

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

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Comprehensive Literacy State Development (CLSD) Program**

**CFDA # 84.371C**

**PR/Award # S371C240024**

**Grants.gov Tracking#: GRANT14194127**

OMB No. , Expiration Date:

Closing Date: Jun 24, 2024

PR/Award # S371C240024

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Grants.gov Lobbying Form</b>	e6
<b>3. ED Abstract Narrative Form</b>	e7
<i>Attachment - 1 (1237-DC CLSD Application Abstract)</i>	e8
<b>4. Project Narrative Form</b>	e9
<i>Attachment - 1 (1234-DC CLSD Application Project Narrative)</i>	e10
<i>Attachment - 2 (1235-DC CLSD Application References)</i>	e61
<b>5. Other Narrative Form</b>	e69
<i>Attachment - 1 (1238-DC CLSD Application References)</i>	e70
<i>Attachment - 2 (1239-SIGNED 2022 OSSE IDCR Agreement)</i>	e78
<i>Attachment - 3 (1240-DC CLSD Application Resumes for Key Personnel vF)</i>	e81
<b>6. Budget Narrative Form</b>	e97
<i>Attachment - 1 (1236-DC CLSD Application Budget Narrative)</i>	e98
<b>7. Project Objectives and Performance Measures Information</b>	e109
<b>8. Form ED_524_Budget_1_4-V1.4.pdf</b>	e115
<b>9. Form ED_SF424_Supplement_4_0-V4.0.pdf</b>	e118
<b>10. Form ED_GEPA427_2_0-V2.0.pdf</b>	e120
<b>11. Form ED_Evidence_2_0-V2.0.pdf</b>	e122

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

## Application for Federal Assistance SF-424

<input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	<p>* If Revision, select appropriate letter(s): <input style="width: 100%;" type="text"/></p> <p>* Other (Specify): <input style="width: 100%;" type="text"/></p>
* 3. Date Received: <input style="width: 100%;" type="text" value="06/24/2024"/>		4. Applicant Identifier: <input style="width: 100%;" type="text"/>
5a. Federal Entity Identifier: <input style="width: 100%;" type="text"/>		5b. Federal Award Identifier: <input style="width: 100%;" type="text"/>
<b>State Use Only:</b>		
6. Date Received by State: <input style="width: 100%;" type="text"/>		7. State Application Identifier: <input style="width: 100%;" type="text"/>
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input style="width: 100%;" type="text" value="DC State Education Office"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input style="width: 100%;" type="text" value="53-6001131"/>		* c. UEI: <input style="width: 100%;" type="text" value="J49AYYC9HHJ4"/>
<b>d. Address:</b>		
* Street1: <input style="width: 100%;" type="text" value="1050 First Street NE"/>		
Street2: <input style="width: 100%;" type="text" value="Floor 5, 5115"/>		
* City: <input style="width: 100%;" type="text" value="Washington"/>		
County/Parish: <input style="width: 100%;" type="text"/>		
* State: <input style="width: 100%;" type="text" value="DC: District of Columbia"/>		
Province: <input style="width: 100%;" type="text"/>		
* Country: <input style="width: 100%;" type="text" value="USA: UNITED STATES"/>		
* Zip / Postal Code: <input style="width: 100%;" type="text" value="20002-4207"/>		
<b>e. Organizational Unit:</b>		
Department Name: <input style="width: 100%;" type="text" value="Teaching and Learning"/>		Division Name: <input style="width: 100%;" type="text" value="Academic Acceleration"/>
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input style="width: 100%;" type="text" value="Ms."/>		* First Name: <input style="width: 100%;" type="text" value="Clara"/>
Middle Name: <input style="width: 100%;" type="text"/>		
* Last Name: <input style="width: 100%;" type="text" value="Smith"/>		
Suffix: <input style="width: 100%;" type="text"/>		
Title: <input style="width: 100%;" type="text" value="CLSD Grant Manager"/>		
Organizational Affiliation: <input style="width: 100%;" type="text" value="Division of Teaching and Learning (OSSE)"/>		
* Telephone Number: <input style="width: 100%;" type="text"/>		Fax Number: <input style="width: 100%;" type="text"/>
* Email: <input style="width: 100%;" type="text"/>		

PR/Award # S371C240024

Page e3

## Application for Federal Assistance SF-424

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

A: State Government

### Type of Applicant 2: Select Applicant Type:

### Type of Applicant 3: Select Applicant Type:

### \* Other (specify):

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

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.371

### CFDA Title:

Comprehensive Literacy Development

### \* 12. Funding Opportunity Number:

ED-GRANTS-042324-001

### \* Title:

Office of Elementary and Secondary Education (OESE): Well Rounded Education: Comprehensive Literacy State Development (CLSD) program, Assistance Listing Number 84.371C

### 13. Competition Identification Number:

84-371C2024-1

### Title:

Comprehensive Literacy State Development (CLSD) Program

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

Add Attachment

Delete Attachment

View Attachment

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

Beyond the Buzz: Realizing the Science of Reading for Every Child in the District of Columbia

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="49,776,233.89"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="49,776,233.89"/>

**\* 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 18, Section 1001)**

☒ \*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

## 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

DC State Education Office

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. \* First Name: Elizabeth Middle Name:   
\* Last Name: Ross Suffix:   
\* Title: Assistant Superintendent

\* SIGNATURE:

\* DATE: 06/24/2024

## Abstract

An abstract is to be submitted in accordance with the following:

### 1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the 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, and dependent, independent, and control variables, as well as 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: 1237-DC CLSD Application Abstract.pdf

Add Attachment

Delete Attachment

View Attachment



The Office of the State Superintendent of Education (OSSE) serves nearly 99,000 public school children from birth through grade 12 as the state education agency for the District of Columbia. OSSE's vision is to ensure learners of all ages and backgrounds are equipped with the knowledge and skills needed to pursue and thrive on the life path of their choice. The Comprehensive Literacy State Development grant will enable OSSE to support local education agencies (LEAs) to deliver evidence-based instruction to improve student literacy in the District. LEAs will build a comprehensive literacy plan rooted in the science of reading based on student data, educator need, and established effective literacy practices. LEAs will implement high-quality instructional materials (HQIM) and curricula, leverage training and resources, and participate in on-the job coaching to support the shift to high-quality literacy instruction aligned with the science of reading. OSSE is applying for \$50 million to strategically improve the District's literacy outcomes through three main objectives: (a) provide professional learning and technical assistance to LEAs to develop a comprehensive local literacy plan, (b) adopt and implement HQIM and evidence-based curricula in all literacy classrooms, and (c) provide on-the-job support to educators and deliver structured literacy training to administrators. Each objective is designed to help ensure equity and increase literacy for students with disabilities, English learners and at-risk students. OSSE is requesting priority points under competitive priority categories: (1) Collaboration with Institutes of Higher Education; (2) Addressing the impact of COVID-19 on students, educators, and faculty; (3) Promoting equity in student access to educational resources and opportunities; and (4) Supporting a diverse educator workforce and professional growth to strengthen student learning. By the end of the grant, all ~30 CLSD schools (10-15 LEAs) will see improved literacy outcomes. Staff at CLSD schools will embed the science of reading in every classroom and demonstrate the integration of evidence-based instructional practices and interventions to maximize impact on all learners in the District.

## Project Narrative File(s)

---

\* **Mandatory Project Narrative File Filename:** 1234-DC CLSD Application Project Narrative.pdf

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

---

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

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File



District of Columbia’s Comprehensive Literacy State Development Project Narrative:  
**Beyond the Buzz: Realizing the Science of Reading for Every Child in the District of  
Columbia**

**Table of Contents**

PART ONE: NEEDS ASSESSMENT.....	2
Section A: Literacy in the District of Columbia .....	2
Section B: District Supports and Student Landscape .....	5
Early Childhood Education Sector.....	6
K-12 Education Sector .....	9
PART TWO: STATE COMPREHENSIVE LITERACY PLAN.....	16
PART THREE: PROJECT DESIGN.....	19
Section A: Project Goals, Objectives, and Outcomes:.....	19
<i>Objective 1: Provide professional learning and technical assistance for LEAs to create         comprehensive 3-5 year local literacy plans .....</i>	<i>20</i>
<i>Objective 2: Adopt and implement high-quality instructional materials and evidence-based         curricula in ELA classrooms .....</i>	<i>21</i>
<i>Objective 3: Provide training in ELA evidence-based practices and curriculum to teachers,         administrators, school leaders, families, and instructional coaches .....</i>	<i>22</i>
<i>Objective 4: Increase student achievement outcomes on evidence-based literacy         assessments from birth through grade 12 .....</i>	<i>23</i>
Section B: Project Proposal Details: .....	24
Section C: Operationalizing the Project Design: .....	28
PART FOUR: IMPLEMENTATION AND MANAGEMENT PLAN.....	31
PART FIVE: PROJECT SERVICES.....	42
APPENDIX: Additional details for Competitive Preference Priorities .....	45
Competitive Preference Priority 1: Collaboration with IHEs .....	46
Competitive Preference Priority 2: Addressing the Impact of COVID–19 on Students, Educators, and Faculty .....	48
Competitive Preference Priority 3: Promoting Equity in Student Access to Educational Resources and Opportunities .....	50
Competitive Preference Priority 4: Supporting a Diverse Educator Workforce and Professional Growth To Strengthen Student Learning .....	51

## PART ONE: NEEDS ASSESSMENT

### Section A: Literacy in the District of Columbia

The Office of the State Superintendent of Education (OSSE) has made it a priority to ensure the District of Columbia (“the District”) learners of all ages and backgrounds are equipped with the knowledge and skills needed to pursue and thrive on the life path of their choice, as evident through the vision statement of the [2023-2025 OSSE Strategic Plan: Recovery to Restoration](#).

During the strategic planning process, OSSE gathered stakeholder perspectives and reviewed critical data and resources to identify OSSE’s strengths and opportunities for growth.

Community voices grounded the needs assessment, including over fifty interviews, 1,300+ survey responses, and over twenty focus groups. The OSSE strategic plan outlines specific goals of the agency, including how to raise the quality of education and close opportunity gaps in the District during a period of recovery from the coronavirus (COVID-19) pandemic. As the State Education Agency (SEA) for the District of Columbia, OSSE continues to set high standards, build educator and system capacity to meet those standards, expand educational opportunities for all learners with a focus on those underserved and hold everyone - including ourselves - accountable for results.

