123-176.
- "Discontinuous Distributions and Missing Persons: The Minimum Wage and Unemployed Youth" (with David Wise), Econometrica, Vol. 51, No. 6, 1983, pp. 1677-1698.
- "The Effects of the Minimum Wage on the Employment and Earnings of Youth" (with David Wise), Journal of Labor Economics, Vol. 1, No. 1, University of Chicago Press, 1983, pp. 66-100.
- "Job Training in the Schools," Taylor, Rosen, and Pratzer (eds.), Job Training for Youth, Columbus, Ohio: The Ohio State University, 1982, pp. 307-344.
- "High School Preparation and Early Labor Force Experience" (with David Wise) in R. Freeman and D. Wise, The Youth Labor Market Problem: Its Nature, Causes, and Consequences, National Bureau of Economic Research, Chicago: University of Chicago Press, 1982, pp. 277-347.

ANTHONY MILANOWSKI, PH.D. (COMP CENTER)

Anthony Milanowski, Ph.D.
Experience Summary
Dr. Anthony Milanowski is a Research Scientist with Education Analytics. Prior to consulting for EA, Dr. Milanowski was a Senior Study Director at Westat, a research company in Rockville, MD, and an Assistant Scientist with the Wisconsin Center for Education Research at the University of Wisconsin-Madison. He has over 20 years of experience conducting research and providing technical assistance on human capital management in education, beginning with studies of performance-based compensation and standards-based teacher evaluation for the Consortium for Policy Research in Education. He has been a principal investigator or co-investigator for several studies related to educator human capital management. He has developed presentation and seminars on a variety of human capital management topics and authored or co-authored over 10 technical assistance briefs. He has been an invited presenter on educator evaluation and compensation at several national conferences, and has served on several IES technical working groups and review panels. He has authored or co-authored over 35 papers presented at research and practitioner conferences as well as 20 articles in peer-reviewed journals. Dr. Milanowski has taught courses in human resource management at the University of Wisconsin – Madison, where he received a Ph.D. in Industrial Relations.
Employment History
Research Scientist, Education Analytics, Inc. — **2017 - Present**
Dr. Milanowski has experience conducting research and providing Technical Assistance (TA) to SEAs, LEAs, and other educational organizations on a wide range of analytic and human capital management areas. ▪ Human Capital TA: Provided TA to TIF and TSL grantees on human capital management, systems alignment, metric design, program evaluation, and dashboards. ▪ Human Capital Products and Services: Worked with Houston Independent School District and Hillsborough County Public Schools to define and develop human capital metrics ▪ Program Evaluation: Serves as principal investigator for evaluation of an educator preparation program funded through a Supporting Effective Educator Development (SEED) Grant
Senior Study Director, Westat — **2011 - 2017**
▪ Principal investigator for the evaluation of the Illinois Performance Evaluation Reform Act implementation. Funded by the Illinois Department of Education. ▪ Technical assistance provider, Center for Educator Compensation Reform/Teacher Incentive Fund Technical Assistance Network, specializing in providing assistance to grantees on educator human capital strategies and teacher and principal evaluation. Funded by the U.S. Dept. of Education. ▪ .Content expert on educator preparation, evaluation, and development topics for the Institute for Education Science's (IES) Study of the Implementation of Title I/II Initiatives. ▪ Led Westat's work on analyzing the measurement properties of the Urban Teacher Center's teaching practice evaluation process.

- Research team member, Implementation Study of the Turnaround School Leaders Program. This study examined implementation of programs to train leaders for turnaround schools using surveys, focus groups, and interviews with grantee and district staff. The study was conducted for the U.S. Dept. of Education, Program and Policy Studies Service.

Asst. Scientist, Researcher, Assoc. Researcher & Asst. Researcher, Wisconsin Center for Education Research, University of Wisconsin-Madison	**1997 - 2011**

- Technical assistance provider, Center for Educator Compensation Reform/Teacher Incentive Fund Technical Assistance Network (2007-2011), specializing in providing assistance to grantees on educator human capital strategies and teacher and principal evaluation. Funded by the U.S. Dept. of Education.
- Co-principal investigator, Local Practices Linked to Strategic Management of Human Capital: Practices to Recruit and Retain High Quality Faculty and Measuring Teachers' Instructional Practice (2008-2011). This project studied human capital management practices in high and low performing schools to identify practices that help schools attract, develop, and retain an effective teaching staff. It also involves a review and comparison of the leading methods used to assess teaching practice. Funded by the Ford Foundation.
- Team member, Integrated Resource Information System Development Project (2007-2011). This project involved conceptualizing, planning, and analyzing data from an integrated information system to track the use of financial, program, and human resources for the Milwaukee Public Schools. Funded by the U.S. Dept. of Education, Institute for Education Sciences.
- Project coordinator, Evaluation of Milwaukee Public Schools' New Teacher Mentoring (2010). This study evaluated the use and effects of site-based and district-provided mentors for new teachers. Study conducted for the Milwaukee Public Schools.
- Principal Investigator, Redesign of Employee Performance Evaluations for Teachers and Principals, Milwaukee Public School District, spring, 2010.
- Co-principal investigator, School Finance Redesign Project, Cost of Turnover Study/Milwaukee Labor Market Study (2006-2007). These studies used data from the Milwaukee Public Schools to estimate the cost of teacher turnover and the salary differentials needed to attract new teachers to high need schools. Funded by the Bill & Melinda Gates Foundation.
- Principal Investigator, Study of Innovative School Leadership Performance Evaluation Programs (2005-2008). This project studied the impacts and validity of standards-based principal performance evaluation systems in two school districts. Funded by the U.S. Dept. of Education, Institute for Education Sciences.
- Research Coordinator, Consortium for Policy Research in Education, Teacher Compensation Project (1997- 2007). This project studied the implementation and impacts of new forms of teacher compensation and performance evaluation on organizational effectiveness in the K-12 education sector. It included an analysis of the relationship between performance evaluation ratings and value-added student achievement at four research sites. Funded by the U.S. Dept. of Education.

Lecturer, School of Education, University of Wisconsin-Madison	**2003 - 2007**

- Taught human resource management and classroom observation for the Department of Educational Leadership and Policy

Lecturer, School of Business, University of Wisconsin-Madison	**1996 - 1999**

- Taught staff, and compensation for the Department of Management & Human Resources

Lecturer, School of Business, University of Wisconsin-Madison	**1993 – 1994**

- Taught human resource management for the Department of Management & Human Resources

Personnel Specialist, Compensation Analyst, Senior Compensation Planner, Wisconsin Department of Employment Relations	**1979 - 1996**

- Conducted job analysis, classified positions, developed civil service tests, conducted wage surveys, and developed cost estimates to support collective bargaining

Educational Background

- Ph.D., University of Wisconsin-Madison, Industrial Relations Research Institute
- M.A., University of Wisconsin-Madison, Public Administration
- B.A., University of Wisconsin-Milwaukee, Philosophy

Selected Publications

- Finster, M., and Milanowski, A. (2018). Teacher Perceptions of a new performance evaluation system and their influence on practice: A within- and between-school level analysis. Education Policy Analysis Archives, 26 (4).
- Milanowski, A. (2017). Lower practice evaluation ratings for teachers of disadvantaged students: Bias or reflection of reality? AERA Open. 3:1, 1-16. Available at: http://ero.sagepub.com.
- Milanowski. A. (2012). Illinois Mathematics and Science Academe CADRE Teacher Evaluation Process. In Edward Crowe and Rena F. Subotnik (eds.) Impacts of Teacher Evaluation and Professional Development on Student Outcomes. A volume in the series Levers of Change: Bridging Policy and Practice through Multiple Analyses of Case Studies. Charlotte ND: Information Age Press.
- Heneman, H.G. III, and Milanowski, A. (2011). Assessing human resource practices alignment: A case study. Human Resource Management. 50:1, 45-64.
- Milanowski, A.T., and Kimball, S. (2010). The Principal as Human Capital Manager: Lessons from the Private Sector. In Rachel Curtis and Judy Wurtzel (eds.) Teaching Talent: A Visionary Framework for Human Capital in Education. Cambridge, MA: Harvard Education Press.
- Milanowski, A.T., Longwell-Grice, H., Saffold, F., Jones, J., Schomisch, K., and Odden, A. (2009). Recruiting new teachers to urban school districts: what incentives will work? International Journal of Educational Policy and Leadership,4:8. Available at: http://journals.sfu.ca/ijepl/index.php/ijepl
- Kimball, S. M., and Milanowski, A.T. (2009). Assessing the Promise of Standards-Based Performance Evaluation for Principals: Results from a Randomized Trial. Leadership and Policy in Schools.8:3, 233-263.

- Kimball, S. M., and Milanowski, A.T. (2009). Examining Teacher Evaluation Validity and Leadership Decision Making Within a Standards-Based Evaluation System. Educational Administration Quarterly, 45:1, 34-70.
- Kimball, S. M., Heneman, H.G. III, & Milanowski, A. (2007). Performance Evaluation and Compensation for Public School Principals: Results from a National Survey. ERS Spectrum, 25:4, 11-21.
- Milanowski, A.T., (2005). Split Roles in Performance Evaluation - A Field Study Involving New Teachers. Journal of Personnel Evaluation in Education,18:3, 153-169.
- Milanowski, A.T. (2004). The relationship between teacher performance evaluation scores and student achievement: Evidence from Cincinnati. Peabody Journal of Education, 79:4, 33-53.
- Kimball, S.M., White, B., Milanowski, A.T., and Borman, G. (2004). Examining the relationship between teacher evaluation and student assessment results in Washoe County. Peabody Journal of Education, 79:4,54-78.
- Heneman, H.G. III, and Milanowski, A.T. (2004) Alignment of human resource practices and teacher performance competency. Peabody Journal of Education, 79:4, 108-125.
- Heneman, H.G. III, and Milanowski, A.T. (2003). Continuing assessment of teacher reactions to a standards-based teacher evaluation system. Journal of Personnel Evaluation in Education, 17:3, 171-195.
- Milanowski, A.T., and Heneman, H.G. III. (2001). Assessment of teacher reactions to a standards-based teacher evaluation system: A pilot study. Journal of Personnel Evaluation in Education, 15:3, 193-212.

Recent Conference Presentations

- Finster, M., Milanowski, A., Rui, N, and Schaefer, V. Examining productivity in rural education. Paper presented at the Association for Public Policy Analysis and Management Fall Research Conference, November 10, 2018.
- Finster, M., and Milanowski, A. Educator perceptions of new performance evaluation systems and their influence on practice: Agreement at the school level. Paper presented at the 42nd annual meeting of the Association for Education Finance and Policy, Washington, DC, March 16, 2017.
- Renfro, L., Pepper, M, Stuit, D., and Milanowski, A. Peer evaluation for teachers in Maricopa County, Arizona. Paper presented at the 2016 Annual Meeting of the American Educational Research Association, Symposium Session: Peer Evaluation of Teachers – Evidence from Teacher Incentive Fund Districts. Washington, DC April 11, 2016.
- Milanowski, A. Lower practice ratings for teachers of disadvantaged students: Bias or reflection of reality? Paper presented at the 2016 meeting of the Association for Education Finance and Policy, Denver, CO, March 17, 2016.
- Milanowski, A.T., and Kimball, S.M. The Relationship between Standards-Based Principal Performance Evaluation Ratings and School Value-Added: Evidence from Two Districts. Paper presented at the 2012 meeting of the Association for Education Finance and Policy, Boston, MA, March 17, 2012.
- Milanowski, A.T. Validity Research on Teacher Evaluation Systems Based on the Framework for Teaching. Paper presented at the 2011 Annual Meeting of the American Educational Research Association, New Orleans, LA, April 10, 2011.