The strategic plan is supported by seven pillars that have and will continue to track progress toward a road to recovery from the COVID-19 pandemic, a challenge the agency continues to face in 2024. These priorities are a set of multi-year focus areas that respond to current strengths and opportunities and that, when implemented with excellence, will drive increased student outcomes. Each pillar is a direct response to the needs assessment, including stakeholder voices and student and educator data analysis. The strategic pillars are summarized below:

1. *Start Early* – Ensure early learners have access to vibrant and quality early learning environments and are prepared for their K-12 education
2. *Advance Excellence* – Ensure all DC students have the opportunity to excel by setting high standards, providing robust supports for educators, and holding schools and school systems accountable
3. *Achieve Equitable Outcomes for All Students* – Allocate resources to ensure all students have access to a high-quality education every day in order to remedy historical inequities in student experiences and outcomes
4. *Build Futures* – Ensure DC learners have access to robust and sustainable pathways to a fulfilling career and life by reimagining high school and providing relevant and accessible postsecondary programming
5. *Foster Student and Staff Well-being* – Unapologetically support the physical, mental, and social-emotional health of students and staff by promoting safe, welcoming, healthy, and joyful learning environments
6. *Cultivate Team* – Build a thriving team by ensuring staff feel welcome and connected, are able to grow continuously and act as stewards of OSSE’s vision and mission
7. *Reimagine Systems* – Improve internal systems and processes so that OSSE staff are better equipped and ready to provide high-quality service to students, families, educators, and schools

The pillars have at least five cross-functional initiatives to ensure success and accountability. Significant resources are allocated to support the completion of these initiatives. Within the Advance Excellence pillar, OSSE addresses the need for improved literacy instruction based on the science of reading. Improve Literacy Instruction (initiative 2.4) is to develop and promote a

citywide vision for literacy instruction that is grounded in the science of reading and provide a suite of instructional resources and trainings for aspiring and current educators. OSSE has dedicated substantial resources to completing this initiative, including the development of the state's [Comprehensive Literacy Plan](#) (CLP) and the creation of free, accessible, asynchronous and synchronous opportunities for all educators to receive training in the science of reading (see [Part Two: State Comprehensive Literacy Plan](#)). OSSE and DC stakeholders have identified school-wide professional learning and on-the-job coaching as continued areas of need in the District. The District is working diligently to close the gaps created by COVID-19 learning loss and reach strategic initiatives identified in the strategic plan, including by leveraging local funds in fiscal year (FY) 2025 and future years to implement and evaluate key components of the Early Literacy Education Task Force's consensus recommendations ([Early Literacy Education Task Force](#)).

In Sept. 2022, the DC Council passed the "[Structured Literacy Action Plan Act of 2022](#)", which established the DC Early Literacy Education Task Force (LTF). The LTF, composed of a diverse range of practitioners, school and District leaders and government officials, convened every six weeks during the 2022-23 school year to create actionable recommendations to advance literacy instruction in the District. The full set of consensus recommendations are available in the *District of Columbia Early Literacy Task Force Report* ([LTF Report](#)) and are summarized below:

- **Recommendation 1:** The Task Force recommends that DC strengthen literacy instruction by mandating competency in structured literacy instruction for all: Grade K-5 general education teachers; K-5 reading specialists and interventionists; K-12 special education teachers; and K-5 English learner teachers.

- **Recommendation 2:** The Task Force recommends that DC mandate specialized structured literacy training for school-based administrators who are responsible for evaluating or supporting K-5 teachers and instructional coaches working in public elementary schools across DCPS and DC public charter schools.
- **Recommendation 3:** To provide on-the-job support to educators working in public elementary schools, the Task Force recommends that OSSE develop a walkthrough, structured literacy tool and pilot direct coaching support.
- **Recommendation 4:** The Task Force recommends that OSSE collect and publish the ELA instructional materials LEAs are using in DC’s schools and create and publish a list of high-quality instructional materials rooted in the science of reading.

The recommendations outlined evidence-based training, on-the-job coaching support, and other resources, such as a structured literacy walkthrough tool, which align to the Comprehensive Literacy Plan (CLP) and build on the needs assessment in the OSSE Strategic Plan.

## **Section B: District Supports and Student Landscape**

OSSE is the state agency responsible for both K-12 and early childhood education programs. Given the close relationship with and oversight of early childhood programs (see [Early Childhood Education Sector](#)), OSSE is uniquely positioned to leverage resources and build on existing initiatives through the Comprehensive Literacy State Development (CLSD) grant. For grades 3-12, OSSE tracks annual progress for students with disabilities (SWDs), English learners (ELs), and at-risk (“economically-disadvantaged”) students on both math and ELA assessments, through the statewide standardized assessment. District schools (including pre-kindergarten through adult students) serve 98,663 students, of which 52 percent are at-risk, 14 percent are

ELs, and 18 percent are SWDs ([Enrollment Report](#)). For three- and four-year olds in the District, 12,310 were enrolled in publicly funded pre-kindergarten (pre-K) programs, of which 46 percent of children were identified as at-risk with eight percent reported as receiving special education services ([OSSE Annual Pre-K Report](#)).

OSSE has the oversight responsibility for monitoring and evaluating the quality of pre-K through adult programs in the District. In alignment with the [Every Student Succeeds Act](#) (ESSA), there are two accountability systems for public schools and child development facilities: [the DC School Report Card Evaluation](#) administered by OSSE for DCPS and PCS in K-12, and the [Capital Quality](#), the District's Quality Rating and Improvement System (QRIS) administered by OSSE for child development facilities. The assessments use multiple indicators to provide a comprehensive picture of the schools or child development facilities quality so that families are able to make decisions about [schools](#) or [child development facilities](#) throughout their education in the District.

### **Early Childhood Education Sector**

The District of Columbia leads the nation in pre-K access. For nearly the past 15 years, the District has made free, universal pre-K available to all three- and four-year-olds residing within the District. The District delivers publicly funded pre-K through a mixed delivery system that includes classrooms operated by DC Public Schools (DCPS), public charter schools (PCS) and community-based organizations (CBOs) who participate in the Pre-K Enhancement and Expansion Program (PKEEP) to ensure broad access across diverse communities and to provide a robust variety of choices to meet families' and students' needs.

OSSE’s Division of Early Learning (DEL) maintains a relationship with 458 OSSE licensed child development facilities that serve three and four-year-olds, of which 261 participate in the [OSSE Capital Quality](#) program ([MyChildcare DC](#)). The District serves 69 percent of all three-year-olds and 83 percent of all four-year-olds, far higher than the national averages of 5 percent and 29 percent, respectively ([Pre-K Enrollment Report](#)). DC spent \$19,228 per child enrolled in state-funded pre-K, compared to a national average of \$8,129 per child. The per pupil formula incorporates metrics based on the age of students and whether students meet criteria for being identified as at-risk, ELs, and/or receiving special education services, ensuring more funding is distributed to students that meet the criteria.

The District has several early learning initiatives that have utilized research-based measures to collect data on pre-K children and/or classrooms. The District has used Classroom Assessment Scoring System (CLASS) as the common measure of quality across the pre-K mixed delivery education system since 2017. CLASS is a research-based observational measure that captures the quality of teacher-child interactions in preschool classrooms (Pianta, LaParo, & Hamre, 2008). The assessment is comprised of three domains—Emotional Support, Classroom Organization, and Instructional Support—each domain is divided into three dimensions that capture specific features of teacher-child interactions within these broader domains. Through observation and feedback in each dimension, CLASS data can provide teachers and program leaders with specific, actionable information for targeting professional learning and instructional improvement.

The COVID-19 pandemic disrupted CLASS observations and 2022 was the first time in three years that the District updated CLASS observation data for all publicly funded pre-K programs

Overall, CLASS scores increased between 2019 (the last year for which CLASS data was collected) and 2022, with improvements in both the Emotional Support and Classroom Organization domains. CLASS data suggests that the disruptions caused by the COVID-19 pandemic in school year 2021-2022 did not significantly decrease the quality of children’s learning experiences at this age (even though children and teachers in most classrooms were still masked at the time observations were conducted). In fact, FY22 CLASS scores continue a trend of improvement that was under way prior to the pandemic. In FY22, 65.2 percent of the District’s pre-K classrooms met or exceeded evidence-based targets in the Emotional Support domain and 55.5 percent of classrooms met or exceeded targets for Classroom Organization. Notably, District pre-K programs scored higher on most observed dimensions than in previous school year observations. This is a significant achievement given the disruption of the COVID-19 pandemic. Despite this progress, the data show a need for continued growth, particularly in the Instructional Support domain—including concept development, quality of feedback, and teacher practices that support children’s higher level thinking skills. The CLSD grant will help continue to align and leverage resources and professional learning to areas where support is most needed for the youngest learners.

The Instructional Support domain, as mentioned above, remains an area for growth and improvement as 11 percent of classrooms met or exceeded targets in this domain. These trends are similar across the country and improving the quality of instructional support in pre-K classrooms remains a focus for the District. The District’s largest area for growth is the Concept Development (CD) dimension and the Quality of Feedback (QF) dimension. The lower scores on CD dimension suggest the need to implement strategies that challenge children’s thinking on the “how” and “why” of learning. Teachers can also use instructional strategies that focus on

critical thinking, such as sequencing, comparing and contrasting and problem-solving activities. In the QF dimension, the teachers need more strategies that support students' outcomes, such as asking students to explain thinking more often, having more conversations throughout the day, repeating and extending children's responses, and using advanced language in the classroom. The need for additional instructional supports (more evidence-based practices, activities, and trainings for educators) were transparent for educators. Leveraging the CLSD grant to provide pre-K teachers with specific professional learning, training and other evidence-based resources designed to enhance pre-literacy teaching skills will further support our efforts to increase scores in instructional support and thereby increase the school readiness of our youngest learners.

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

## **K-12 Education Sector**

As of school year 2023-24, OSSE oversees 72 local education agencies, covering 252 public schools, including both DC Public Schools and public charter schools. The District is committed

to high-quality assessments of student learning to inform our long-term academic recovery from the COVID-19 pandemic and inform our commitment to ensuring all students have access to a high-quality education. From 2015 to 2023, DC was a member of the Partnership for Assessment of Readiness for College and Careers (PARCC) and administered PARCC tests in ELA and math. In 2024, a new statewide assessment, [District of Columbia Comprehensive Assessments of Progress in Education](#) (DC CAPE), replaced the PARCC exams. Each spring, students in grades 3-8 and in eligible high school courses complete statewide assessments in ELA and math. More than 45,000 students completed statewide assessments in the 2022-23 school year, a participation rate above 95 percent, an increase from 2021-2022 school year. OSSE is proud to see overall growth in ELA as rates of year-over-year improvement are similar to pre-pandemic levels ([2022-2023 Assessment Results](#)). However, only 33.7 percent of students who took the ELA PARCC assessment met or exceeded expectations. Overall, ELA proficiency rates have increased by 2.9 percent compared to the year prior and economically disadvantaged students also saw a 2.9 percent increase in ELA proficiency rates. Although 2023 ELA proficiency rates (33.7 percent) exceeded 2022 (30.8 percent), the road to recovery continues as DC strives to reach and exceed pre-pandemic proficiency rates (37.0 percent). Similarly, DC strives to reach higher growth year-over-year with a growth metric measuring students' growth compared to academically similar students ([Academic Growth Calculations](#)). In 2023, 55.5 percent of students met their growth targets in ELA, compared to 55.0 percent in the year pre-pandemic (SY 18-19).

Despite this growth, significant gaps still exist between students of color, SWDs, economically disadvantaged students, and ELs, compared to their peers not in these student groups. OSSE is working hard to close these gaps by leveraging the CLSD grant to provide teachers with specific professional learning, training, and evidence-based interventions to support struggling readers.

and accelerate ELA academic progress with DC's most vulnerable students. Below are some of the gaps identified from the PARCC ELA assessment results in SY 22-23. OSSE hopes to close these gaps with the CLSD grant.

- 23.3 percent of Black/African American students and 31.7 percent of Hispanic/Latino students met or exceeded expectations on the ELA assessment, compared to 81.6 percent of White students. There is a pressing need to close this achievement gap considering that 63 percent of students in DC identify as Black/African American and 20.5 percent of students identify as Hispanic/Latino, and only 11.9 percent of students identify as White in the District.
- 9.7 percent of SWDs met or exceeded expectations, compared to 39.3 percent of their peers without disabilities.
- 18.4 percent of economically disadvantaged students met or exceeded expectations, compared to 68 percent of their peers who are not economically disadvantaged.
- 21.1 percent of all ELs met or exceeded expectations, compared to 36 percent of non-EL peers.

In its strategic plan, OSSE also committed to helping accelerate academic outcomes and close achievement gaps for several of these student groups. Some efforts are highlighted below:

- **State-Level SWDs Programming and Supports**
  - In 2019, OSSE conducted a [needs assessment and landscape analysis](#) for students with disabilities. This needs assessment identified eight core barriers the District must overcome to close the achievement gap between SWDs and other student groups: (a) leadership across the mixed delivery system, (b) general educator commitment and training, (c) special education staff capacity, (d) access to instructional resources, (e)

inadequate identification practices, (f) trauma and mental health needs, (g) parent engagement and supports, and (h) unsupported transitions. Several of these barriers are directly addressed by our CLSD grant proposal. As part of OSSE's commitment to accelerating academic outcomes for SWDs, OSSE has taken the lead in providing an unprecedented amount of information on the special education programs our children attend through our new [Special Education Performance Report](#) (SEPR). This annual report, released for the first time in 2023, provides the important information educators and families need to best serve their students and helps us pinpoint the supports our school need so that all students can be successful. SEPR is designed to evaluate the performance of a local education agency's (LEA) special education program and pinpoint the OSSE supports for the LEA to build educator and system capacity to serve SWDs. Additionally, this report is designed to provide LEAs and families with meaningful information about LEA progress toward improving outcomes for SWDs. The report holds LEAs accountable for serving SWDs (an initiative in strategic priority pillar (3) *Achieve Equitable Outcomes for all Students*). An LEA's special education program is evaluated based on performance metrics in two areas: 1) annual Individuals with Disabilities in Education Act (IDEA) compliance requirements, and 2) key student progress measures. OSSE believes that students' progress when LEAs build educator and system capacity to deliver special education in combination with stewardship of federal funds, proactive engagement with parents, and resolve complaints early and often. Based on a combined score in these two performance areas, LEAs will receive supports from OSSE in the form of technical assistance (TA)

and professional learning designed to build educator and system capacity to serve SWDs.

- In addition, the (2) *Advance Excellence* priority has an initiative to “Develop School and Educator Capacity to Educate Students with Disabilities”. OSSE has implemented an improved suite of instructional resources to develop the capacity of schools and educators to provide more effective instruction to SWDs in both general and special education classrooms. One skill-building opportunity for DC educators is a [professional learning cohort program](#), “Foundations of Special Education.” Three [cohort programs](#) launched in 2023 – Early Childhood, Support Staff, and Educators.
- OSSE is leading on several critical projects to ensure educators and students are well supported, including the implementation of [DC Law 23-191](#). After seeing the need to address the achievement gap for SWDs in ELA, OSSE created an awareness training on dyslexia and other reading difficulties that all DC educators were required to complete before the 2023-24 school year. The three-part dyslexia awareness module focuses on the characteristics and identification of dyslexia; understanding and recognizing reading difficulties; and implementation of instruction that is systemic, cumulative, explicit, diagnostic, multi-sensory, and evidence-based to meet the educational needs of students with reading difficulties. Over 13,000 (99 percent) of educators in the District completed this training. In advance of the 2024-25 school year, all educators are required to participate in a second set of modules that focus on age-specific characteristics and research.
- **State-Level EL Supports and Programming:**

- The CLSD grant will build upon state-level EL program supports for LEAs, which currently include EL policy guidance, technical assistance and ongoing, high-impact, practice-oriented professional learning aligned to evidence-based practices. All supports are grounded in foundational principles that value students’ rich cultural and linguistic backgrounds and take a systematic approach to building LEAs’ capacity. Examples of these professional learning initiatives include (a) LEA data deep dives, (b) multi- session cohort workshops on English language acquisition, (c) content-based EL instruction, (d) dual language program implementation, and (e) sheltered instruction observation protocol intensive training. Given the growing number of ELs in the District annually and the increase of ELs in schools that previously had never enrolled EL students, the need to expand the reach of EL supports is critical. The CLSD grant will build on these EL initiatives to both deepen and widen the reach of EL supports in an efficient manner.
- **State-Level At-risk (“economically-disadvantaged”) Programming and Supports:**
  - OSSE defines economically disadvantaged (rather than at-risk) as students who qualify for Temporary Assistance for Needy Families (TANF), the Supplemental Nutrition Assistance Program (SNAP), have been identified as homeless during the academic year and/or who under the care of the Child and Family Services Agency (CFSA or “foster care”). This change is covered in more detail in OSSE’s [ESSA State Plan Amendment](#).
  - OSSE has been leading several COVID-19 recovery programs and one of the most significant investments is our High-Impact Tutoring (HIT) initiative. OSSE is providing grants to scale evidence-based tutoring programs, including literacy. We

know that students who are economically disadvantaged were negatively impacted by the pandemic and that HIT is one of the most effective evidence-based tools for accelerating learning, particularly for those students who are farthest from opportunity (Roland, 2017). HIT resources are, therefore, concentrated in schools where [at least 70 percent of the student body](#) has been identified as economically disadvantaged. In 2023, OSSE funded HIT programs in [73 of the District's highest-need, economically disadvantaged schools](#) and 19 community-based sites, reaching 5,137 public school students. The program is on track to reach more than 10,000 public school students over three years. OSSE systemically implemented tutoring as a positive and proactive measure to accelerate learning in math and literacy, and early results show that these investments have an impact. In the 2022-23 school year, OSSE's strategic partner, CityTutor DC, found that 7 percent more economically disadvantaged students who received the adequate dosage of HIT achieved their literacy growth goals compared to a control group of students who received a lower dosage of HIT supports. In addition, OSSE identified a need for schools to improve their teacher performance, especially at schools with a high percentage of economically disadvantaged students.

- In the [Equitable Access Plan](#) created in 2017, OSSE discovered that 26 percent of teachers were ineffective in schools identified as low income as opposed to 19 percent in non-low income schools. By the 2021-2022 school year, OSSE's efforts to close this gap was evident as there was no statistically significant relationship between teacher effectiveness and the percent of a school's students who are economically disadvantaged ([2022 Educator Workforce Report](#)). All schools were receiving similar effectiveness in teacher instruction.

OSSE has rigorous and ambitious goals aligned to increasing literacy outcomes for students. OSSE is poised to leverage relevant existing initiatives to promote innovation and efficiency and to maximize educational benefits for students, families, and educators. Through the CLSD grant opportunity, OSSE expects to see a significant impact on the District's literacy outcomes and close the literacy proficiency gap for an estimated 50,000 students who are historically underserved (i.e., economically disadvantaged, ELs and SWDs).

## **PART TWO: STATE COMPREHENSIVE LITERACY PLAN**

In 2022, the District published a [Comprehensive Literacy Plan \(CLP\)](#). This plan was developed by a working group of nearly 50 District educators and literacy experts representing diverse perspectives and professional expertise, including classroom teachers in schools and early learning programs ranging from birth through postsecondary; school and LEA administrators from both DCPS and the public charter sector; literacy and instructional coaches; academic researchers; and staff from OSSE. The working group for the CLP consisted of nine subcommittees focused on specific age ranges or student populations. The group members reviewed the research and evidence-based literacy practices, outlined a portrait of a reader at each developmental stage, identified useful tools and resources and drafted relevant sections of the plan. The plan seeks to move the District, schools, early childhood programs, educators, and communities toward a reality in which all learners receive the effective literacy instruction and evidence-based interventions they need in order to become successful readers. Additionally, the plan seeks to ensure all educators have the professional learning and support they need to deliver effective instruction and evidence-based interventions. The working group established a vision for literacy in the District that all learners ages birth through grade 12 will have access to high-

for Literacy to provide guidance on the implementation of the District’s Literacy Vision. To achieve this vision, the following conditions must be in place for all learners:

- **Inclusive Instruction:** All learners should have access to an equitable, culturally and linguistically responsive, high-quality literacy curriculum and learning environment.
- **Assessment:** High-quality literacy instruction must be accompanied by a comprehensive, standards-aligned formative and summative assessment system that is accessible to all learners, including SWDs and ELs.
- **Multi-tiered Supports:** Using a multi-tiered framework, LEAs, schools, and early care and educational settings provide proactive, data-driven systems and structures that support prevention, early identification, and literacy interventions to support all learners, including SWDs and ELs.
- **Professional Learning:** Educators, administrators, teacher educators, and school/program staff must have access to ongoing and embedded professional learning opportunities aligned to evidence- and research-based practices and adult learning theory to improve literacy outcomes for all students, including SWDs and ELs.

The CLP reflects the District’s commitment to and belief that all children across all the District’s diverse communities, families, cultures, languages and abilities have the capacity to and can with the right instruction and supports become successful readers. The CLP includes a needs assessment to identify gaps in early literacy through grade 12, incorporates stakeholder input to improve guiding principles for all literacy instruction (including supports for ELs and SWDs), and outlines evidence-based strategies for improving literacy from birth to grade 12. The CLP highlights three main research-based theoretical frameworks for reading instruction to increase student achievement while also improving teacher practice in literacy:

1. The Simple View of Reading, developed by Philip Gough and William Tunmer
2. The Six Stages of Reading Development, developed by Jeanne Chall
3. Scarborough's Reading Rope, developed by Hollis Scarborough

The CLP has been reinforced by additional legislation (i.e., [Structured Literacy Action Plan Act of 2022](#), [Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020](#)). One development as mentioned in [Part One: Needs Assessment, Section A](#), is the Early Literacy Task Force (LTF) that OSSE convened in the 2022-23 school year. The task force expanded upon the CLP by outlining recommendations for implementing expanded structured literacy training in the District until 2026. One recommendation from the LTF is to invest in structured literacy training and instruction, particularly for our elementary learners, and help make significant progress in improving literacy outcomes and equipping educators with the necessary tools and strategies to support all learners effectively. The LTF considered how to best provide structured literacy training to elementary school teachers, administrators, and instructional coaches, tracking the completion of training; ensure access to expert-reviewed, culturally responsible, high-quality instructional materials, and provide on-the-job support to teachers. The LTF built upon the foundation of the literacy initiatives that are currently underway at OSSE and across DC's local education agencies and the CLP. OSSE's Literacy Specialists have made progress on the LTF recommendations, like creating a walkthrough tool for administrators, drafting an initial list of recommended structured literacy trainings, and publishing a K-5 list of evidence-based high-quality instructional materials. The CLSD grant will be critical funding to implement these resources into schools and LEAs. The OSSE Strategic Plan (referenced in [Part One: Needs Assessment, Section A](#)), the CLP, and the LTF all work together to:

- Reinforce the vision that all learners in DC deserve excellent literacy instruction,

- Drive the initiative to improve literacy and supports for LEAs to implement better outcomes for students at OSSE and with LEAs, and
- Guide the priorities of the CLSD project plan.

With the CLSD grant, OSSE will be able to update the Comprehensive Literacy Plan by 2028 to consolidate and refine the literacy goals for the District based on the progress since 2022 and align with OSSE's new Strategic Plan for 2026 and beyond. OSSE will also use guidance and [supporting resources](#) from the CLSD National Literacy Center to improve literacy in DC.