- Milanowski, A.T., Heneman, H.G. III., & Kimball, S. M. Teaching Assessment for Teacher Human Capital Management: Learning From the Current State of the Art. Paper presented at 2010 Annual Meeting of the American Educational Research Association, Denver, CO, May 3, 2010.
- Kimball, S.M., Milanowski, A.T.,& Heneman, H.G. III. Principal as Human Capital Manager: Evidence from Two Large Districts. Paper presented at 2010 Annual Meeting of the American Educational Finance Association, Richmond, VA, March 20, 2010.
- Heneman, H.G. III, and Milanowski, A.T. Assessing Human Resource Practices Alignment: Development and Evaluation of a Process. Paper presented at the 2008 Academy of Management Annual Meeting, Anaheim, CA. August 11, 2008.
- Milanowski, A.T., Longwell-Grice, H., Saffold, F., Jones, J., Odden, A. and Schomisch, K. Recruiting New Teachers to Urban School Districts: What Incentives Will Work? Paper presented at 2008 Annual Meeting of the American Educational Research Association, New York, NY, March 25, 2008.

Other Publications and Reports Related to Educator Human Capital Management

- Milanowski, A., and Heneman, H.G. III. (2017). Tools for Human Capital Management Alignment: Examples from Three TIF Grantees. Prepared for the U.S. Department of Education Teacher Incentive Fund. http://www.tifcommunity.org
- Milanowski, A., Heneman, H.G. III, and Carl, B. (2017) Introduction to Human Capital Management System Dashboards. Prepared for the U.S. Department of Education Teacher Incentive Fund. http://www.tifcommunity.org
- Milanowski, A., Heneman, H.G. III, and Finster, M. (2015). Peer Evaluation of Teachers in Maricopa County's Teacher Incentive Fund Program. Paper prepared for the U.S. Department of Education Teacher Incentive Fund.
- Milanowski, A. (2014). Aligning the human capital management system to support STEM master teachers. Paper prepared for the U.S. Department of Education Teacher Incentive Fund.
- Milanowski, A., and Miller, J. (2014). Using career ladders to support STEM master teachers. Paper prepared for the U.S. Department of Education Teacher Incentive Fund.
- Milanowski, A.T., Heneman, H. G. III, and Graham, M. (2012). Institutionalizing Performance-based Compensation by Revising the Salary Schedule: Introductory Overview and Design Principles for Revising the Single Salary Schedule. Paper prepared for the U.S. Department of Education, Teacher Incentive Fund.
- Graham, M., Milanowski, A., & Miller, J. (2012). Measuring and Promoting Inter-rater Agreement of Teacher and Principal Performance Ratings. Paper prepared for the Center on Educator Compensation Reform. http://cecr.ed.gov/pdfs/Inter_Rater.pdf
- Milanowski, A. (2011). Strategic Measures of Teacher Performance. Phi Delta Kappan, 92(7), 19-25.
- Garet, M. S., Ludwig, M., Yoon, K., Wayne, A., Birman, B, and Milanowski, A. (2010)
- Making Professional Development More Strategic: A Conceptual Model for District Decisionmakers. Washington, DC: American Institutes for Research.
- Meyer, R., Milanowski, A.T., & Kimball, S.M. (2010). Initial Report on Evaluation of Milwaukee Public Schools' New Teacher Mentoring. Madison, WI: Wisconsin Center for Education Research.

- Milanowski, A.T. (2009). A Study of the Instructional Practices Inventory and the Use of Walk-Through Indicators of Instruction in the Milwaukee Public Schools IRIS Project Report. Available at:http://mpsportal.milwaukee.k12.wi.us/portal/server.pt/comm/research_and_evaluation/340/research_reports/41172

Recent Presentations Related to Educator Human Capital Management

- Beginning with the End in Mind: Comprehensive Sustainability Planning. 2018 Teacher Quality Programs Summit, June 13, 2018. Washingon DC (with Peter Witham)
- The New Paradigm in Teacher Evaluation. National Rural Education Association Annual Meeting, October 18, 2015, St Louis, Missouri
- Career Ladders, the Second Time Around. Tying Teacher Compensation to a Career Ladder: The Baltimore Experience. EdWeek Webinar, November 14, 2014.
- Recent Trends in Educator Evaluation Research: Implications for Evaluation Policy & Practice. Regional Education Laboratory Midwest Making Connections: Pathways and Supports for College Readiness Conference, Bloomington, IN, June 14, 2014.
- The New Paradigm for Teacher Evaluation: What Are the Implications for Improving Practice? American Association of School Administrators National Conference on Education, February 22, 2013, Los Angeles, CA.
- Helping Teachers Become More Effective While Simultaneously Measuring Teacher Effectiveness. Panel Presentation at the Council of Chief State School Officers National Conference on Student assessment, Orlando, FL June 22, 2011.

Other Related Experience

- Technical Working Group member, National Evaluation of Teacher Incentive Fund. Study conducted by Mathematica Policy Research, Washington DC; 2010, 2013, 2014, 2015.
- District of Columbia IMPACT Technical Advisory Board. Study conducted by Mathematica Policy Research, Washington DC; 2011.
- Technical Working Group member, Lessons from Promising Teacher Evaluation Systems in the U.S. and Abroad. Study funded by U.S. Department of Education, conducted by Policy Studies Associates, Washington DC; 2010-2011.
- Technical Working Group member, Moving High Performing Teachers to Low Performing Schools. Study funded by U.S. Department of Education, conducted by Mathematica Policy Research, Washington DC; 2007-2008, 2011.
- Research Proposal Review Panel Member, Education Systems and Broad Reform, U.S. Dept. of Education, Institute for Education Sciences, October 2008 & October 2009.
- Assessment Consultant, Wisconsin's Grass Roots Teacher Quality Assessment Project, 2008-2010.
- Editorial Board Member, Journal of Personnel Evaluation in Education, 2005-2007

SARA MOULTON, PH.D. (COMP CENTER)

Sara Moulton, Ph.D.	
Experience Summary	
Sara Moulton, Ph.D. has worked as a Research Associate at the Center for Applied Research and Educational Improvement (CAREI) since 2018. Prior to joining CAREI, she worked as a Program Evaluation Specialist at Canyons School District in Utah. She also completed a post-doctoral research fellowship at the Institute for School Reform at the University of South Florida working with the Professional Learning, Research, and Evaluation team. Dr. Moulton's expertise is in educational inquiry, measurement, and evaluation. Her work involves development and validation of measurement tools used to evaluate various educational outcomes. More specifically, her contributions to numerous research and evaluation studies have focused on scale construction and development, item response theory (IRT) modeling, academic and behavior screening in schools, early warning systems, and implementation and evaluation of multi-tiered systems of support (MTSS).	
Employment History	
Research Associate, Center for Applied Research and Educational Improvement (CAREI), St. Paul, MN	**2018- Present**
▪ Provide data analytics support for CAREI statewide services for K-12 school districts in Minnesota ▪ Assist in developing, validating, and improving tools to measure key educational outcomes ▪ Assist with technical assistance and training for CAREI partner school districts and stakeholders	
Program Evaluation Specialist, Canyons School District, Sandy, UT	**2018-2019**
▪ Planned and carried out program evaluation projects for a large school district ▪ Collected and analyzed district-wide data to assist others in data-based problem-solving ▪ Developed and implemented long-term evaluation plan for improving and sustaining school board goals	
Post-Doctoral Research Fellow, Institute for School Reform, University of South Florida, Tampa, FL	**2017-2018**
▪ Participated on the Professional Learning, Research, and Evaluation team of the Florida Problem Solving/Response to Intervention Project (PS/RtI) ▪ Evaluated the psychometric properties of currently used scales and help develop new tools to measure educational outcomes ▪ Maintained accountability to Florida Department of Education grant funding standards ▪ Helped coordinate and evaluate the work performed by graduate research assistants ▪ Assisted faculty and project staff in writing and submission of IRB proposals, journal articles, and other reports as instructed	

Research Assistant & Adjunct Research Faculty, Counseling Psychology and Special Education Department, Brigham Young University, Provo, UT	**2014-2017**

- Consulted with faculty members in the department on research projects including research design, data collection and analyses, presentations, and reporting
- Participated in two Multi-Tiered System of Supports teams on implementing a state-led implementation initiative and a university-led implementation initiative
- Instructed faculty members in Counseling and Psychological Services at the university on advanced data analysis procedures (i.e., multilevel modeling and structural equation modeling)
- Assisted faculty in writing and submission of IRB proposals, journal articles, and other reports as instructed
- Participated on the Multi-Tiered System of Supports (MTSS) research team to help implement School-wide Positive Behavior Support (SWPBS) initiatives in a rural school district. Helped synthesize current research on school climate interventions. Worked on research study identifying critical incidents in successful PBS implementation.

Research Intern, Utah State Office of Education, Salt Lake City, UT	**2015**

- Worked on a research project relating to an analysis of special education students' educational needs and standardized testing in the state of Utah.
- Conducted data analysis that included confidential student educational information and wrote proprietary research report related to the analysis

Educational Background

- Ph.D., Educational Inquiry, Measurement & Evaluation, Teaching and Learning Emphasis. Brigham Young University, Provo, UT
- M.S., Instructional Psychology & Technology, Evaluation Emphasis, Brigham Young University, Provo, UT
- Graduate Certificate, Teaching English to Speakers of Other Languages (TESOL), Brigham Young University, Provo, UT
- B.S., Psychology, Brigham Young University, Provo, UT, Summa Cum Laude

Membership in Professional Organizations

- American Evaluation Association
- American Educational Research Association
- International School Psychology Association
- Association for Positive Behavior Support

Relevant Publications

- Gibbons, K., LaVelle, K., & **Moulton, S.** (2019). *Evaluation of General Education, ADSIS, and Special Education Services in the St. Croix River Education District.* Center for Applied Research and Educational Improvement, College of Education and Human Development, University of Minnesota.

- **Moulton, S. E.**, Humm Brundage, A., Castillo, J.M., & Batsche, G. M. (2018). *The Florida problem solving/response to intervention project 2017-2018 evaluation report*. University of South Florida, Tampa, FL.

- **Moulton, S. E.**, Young, E. L., & Sudweeks, R. R. (2018). Examination of the psychometric properties of the SRSS-IE with the nominal response model within a middle school sample. *Assessment for Effective Intervention,* 1-14.

- Castillo, J. M., Wolgemuth, J. R., Ginns, D. S., Latimer, J., Scheel, N., McKenna, M., March, A. L., **Moulton, S.**, Wang, J., Thoman, S., Jenkins, A., Henson, K., & Ferron, J. M. (In press). Protocol for the systematic review of research on professional learning to promote implementation of a public health model of education. *British Medical Journal*.

- **Moulton, S. E.**, von der Embse, N. P., Kilgus, S. P., & Drymond, M. (Under review). *Building a better behavior progress monitoring tool using maximally efficient items.*

- Charlton, C. T., Sabey, C. V., Young, E. L., & **Moulton, S. E.** (Under review). *Applying an implementation science lens to critical incidents in the broad implementation of a multi-tiered system of supports (MTSS).*

- Charlton, C. T., **Moulton, S. E.**, Sabey, C. V., & West, R. P. (Under review). *A review of the effects of school-wide intervention programs on student and faculty perceptions of school climate.*

KATIE PEKEL, ED.D (COMP CENTER)

Katie Pekel, Ed.D	
Experience Summary	
Katie Pekel, Ed.D is a Principal in Residence in the College of Education and Human Development at the University of Minnesota. She leads the Minnesota Principals Academy, an PK-12 executive program and co-coordinates the Executive Ph.D cohort for educational leaders in the college. She is currently working with Dr. Muhammad Kahlifa on the development of a Culturally Responsive School Leadership professional development initiative that will debut in 2018. Dr. Pekel has also worked with the University's College Readiness Consortium guiding school and has worked with principals and leadership teams from over 150 schools across the state on their implementation of Ramp-Up to Readiness™, a school-wide college readiness program for students in grades 6-12. She has coordinated two federal research studies through American Institutes of Research studying Ramp-Up to Readiness™ in approximately 75 schools. Dr. Pekel has served at all levels of K-12 education first as a high school English teacher, as an elementary principal and most recently as a middle school principal for six years in Austin, MN.	
Employment History	
Principal in Residence, University of Minnesota	**2012 - Present**
▪ Coordinate efforts across the university to improve outcomes for PK-12 students and close the achievement gap by improving elementary and secondary school leadership in schools. ▪ Director of the Minnesota Principals Academy – 2013-Present ▪ Educational Policy Leadership Program Coordinator – 2015-Present ▪ Cultural Responsive School Leadership Academy – 2018-Present ▪ District Leadership Academy – 2018 – Present ▪ Teaching/Advising – 2018-Present ▪ Ramp-Up to Readiness™ - 2012-2015	
Principal, Ellis Middle School, Austin, Minnesota	**2006-2012**
▪ Served as instructional leader for a diverse middle school of 1000 6th-8th grade students and 95 staff that embraced the mission of preparing all students for success in postsecondary education.	
Principal, Banfield Elementary School, Austin, Minnesota	**2005-2006**
▪ Served as instructional leader for an elementary school of 400 1st-5th grade students and 45 staff before being transferred to serve as principal at a middle school.	
English Teacher, Owatonna High School, Owatonna, Minnesota	**1998-2005**
▪ Taught English, college composition, speech and yearbook to 9th-12th grade students and implemented a building-wide peer tutoring program in all academic areas.	
Educational Background	
▪ EdD in Education, K-12 Principal License, University of Minnesota, Twin-Cities	

- MS in Educational Leadership, Southwest State University, Minnesota
- BA in English Education, University of Minnesota, Duluth

Technical Assistance

- Presentations, consulting, technical assistance on grading reform and promoting college and career to school districts in communities across Minnesota, including Saint Paul, Hayfield, Pierz, Saint Cloud, Columbia Heights, South Washington County, Lewiston, LeSuer, Inver Grove Heights, Becker, Forest Lake, St. Francis, and Thief River Falls.