Please review the following reports in our reference supporting documents to understand the driving force of DC's literacy mission, of which the CLSD grant will reinforce:

- [District of Columbia Comprehensive Literacy Plan \(2022\)](#)
- [Early Literacy Task Force Report – Recommendations for Structured Literacy Instruction in the District of Columbia \(2023\)](#)

## **PART THREE: PROJECT DESIGN**

### **Section A: Project Goals, Objectives, and Outcomes:**

The overall goal of OSSE's CLSD grant is to improve the pre-literacy skills of children under the age of five and to significantly increase the percentage of K-12 students scoring proficient or advanced on state-standardized literacy assessments on the new statewide assessment, DC Comprehensive Assessments of Progress in Education (CAPE). Specifically, the project implementation plan is designed to achieve four objectives:

1. Provide professional learning and technical assistance for LEAs to create comprehensive 3-5 year local literacy plans;

2. Adopt and implement high-quality instructional materials and evidence-based curricula in ELA classrooms;
3. Provide training in ELA evidence-based practices and curriculum to teachers, administrators, school leaders, families, and instructional coaches; and
4. Increase student achievement outcomes on evidence-based literacy assessments from birth through grade 12.

The overall goals, objectives, and outcomes of our program are outlined below. Additional details, including key services and activities that will operationalize these objectives, can be found in [Part 3, Section 3: Operationalizing the Project Design](#).

***Objective 1: Provide professional learning and technical assistance for LEAs to create comprehensive 3-5 year local literacy plans***

**Objective 1A:** OSSE will partner with experts to provide a template, rubric, workshops, and technical assistance for LEAs to build evidence-based local literacy plans prior to the subgrant competition. A comprehensive and evidence-based local literacy plan will be required to apply for the subgrant competition. The local literacy plans will include HQIM and training plans, integration into other programming (e.g., SEL standards, high impact tutoring, absenteeism, school master schedules, etc.) to strengthen the overall literacy plans. Once the subgrants are awarded, OSSE will provide technical assistance, monitoring, and reporting toward the implementation of that local literacy plan.

**Objective 1B:** OSSE will use fifteen percent of CLSD funds to offer a competitive grant to CBOs and non-profit organizations that serve the highest need and most underserved populations from birth to age 5 and to LEAs, CBOs, and non-profit organizations that serve the highest need

and most underserved populations based on these local literacy plans. Forty percent of CLSD funds will be subgranted to organizations serving grades K-5 and another forty percent to grades 6-12. OSSE staff will use various opportunities across the grant application and implementation cycles to offer feedback and support with the aim of continuous improvement.

**Objective 1C:** By 2028, OSSE will revise the CLP to include (1) an updated needs assessment to identify ongoing gaps in K-12 literacy, (2) stakeholder input to understand feedback on progress toward the previous CLP, (3) align with the new OSSE strategic plan, and (4) share evidence-based strategies that are working to improve pre-K through grade 12 literacy.

**Objective 1 Outcomes:**

- By the end of year 3, 100 percent of CLSD LEAs will create an integrated local literacy plan.
- By the end of year 5, 100 percent of CLSD LEAs will implement at least 50 percent of their local literacy plan.

***Objective 2: Adopt and implement high-quality instructional materials and evidence-based curricula in ELA classrooms***

**Objective 2A:** By the end of the grant, all subgrantee LEAs will adopt and implement an OSSE-approved high-quality, evidence-based literacy curriculum in ELA.

**Objective 2 Outcomes:**

- By the end of year 3, 100 percent of schools have adopted high-quality, evidence-based literacy curricula in all ELA classrooms.
- By the end of year 5, 90 percent of ELA classrooms within CLSD schools have fully implemented high-quality, evidence-based literacy curricula and corresponding

Instructional Strategies, Tier 1, Tier 2, and Tier 3

***Objective 3: Provide training in ELA evidence-based practices and curriculum to teachers, administrators, school leaders, families, and instructional coaches***

**Objective 3A:** LEAs will implement the use of literacy high-quality instructional materials and curriculum in Goal 2 and receive training to implement these materials with fidelity.

**Objectives 3B:** LEAs will ensure that all educators apply literacy training to classrooms to improve and increase student literacy outcomes, including EL educators, special education educators, and educators for at-risk students.

**Objective 3C:** OSSE will launch a literacy coaching academy required for all ELA instructional coaches to attend to deepen their knowledge of evidence-based practices, collaborate, and share best practices.

**Objective 3 Outcomes:**

- By the end of year 3, 50 percent of educators, school leaders, and other relevant roles (as defined in the LEA's local literacy plan) will complete an approved, comprehensive structured literacy training.
- By the end of year 5, 100 percent of educators, school leaders, and other relevant roles (as defined in the LEA's local literacy plan) will complete an approved, comprehensive structured literacy training.
- By the end of year 5, 100 percent of ELA educators will receive professional learning offerings and support related to curriculum implementation and fidelity (including those serving SWDs, at-risk, and ELs)
- By the end of year 2, OSSE will establish a coaching academy for ELA instructional coaches at subgrantee sites.

- By the end of year 4, 80 percent of instructional coaches will demonstrate competency in core literacy knowledge and coaching methods.

***Objective 4: Increase student achievement outcomes on evidence-based literacy assessments from birth through grade 12***

**Objective 4A:** By the end of the grant period, all students at the schools receiving the CLSD grant will improve their summative assessment scores, especially compared to their peers not participating in CLSD activities. LEA baseline assessment scores will be determined at the date of subgrant award.

**Objective 4B:** By the end of the grant period, students identifying as ELs, SWDs, and economically disadvantaged at the schools receiving CLSD funds will improve their summative assessment scores. LEA baseline assessment scores will be determined at the date of subgrant award.

**Objective 4 Outcomes:**

- By the end of the grant period\*, CLSD children birth to age five will increase early literacy scores with an evidence-based assessment as proposed in their application or local literacy plan (e.g., Teaching Strategies Gold, Every Child Ready) by 20 percent.
- By the end of the grant period\*, CLSD students in kindergarten through second grade will increase their summative literacy scores in an evidence-based assessment as proposed in their application or local literacy plan (e.g., Dynamic Indicators of Basic Early Literacy Skills, Northwest Evaluation Association Measures of Academic Progress, etc.) by 30 percent.

- By the end of the grant period\*, CLSD students in third grade through twelfth grade will improve their scores on the ELA statewide assessment (e.g., DC CAPE) by 20 percent.

*\*Subgrantees will determine annual growth targets to reach the overall 4-year goal.*

## **Section B: Project Proposal Details:**

Anderson and Kumari suggest that a key focus of continuous school improvement is implementing instructional programs and practices that have shown to be effective in addressing the targeted problem or achieving the desired outcome (Anderson & Kumari, 2009). The CLSD grant strategies for serving students are focused on ensuring students have access to high-quality, evidence-based curriculum and all literacy educators are trained and well versed in foundational reading principles as well as evidence-based literacy instruction with the goal of growing fluent, competent readers. The programmatic focus for all CLSD grantees will be to create a thorough local literacy plan (LLP) that outlines the implementation of high-quality, aligned curricula along with professional learning and on-the-job coaching to ensure robust literacy instruction leading to increased literacy outcomes for students. High-quality curricula allow educators to create lessons that are rigorous and aligned to standards, while raising student achievement instead of creating materials or looking for supplemental materials. When educators invest time in planning with high-quality instructional materials (HQIM) they have the foundation to create lessons which are differentiated and personalized to address individual student's learning needs (Hirsch & Crow, 2018). While LEAs engage with the adoption and implementation of high-quality curricula, it is essential that educators engage in skillful professional learning to support the new materials and to ensure implementation with fidelity.

[DC's core literacy programs](#) will be:

- Science-based, meaning they effectively integrate instructional content and practices that are in direct alignment with established research on how to teach students how to read and write, and
- High-quality, meaning they are sequential, comprehensive, and aligned with the Common Core State Standards for ELA

High-quality science-based literacy programs have structured literacy instructional models that focus on building foundational literacy skills: phonemic awareness, letter-sound correspondences, syllables, morphology, syntax, and semantics using an approach that is explicit, systematic, and cumulative (see Evidence section of the application). Core literacy programming is used to guide both initial and differentiated instruction in the regular classroom. These programs support instruction across the essential skills of reading and writing (e.g., phonemic awareness, phonics, fluency, vocabulary, morphology, and comprehension). These programs ensure that students consistently receive sequential, cumulative, and explicit instruction and opportunities to practice rigorous grade-appropriate assignments. Research shows that access to rigorous materials can increase achievement for Black and Latino students and that ELs acquire knowledge and vocabulary faster by using grade-level content with support (Card, 2016; Zwiers, 2008). High-quality science-based core literacy programs can have a transformative impact if aggregated across an entire class, grade, or school (Steiner, 2017). With OSSE's most recent release of recommended high-quality science-based literacy programs, the CLSD grant will align with current initiatives to ensure each ELA class within a CLSD school has implemented high-quality science-based literacy programs and instructional materials. As a part of the grant application, kindergarten through grade 5 subgrantees must agree to implement literacy HQIM

from a list of selected evidence-based curricula provided by OSSE. In collaboration with external stakeholders, such as The Reading League, OSSE created a [rubric](#) for LEAs to analyze the curriculum to identify alignment with HQIM. The grantees will be required to adopt and implement HQIM for the duration of the grant in alignment with their local literacy plan. In secondary grades, subgrantees will be expected to emphasize the use of evidence-based interventions and instructional strategies to close gaps among adolescent students and to support struggling readers. For birth to age 5, research has highlighted the critical need to provide language and pre-literacy experiences to children from low-income communities during the preschool years. The programming must include necessary pre-literacy skills such as vocabulary development, phonological awareness, and print knowledge development (Wasik & Hindman, 2011). The birth to age 5 initiatives of the CLSD grant will build upon the five factors that the [National Early Literacy Panel](#) (2008) identified that lead to children's success in learning to read: oral language and vocabulary, phonological sensitivity, alphabet knowledge, exposure to print, and writing skills. Each grade band will be required to align with an OSSE-approved evidence-based core literacy curriculum. Each grade band will be required to align with an OSSE-approved evidence-based core literacy curriculum.

Year one of the CLSD grant will serve as a planning period to: (1) build a competitive subgrant program aligned with the project goals and (2) prepare potential subgrantees to submit high quality applications aligned with priority grant activities through local literacy plans that include a needs assessment. As the District continuously improves from the previous CLSD grant, OSSE will continue to prioritize the work needed to align on an evidence-based local literacy plan and use the grant funds to follow through on the proposed needs and solutions for the highest-need

students. All LEAs interested in applying for CLSD funding will be required to create local literacy plans following the vision of the CLP and LTF recommendations, including the implementation of HQIM and contracting or hiring professional learning to train educators, administrators, and relevant school leaders in structured literacy. OSSE will contract with a vendor to provide several workshops, a literacy plan template and rubric, and guidance documents to support the creation of local plans. The vendor will engage administrators on the science of reading, the importance of school alignment, and the need for a multi-tiered system of supports (MTSS) using evidence-based strategies and interventions. The MTSS framework is essential for the implementation of the plan as it “integrates a continuum of system-wide resources, structures, and practices” that will allow LEAs to systematically address learning barriers of students (Averill & Rinaldi, 2011).

LEAs who wish to apply for a CLSD subgrant will be required to submit their local plan as part of the application, including an outline of the current state of literacy practices and achievement and the target goals after the LEA receives CLSD funds and implements programming. Local literacy plans should include a local needs assessment, indicating how the subgrant will assist with reaching high-needs populations in a way that could not be addressed without CLSD funds. With both state and local literacy plans serving as guideposts, more children and students will receive exemplary literacy instruction consisting of the use of high-quality curricula, aligned interventions, and through robust teacher professional learning.

OSSE will conduct a competitive grant competition using Enterprise Grant Management System (EGMS). All eligible grants will be reviewed by trained external reviewers with experience in

evidence-based literacy practices. Grant reviewers will utilize a CLSD rubric to ensure alignment with evidence-based literacy research, project objectives, and program measures. Following the [Active Implementation Formula](#), the local literacy plans will ensure that an effective practice is chosen, effective implementation stages are planned, and the enabling context is stable and aligned to achieve intended literacy outcomes (Fixen, 2005). Research demonstrates achieving intended outcomes through implementing a well-constructed, well-defined, well-researched program can be expected to take two to four years (Biernan, 2002). The timeline for achieving outcomes becomes drastically longer for programs that are not well constructed or well defined. Subgrantee award entities will have year two through five of the grant to implement subgrant activities. The DC CLSD grant program will utilize the [Active Implementation Frameworks](#) and Implementation Science Research tools and resources developed by State Implementation and Scaling-up of Evidence-based Practices Center ([SISEP](#)) and the National Implementation Research Network ([NIRN](#)) to ensure impactful implementation and continuous improvement of grant activities over the course of the grant. At most, 15 LEAs will be awarded (~30 schools).

### **Section C: Operationalizing the Project Design:**

OSSE will operationalize the project design through a series of key activities to support each program milestones below:

1. Implement a Request for Applications (RFA) to award competitive subgrants to LEAs, CBOs and non-profit organizations which serve the highest need and most underserved populations.
  - a. Leverage the existing OSSE Enterprise Grants Management System (EGMS) to design, build, implement and streamline the RFA, application and selection processes.

- b. Provide local literacy plan workshops to eligible entities around (a) conducting a local needs assessment to identify gaps in literacy instruction and curricula, (b) identifying evidence-based, high-quality literacy instruction, interventions and curricula, (c) creating an aligned local literacy plan.
  - c. Design a subgrant award with priority points awarded to eligible entities who:
    - i. Serve a high number or high percentage of low income and high need students (as defined in the Federal notice)
    - ii. Serve a high number or high percentage of ELs, SWDs, and Black and Latino students
    - iii. Submit a complete local literacy plan aligned to the requirements
2. Implement a strong system to reinforce continuous improvement, drive results, and manage accountability by:
- a. Hiring 1.00 FTE to be the central point of contact for the grant program – conducting monitoring, reporting, data collection, technical assistance, and supporting subgrantee activities as described below in [Part Four: Implementation and Management Plan](#) and the Budget Narrative
  - b. Hiring 1.00 FTE to support LEAs in building evidence-based local literacy plans, host semiannual statewide professional learning convenings, and partner with other school supports teams impacting literacy outcomes (i.e., social emotional learning standards, absenteeism prevention, high impact tutoring, social studies standards, etc.)
  - c. Assigning 0.5 FTE to support all coaching duties for the CLSD-funded statewide programming including, but not limited to, facilitating the Coaching Academy and managing coaches' cohort at CLSD schools

- d. Conducting site visits semiannually to observe grant activities.
  - e. Providing regular subgrantee professional learning opportunities to offer feedback and support with the aim of growth and continuous improvement.
  - f. Requiring LEA grant recipients to submit student scores for OSSE-approved summative assessment at least three times a year.
  - g. Supporting subgrantees in collecting data and reporting to OSSE annually on self-identified project goals, objectives, and outcomes, and analyze these data to support improvement and to provide additional state resources.
  - h. Utilizing cross-divisional OSSE teams to provide targeted technical assistance to ensure adequate support for subgrantees on content related topics, implementation science, grant related topics, or fiscal topics.
3. OSSE will leverage the District's education network to share best practices in a community of learning by:
- a. Gathering subgrantees together twice a year to discuss grant activities and share promising practices in literacy and the integration of SEL instruction.
  - b. Using state CLSD funds to host a city-wide literacy summit to showcase literacy best practices from birth through grade 12. OSSE will bring together subgrantees and other members of the education community to learn about the successes of CLSD programs and practices, along with the integration of other high-quality, research-backed programs like social emotional learning standards, social studies standards, and high impact tutoring programs.
  - c. Using state CLSD funds to establish a Coaching Academy where instructional coaches from all CLSD schools meet at least five times a year and work collaboratively to

deepen instructional knowledge and practices to support literacy outcomes across the District.

4. Update the State Comprehensive Literacy Plan, birth through grade 12 by:
  - a. Leveraging State Literacy Plan (SLP) [resources from the CLSD National Literacy Center](#) to follow each of the steps to prepare, understand, write, and disseminate an updated SLP.
  - b. Incorporating updated statewide assessment analysis, SEPR, Educator Workforce Report, and other relevant sources of data to identify gaps for student subgroups.
  - c. Refreshing and reconvening a group of stakeholders (from the LTF and previous CLP) to ensure the plan supports alignment and coherence across the diverse education landscape, to include community-based early childhood providers, traditional public schools (i.e., DCPS), single-site public charter schools, and multi-campus public charter schools serving pre-K through grade 12, as well as the EPPs that prepare future teachers to educate children in these settings.
  - d. Leveraging internal, cross-divisional OSSE work groups, including the English Learner Supports Working Group and high-impact tutoring team, to ensure the state plan includes evidence-based strategies designed to close gaps for special populations.
  - e. Analyzing literacy curricula submitted by LEAs by the 2025-2026 school year to document the evidence-based curricula landscape.

## **PART FOUR: IMPLEMENTATION AND MANAGEMENT PLAN**

OSSE will have a CLSD Advisory Team (CAT) responsible for ensuring equitable management and holistic implementation of the CLSD grant. The CLSD program will have a four pillar cycles

technical assistance. The CLSD team will consist of OSSE team members from Teaching and Learning (TAL) and Data, Assessment, and Research (DAR). The grant manager will manage the reporting, monitoring, technical assistance, subgrantee relationships, and fiscal responsibility of the grant. The grant manager will be one hundred percent dedicated to the responsibilities of the grant. OSSE will also hire a program analyst to manage the professional learning activities. This includes the semiannual convenings, the coaching academy, and all local literacy plan workshops, along with other coaching and professional learning responsibilities. Both full time employees (FTEs) will be one hundred percent dedicated to the CLSD grant. By awarding no more than 15 LEAs, these FTEs will manage the day-to-day needs of the grantees and program demands, with the support of the CLSD Advisory Team (CAT) as defined below.

**Table 1 – CLSD Advisory Team (CAT)**

<b>Name</b>	<b>Role</b>	<b>Detail</b>
Clara Smith	CLSD Grant Manager (GM), TAL	Manager of the CLSD grant, facilitate the CAT, complete day-to-day functions of the grant (e.g., reporting, monitoring, and technical assistance)
One Full Time Employee (FTE)	CLSD Program Analyst (PA1), TAL	Manage the professional learning efforts (e.g., LLP workshops, convenings, and updated SLP) and integration of literacy programming into other initiatives/supports
0.5 Full Time Employee (FTE)	CLSD Program Analyst (PA2), TAL	Managing statewide coaching efforts (e.g., coaching academy and coaches cohort)

Vaani Gupta	Literacy Specialist, TAL	Oversee incorporation of state-level resources and evidence-based research in literacy activities
Dustin Tamsen	Dyslexia Specialist, TAL	Collaborate to manage the learning and adoption of HQIM
Celina Ketelsen	Director, Academic Excellence and Training, TAL	Advise on the collaboration with professional learning and programming strategy; manage the CLSD grant manager
Chandi Wagner	Data Analysis Manager, DAR	Manage the data collection technology and analysis of statewide assessment outcomes
Rachel Knaizer	Assessment Specialist for ELA, DAR	Collaborate to ensure that the DC statewide assessments in ELA align with the CLSD goals

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

- Megan Dumond, Special Assistant, TAL
- Lucia Cuomo, Multilingual Specialist, TAL
- Abigail Johnson, Grant Manager, TAL
- Gil Francisco, Fiscal Analyst, TAL
- Elizabeth Ross, Assistant Superintendent of TAL
- Kathryn Kigera, Director of Quality Initiatives, Division of Early Learning (DEL)
- Nancy Mahon, Director, Office of Grants Management and Compliance (OGMC)
- Richard Kalankamorowley, Program Coordinator, OGMC

- Fadhal Moore, Educator Policy and Equity Specialist, TAL

## Management Goals

OSSE will have three main goals as part of the management plan (see Table 2):

1. Ensure compliance with subgrant applications aligned to the CLSD grant requirements,
2. Develop protocols to monitor compliance of grant requirements and continuous improvement of local CLSD plan implementation, and
3. Implement monitoring protocols to track implementation fidelity, progress, and fiscal accountability.

**Table 2 – CLSD Grant Management Plan**

<b>Management Goal 1: Ensure applicants submit subgrant applications in accordance with CLSD guidelines and requirements</b>		
<b>Activity</b>	<b>Milestone</b>	<b>Timeline</b>
Develop guidance for local literacy plan	Local literacy plan template and workshops	September 2024 – March 2025
Develop subgrant RFA and rubric in Enterprise Grants Management System (EGMS)	Release RFA	November 2024 – April 2025
Develop and deliver technical assistance (TA) for subgrantees	Submission of subgrant applications	January 2024 – April 2025
Evaluate RFA	Award subgrants	June 2025 – July 2025
<b>Management Goal 2: Develop protocols to monitor compliance of grant requirements and continuous improvement of local CLSD plan implementation</b>		
<b>Activity</b>	<b>Milestone</b>	<b>Timeline</b>
Develop implementation and reporting template in EGMS	Template that aligns the state’s reporting template and grants management system	November 2024 – March 2025

Develop CLSD monitoring cycle and site visit schedule	Site visit protocol. Protocol may include classroom visit and instructional rounds template, interviews with staff, students, and family members and should be conducted with LEA, CBO, or non-profit staff in conjunction with OSSE CLSD team staff	July 2025 – September 2025
Establish statewide CLSD professional learning programming	Professional learning plan should include:  Coaching academy vendor selection and implementation  City wide convening professional learning programming	May 2025 – December 2025  PL ongoing until August 2029
<b>Management Goal 3: Utilize monitoring protocols to track implementation, fidelity, alignment to CLSD local plans, and fiscal responsibility</b>		
<b>Activity</b>	<b>Milestone</b>	<b>Timeline</b>
Monitoring through data collection (qualitative & quantitative) and regular check-in schedule	Ongoing monitoring and outreach to ensure implementation fidelity and fiscal accountability. CLSD project staff will review submissions to assess for quality of activities to support continuous improvement.	September 2025 – August 2029 (ongoing)
Site visits and instructional rounds	Complete site visits and instructional rounds	September 2025 – June 2029 (biannually in Fall and Spring)
Subgrantee semiannual reports	Analysis of student achievement outcome data, grant summary information, and summative financial reporting	May 2026 – June 2029 (mid-year, and annual)

The CLSD four pillar cycles of support model are explained in depth below.