Membership in Professional Organizations

- Minnesota Association of Secondary School Principals
- Minnesota Association of Secondary School Principals
- Association for Supervision and Curriculum Development
- Minnesota Elementary School Principals Association
- Minnesota Association of School Administrators
- University Council for Educational Administration

Presentations

- Minnesota Principals Academy: Creating Great Schools by Supporting Great Leaders, 2015
  Grading for Learning: A Middle School Reform of Grading
- Bethel University Doctoral Cohorts, 2013, 2014, 2015
  College and Career Readiness in the 21st Century
- Minnesota Rural Education Association Conference, 2014
  Preparing Students for Postsecondary Education
- Minnesota Association of Secondary Principals Winter Conference, 2013
  College and Career Readiness in the 21st Century
- Minnesota School Board Association Conference, 2013
  College and Career Readiness in the 21st Century
- Minnesota Middle School Association Winter Conference, 2012
  College and Career Readiness in the 21st Century
- MN Assoc. of School Administrators/MN Assoc. of Special Education Spring Conference
  Grading for Learning: A Teacher-Led Initiative for Grading Reform, 2012
- Minnesota Middle School Association Winter Conference, 2011
  Focusing Middle School Students on College Readiness
- Minnesota Association, School Administrators Curriculum Directors Fall Conference, 2010
  Grading for Learning: A Teacher-Led Initiative for Grading Reform

JED T. RICHARDSON, PHD (COMP CENTER)

Jed T. Richardson, Ph.D.	
Experience Summary	
Dr. Jed Richardson is Assistant Scientist with the Wisconsin Evaluation Collaborative (WEC), housed within the Wisconsin Center for Education Research (WCER) at UW-Madison. He is the Principal Investigator of multiple evaluations of state policies and district academic programs. He has studied the design of school accountability systems, basic needs insecurity among college students, and impacts of student risk factors such as placement in out of home care and contact with the juvenile justice system. Prior to joining WEC, Jed served as Acting Director and Managing Director of the Wisconsin HOPE Lab and as Associate Director and Economist at the Value Added Research Center. He received his Ph.D. in economics from the University of California, Davis.	
Employment History	
Assistant Scientist, Wisconsin Evaluation Collaborative, Wisconsin Center for Education Research, UW-Madison	**2018-Present**
▪ Principal investigator partnering with the Wisconsin Department of Public Instruction for an evaluation of major state legislation and funding intended to reduce achievement gaps in grades K-3. ▪ Principal investigator partnering with the Madison Metropolitan School District for a multi-year evaluation of middle and high school AVID/TOPS, a program designed to reduce achievement gaps in postsecondary achievement. ▪ Principal investigator partnering with College Possible for an evaluation of the organization's Milwaukee-based that aims to increase college success for students in the Milwaukee Public Schools. ▪ Quantitative methodologist for an evaluation of Every Child Thrives, a community-based initiative to improve health and education outcomes of students in two rural Wisconsin counties. ▪ Quantitative methodologist for an evaluation of the Northside Early Childhood Zone in Madison, WI.	
Acting Director & Managing Director, Wisconsin HOPE Lab, UW-Madison	**2015-18**
▪ Principal investigator at UW-Madison for multi-year, multi-site study of the impact of financial aid on completion and retention in STEM majors for low-income students. ▪ Principal investigator at UW-Madison for multi-year study of the impact of text message nudges on college retention and completion. ▪ Principal investor for Kresge Foundation funded study of food and housing insecurity among college students. ▪ Principal investigator partnering with the Madison Metropolitan School District for a multi-year evaluation of middle and high school AVID/TOPS, a program designed to reduce achievement gaps in postsecondary achievement. ▪ Principal investigator partnering with College Possible for an evaluation of the organization's Milwaukee-based that aims to increase college success for students in the Milwaukee Public Schools. ▪ Oversaw all Lab research efforts, including research methodology alignment, for dozens of studies of college affordability, access, and completion.	

- Responsible for hiring, supervising, mentoring, and developing 20+ staff, including full-time staff, graduate and undergraduate students.

Associate Director & Economist, Value-Added Research Center, UW-Madison	2011-15

- Co-PI for the study "Educational Well-Being of Children in Assisted Housing Programs" with Actionable Intelligence for Social Policy at the University of Pennsylvania. The study examined the educational outcomes of Milwaukee Public Schools students living in federal assisted housing.
- Led project for New York City Teacher Data Initiative evaluating NYC teachers and schools.
- Led Milwaukee Integrated Data and Evaluation Action System (IDEAS) project to link child welfare data from multiple state, county and city agencies for research purposes.
- Provided content expertise to district and state policy makers as part of the Teacher Incentive Fund (TIF) grant.
- Directed large staff of statisticians, policy analysts and other researchers on national, state and district initiatives including growth measures, educator evaluation systems, policy evaluations, and multi-agency data initiatives.
- Oversaw hiring and training of all statisticians, project managers, programmer analysts, administrative staff, and graduate students.

Educational Background

- PhD, University of California, Davis, Economics, 2011
- MA, University of California, Davis, Economics, 2007
- BA, University of Minnesota, Twin Cities, Economics and English, 1999

Membership in Professional Organizations

- American Economic Association
- American Educational Research Association

Relevant Publications

- Richardson, J., Sim, G., & Chapa, B. (2019). *AVID/TOPS 2017-2018 District Findings: Annual Report*. Wisconsin Evaluation Collaborative.
- Richardson, J. (2018). *How Community Colleges Can Act to Support Students Facing Hunger and Homelessness*. ACCT Now.
- Goldrick-Rab, S., Richardson, J., Schneider, J., Hernandez, A., & Cady, C. (2018). *Still Hungry and Homeless in College*. Wisconsin HOPE Lab.
- Goldrick-Rab, S. Richardson, J., & Schneider, J. (2018). *Basic Needs Insecurity in Massachusetts Public Colleges and Universities*. Wisconsin HOPE Lab.
- Richardson, J., Sim, G., Gleckner, J., & Bowman, A. (2018). *AVID Middle School 2016-17 District Findings: Final Report*. Wisconsin HOPE Lab.
- Richardson, J., Vadas, J., & Marlin, D. (2018). *Evaluation of College Possible Milwaukee*. Wisconsin HOPE Lab.
- Goldrick-Rab, S., Richardson, J., & Hernandez, A. (2017). *Hungry and Homeless in College: Results from a National Study of Basic Needs Insecurity in Higher Education*. Wisconsin HOPE Lab.
- Goldrick-Rab, S., Richardson, J., & Kinsley, P. (2017). *Guide to Assessing Basic Needs Insecurity in Higher Education*. Wisconsin HOPE Lab.
- Kinsley, P., Hawkins, J., & Richardson, J. (2017). *AVID Middle School 2015-16 District Findings: Final Report*. Wisconsin HOPE Lab.

- Richardson, J. "Accountability Incentives and Academic Achievement: Distributional Impacts of Accountability When Standards Are Set Low." (2015). *Economics of Education Review*, vol. 44, 1-16.
- Carl, B., Richardson, J.T., Cheng, E., Kim, H, & Meyer, R.H. (2013). Theory/Application of Early Warning Systems for High School and Beyond. *Journal of Education for Students Placed At Risk* 18(1), 29-49.
- Richardson, J., & Sim, G. (2014). *The Educational Outcomes of Children in the Juvenile Justice System*. Milwaukee Public Schools and the Milwaukee County District Attorney.
- Meyer, R., & Richardson, J. (2013). *The Educational Outcomes of Children in Out of Home Care*. Milwaukee Public Schools and the Wisconsin Department of Children and Families.
- Christian, M., Milanowski, A., & Richardson, J. (2013). *An Introduction to Combining Multiple Measures of Performance*. Teacher Incentive Fund.

PETER WITHAM, ED.D, PMP

Peter Witham, Ed.D, PMP	
Experience Summary	
Peter is an experienced subject matter expert and technical assistance leader with over 16 years of experience in education. As Director of Technical Assistance at Education Analytics (EA) Peter collaborates with over 200 LEAs, SEAs, and other educational organizations in the design, implementation, and program evaluation of improvement initiatives (particularly in human capital management). Previously, Peter directed UW Madison's Teacher Incentive Fund (TIF) Technical Assistance and Center for Educator Compensation Reform (CECR) initiatives. Peter has extensive experience collaborating with the Department of Education and national experts in providing intensive support, including the development of tools and resources, throughout the grant life cycle with an emphasis on sustainability. Peter's experience in supporting educational organizations and stakeholders, spanning from leading large-scale TA and research programs to teaching 4th-7th grades provides a research, policy, and practitioner perspective and understanding of education initiative challenges and solutions.	
Employment History:	
Director of Technical Assistance, Education Analytics	**2016 - Present**
Collaborate with EA leadership and staff in the strategic design and delivery of TA solutions which advance organizational goals of improving educational systems and student outcomes. ▪ Human Capital TA: Collaborates with SEAs and LEAs in the design, implementation, and continuous improvement of research-based human capital programs and policies. ▪ Human Capital Products and Services: Collaborates with EA leadership and program staff in the design, development, implementation, and evaluation of products and services. ▪ Program Evaluation: Collaborates with SEAs and LEAs in the design, implementation, and continuous improvement of program evaluations	
Director of Policy Design and Consulting Services, Education Analytics	**2014 - 2016**
Directs education projects to meet project goals and objectives including the review of all project deliverables to maintain high quality. ▪ EA Project Director, Teacher Preparation Experiences and Early Educator Effectiveness (IES). Collaborated on study exploring the relationship between teacher preparation experiences (*as measured through survey*) and educator effectiveness (*as measured by student growth*). Successfully led recruitment activities to over 120 SEAs and LEAs, including management of recruitment materials, site interactions, and task tracking. ▪ Project Director, Houston Independent School (HISD) Reliability Metrics: Directed the examination of the HISD teacher performance Appraisal System. Led team of researchers in: examining statistical characteristics of performance appraisal ratings, training district research staff to conduct analyses, developing actionable findings to support improvement. ▪ Project Director, National Institute for Excellence in Teaching SLO: Led team responsible for developing SLO system based upon teacher developed and valid and reliable assessments for 3 consortia of schools in MN, IA, and TN.	
Researcher and Project Manager, University of Wisconsin (UW)	**2009 - 2014**

Peter Witham, Ed.D, PMP

Directed education projects with a focus on educator effectiveness and TA delivery to schools, districts, states, and organizations.