## Monitoring

OSSE will establish a regular schedule for monitoring including the following:

- Virtual check-ins every month with each subgrantee to implementation progress and review outcomes
- Site visits at least twice a year
- Quarterly surveys
- Annual updates to the local literacy plan

The monitoring activities will enable productive conversations and improvements for the programming and implementation of the grant at each site. Goals will be clearly outlined in each monitoring activity and targeted toward the project objectives and the LEA's local literacy plan. At least one of the site visits will monitor a professional learning for HQIM implementation or structured literacy training for the school. LEAs are required to implement a science-based literacy program beginning in the 2025-26 school year, year 2 site visits will focus on the HQIM adoption and implementation. At the end of every fiscal year, CLSD subgrantees will apply for continuation awards to enable them to continue implementing this grant. Subgrantees will annually submit an amended local literacy plan incorporating lessons learned and accounting for any necessary changes in budget (pending approval from the CLSD grant manager). Updating the plan annually will help ensure subgrantees adhere to proper fiscal management and programming toward the project objectives.

OSSE will request that any subgrantees that are out of compliance provide documentation or information immediately to rectify any compliance issues and identify a corrective action plan.

OSSE will provide subgrantees with 30 business days from the date of the corrective action plan

submission to correct deficiencies. Failure to correct any deficiencies may result in early termination of the subgrantee's award and may include reclaiming previously distributed funds.

## **Reporting**

Subgrantees will be required to report student outcome data, professional learning survey results, and a mid-year and end-of-year report on grant activities demonstrating progress toward established goals. OSSE will require that all LEA subgrant recipients submit a beginning of year (BOY), middle of the year (MOY), and an end of year (EOY) evidence-based literacy assessment results for the respective grade bands. Subgrantees will be required to submit data for all students who are impacted by the CLSD grant. The Division of Data and Research (DAR) will provide an annual report for grades 3 through 12 who participate in the statewide annual assessment, [DC CAPE](#). This report will analyze the outcomes for students who participated and did not participate with CLSD grant funds. The grant manager will use the data to provide feedback for subgrantees to support annual planning.

To measure educator growth and development, LEAs will be required to disseminate a survey to educators directly involved with the CLSD grant each year to illustrate gains in educator knowledge and effectiveness of professional learning. OSSE will analyze the data to provide additional state resources and support for continuous improvement.

In the middle of the year and the end of the year, subgrantees will be required to submit a progress report, documenting completed tasks, lessons learned, and documenting their LEA's literacy transformation story and impact. Each report will incorporate analysis and offer a chance to give feedback to ensure continuous improvement for improving literacy in the District.

Subgrantees will be required to submit at least one reimbursement request every quarter, in compliance with the OSSE reimbursement request policy. Subgrantees will submit reimbursement requests with all required documentation (receipt, proof of payment, etc.). The grant manager and a member of the CAT will review each reimbursement request to ensure compliance with the program.

### **Technical Assistance**

The grant manager will provide strategic technical assistance, based on subgrantee needs, to ensure adequate support on content, implementation, and grant related or fiscal needs. The grant manager will send a monthly newsletter to each of the subgrantees with key upcoming dates, updates in each of the cycles of support, and a grant highlight. The monthly newsletters have proved to be an effective and well received method of communication and feedback for CLSD grantees. The grant manager will maintain an online grants hub on Smartsheet to review deadlines, resources, request personalized technical assistance, and register for upcoming professional learning. In addition, the grant manager will hold at least three “All Hands” webinars for technical assistance surrounding key reporting timelines. The grant manager will provide 1:1 support to subgrantees as a strategic advisor and thought partner throughout the life of the grant.

Oversight of all grant activities will be the responsibility of the Division of Teaching and Learning (TAL) which consists of over 12 content specialists with central roles and responsibilities in creating professional learning and providing technical assistance to LEAs. The CLSD grant manager and supporting staff have extensive experience working with LEAs and CBOs as subgrantees.

## Professional Learning

The program analysts will ensure aligned curriculum design, vendor management and procurement, program coordination and logistics, and participant engagement in the following state-led professional learning opportunities:

- Coaching Academy—OSSE will procure a vendor to create a coaching academy for all subgrantee literacy coaches. This academy will meet at least five times a year and require each CLSD subgrantee school to participate. It will empower literacy experts with advanced strategies, tools, and collaborative networks to enhance literacy outcomes and change management at the school level.
- City-wide literacy convenings—OSSE will host educators, coaches, and administrators to learn from national and local experts and researchers. The day-long professional learning will build capacity, reflect on evidence-based instruction, and amplify best practices across the District.
- Local literacy plan workshops—OSSE will procure a vendor partner to provide a template, guidance, and assistance on how to create a local literacy plan within year one of the grant. These workshops will assist all eligible entities in the District. Proposed workshop sessions will be Needs Assessment, Strategic Planning, and Creating a Literacy Leadership Team.
- Integration with other statewide programming supporting literacy – OSSE will partner with other high-quality, research-backed programming to further integrate literacy initiatives. Teams could include, but are not limited to, social emotional learning, high impact tutoring, absenteeism prevention teams, social studies, etc.

## Continuous Improvement

The grant manager, programs analyst, and the broader CAT will utilize opportunities across the grant application and monitoring activities to offer feedback and support with the aim of continuous improvement. This will involve regular feedback from participants (see Monitoring) and assessment of the program's effectiveness (see Reporting). By assessing this information, OSSE can use data-driven insights to make ongoing adjustments. With monthly check ins, quarterly surveys, semiannual site visits, and semiannual reports from LEAs, OSSE will ensure alignment to the evolving needs of the subgrantees.

Similar to the framework in building local literacy plans, OSSE will use a continuous improvement model based on the Active Implementation Framework (AIF) (National Implementation Research Network, 2013). The AIF is designed to facilitate continuous improvement by providing a structured approach to implementing and scaling interventions, programs, or practices in education settings.

1. **Structured Process:** The framework outlines a structured process for implementing interventions, which includes stages such as exploration, installation, initial implementation, full implementation, and sustainability. Each stage is designed to promote continuous learning and improvement. These steps will be leveraged in the local literacy plan planning process.
2. **Data-Driven Approach:** Active implementation emphasizes the use of data to guide decision-making throughout the implementation process. This includes collecting baseline data, monitoring implementation fidelity, and using outcome data to assess the effectiveness of the intervention. OSSE will collect and analyze student outcome data three

times a year and LEA level reports twice a year, to identify areas for improvement and make data-informed decisions to optimize implementation strategies.

3. **Quality Improvement Methods:** The framework integrates principles of quality improvement, such as Plan-Do-Study-Act (PDSA) cycles, to support continuous improvement. PDSA cycles involve testing small changes, evaluating the impact, and adjusting based on the results. The iterative approach allows organizations to experiment with different implementation strategies and rapidly learn what works best in the specific context. When implementing new cycles of support or support methods, the grant manager will test smaller-scale changes and gather feedback quickly to determine if it can be scaled to the entire CLSD cohort.
4. **Collaborative Learning Communities:** Active implementation encourages the formation of collaborative learning communities where educators can share knowledge, experiences, and best practices. These communities provide a forum for ongoing reflection, discussion, and problem-solving, fostering a culture of continuous learning and improvement. The coaching academy and literacy convenings will enable these communities to gather on a regular basis.
5. **Adaptability and Flexibility:** The framework recognizes that implementation is not a one-size-fits-all process and that interventions may need to be adapted to fit the unique needs and contexts of different settings. By promoting adaptability and flexibility, the framework enables organizations to iterate on the implementation strategies based on feedback and lessons learned, ultimately driving continuous improvement. The frequent touchpoints and technical assistance that the grant manager provides will enable this adaptability.

Overall, AIF provides a systematic approach to continuous improvement throughout each pillar within the cycles of support.

## **PART FIVE: PROJECT SERVICES**

### **Ensuring equal access and treatment for eligible project participants**

OSSE has spent the last several years streamlining and strengthening grant management resources, training, data systems, and processes across the agency, including establishing a working group to examine subgrant application and dissemination processes through the lens of equity. Within OSSE's grant making authority, OSSE will ensure that all eligible entities are aware of the opportunity by using standard DC Government communication channels, such as the weekly newsletters and [grants forecast](#). OSSE will provide technical assistance and webinars leading up to the application window to ensure eligible entities are equipped to develop a local literacy plan aligned to the state literacy plan to include identification of evidence-based grant activities. OSSE will provide training for external peer reviewers around unconscious bias, grant requirements, and the scoring rubric to ensure normed and aligned reviews.

### **Prioritizing communities of greatest need**

OSSE will award priority points to eligible entities who serve the greatest percentage of disadvantaged students, including those serving low-income and high-need students.

Specifically, priority points will be assigned to eligible entities in the following areas using the student and site data formally submitted in the subgrant application: (1) Percentage of Children from Low-Income Families, (2) Percentage of ELs, (3) Percentage of SWDs, (4) Percentage of At-Risk Students, and sites which are located within highest-need areas (e.g., Wards 5, 7, and 8).

In prior subgrant administrations and the great academic and socioeconomic needs in the

District, OSSE does not anticipate any issues in awarding ninety five percent of the CLSD grant funds to eligible entities serving the most disadvantaged students across the District.

### **Requiring evidence-based activities and local literacy plans**

OSSE will award to eligible entities who demonstrate evidence of a current literacy plan and project narrative that aligns with evidence-based practices. Specifically, priority points will be assigned to eligible entities that explicitly state the practices that will be implemented with fidelity over the course of a school year. OSSE does not anticipate any issues in awarding all CLSD grant funds to eligible entities that have evidence-based, current literacy plans based on prior grant administration compliance.

### **Leveraging existing investments and OSSE infrastructure**

The CLSD grant will build on OSSE's existing continuum of education supports, which spans birth through adult. In 2017, OSSE created the Teaching and Learning (TAL) Division to address the needs of the District's educator workforce more specifically. TAL's professional learning team works to deliver responsive systems of professional learning and high-quality technical support to teachers, school leaders, service providers and staff who serve in the District's public and public charter schools. With this robust team sharing lessons learned, best practices, and new resources on professional learning, this will enable content specialists to provide sufficient quality and intensity to lead to tangible improvements at the LEA and school level. An existing exciting partnership within the TAL team is the intersection of literacy with Social Studies (SS) and Social and Emotional Learning (SEL). Within the past year, the District has revamped the [SS standards](#) for the first time in 17 years and created the first ever [SEL standards](#) for DC. Both

were adopted by the DC State Board of Education (DC SBOE) in July 2023 and May 2024, respectively. For SS, the new standards empower educators to select content that best supports their students in exploring driving concepts. This shift allows educators to promote an in-depth understanding of complex ideas, concepts, and skills, and incorporate multiple historical perspectives and a global understanding of history. Studies continue to accumulate showing that combining reading and writing can enhance learning, particularly when these combinations are carried out in content areas like history. For SEL standards, they include essential social and emotional knowledge and skills, including how to manage emotions, achieve goals, maintain supportive relationships, and make responsible and caring decisions. The SEL standards are intended to be implemented across all subject areas, rather than as a standalone class. By incorporating SEL across content areas, educators can create supportive learning environments to further student understanding of critical topics, like literacy.

OSSE DEL supports outcomes for children birth through age 5, including a team of several staff currently supporting the [Building and Sustaining Quality Early Care and Education Grant](#). This grant is responsible for many activities that align or complement CLSD proposed grant activities, including training and professional learning, technical assistance, and implementation of the quality rating and improvement system. The CLSD grant will leverage the existing relationships TAL has built with educators and schools, allowing TAL to scale up evidence-based practices and share best practices, including the work of TAL's literacy specialist to address literacy gaps through ongoing learning communities and technical assistance for school leaders and teachers.