- UW Director of TA and Content, TIF. Directed all UW TA and content dissemination tasks to support ED and TIF 1-4 grantees. Lead TA provider for over 50 grantees. Collaborated with partners to develop and refine ongoing needs and risk assessment strategies. Provided specialized TA and delivered presentations at annual meetings to grantees and ED staff on human capital management, student growth, program evaluation, performance-based compensation, evaluation systems, project management, and stakeholder engagement.
- UW Director of Content Development, Center for Educator Compensation Reform. Established the center in collaboration with partners and ED. Manager and key contributor of content development for Cohorts 1-3. Content included policy and content briefs, white papers, and presentations. Co-authored content in areas including: program evaluation, project management, communications and stakeholder engagement, and data management.
- Researcher in Milwaukee Public Schools: Contributed to a range of research projects in Milwaukee Public School in the areas of data-based reform and educator effectiveness.

Researcher, Vanderbilt University	**2007 - 2009**

- Vanderbilt Project Manager, Center for Educator Compensation Reform Ensured deliverables on time, on budget, and high quality. TA Lead for more than 10 Cohort 1-2 grantees. Developed content on the topics of stakeholder communication and engagement, performance-based compensation, and growth in non-tested grades and subjects.

Elementary School Teacher, Nashville Tennessee	**2003 - 2007**

- Designed and implemented curriculum and differentiated assessments across grade levels (4-7) and subjects consistent with state standards.

Educational Background

- Ed.D. Vanderbilt University, Peabody College
- M.T.S., Vanderbilt University
- B.A., Pepperdine University
- PMP Certified

Relevant Publications

- **Witham**, McKithen, Scott. The Role of Program Evaluation on TIF communication strategies, The Center for Educator Compensation Reform, 2012.
- **Witham**, Milanowski, Schuermann, Kimball, and Pietryka Harvesting Lessons on Educator Incentive Plan Design From Technical Assistance Provided to Teacher Incentive Fund Grants, The Center for Educator Compensation Reform, 2011.
- **Witham**, Milanowski, Kimball, Jones, Thorn. *Evaluations of Teacher Incentive Fund Projects.* CECR Guidebook For Implementation, 2011
- Milanowksi, **Witham**, Kimball, Schuermann. *Lessons Learned from CECR Technical Assistance*, 2010. AEFA
- Milanowski, **Witham**, Schuermann, Kimball. *Principal Evaluation and Performance Compensation*. CECR Guidebook for Implementation, 2008.

JENNIE AKERSTROM ZUMBUSCH (COMP CENTER)

Jennie Akerstrom Zumbusch	
Experience Summary	
Jennie Akerstrom Zumbusch is an experienced education policy expert with over 10 years of culturally responsive education program evaluation experience. Jennie joined the Center for Applied Research and Educational Improvement (CAREI) in 2019 as a research associate and is pursuing a doctoral degree in the Executive Cohort in Education Policy and Leadership at the University of Minnesota. In her most recent role as Director of Accountability and Evaluation for Minneapolis Public Schools (MPS), she oversaw evaluation, department planning, ESSA and World's Best Workforce implementation, and directed the Title I and Title II programs for a total of $27M. Prior to working at MPS, she spent 4 years conducting large scale research and evaluation for the American Institutes for Research (AIR), as well as serving as the Director of Measurement and Accountability for AchieveMpls, a non-profit partner of MPS. She is also a certified Intercultural Development Inventory (IDI) administrator.	
Employment History	
Research Associate, Center for Applied Research and Educational Improvement	**2019-present**
▪ Sleep to Enhance Educational Performance in Schools (SLEEPS) study ▪ Grant-writing ▪ Evaluator on local projects such as MTSS and concurrent enrollment ▪ Trainer. Example presentations include survey workshop at the Minnesota Evaluation Studies Institute, and Equity in a System - Culturally Responsive School Leadership at CAREI district assembly.	
Director of Accountability and Evaluation, Minneapolis Public Schools	**2015-2018**
Systems Evaluations. Oversees and directs the evaluations of the superintendent's priorities and district's major initiatives including: ▪ Multi-Tiered System of Supports ▪ The district's PreK-5 literacy curriculum and framework adoption ▪ Achievement & Integration and Equity initiatives ▪ School Climate and Social & Emotional Learning. *Program Evaluations.* Oversees and directs program evaluations including: ▪ Office of Black Male Student Achievement ▪ The Minneapolis Teacher Residency Programs ▪ Quality Compensation (Q Comp) ▪ School Resource Officers. *Compliance Accountability.* Oversee applications, budgets, and compliance. ▪ Title I ($23 million) and Title II ($4 million) programs. ▪ Oversees compliance for the Office for Civil Rights Agreement. *Strategic Accountability.* Operationalizes the district's strategic plan (Acceleration 2020). ▪ Works with departments for department planning, goal setting, and continuous improvement. ▪ Staff liaison for the Workforce 2020 parent advisory committee.	

- Oversaw district's World's Best Workforce program and accountability.
- District co-lead for ESSA implementation.

Other Department Functions

- Leads district Youth Participatory Evaluation Project in every middle and high school.
- Develops pilot for Parent Participatory Evaluation Project on Social and Emotional Learning.
- Oversees community partnership evaluation and capacity-building work.
- Oversees the outside research process with universities and research entities.
- Oversees district-wide surveys.

Director of Measurement and Accountability, AchieveMpls	**2012-2015**

- Member of the organization's senior leadership team.
- Directed all data, evaluation, and accountability work at AchieveMpls.
- Co-directed the Career and College Center program.
- Coordinated the external evaluation of STEP-UP for the Social Innovation Fund grant.
- Evaluated all AchieveMpls programs for program improvement and reporting.
- Established a data culture and built capacity to use data to make programmatic decisions.
- Aligned work with partners such as Minneapolis Public Schools, the City of Minneapolis, and Generation Next.

Research Associate, American Institutes for Research & Learning Point Associates (the organizations merged)	**2008-2012**

- Led evaluation projects including producing the evaluation plans, data collection, analysis, and reporting.
- Local lead on the Path to Reading Excellence in School Site (PRESS) evaluation project in partnership with MPS, CEHD at the University of Minnesota, and Target.
- Major projects include: Hawaii Race to the Top evaluation; Denver Teacher Residency Evaluation; Jefferson County, Colorado Strategic Compensation Evaluation; University of Denver STEP Professional Development Evaluation; National Educator Quality Center databases for teacher and principal evaluation systems.
- Lead face-to-face client interactions.
- Analyzed complex qualitative and quantitative data, with an expertise in qualitative data.
- Wrote evaluation reports, both as the lead author, and as co-author with the evaluation team.

Educational Background

- Pursuing a PhD, Executive Cohort Program in Education Leadership and Policy, University of Minnesota
- Masters of Public Policy, Harris School of Public Policy, University of Chicago
- Bachelor's of Arts, Department of Psychology, Macalester College

Government Service

- AmeriCorps Member, 2006-2007

Membership in Professional Organizations
▪ Board Member, Minnesota Association of Administrators of State & Federal Education Programs (MAASFEP) ▪ American Evaluation Association ▪ American Educational Research Association
Relevant Publications
▪ Walker, M., Yeager, C., & Zumbusch, J. (2018). *Transforming Belief Systems in Minneapolis.* Voices in Urban Education, The Annenberg Institute for School Reform, no. 48 ▪ AchieveMpls STEP-UP Social Innovation Fund Evaluation, internal evaluator, available at https://www.nationalservice.gov/impact-our-nation/evidence-exchange/achievempls-step ▪ Jefferson County Strategic Compensation Evaluation, available at https://www.air.org/project/jefferson-county-strategic-compensation-evaluation ▪ Denver Teacher Residency Evaluation, available at https://www.air.org/project/denver-teacher-residency-program ▪ Hawaii Race to the Top Evaluation, available at https://www.air.org/project/hawaii-race-top-evaluation ▪ Hallberg, K., Dril, K., Brown-Simms, M., Sveikauskaite, A., & Akerstrom, J. (2009). *Educational Service Agency Accountability and Accreditation: Is a National System Needed?* Association of Educational Service Agencies. ▪ Behrstock, E., & Akerstrom, J. (2008). *Performance Pay in Houston.* Center for Educator Compensation Reform. ▪ Akerstrom, J., Gibbs, C., Naftzger, N, Vinson, M., et al (2009). *Texas 21st Century Community Learning Centers Evaluation.* Center for Research in Educational Policy, available at https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147490613&libID=2147490610

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** WMCC_Budget_Narrative1035079156.pdf

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Wisconsin-Minnesota Comprehensive Center (WMCC) for Region 10

Budget Narrative Summary (10/1/2019-9/30/2024)

PERSONNEL (TOTAL $1,596,824)
All persons who work regularly for the Wisconsin Center for Education Research are placed on the University of Wisconsin–Madison payroll in accordance with established university procedures. Titles and stipends are regulated and approved by center management, the dean of the School of Education, Madison campus, and University Central Administration. Merit increments are calculated each year at 3% effective fall semester for professorial staff and 3% effective July 1st for professional staff and graduate assistants.

Steven Kimball, Associate Scientist, PI *(Base Salary $111,991: 20% FTE annually)*
Dr. Kimball will provide oversight of WMCC, lead the cross-partner Leadership Team, collaborate with the project Co-Directors in design and delivery of the annual Service Plan, and provide intensive capacity building supports to state, regional, and local education stakeholders. *Budget Request:* Yr. 1 $22,398, Yr. 2 $23,070, Yr. 3 $23,762, Yr. 4 $24,475, Yr. 5 $25,209

Anthony Chambers, Outreach Program Manager *(Base Salary $90,000: 15% FTE annually)*
Dr. Chambers will lead the Knowledge Mobilization component within the Service Plan, which is the main mechanism within the grant for making evidence-based practices available to educators to help address problems of practice, particularly those aimed at addressing issues of equity. *Budget Request:* Yr. 1 $13,500, Yr. 2 $13,905, Yr. 3 $14,322, Yr. 4 $14,752, Yr. 5 $15,194

Alisia Moutry, Project Co-Director *(Base Salary $120,000: 50% FTE annually)* Dr. Moutry will serve as a member of the project Leadership Team and oversee the strategic direction of Wisconsin-based work, including serving as a primary point of contact with the US Department of Education along with Dr. Kim Gibbons (Co-Director). Dr Moutry will collaborate with Dr. Gibbons and Dr. Kimball (PI) in design and delivery of the annual WDPI Service Plan, provide intensive capacity building supports, and review stakeholder feedback and program evaluation results to inform continuous improvement of WMCC. She will collaborate with the Dr. Gibbons on cross-state components of the Service Plan. Dr. Moutry is also an expert on building capacity focused on equity among school leaders, and will provide technical assistance support in this area. *Budget Request:* Yr. 1 $60,000, Yr. 2 $61,800, Yr. 3 63,654, Yr. 4, $65,564, Yr. 5 $67,531

Bradley Carl, Assistant Scientist, Senior Personnel *(Base Salary $110,165: 20% FTE annually)* Dr. Carl will serve as a member of the Intensive Support Team and will provide intensive capacity building supports to WDPI and MDE related to high-leverage problems such as the educator pipeline and educator labor markets (ensuring adequate supply of effective teachers and school leaders), issues in rural education, building capacity within WDPI to conduct high-quality program evaluations, and helping WDPI develop tools to collect data to inform continuous improvement efforts. *Budget Request:* Yr. 1 $22,033, Yr. 2 $22,694, Yr. 3 $23,375, Yr. 4 $24,076, Yr. 5 $ $24,798

Annalee Good, Assistant Scientist, Senior Personnel *(Base Salary $92,887: 20% FTE annually)* Dr. Good will provide capacity building support to WDPI and MDE in the areas of continuous improvement, culturally responsive evaluation, and identification of evidence-based practices through Knowledge Mobilization. *Budget Request:* Yr. 1 $18,577, Yr. 2 $19,135, Yr. 3 $19,709, Yr. 4 $20,300, Yr. 5 $20,909

Nicole Bowman-Farrell, Researcher, Senior Personnel *(Base Salary $80,000: 15% FTE annually)* Dr. Bowman-Farrell will provide capacity building support to WDPI and MDE around culturally responsive practices in program evaluation and (as requested) consultation around indigenous evaluation and education-related issues involving Native American students in Wisconsin and Minnesota. *Budget Request:* Yr. 1 $12,000, Yr. 2 $12,360, Yr. 3 $12,731, Yr. 4 $13,113, Yr. 5 $13,506

Jed Richardson, Assistant Scientist, Senior Personnel *(Base Salary $107,100: 10% FTE annually)* Dr. Richardson will collaborate with Dr. Anthony Milanowski on the Project Evaluation, including the development of surveys and analysis of qualitative and quantitative project data. In this role, Dr. Richardson will not participate in any of the capacity-building or technical assistance components of the Service Plan. *Budget Request:* Yr. 1 $10,710, Yr. 2 $11,031, Yr. 3 $11,362, Yr. 4 $11,703, Yr. 5 $12,054

Content Experts (*Base Salary $95,000; 1.5 average FTE annually)*
Support is requested for content experts to assist the project Leadership Team in providing subject-area expertise as requested by state, regional, and local education agencies in Wisconsin and Minnesota. We anticipate that subjects/topics of expertise of particular interest will include rural education policy, early childhood, English Learners, indigenous and culturally responsive evaluation, and school finance. This funding will be used to provide technical assistance support (rather than research) at the request of state education agencies, and unexpended funds will be used to address needs identified by the SEAs in the Service Plan the following year. *Budget Request:* Yr. 1 $159,410 Yr. 2 $157,539, Yr. 3 $151,481, Yr. 4 $144,295, Yr. 5 $138,786

FRINGE BENEFITS (TOTAL $574,833)
Fringe benefit rates vary by employee classification. Classifications and rates are established by the University. In recent years, fringe benefit rates have increased consistently on an annual basis and are increased slightly following June 30. All project staff will receive fringe benefits, starting at the rate of 35% in Year 1, with .5% rate increases annually. *Budget Request:* Yr. 1 $111,520, Yr. 2 $114,144, Yr. 3 $115,342, Yr. 4 $116,171, Yr. 5 $117,656

TRAVEL (TOTAL $91,809)
All reimbursements for transportation, lodging, meals, and related costs are included in this category. Travel expense reimbursements are made on the basis of actual and reasonable expenditures. Payments are governed by Wisconsin state statutes and the University of Wisconsin System travel regulations. Travel estimates are based on past Wisconsin Center for Education Research accounting experience, allowable travel expenses based on the university and state of Wisconsin travel regulations, and travel quotes from Madison travel agencies.

Domestic

Support for the following travel expenses is requested:

- Annual Professional Conference: one trip in each year for three project staff to attend a conference directly relevant to the project, such as the National Rural Education Association or the American Educational Research Association.
- Leadership Team Meetings: Quarterly meetings of the project Leadership Team will occur (two each in Minnesota and Wisconsin), with travel support requested for UW-Madison staff to attend the Minnesota gatherings.
- Project Directors' Meeting: support for two staff to attend the annual meeting of Comprehensive Center project directors.
- Local data collection/dissemination: support is requested for project staff to conduct in-state travel (no overnights) to collect data for the project evaluation and discuss/disseminate findings at state and local gatherings/conferences within Wisconsin.

Budget Request: Yr. 1 $17,709, Yr. 2 $18,525, Yr. 3 $18,525, Yr. 4 $18,525, Yr. 5 $18,525

OTHER DIRECT COSTS (TOTAL $3,367,461)

Materials and Supplies

Research Materials: A nominal amount of funding has been budgeted for research materials such as subscriptions to 1-2 professional journals. Total funds requested $1,500.
Copying Services: Funds have been budgeted for a minimal amount of copying, to prepare materials for meetings of the project leadership team. Total funds requested $1,500.
Laptops: Two laptops have been budgeted for use on the project, estimated to be in Years 1 and 4. Total funds requested $2,382.

Contractual (Sub-Awards)

University of Minnesota (Year 1 $392,000, Years 2-5 $399,000)
Education Analytics (Yr. 1 $269,987, Yr. 2 $274,965, Yr. 3 $274,811, Yr. 4 $274,935, Yr. 5 $274,901) Support is requested for our two sub awards (to the University of Minnesota and Education Analytics) to provide technical assistance and evaluation support for the project, with roles for specific staff described in the Quality of Project Personnel section. Budget justifications for each sub-award are attached.

Other

Meeting Expenses: Support is requested for meals (refreshment and lunch) for quarterly meetings of the Leadership Team. Total funds requested for meeting expenses $4,480.

Budget Request: Yr. 1 $664,674, Yr. 2 $675,461, Yr. 3 $675,307, Yr. 4 $676,622, Yr. 5 $675,397

F&A/INDIRECT COSTS (TOTAL $882,865)

The federally negotiated indirect cost rate is 38% and is effective through June 30, 2022. The rate is applied to all modified total direct costs (MTDC). The MTDC base includes all direct charges except the amount in excess of the first $25,000 of each sub-award. *Budget Request:* Yr. 1 $190,207, Yr. 2 $173,166, Yr. 3 $173,188, Yr. 4 $173,151, Yr. 5 $173,153

Wisconsin-Minnesota Comprehensive Center (WMCC) for Region 10

Budget Narrative Year 1 (10/1/2019-9/30/2020)

PERSONNEL (TOTAL $318,629)
All persons who work regularly for the Wisconsin Center for Education Research are placed on the University of Wisconsin–Madison payroll in accordance with established university procedures. Titles and stipends are regulated and approved by center management, the dean of the School of Education, Madison campus, and University Central Administration. Merit increments are calculated each year at 3% effective fall semester for professorial staff and 3% effective July 1st for professional staff and graduate assistants.

Steven Kimball, Associate Scientist, PI *(Base Salary $111,991: 20% FTE annually)*
Dr. Kimball will provide oversight of WMCC, lead the cross-partner Leadership Team, collaborate with the project Co-Directors in design and delivery of the annual Service Plan, and provide intensive capacity building supports to state, regional, and local education stakeholders. Total funds requested in Year 1 $22,398.

Anthony Chambers, Outreach Program Manager *(Base Salary $90,000: 15% annually)* Dr. Chambers will lead the Knowledge Mobilization component within the Service Plan, which is the main mechanism within the grant for making evidence-based practices available to educators to help address problems of practice, particularly those aimed at addressing issues of equity. Total funds requested in Year 1 $13,500.

Alisia Moutry, Project Co-Director *(Base Salary $120,000: 50% FTE annually)* Dr. Moutry will serve as a member of the project Leadership Team and oversee the strategic direction of Wisconsin-based work, including serving as a primary point of contact with the US Department of Education along with Dr. Kim Gibbons (Co-Director). Dr Moutry will collaborate with Dr. Gibbons and Dr. Kimball (PI) in design and delivery of the annual WDPI Service Plan, provide intensive capacity building supports, and review stakeholder feedback and program evaluation results to inform continuous improvement of WMCC. She will collaborate with the Dr. Gibbons on cross-state components of the Service Plan. Dr. Moutry is also an expert on building capacity focused on equity among school leaders, and will provide technical assistance support in this area. Total funds requested in Year 1 $60,000.

Bradley Carl, Assistant Scientist, Senior Personnel *(Base Salary $110,165: 20% FTE annually)* Dr. Carl will serve as a member of the Intensive Support Team and will provide intensive capacity building supports to WDPI and MDE related to high-leverage problems such as the educator pipeline and educator labor markets (ensuring adequate supply of effective teachers and school leaders), issues in rural education, building capacity within WDPI to conduct high-quality program evaluations, and helping WDPI develop tools to collect data to inform continuous improvement efforts. Total funds requested in Year 1 $22,033.

Annalee Good, Assistant Scientist, Senior Personnel *(Base Salary $92,887: 20% FTE annually)* Dr. Good will provide capacity building support to WDPI and MDE in the areas of

continuous improvement, culturally responsive evaluation, and identification of evidence-based practices through Knowledge Mobilization. Total funds requested in Year 1 $18,577.

Nicole Bowman-Farrell, Researcher, Senior Personnel *(Base Salary $80,000: 15% FTE annually)* Dr. Bowman-Farrell will provide capacity building support to WDPI and MDE around culturally responsive practices in program evaluation and (as requested) consultation around indigenous evaluation and education-related issues involving Native American students in Wisconsin and Minnesota. Total funds requested in Year 1 $12,000.

Jed Richardson, Assistant Scientist, Senior Personnel *(Base Salary $107,100: 10% FTE annually)* Dr. Richardson will collaborate with Dr. Anthony Milanowski on the Project Evaluation, including the development of surveys and analysis of qualitative and quantitative project data. In this role, Dr. Richardson will not participate in any of the capacity-building or technical assistance components of the Service Plan. Total funds requested in Year 1 $10,710.

Content Experts (*Base Salary $95,000; 1.5 average FTE annually)*
Support is requested for content experts to assist the project Leadership Team in providing subject-area expertise as requested by state, regional, and local education agencies in Wisconsin and Minnesota. We anticipate that subjects/topics of expertise of particular interest will include rural education policy, early childhood, English Learners, indigenous and culturally responsive evaluation, and school finance. This funding will be used to provide technical assistance support (rather than research) at the request of state education agencies, and unexpended funds will be used to address needs identified by the SEAs in the Service Plan the following year. Total funds requested in Year 1 $159,410.

FRINGE BENEFITS (TOTAL $111,520)
Fringe benefit rates vary by employee classification. Classifications and rates are established by the University. In recent years, fringe benefit rates have increased consistently on an annual basis and are increased slightly following June 30. All project staff will receive fringe benefits, starting at the rate of 35% in Year 1, with .5% rate increases annually. The fringe benefit rate in Year 1 is 35%.

TRAVEL (TOTAL $17,709)
All reimbursements for transportation, lodging, meals, and related costs are included in this category. Travel expense reimbursements are made on the basis of actual and reasonable expenditures. Payments are governed by Wisconsin state statutes and the University of Wisconsin System travel regulations. Travel estimates are based on past Wisconsin Center for Education Research accounting experience, allowable travel expenses based on the university and state of Wisconsin travel regulations, and travel quotes from Madison travel agencies.

Domestic
Support for the following travel expenses is requested:

- Annual Professional Conference: one trip in each year for three project staff to attend a conference directly relevant to the project, such as the National Rural Education Association or the American Educational Research Association.

- Leadership Team Meetings: Quarterly meetings of the project Leadership Team will occur (two each in Minnesota and Wisconsin), with travel support requested for UW-Madison staff to attend the Minnesota gatherings.
- Project Directors' Meeting: support for two staff to attend the annual meeting of Comprehensive Center project directors.
- Local data collection/dissemination: support is requested for project staff to conduct in-state travel (no overnights) to collect data for the project evaluation and discuss/disseminate findings at state and local gatherings/conferences within Wisconsin.

OTHER DIRECT COSTS (TOTAL $664,674)

Materials and Supplies
Research Materials: A nominal amount of funding has been budgeted for research materials such as subscriptions to 1-2 professional journals. Total funds requested in Year 1 $300.
Copying Services: Funds have been budgeted for a minimal amount of copying, to prepare materials for meetings of the project leadership team. Total funds requested in Year 1 $300.
Laptops: Two laptops have been budgeted for use on the project, estimated to be in Years 1 and 4. Total funds requested in Year 1 $1,191.

Contractual (Sub-Awards)
University of Minnesota (Total $392,000)
Education Analytics (Total $269,987)
Support is requested for our two sub awards (to the University of Minnesota and Education Analytics) to provide technical assistance and evaluation support for the project, with roles for specific staff described in the Quality of Project Personnel section. Budget justifications for each sub-award are attached.

Other
Meeting Expenses: Support is requested for meals (refreshment and lunch) for quarterly meetings of the Leadership Team. Total funds requested in Year 1 $896.

F&A/INDIRECT COSTS (TOTAL $190,207)
The federally negotiated indirect cost rate is 38% and is effective through June 30, 2022. The rate is applied to all modified total direct costs (MTDC). The MTDC base includes all direct charges except the amount in excess of the first $25,000 of each sub-award.