OSSE has made intentional investments in convening with District partners and providing targeted support and investments to improve quality while also increasing access and advancing

equity in education. The CLSD grant would strengthen and increase the impact of the local literacy work as well as state-level literacy initiatives within the District. The grant will enable OSSE to expand successful evidence-based initiatives for supporting SWDs, ELs and at-risk students, such as partnering with the Multilingual Specialists, the Foundations of Special Education cohorts, and the high impact tutoring program. As the HIT program extends into SY 24-25 [through local funding](#), the CLSD grant will partner with the HIT team to leverage existing investments and learnings in making an impact in literacy, particularly with economically disadvantaged students.

## **Conclusion**

OSSE has the opportunity to deepen progress and impact with additional CLSD grant funds by implementing an evidence-based literacy transformation at the highest need schools in the District. The CLSD grant funds will support a rigorous and ambitious, but attainable five-year plan, focused on strategic and systematic implementation of literacy research based on the LEA needs. With the CLSD funds, the District will make the science of reading a reality. This plan will allow evidence-based instruction to go from being a buzzword to full integration into every classroom. Building upon the existing state agency infrastructure and systems will allow educational entities to choose appropriate partners, with an opportunity to provide educators and students with the necessary literacy support to close the achievement gap in the nation's capital.

## **APPENDIX: Additional details for Competitive Preference Priorities**

## **Competitive Preference Priority 1: Collaboration with IHEs**

As the state education agency for the District, OSSE has an interest in ensuring that families have access to schools staffed with highly effective teachers and leaders. To accomplish this, OSSE strives to ensure the programmatic excellence of each education preparation provider (EPP) and subject area program that prepares candidates eligible for an educator credential in the District of Columbia to teach in the District of Columbia Public Schools. Establishing that each approved DC EPP and Subject Area Program (SAP) is held to a uniform set of standards, and in the case of subject area programs that prepare teachers with primary responsibility for literacy instruction, ensuring that these standards adequately address the science of reading as described by the National Reading Panel, will help OSSE ensure that these aims are realized.

In 2022, OSSE published [regulations to outline the state review processes](#) for EPPs seeking to prepare candidates eligible for an OSSE Standard Teaching Credential. Simultaneously, OSSE published EPP and SAP standards aligned with national professional associations (such as Council for Exceptional Children and National Council of Teachers of Mathematics) to guide all program reviews. OSSE adopted [science of reading standards](#), which were adapted from the [International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading](#).

The science of reading standards are used to evaluate subject area programs whose candidates have a primary responsibility for literacy instruction (e.g., Special Education, Elementary and Early Childhood Education). As part of the science of reading review process, OSSE recruited experts in the science of reading to participate as State Review Team members, which results in a comprehensive program review with targeted, actionable feedback provided to the EPP in the state report.

As of May 2024, OSSE has conducted twelve science of reading program reviews across five EPPs. In response to the science of reading standards, EPPs are adding or modifying course content to better align with science of reading and working closely with OSSE via technical assistance and state convenings to ensure candidates are prepared to provide explicit, systematic evidence-based literacy instruction. Further, OSSE recently coordinated with Educational Testing Services to review new Praxis exam to ensure alignment with the science of reading. This exam is used for all candidates who are pursuing relevant teaching licensures. OSSE convened several literacy experts to review the current exam and provide feedback. Reviewers included OSSE's literacy specialist, the director of the DC Reading Clinic, local LETRS facilitators, and other literacy instructional specialists in the District. All reviewers stated that they found the assessment to be rigorous in the way questions pushed educators to apply knowledge rather than simple recall, and the assessment was fully aligned with the science of reading research. All reviewers agreed that this assessment should be adapted for DC use due to its alignment with the science of reading research, its thoroughness in content, and its rigorous question types.

Next, OSSE is proud to be launching its flagship citywide [OSSE Apprenticeship in Teaching](#) program in collaboration with the University of the District of Columbia (UDC) and the University of the District of Columbia Community College (UDC-CC). This program seeks to remove barriers to the teaching profession by providing paid, on-the-job learning for apprentices in three critical subject areas: Early Childhood Education, Elementary Education and Special Education. During the day, apprentices will work full-time in a DC school under the guidance of a mentor teacher to learn the skills needed to become an effective, career educator. In the evenings, apprentices will complete tuition-free coursework that leads to a bachelor's degree.

Coursework is flexible and designed to meet apprentices' needs— a combination of hybrid, virtual, asynchronous, and traditional in-person courses will be offered. Upon successful completion of the [OSSE Apprenticeship in Teaching program](#), apprentices will be eligible for an OSSE standard teaching credential and will commit to teaching in DC schools after graduation. UDC and UDC-CC will provide degree-granting coursework for OSSE apprentices in the evenings. This clinical coursework is designed to link theory and practice by complementing the on-the-job learning experiences apprentices engage in during the day at DC schools.

SAP reviews, the Apprenticeship program, science of reading aligned licensing exams, and other state supports and programs will ensure EPP candidates entering the DC workforce are well-prepared to be change agents in their schools as LEAs embark on a literacy transformation. The CLSD team will partner with the Educator Preparation team in the Teaching and Learning division to ensure alignment with the education preparation programs in the District.

## **Competitive Preference Priority 2: Addressing the Impact of COVID–19 on Students, Educators, and Faculty**

The [District continues to recover](#) from the learning loss caused by the COVID-19 pandemic. The [OSSE Strategic Plan](#) further outlines a need for systemic and aligned resources to support literacy for all students in the road to recovery. OSSE continues to make literacy progress to make up for the impacts of the pandemic. It is key to note that additional professional learning, extended learning time, and high-quality curriculum and instructional materials are being leveraged and implemented to support research-based literacy instruction without contributing to tracking or remedial courses. As described in detail in [Part 1: Needs Assessment, Section B: District Supports and Student Landscape, K-12 Education Sector](#), the District continues to close

achievement gaps between historically underserved students (e.g., SWDs, ELs, African American/Black students) that occurred even prior to the pandemic.

Our CLSD grant program will build on and leverage existing statewide initiatives to further maximize the educational benefits of both the existing initiatives and this new grant program. In 2015, OSSE began administering the Early Literacy Intervention Initiative (ELII) grant for the purpose of implementing evidence-based early literacy interventions. Utilizing local funds, OSSE makes these grants available through a competitive grant process. An eligible entity must be a nonprofit, community-based organization that partners with schools to provide a full continuum of early literacy intervention services, pre-K through grade 3, consisting of developmentally appropriate components for each grade, through professionally coached interventionists. The largest grantee is Literacy Lab, which uses an early intervention model of placing full-time rigorously trained, and professionally coached tutors (i.e., AmeriCorps members) in 15 high-need District elementary schools to drive improvement in literacy skills by using the nationally recognized and evidence-based Reading Corps program and SEEDS of Early Literacy. Literacy Lab also implements the Leading Men Fellowship, an initiative that engages recent District high school graduates who are men of color as early literacy tutors to prepare pre-K children for kindergarten. The second ELII grantee is Reading Partners, whose goal is to help close the opportunity gap for literacy achievement among low-income youth at a system-wide level and who currently serves over 900 students, grades K-4, in 19 Title I public and public charter schools in the District through its one-on-one literacy tutoring program. At each school site, at least 50 volunteer tutors serve 40 or more students through 45-minute one-on-one tutoring sessions occurring twice a week, where they receive oversight from trained staff, use a structured

research-based curriculum aligned with Common Core standards, and follow individualized reading plans tailored to each student's strengths and needs.

Our partners like [EmpowerK12 analyzed results](#) from nationally normed growth assessments administered by local education agencies (LEAs) to students in grades K-8 in winter of 2024. The assessment results offer signs of hope and learning acceleration after COVID-era learning loss. Over the last year since winter 22-23, a cohort of continuously enrolled DC students in grades 4-8 scored academic gains equivalent to two additional months of learning in reading. Economically disadvantaged students, those designated as at-risk, improved ten points compared with their peers from more affluent families, who improved six points. If the rate of improvement continues for another year, each of these student groups are on track to return to pre-COVID reading attainment levels. EmpowerK12 reports that sustained academic acceleration is required to maintain recovery rates. With literacy supports like CLSD, OSSE will tie into larger data-driven efforts to recover learning loss from COVID-19.

### **Competitive Preference Priority 3: Promoting Equity in Student Access to Educational Resources and Opportunities**

The CLSD will prioritize the highest-need LEAs and schools within the subgrant competition. Although emphasized throughout the project details, please see [Part Five: Project Services](#) on OSSE's assurance to prioritize communities of greatest need. All LEAs will be required to submit an evidence-based local literacy plan that addressed educational equity and adequacy of resources for underserved students.

## **Competitive Preference Priority 4: Supporting a Diverse Educator Workforce and Professional Growth To Strengthen Student Learning**

One key pillar of OSSE’s strategic plan is to strengthen its systems of educator preparation and licensure in order to help build and sustain an innovative and robust pipeline of high-quality, diverse and well-prepared educators for DC schools. OSSE has many processes and initiatives in place to support his ambitious goal. As a part of OSSE’s EPP and SAP review process, all EPPs must complete [a needs assessment](#) that addresses how the EPP is making efforts to ensure its candidates and completers reflect the racial and ethnic diversity of the student populations of DC schools, learn from diverse faculty and ultimately how EPP programs are responsive to local workforce needs.

Next, OSSE is proud to be launching its flagship citywide [OSSE Apprenticeship in Teaching](#) program in 2024. This program seeks to remove barriers to the teaching profession by providing paid, on-the-job learning for apprentices in three critical subject areas: Early Childhood Education, Elementary Education and Special Education. During the day, apprentices will work full-time in a DC school under the guidance of a mentor teacher to learn the skills needed to become an effective, career educator. In the evenings, apprentices will complete tuition-free coursework that leads to a bachelor’s degree. Coursework is flexible and designed to meet apprentices’ needs— a combination of hybrid, virtual, asynchronous, and traditional in-person courses will be offered. The innovative Apprenticeship program removes financial barriers to entering the teaching profession, in hopes to provide a more diverse workforce to the teaching profession. The CLSD program and the Apprenticeship in Teaching programs are in the division of Teaching and Learning, and will partner in ensuring that well-prepared, diverse, and effective educators are serving the District’s students throughout each transition.



## References

- Anderson, S. & Kumari, R. (2009). Continuous improvement in schools: Understanding the practice. *International Journal of Educational Improvement*, 29(3), 281-292.
- Averill, O. H., Rinaldi, C., & Collaborative, U. S. E. L. (2011). Multi-tier system of supports (MTSS). *District Administration*, 48(8), 91-95.
- Bierman, K.L., Coie, J.D., Dodge, K.A., Greenburg, M.T., Lochman, J.E., McMahon, R.J, & Pinderhughes, E. (2002). The implementation of the fast track program: An example of a large-scale prevention science efficacy trial. *Journal of Abnormal Child Psychology*, 30(1), 1-17.
- Boudett, K. P., City, E. A., & Murnane, R. J. (Eds.). (2013). Data Wise: a step-by-step guide to using assessment results to improve teaching and learning, Revised and expanded edition.
- Card, David, & Giuliano, L. (2016). "Can Tracking Raise the Test Scores of High-Ability Minority Students?" *American Economic Review*, 106 (10): 2783–2816.
- D.C. Law Library (2022). Chapter 22D. Structured Literacy Action Plan. *Code of the District of Columbia*.
- Retrieved from <https://code.dccouncil.gov/us/dc/council/code/titles/38/chapters/22D>
- D.C. Law Library (2020). D.C. Law 23-19 Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020. *Code of the District of Columbia*.
- Retrieved from <https://code.dccouncil.gov/us/dc/council/laws/23-191>

DC Office of the State Superintendent of Education (2023). 2022-23 Assessment Results

Presentation. Retrieved from <https://osse.dc.gov/assessmentresults2023>

DC Office of the State Superintendent of Education (2023). 2023-2025 OSSE Strategic Plan.