Wisconsin-Minnesota Comprehensive Center (WMCC) for Region 10

Budget Narrative Year 2 (10/1/2020-9/30/2021)

PERSONNEL (TOTAL $321,534)
All persons who work regularly for the Wisconsin Center for Education Research are placed on the University of Wisconsin–Madison payroll in accordance with established university procedures. Titles and stipends are regulated and approved by center management, the dean of the School of Education, Madison campus, and University Central Administration. Merit increments are calculated each year at 3% effective fall semester for professorial staff and 3% effective July 1st for professional staff and graduate assistants.

Steven Kimball, Associate Scientist, PI *(Base Salary $115,351: 20% FTE annually)* Dr. Kimball will provide oversight of WMCC, lead the cross-partner Leadership Team, collaborate with the project Co-Directors in design and delivery of the annual Service Plan, and provide intensive capacity building supports to state, regional, and local education stakeholders. Total funds requested in Year 2 $23,070.

Anthony Chambers, Outreach Program Manager *(Base Salary $92,700: 15% FTE annually)* Dr. Chambers will lead the Knowledge Mobilization component within the Service Plan, which is the main mechanism within the grant for making evidence-based practices available to educators to help address problems of practice, particularly those aimed at addressing issues of equity. Total funds requested in Year 2 $13,905.

Alisia Moutry, Project Co-Director *(Base Salary $123,600: 50% FTE annually)* Dr. Moutry will serve as a member of the project Leadership Team and oversee the strategic direction of Wisconsin-based work, including serving as a primary point of contact with the US Department of Education along with Dr. Kim Gibbons (Co-Director). Dr Moutry will collaborate with Dr. Gibbons and Dr. Kimball (PI) in design and delivery of the annual WDPI Service Plan, provide intensive capacity building supports, and review stakeholder feedback and program evaluation results to inform continuous improvement of WMCC. She will collaborate with the Dr. Gibbons on cross-state components of the Service Plan. Dr. Moutry is also an expert on building capacity focused on equity among school leaders, and will provide technical assistance support in this area. Total funds requested in Year 2 $61,800.

Bradley Carl, Assistant Scientist, Senior Personnel *(Base Salary $113,470: 20% FTE annually)* Dr. Carl will serve as a member of the Intensive Support Team and will provide intensive capacity building supports to WDPI and MDE related to high-leverage problems such as the educator pipeline and educator labor markets (ensuring adequate supply of effective teachers and school leaders), issues in rural education, building capacity within WDPI to conduct high-quality program evaluations, and helping WDPI develop tools to collect data to inform continuous improvement efforts. Total funds requested in Year 2 $22,694.

Annalee Good, Assistant Scientist, Senior Personnel *(Base Salary $95,674: 20% FTE annually)* Dr. Good will provide capacity building support to WDPI and MDE in the areas of

continuous improvement, culturally responsive evaluation, and identification of evidence-based practices through Knowledge Mobilization. Total funds requested in Year 2 $19,135.

Nicole Bowman-Farrell, Researcher, Senior Personnel *(Base Salary $82,400: 15% FTE annually)* Dr. Bowman-Farrell will provide capacity building support to WDPI and MDE around culturally responsive practices in program evaluation and (as requested) consultation around indigenous evaluation and education-related issues involving Native American students in Wisconsin and Minnesota. Total funds requested in Year 2 $12,360.

Jed Richardson, Assistant Scientist, Senior Personnel *(Base Salary $110,313: 10% FTE annually)* Dr. Richardson will collaborate with Dr. Anthony Milanowski on the Project Evaluation, including the development of surveys and analysis of qualitative and quantitative project data. In this role, Dr. Richardson will not participate in any of the capacity-building or technical assistance components of the Service Plan. Total funds requested in Year 2 $11,031.

Content Experts *(Base Salary $97,850: 1.5 average FTE annually)*
Support is requested for content experts to assist the project Leadership Team in providing subject-area expertise as requested by state, regional, and local education agencies in Wisconsin and Minnesota. We anticipate that subjects/topics of expertise of particular interest will include rural education policy, early childhood, English Learners, indigenous and culturally responsive evaluation, and school finance. This funding will be used to provide technical assistance support (rather than research) at the request of state education agencies, and unexpended funds will be used to address needs identified by the SEAs in the Service Plan the following year. Total funds requested in Year 2 $157,539.

FRINGE BENEFITS (TOTAL $114,144)
Fringe benefit rates vary by employee classification. Classifications and rates are established by the University. In recent years, fringe benefit rates have increased consistently on an annual basis and are increased slightly following June 30. All project staff will receive fringe benefits, starting at the rate of 35% in Year 1, with .5% rate increases annually. The fringe benefit rate in Year 2 is 35.5%.

TRAVEL (TOTAL $18,525)
All reimbursements for transportation, lodging, meals, and related costs are included in this category. Travel expense reimbursements are made on the basis of actual and reasonable expenditures. Payments are governed by Wisconsin state statutes and the University of Wisconsin System travel regulations. Travel estimates are based on past Wisconsin Center for Education Research accounting experience, allowable travel expenses based on the university and state of Wisconsin travel regulations, and travel quotes from Madison travel agencies.

Domestic
Support for the following travel expenses is requested:

- Annual Professional Conference: one trip in each year for three project staff to attend a conference directly relevant to the project, such as the National Rural Education Association or the American Educational Research Association.

- Leadership Team Meetings: quarterly meetings of the project Leadership Team will occur (two each in Minnesota and Wisconsin), with travel support requested for UW-Madison staff to attend the Minnesota gatherings.
- Project Directors' Meeting: support for two staff to attend the annual meeting of Comprehensive Center project directors.
- Local data collection/dissemination: support is requested for project staff to conduct in-state travel (no overnights) to collect data for the project evaluation and discuss/disseminate findings at state and local gatherings/conferences within Wisconsin.

OTHER DIRECT COSTS (TOTAL $675,461)

Materials and Supplies
Research Materials: A nominal amount of funding has been budgeted for research materials such as subscriptions to 1-2 professional journals. Total funds requested in Year 2 $300.
Copying Services: Funds have been budgeted for a minimal amount of copying, to prepare materials for meetings of the project leadership team. Total funds requested in Year 2 $300.

Contractual (Sub-Awards)
University of Minnesota (Total $399,000)
Education Analytics (Total $274,965)
Support is requested for our two sub awards (to the University of Minnesota and Education Analytics) to provide technical assistance and evaluation support for the project, with roles for specific staff described in the Quality of Project Personnel section. Budget justifications for each sub-award are attached.

Other
Meeting Expenses: Support is requested for meals (refreshment and lunch) for quarterly meetings of the Leadership Team. Total funds requested in Year 2 $896.

F&A/INDIRECT COSTS (TOTAL $173,166)
The federally negotiated indirect cost rate is 38% and is effective through June 30, 2022. The rate is applied to all modified total direct costs (MTDC). The MTDC base includes all direct charges except the amount in excess of the first $25,000 of each sub-award.

Wisconsin-Minnesota Comprehensive Center (WMCC) for Region 10

Budget Narrative Year 3 (10/1/2021-9/30/2022)

PERSONNEL (TOTAL $320,396)
All persons who work regularly for the Wisconsin Center for Education Research are placed on the University of Wisconsin–Madison payroll in accordance with established university procedures. Titles and stipends are regulated and approved by center management, the dean of the School of Education, Madison campus, and University Central Administration. Merit increments are calculated each year at 3% effective fall semester for professorial staff and 3% effective July 1st for professional staff and graduate assistants.

Steven Kimball, Associate Scientist, PI *(Base Salary $118,811: 20% FTE annually)* Dr. Kimball will provide oversight of WMCC, lead the cross-partner Leadership Team, collaborate with the project Co-Directors in design and delivery of the annual Service Plan, and provide intensive capacity building supports to state, regional, and local education stakeholders. Total funds requested in Year 3 $23,762.

Anthony Chambers, Outreach Program Manager *(Base Salary $95,481: 15% FTE annually)* Dr. Chambers will lead the Knowledge Mobilization component within the Service Plan, which is the main mechanism within the grant for making evidence-based practices available to educators to help address problems of practice, particularly those aimed at addressing issues of equity. Total funds requested in Year 3 $14,322.

Alisia Moutry, Project Co-Director *(Base Salary $127,308: 50% FTE annually)* Dr. Moutry will serve as a member of the project Leadership Team and oversee the strategic direction of Wisconsin-based work, including serving as a primary point of contact with the US Department of Education along with Dr. Kim Gibbons (Co-Director). Dr Moutry will collaborate with Dr. Gibbons and Dr. Kimball (PI) in design and delivery of the annual WDPI Service Plan, provide intensive capacity building supports, and review stakeholder feedback and program evaluation results to inform continuous improvement of WMCC. She will collaborate with the Dr. Gibbons on cross-state components of the Service Plan. Dr. Moutry is also an expert on building capacity focused on equity among school leaders, and will provide technical assistance support in this area. Total funds requested in Year 3 $63,654.

Bradley Carl, Assistant Scientist, Senior Personnel *(Base Salary $116,874: 20% FTE annually)* Dr. Carl will serve as a member of the Intensive Support Team and will provide intensive capacity building supports to WDPI and MDE related to high-leverage problems such as the educator pipeline and educator labor markets (ensuring adequate supply of effective teachers and school leaders), issues in rural education, building capacity within WDPI to conduct high-quality program evaluations, and helping WDPI develop tools to collect data to inform continuous improvement efforts. Total funds requested in Year 3 $23,375.

Annalee Good, Assistant Scientist, Senior Personnel *(Base Salary $98,544: 20% FTE annually)* Dr. Good will provide capacity building support to WDPI and MDE in the areas of

continuous improvement, culturally responsive evaluation, and identification of evidence-based practices through Knowledge Mobilization. Total funds requested in Year 3 $19,709.

Nicole Bowman-Farrell, Researcher, Senior Personnel *(Base Salary $84,872: 15% FTE annually)* Dr. Bowman-Farrell will provide capacity building support to WDPI and MDE around culturally responsive practices in program evaluation and (as requested) consultation around indigenous evaluation and education-related issues involving Native American students in Wisconsin and Minnesota. Total funds requested in Year 3 $12,731.

Jed Richardson, Assistant Scientist, Senior Personnel *(Base Salary $113,622: 10% FTE annually)* Dr. Richardson will collaborate with Dr. Anthony Milanowski on the Project Evaluation, including the development of surveys and analysis of qualitative and quantitative project data. In this role, Dr. Richardson will not participate in any of the capacity-building or technical assistance components of the Service Plan. Total funds requested in Year 3 $11,362.

Content Experts *(Base Salary $100,786: 1.5 average FTE annually)*
Support is requested for content experts to assist the project Leadership Team in providing subject-area expertise as requested by state, regional, and local education agencies in Wisconsin and Minnesota. We anticipate that subjects/topics of expertise of particular interest will include rural education policy, early childhood, English Learners, indigenous and culturally responsive evaluation, and school finance. This funding will be used to provide technical assistance support (rather than research) at the request of state education agencies, and unexpended funds will be used to address needs identified by the SEAs in the Service Plan the following year. Total funds requested in Year 3 $151,481.

FRINGE BENEFITS (TOTAL $115,342)
Fringe benefit rates vary by employee classification. Classifications and rates are established by the University. In recent years, fringe benefit rates have increased consistently on an annual basis and are increased slightly following June 30. All project staff will receive fringe benefits, starting at the rate of 35% in Year 1, with .5% rate increases annually. The fringe benefit rate in Year 3 is 36%.

TRAVEL (TOTAL $18,525)
All reimbursements for transportation, lodging, meals, and related costs are included in this category. Travel expense reimbursements are made on the basis of actual and reasonable expenditures. Payments are governed by Wisconsin state statutes and the University of Wisconsin System travel regulations. Travel estimates are based on past Wisconsin Center for Education Research accounting experience, allowable travel expenses based on the university and state of Wisconsin travel regulations, and travel quotes from Madison travel agencies.

Domestic
Support for the following travel expenses is requested:

- Annual Professional Conference: one trip in each year for three project staff to attend a conference directly relevant to the project, such as the National Rural Education Association or the American Educational Research Association.

- Leadership Team Meetings: quarterly meetings of the project Leadership Team will occur (two each in Minnesota and Wisconsin), with travel support requested for UW-Madison staff to attend the Minnesota gatherings.
- Project Directors' Meeting: support for two staff to attend the annual meeting of Comprehensive Center project directors.
- Local data collection/dissemination: support is requested for project staff to conduct in-state travel (no overnights) to collect data for the project evaluation and discuss/disseminate findings at state and local gatherings/conferences within Wisconsin.

OTHER DIRECT COSTS (TOTAL $675,307)

Materials and Supplies
Research Materials: A nominal amount of funding has been budgeted for research materials such as subscriptions to 1-2 professional journals. Total funds requested in Year 3 $300.
Copying Services: Funds have been budgeted for a minimal amount of copying, to prepare materials for meetings of the project leadership team. Total funds requested in Year 3 $300.

Contractual (Sub-Awards)
University of Minnesota (Total $399,000)
Education Analytics (Total $274,811)
Support is requested for our two sub awards (to the University of Minnesota and Education Analytics) to provide technical assistance and evaluation support for the project, with roles for specific staff described in the Quality of Project Personnel section. Budget justifications for each sub-award are attached.

Other
Meeting Expenses: Support is requested for meals (refreshment and lunch) for quarterly meetings of the Leadership Team. Total funds requested in Year 3 $896.

F&A/INDIRECT COSTS (TOTAL $173,188)
The federally negotiated indirect cost rate is 38% and is effective through June 30, 2022. The rate is applied to all modified total direct costs (MTDC). The MTDC base includes all direct charges except the amount in excess of the first $25,000 of each sub-award.

Wisconsin-Minnesota Comprehensive Center (WMCC) for Region 10

Budget Narrative Year 4 (10/1/2022-9/30/2023)

PERSONNEL (TOTAL $318,277)
All persons who work regularly for the Wisconsin Center for Education Research are placed on the University of Wisconsin–Madison payroll in accordance with established university procedures. Titles and stipends are regulated and approved by center management, the dean of the School of Education, Madison campus, and University Central Administration. Merit increments are calculated each year at 3% effective fall semester for professorial staff and 3% effective July 1st for professional staff and graduate assistants.

Steven Kimball, Associate Scientist, PI *(Base Salary $122,376: 20% FTE annually)*
Dr. Kimball will provide oversight of WMCC, lead the cross-partner Leadership Team, collaborate with the project Co-Directors in design and delivery of the annual Service Plan, and provide intensive capacity building supports to state, regional, and local education stakeholders. Total funds requested in Year 4 $24,475.

Anthony Chambers, Outreach Program Manager *(Base Salary $98,345: 15% FTE annually)*
Dr. Chambers will lead the Knowledge Mobilization component within the Service Plan, which is the main mechanism within the grant for making evidence-based practices available to educators to help address problems of practice, particularly those aimed at addressing issues of equity. Total funds requested in Year 4 $14,752.

Alisia Moutry, Project Co-Director *(Base Salary $131,127: 50% FTE annually)* Dr. Moutry will serve as a member of the project Leadership Team and oversee the strategic direction of Wisconsin-based work, including serving as a primary point of contact with the US Department of Education along with Dr. Kim Gibbons (Co-Director). Dr Moutry will collaborate with Dr. Gibbons and Dr. Kimball (PI) in design and delivery of the annual WDPI Service Plan, provide intensive capacity building supports, and review stakeholder feedback and program evaluation results to inform continuous improvement of WMCC. She will collaborate with the Dr. Gibbons on cross-state components of the Service Plan. Dr. Moutry is also an expert on building capacity focused on equity among school leaders, and will provide technical assistance support in this area. Total funds requested in Year 4 $65,564.

Bradley Carl, Assistant Scientist, Senior Personnel *(Base Salary $120,380: 20% FTE annually)* Dr. Carl will serve as a member of the Intensive Support Team and will provide intensive capacity building supports to WDPI and MDE related to high-leverage problems such as the educator pipeline and educator labor markets (ensuring adequate supply of effective teachers and school leaders), issues in rural education, building capacity within WDPI to conduct high-quality program evaluations, and helping WDPI develop tools to collect data to inform continuous improvement efforts. Total funds requested in Year 4 $24,076.

Annalee Good, Assistant Scientist, Senior Personnel *(Base Salary $101,500: 20% FTE annually)* Dr. Good will provide capacity building support to WDPI and MDE in the areas of

continuous improvement, culturally responsive evaluation, and identification of evidence-based practices through Knowledge Mobilization. Total funds requested in Year 4 $20,300.

Nicole Bowman-Farrell, Researcher, Senior Personnel *(Base Salary $87,418: 15% FTE annually)* Dr. Bowman-Farrell will provide capacity building support to WDPI and MDE around culturally responsive practices in program evaluation and (as requested) consultation around indigenous evaluation and education-related issues involving Native American students in Wisconsin and Minnesota. Total funds requested in Year 4 $13,113.

Jed Richardson, Assistant Scientist, Senior Personnel *(Base Salary $117,031: 10% FTE annually)* Dr. Richardson will collaborate with Dr. Anthony Milanowski on the Project Evaluation, including the development of surveys and analysis of qualitative and quantitative project data. In this role, Dr. Richardson will not participate in any of the capacity-building or technical assistance components of the Service Plan. Total funds requested in Year 4 $11,703.

Content Experts (*Base Salary $100,786: 1.5 average FTE annually)*
Support is requested for content experts to assist the project Leadership Team in providing subject-area expertise as requested by state, regional, and local education agencies in Wisconsin and Minnesota. We anticipate that subjects/topics of expertise of particular interest will include rural education policy, early childhood, English Learners, indigenous and culturally responsive evaluation, and school finance. This funding will be used to provide technical assistance support (rather than research) at the request of state education agencies, and unexpended funds will be used to address needs identified by the SEAs in the Service Plan the following year. Total funds requested in Year 4 $144,295.

FRINGE BENEFITS (TOTAL $116,171)
Fringe benefit rates vary by employee classification. Classifications and rates are established by the University. In recent years, fringe benefit rates have increased consistently on an annual basis and are increased slightly following June 30. All project staff will receive fringe benefits, starting at the rate of 35% in Year 1, with .5% rate increases annually. The fringe benefit rate in Year 4 is 36.5%.

TRAVEL (TOTAL $18,525)
All reimbursements for transportation, lodging, meals, and related costs are included in this category. Travel expense reimbursements are made on the basis of actual and reasonable expenditures. Payments are governed by Wisconsin state statutes and the University of Wisconsin System travel regulations. Travel estimates are based on past Wisconsin Center for Education Research accounting experience, allowable travel expenses based on the university and state of Wisconsin travel regulations, and travel quotes from Madison travel agencies.

Domestic
Support for the following travel expenses is requested:

- Annual Professional Conference: one trip in each year for three project staff to attend a conference directly relevant to the project, such as the National Rural Education Association or the American Educational Research Association.

- Leadership Team Meetings: quarterly meetings of the project Leadership Team will occur (two each in Minnesota and Wisconsin), with travel support requested for UW-Madison staff to attend the Minnesota gatherings.
- Project Directors' Meeting: support for two staff to attend the annual meeting of Comprehensive Center project directors.
- Local data collection/dissemination: support is requested for project staff to conduct in-state travel (no overnights) to collect data for the project evaluation and discuss/disseminate findings at state and local gatherings/conferences within Wisconsin.

OTHER DIRECT COSTS (TOTAL $676,622)

Materials and Supplies
Research Materials: A nominal amount of funding has been budgeted for research materials such as subscriptions to 1-2 professional journals. Total funds requested in Year 4 $300.
Copying Services: Funds have been budgeted for a minimal amount of copying, to prepare materials for meetings of the project leadership team. Total funds requested in Year 4 $300.
Laptops: Two laptops have been budgeted for use on the project, estimated to be in Years 1 and 4. Total funds requested in Year 4 $1,191.

Contractual (Sub-Awards)
University of Minnesota (Total $399,000)
Education Analytics (Total $274,935)
Support is requested for our two sub awards (to the University of Minnesota and Education Analytics) to provide technical assistance and evaluation support for the project, with roles for specific staff described in the Quality of Project Personnel section. Budget justifications for each sub-award are attached.

Other
Meeting Expenses: Support is requested for meals (refreshment and lunch) for quarterly meetings of the Leadership Team. Total funds requested in Year 4 $896.

F&A/INDIRECT COSTS (TOTAL $173,151)
The federally negotiated indirect cost rate is 38% and is effective through June 30, 2022. The rate is applied to all modified total direct costs (MTDC). The MTDC base includes all direct charges except the amount in excess of the first $25,000 of each sub-award.

Wisconsin-Minnesota Comprehensive Center (WMCC) for Region 10

Budget Narrative Year 5 (10/1/2023-9/30/2024)

PERSONNEL (TOTAL $317,988)
All persons who work regularly for the Wisconsin Center for Education Research are placed on the University of Wisconsin–Madison payroll in accordance with established university procedures. Titles and stipends are regulated and approved by center management, the dean of the School of Education, Madison campus, and University Central Administration. Merit increments are calculated each year at 3% effective fall semester for professorial staff and 3% effective July 1st for professional staff and graduate assistants.

Steven Kimball, Associate Scientist, PI *(Base Salary $126,047: 20% FTE annually)*
Dr. Kimball will provide oversight of WMCC, lead the cross-partner Leadership Team, collaborate with the project Co-Directors in design and delivery of the annual Service Plan, and provide intensive capacity building supports to state, regional, and local education stakeholders. Total funds requested in Year 5 $25,209.

Anthony Chambers, Outreach Program Manager *(Base Salary $101,296: 15% FTE annually)* Dr. Chambers will lead the Knowledge Mobilization component within the Service Plan, which is the main mechanism within the grant for making evidence-based practices available to educators to help address problems of practice, particularly those aimed at addressing issues of equity. Total funds requested in Year 5 $15,194.

Alisia Moutry, Project Co-Director *(Base Salary $135,061: 50% FTE annually)* Dr. Moutry will serve as a member of the project Leadership Team and oversee the strategic direction of Wisconsin-based work, including serving as a primary point of contact with the US Department of Education along with Dr. Kim Gibbons (Co-Director). Dr Moutry will collaborate with Dr. Gibbons and Dr. Kimball (PI) in design and delivery of the annual WDPI Service Plan, provide intensive capacity building supports, and review stakeholder feedback and program evaluation results to inform continuous improvement of WMCC. She will collaborate with the Dr. Gibbons on cross-state components of the Service Plan. Dr. Moutry is also an expert on building capacity focused on equity among school leaders, and will provide technical assistance support in this area. Total funds requested in Year 5 $67,531.

Bradley Carl, Assistant Scientist, Senior Personnel *(Base Salary $123,992: 20% FTE annually)* Dr. Carl will serve as a member of the Intensive Support Team and will provide intensive capacity building supports to WDPI and MDE related to high-leverage problems such as the educator pipeline and educator labor markets (ensuring adequate supply of effective teachers and school leaders), issues in rural education, building capacity within WDPI to conduct high-quality program evaluations, and helping WDPI develop tools to collect data to inform continuous improvement efforts. Total funds requested in Year 5 $24,798.

Annalee Good, Assistant Scientist, Senior Personnel *(Base Salary $104,545: 20% FTE annually)* Dr. Good will provide capacity building support to WDPI and MDE in the areas of

continuous improvement, culturally responsive evaluation, and identification of evidence-based practices through Knowledge Mobilization. Total funds requested in Year 5 $20,909.

Nicole Bowman-Farrell, Researcher, Senior Personnel *(Base Salary $90,041: 15% FTE annually)* Dr. Bowman-Farrell will provide capacity building support to WDPI and MDE around culturally responsive practices in program evaluation and (as requested) consultation around indigenous evaluation and education-related issues involving Native American students in Wisconsin and Minnesota. Total funds requested in Year 5 $13,506.

Jed Richardson, Assistant Scientist, Senior Personnel *(Base Salary $120,542: 10% FTE annually)* Dr. Richardson will collaborate with Dr. Anthony Milanowski on the Project Evaluation, including the development of surveys and analysis of qualitative and quantitative project data. In this role, Dr. Richardson will not participate in any of the capacity-building or technical assistance components of the Service Plan. Total funds requested in Year 5 $12,054.

Content Experts (*Base Salary $106,923: 1.5 average FTE annually)*
Support is requested for content experts to assist the project Leadership Team in providing subject-area expertise as requested by state, regional, and local education agencies in Wisconsin and Minnesota. We anticipate that subjects/topics of expertise of particular interest will include rural education policy, early childhood, English Learners, indigenous and culturally responsive evaluation, and school finance. This funding will be used to provide technical assistance support (rather than research) at the request of state education agencies, and unexpended funds will be used to address needs identified by the SEAs in the Service Plan the following year. Total funds requested in Year 5 $138,786.

FRINGE BENEFITS (TOTAL $117,656)
Fringe benefit rates vary by employee classification. Classifications and rates are established by the University. In recent years, fringe benefit rates have increased consistently on an annual basis and are increased slightly following June 30. All project staff will receive fringe benefits, starting at the rate of 35% in Year 1, with .5% rate increases annually. The fringe benefit rate in Year 5 is 37%.

TRAVEL (TOTAL $18,525)
All reimbursements for transportation, lodging, meals, and related costs are included in this category. Travel expense reimbursements are made on the basis of actual and reasonable expenditures. Payments are governed by Wisconsin state statutes and the University of Wisconsin System travel regulations. Travel estimates are based on past Wisconsin Center for Education Research accounting experience, allowable travel expenses based on the university and state of Wisconsin travel regulations, and travel quotes from Madison travel agencies.

Domestic
Support for the following travel expenses is requested:

- Annual Professional Conference: one trip in each year for three project staff to attend a conference directly relevant to the project, such as the National Rural Education Association or the American Educational Research Association.

- Leadership Team Meetings: quarterly meetings of the project Leadership Team will occur (two each in Minnesota and Wisconsin), with travel support requested for UW-Madison staff to attend the Minnesota gatherings.
- Project Directors' Meeting: support for two staff to attend the annual meeting of Comprehensive Center project directors.
- Local data collection/dissemination: support is requested for project staff to conduct in-state travel (no overnights) to collect data for the project evaluation and discuss/disseminate findings at state and local gatherings/conferences within Wisconsin.

OTHER DIRECT COSTS (TOTAL $675,397)

Materials and Supplies
Research Materials: A nominal amount of funding has been budgeted for research materials such as subscriptions to 1-2 professional journals. Total funds requested in Year 5 $300.
Copying Services: Funds have been budgeted for a minimal amount of copying, to prepare materials for meetings of the project leadership team. Total funds requested in Year 5 $300.

Contractual (Sub-Awards)
University of Minnesota (Total $399,000)
Education Analytics (Total $274,901)
Support is requested for our two sub awards (to the University of Minnesota and Education Analytics) to provide technical assistance and evaluation support for the project, with roles for specific staff described in the Quality of Project Personnel section. Budget justifications for each sub-award are attached.

Other
Meeting Expenses: Support is requested for meals (refreshment and lunch) for quarterly meetings of the Leadership Team. Total funds requested in Year 5 $896.

F&A/INDIRECT COSTS (TOTAL $173,153)
The federally negotiated indirect cost rate is 38% and is effective through June 30, 2022. The rate is applied to all modified total direct costs (MTDC). The MTDC base includes all direct charges except the amount in excess of the first $25,000 of each sub-award.

Personnel- U of Minnesota

Key Personnel:

Kimberly Gibbons is Principal Investigator for the sub-award at CAREI, University of Minnesota, and will serve as Co-Director for the WMCC. She will be committing 6 person months (50% FTE) each project year. Dr. Gibbons will serve as a primary point of contact with the US Department of Education along with Dr. Alisia Moutry (Co-Director). Dr. Gibbons will contribute to strategic direction for WMCC; oversee CAREI staffing and deliverables; serve as primary point of contact with Minnesota stakeholders; collaborate with Dr. Kimball (PI) and Dr. Moutry in the design and delivery of the annual MDE and DPI service plans; provide intensive capacity building supports and co- facilitate the NIC; and review stakeholder feedback and program evaluation results to inform continuous improvement of WMCC.

Delia Kundin, Associate Director for Evaluation Services at CAREI will be committing 1.8 person months (15% FTE) each project year. Dr. Kundin will be providing intensive capacity building supports for evaluation and provide support to WDPI and MDE related to contextual program evaluation theories and designs, engagement, program implementation and evaluation processes.

Amber Humm-Patnode, Associate Director for Innovation and Outreach at CAREI will be committing 2.4 person months (20% FTE) each project year. She will provide intensive capacity building supports to WDPI and MDE related to the high-leverage problem of building the capacity of effective leaders and supporting the work of the SEA NIC through the development of continuous improvement tools. Specific supports in 5 Year Service Plan including assisting the NIC with identifying, implementing, and evaluating evidence-based practices.

Other Personnel:

Sara Moulton, Research Associate, will be committing 3 person months (25% FTE) each project year. She will provide intensive capacity building supports to SEA NIC related to building effective leaders and identifying, implementing, and evaluating evidence-based practices. Support the SEA NIC by providing data analysis to support problem identification, root cause analyses, and evaluating outcomes in networked improvement communities.

Jennele Zumbusch, Research Associate, will be committing 9 person months (75% FTE) each project year. She will provide intensive capacity building supports and provide support to WDPI and MDE related to the high-leverage problems of capacity building to (a) improve the recruitment, development, and retention of effective teachers and school leaders, (b) improve the identification and use of evidence based practices that strengthen the system for college and career readiness, and (c) select, implement, and evaluate evidence based practices that incorporates parent and family engagement and choice**.** Specific supports in 5 Year Service Plan include assisting with the development of a comprehensive needs assessment, development of logic model training templates and resources, identifying tools and resources to expand educational choice opportunities for parents and students, and identifying ways to leverage statewide longitudinal educational data systems to improve college and career readiness.

Katherine Pekel, Technical Associate, will be committing 1.20 person months (10% FTE) each project year. She will provide consultation and technical assistance to support the high leverage problems of building effective leaders and identifying ways to leverage statewide longitudinal educational data systems to improve college and career readiness.

Fringe Benefits
Fringe benefits are calculated at the University of Minnesota's federally approved rates of 36% for academic salaries.

Consultants
W. Alan Coulter and Daniel Hovermann will serve as a consultants to the project. A yearly base amount will be divided appropriately based on time needed for the project ($40,645 yr. 1, $38,675 yr. 2, $31,228 yr. 3, $23,560 yr. 4, $15,657 yr. 5) .

W. Alan Coulter will provide consultation and technical assistance to support the high leverage problems of building effective leaders, identifying, implementing, and evaluating evidence-based practices, and identifying ways to leverage statewide longitudinal educational data systems to improve college and career readiness.

Daniel Hovermann will provide intensive coaching to LEAs and Intermediary leaders who participate in the Effective Leader NIC. He will be responsible for attending Leadership NIC meetings and conducting virtual coaching with NIC participants in between NIC meetings.

Lab Supplies
Funds ($2,500) are requested each year to support the cost of a content management system for NICs.

Travel
Funds are requested for:

2 Trip(s) 2 overnights - (Co-Director DC Meeting 2 trips)	
Air Fare	$1000
Lodging	$1256
Meals	$380
Total	$2,636

Travel from MN to WI (Co-Director and 1 Project Staff)

9 Trip(s) 2 overnights - (trip to MN 5 staff twice a year)	
Transportation - (mileage)	$2817
Lodging	$3402
Meals	$1710
Total	$7,929

Indirect Costs
Indirect costs are calculated at the University of Minnesota's federally negotiated rate of 33% for other sponsored project.

Education Analytics (EA) Proposed Scope of Services

Project Leadership Team: EA will devote a member executive leadership, Ernest Morgan (VP of Strategic Planning) to serve as Deputy Director and serve on the project leadership team. Drawing upon his previous experience as a Comprehensive Assistant Center Director (Region 6, 2000-2005), Ernest will collaborate with this team to provide strategic direction for the Center and support engagement with SEAs in the development of Annual Service Plans. Ernest will collaborate with Rob Meyer (CEO and President) and Andrew Rice (Vice President of Research and Operations) in the management of the subaward and engagement with national partners (e.g., the Knowledge Alliance Membership) and experts.

Technical Assistance: EA will devote multiple senior staff with expertise in the provision of intensive capacity building services to states. These senior staff will collaborate with Center Leadership in the design and delivery of capacity building services. Specific capacity building services will be identified through the design of the annual service plan with each SEA. Senior staff will include Mike Christian, Tony Milanowski, Britt Wilkenfeld, Joshua Marland, and Peter Witham.

Program Evaluation: EA will devote staff to conduct an ongoing evaluation of the CC which will determine the extent to which: milestones were met; outputs were met; recipient outcomes (short-term, mid-term, and long-term) were met; and capacity-building services proposed in State service plans were implemented as intended. The evaluation will be led by Tony Milanowski and Peter Witham.

Communication System / Website: EA will design and host a center website which will serve as the communication and feedback system for stakeholders to request support and interact with each other. Additionally, the website will be the public face for the Comprehensive Center and be a way to push updates about our and other federally funded projects through newsletters, email blasts, and social media. EA has developed websites and back end data systems for data dashboards for the CORE Districts and feedback and reporting systems for a federally funded early literacy program.

Administration / Grants Management: EA's administrative team has experience with the management and reporting that accompany Federal grants. EA's finance team will work closely with project staff to ensure that all requirements are met and the grant is successfully managed through completion.

Proposed Budget

EA's proposed budget appears in the table on the next page. The table includes the total number of hours EA staff are projected to contribute to the successful completion of this project over the full five years. Below is a summary of the costs included in the summary table:

- Salary and Fringe - staff salary and proportional amount of benefits for the hours in the table.
- Travel - EA assumes that staff will travel to Minneapolis to meet with MDE three times per year with one staff member per trip and throughout Wisconsin and Minnesota to meet with district stakeholders four times per year with two staff members per trip . EA estimates the cost of travel to be $533/trip to Minneapolis and $375/person/trip for other trips. This means EA expects to incur $4,600 in travel costs per year.
- Other Direct Costs (ODC) - EA allocates direct costs to projects, including telephone, printing, postage, and IT expenses.
- Indirect - In accordance with EA's negotiated indirect cost rate agreement with the Department of Education, the organization's provisional indirect cost rate is 26.4% using a Modified Total Direct Cost (MTDC) basis. MTDC includes total direct costs exclusive of capital equipment, participant support costs, and the portion of each sub-award above $25,000 (each award, each year.) (note: there are no planned subawards for EA).
- Total - Taken together, EA's budget request for this proposed scope of work is $1,369,599.

	Period 1	Period 2	Period 3	Period 4	Period 5	Total
	10/1/2019 - 9/30/2020	10/1/2020 - 2/28/2021	10/1/2021 - 9/30/2022	10/1/2022 - 9/30/2023	10/1/2023 - 9/30/2024	
Leadership	60	60	56	56	56	288
Deputy Director	517.5	335	300	330	330	1812.5
Technical Assistance	400	500	500	500	500	2400
Program Evaluation	904	1281	1272	1184	1128	5769
Admin	80	80	80	80	80	400
Web Development	680	340	340	340	340	2040
Salary + Fringe	$185,751	$189,867	$190,359	$191,034	$191,583	$948,594
Travel	$4,600	$4,600	$4,600	$4,600	$4,600	$23,000
ODC	$23,246	$23,069	$22,455	$21,878	$21,302	$111,950
Indirect	$56,390	$57,429	$57,397	$57,423	$57,416	$286,055
Total	$269,987	$274,965	$274,811	$274,935	$274,901	$1,369,599