Retrieved from <https://osse.dc.gov/strategicplan>

DC Office of the State Superintendent of Education (2023). 2023 OSSE Annual Report:

Achieve Equitable Outcomes for all Students.

Retrieved from <https://osse.dc.gov/page/2023-osse-annual-report-achieve-equitable-outcomes-all-students>

DC Office of the State Superintendent of Education (2023). Academic Growth Business Rules.

Retrieved from <https://stossepublicdocsprod.blob.core.windows.net/report-card/business-rules/DC.School.Report.Card-101.pdf>

DC Office of the State Superintendent of Education (2017). An Excellent Teacher for Every

Child: District of Columbia Plan to Ensure Equitable Access to Excellent Educators.

Retrieved from

<https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Equitable%20Access%20Plan%20updated%20Feb.%201%2C%202018.pdf>

DC Office of the State Superintendent of Education (2023). Capital Quality (QRIS).

Retrieved from <https://osse.dc.gov/page/capital-quality-qris>

DC Office of the State Superintendent of Education (2024). DC CAPE.

Retrieved from <https://osse.dc.gov/dccape>

DC Office of the State Superintendent of Education (2024). DC school report card.

DC Office of the State Superintendent of Education (2022). District of Columbia Comprehensive Literacy Plan.

Retrieved from <https://osse.dc.gov/page/dc-state-wide-comprehensive-literacy-plan>

DC Office of the State Superintendent of Education (2022). District of Columbia Educator Workforce Report.

Retrieved from <https://osse.dc.gov/page/dc-educator-workforce-data>

DC Office of the State Superintendent of Education (2024). Dyslexia Legislation Overview.

Retrieved from <https://osse.dc.gov/page/dyslexia>

DC Office of the State Superintendent of Education (2023). Early Literacy Education Task Force Report.

Retrieved from <https://osse.dc.gov/literacytaskforce>

DC Office of the State Superintendent of Education (2023). Educator Preparation Providers and Subject Area Programs in the District of Columbia.

Retrieved from <https://osse.dc.gov/service/educator-preparation-providers-and-subject-area-programs-district-columbia>

DC Office of the State Superintendent of Education (2023). Every Student Succeeds Act.

Retrieved from <https://osse.dc.gov/node/1154152>

DC Office of the State Superintendent of Education (2023). Fiscal Year 2022 Pre-K Report.

Retrieved from

<https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE%20Annual%20Pre-K%20Report%202022.pdf>

Skill-Building Opportunities for DC Educators.

Retrieved from <https://osse.dc.gov/page/spedfoundations>

DC Office of the State Superintendent of Education (2024). High-Quality Science-Based Literacy Programs List for K-5.

Retrieved from

[https://osse.dc.gov/sites/default/files/dc/sites/osse/page\\_content/attachments/Science-Based%20HQIM%20Literacy%20Programs%20List.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Science-Based%20HQIM%20Literacy%20Programs%20List.pdf)

DC Office of the State Superintendent of Education (2024). My Child Care DC.

Retrieved from

<https://mychildcare.dc.gov/MyChildCare/home>

DC Office of the State Superintendent of Education (2024). OSSE Apprenticeship in Teaching.

Retrieved from <https://osse.dc.gov/page/osse-apprenticeship-teaching>

DC Office of the State Superintendent of Education (2022). OSSE Educator Preparation Provider and Subject Area Program Approval Standards.

Retrieved from <https://osse.dc.gov/page/osse-educator-preparation-provider-and-subject-area-program-approval-standards>

DC Office of the State Superintendent of Education (2024). OSSE's High-Impact Tutoring Initiative Supported Students in Special Populations in the 2022–23 School Year.

Retrieved from <https://osse.dc.gov/blog/osse%E2%80%99s-high-impact-tutoring-initiative-supported-students-special-populations-2022%E2%80%9323-school>

DC Office of the State Superintendent of Education (2023). OSSE Science of Reading

Retrieved from

[https://osse.dc.gov/sites/default/files/dc/sites/osse/page\\_content/attachments/OSSE%20Science%20of%20Reading%20Standards%20Rubric.fillable12062023.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/OSSE%20Science%20of%20Reading%20Standards%20Rubric.fillable12062023.pdf)

DC Office of the State Superintendent of Education (2022). OSSE's Special Education Performance Report (SEPR).

Retrieved from <https://osse.dc.gov/page/osse%E2%80%99s-special-education-performance-report-sepr>

DC Office of the State Superintendent of Education (2023). Quick Stats: Public Schools in the District of Columbia.

Retrieved from <https://osse.dc.gov/page/data-and-reports-0>

DC Office of the State Superintendent of Education (2024). Social Emotional Learning Standards.

Retrieved from <https://osse.dc.gov/page/social-emotional-learning>

DC Office of the State Superintendent of Education (2023). Social Studies Standards.

Retrieved from <https://osse.dc.gov/page/social-studies-0>

DC Office of the State Superintendent of Education (2024). The District of Columbia Approves Its First Citywide Registered Apprenticeship in Teaching.

Retrieved from <https://osse.dc.gov/release/district-columbia-approves-its-first-citywide-registered-apprenticeship-teaching>

DC Office of the State Superintendent of Education (2022). The State of Pre-K in the District of Columbia.

Retrieved from <https://osse.dc.gov/publication/pre-kindergarten-reports-state-pre-k-district-columbia>

DC Office of the State Superintendent of Education (2019). Students with disabilities in the District of Columbia landscape analysis.

Retrieved from <https://osse.dc.gov/page/students-disabilities-district-columbia-landscape-analysis>

DC Policy Center (2024). State of D.C. Schools, 2022-23: Challenges to pandemic recovery in a new normal.

Retrieved from <https://www.dcpolicycenter.org/publications/state-of-dc-schools-2022-23/>

Eccles, M.P. & Mittman, B.S. (2006). Welcome to Implementation Science. *Implementation Science*, 1(1). 10.1186/1748-5908-1-1

EmpowerK12 (2024). DC Math and Reading Recovery Update.

Retrieved from <https://www.empowerk12.org/research-source/covid-impact-achievement-dc>

Executive Office of the Mayor of the District of Columbia (2024). “Mayor Bowser announces new investments in high-impact tutoring and reimagining high school”.

Retrieved from <https://mayor.dc.gov/release/mayor-bowser-announces-new-investments-high-impact-tutoring-and-reimagining-high-school#:~:text=%244.8%20million%20to%20continue%20high,Program%20and%20Career%20Ready%20Internships>

Continued Growth in Public School Enrollment”.

Retrieved from <https://dc.gov/release/mayor-bowser-highlights-continued-growth-public-school-enrollment>

International Dyslexia Association (2018). Knowledge and practices.

Retrieved from <https://dyslexiaida.org/knowledge-and-practices/>

Fixsen, D. L., & Blase, K. A. (2008). Drivers framework. Chapel Hill, NC: University of North Carolina, The National Implementation Research Network, Frank Porter Graham Child Development Institute.

Fixsen, D.L., Blasé, K.A., Metz, A., & Van Dyke, M.K. (2013). Statewide implementation of evidence-based programs. *Exceptional Children*, 79(2), 213-230.

Fixsen, D., Naoom, S., Blase, K., Friedman, R., & Wallace, F. (2005). Implementation Research: A Synthesis of the Literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network. *Institute of Medicine (IOM)*. 2007. The Learning Healthcare System: Workshop Summary. Washington, DC: The National Academies Press.

National Council on Teacher Quality (2020). Early reading: Teacher prep review.

Retrieved from <https://www.nctq.org/review/search/standard/Early-Reading>

National Council on Teacher Quality (2020). Teaching reading national results. State teacher policy database: Data set elementary teachers.

Retrieved from <https://www.nctq.org/yearbook/national/Teaching-Reading-90>

National Council on Teacher Quality (2020). Teaching reading national results. State teacher

- Retrieved from <https://www.nctq.org/yearbook/national/Teaching-Reading-92>
- National Early Literacy Panel (2008). Developing early literacy: Report of the national early literacy panel. Washington, DC: National Institute for Literacy.
- Retrieved from <https://lincs.ed.gov/publications/pdf/NELPReport09.pdf>
- National Implementation Research Network (2013). Active Implementation Frameworks for Practice and System Implementation [Framework]. University of North Carolina at Chapel Hill, FPG Child Development Institute.
- National Literacy Center (2024). State Literacy Plan Resources.
- Retrieved from <https://literacycenter.ed.gov/2023-SLP/StateLiteracyPlanResources>
- Pianta, R.C., LaParo, K.M., & Hamre, B. K. (2008). Classroom Assessment Scoring System Manual: Pre-K. Baltimore, MD: Paul H. Brookes Publishing Co.
- Roland G., & Fryer J. (2017). The Production of Human Capital in Developed Countries: Evidence from 196 Randomized Field Experiments. *Handbook of Field Experiments*. Vol. 2. Amsterdam: North-Holland; 2017. pp. 95-322.
- Steiner, D. M. (2017). StandardsWork: A Narrative Research Review. Center for Research and Reform in Education; Institute for Education Policy. Baltimore, MD: Johns Hopkins University.
- Wasik, B.A. & Hindman, A.H. (2011). Improving vocabulary and pre-literacy skills of at-risk preschoolers through teacher professional development. *Journal of Educational Psychology*. 103(2), 455-469.
- Zwiers, J. (2008). Building academic language: Essential practices for content classrooms,

**Other Attachment File(s)**

---

\* Mandatory Other Attachment Filename:

---

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



## References

- Anderson, S. & Kumari, R. (2009). Continuous improvement in schools: Understanding the practice. *International Journal of Educational Improvement*, 29(3), 281-292.
- Averill, O. H., Rinaldi, C., & Collaborative, U. S. E. L. (2011). Multi-tier system of supports (MTSS). *District Administration*, 48(8), 91-95.
- Bierman, K.L., Coie, J.D., Dodge, K.A., Greenburg, M.T., Lochman, J.E., McMahon, R.J, & Pinderhughes, E. (2002). The implementation of the fast track program: An example of a large-scale prevention science efficacy trial. *Journal of Abnormal Child Psychology*, 30(1), 1-17.
- Boudett, K. P., City, E. A., & Murnane, R. J. (Eds.). (2013). Data Wise: a step-by-step guide to using assessment results to improve teaching and learning, Revised and expanded edition.
- Card, David, & Giuliano, L. (2016). "Can Tracking Raise the Test Scores of High-Ability Minority Students?" *American Economic Review*, 106 (10): 2783–2816.
- D.C. Law Library (2022). Chapter 22D. Structured Literacy Action Plan. *Code of the District of Columbia*.
- Retrieved from <https://code.dccouncil.gov/us/dc/council/code/titles/38/chapters/22D>
- D.C. Law Library (2020). D.C. Law 23-19 Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020. *Code of the District of Columbia*.
- Retrieved from <https://code.dccouncil.gov/us/dc/council/laws/23-191>

DC Office of the State Superintendent of Education (2023). 2022-23 Assessment Results

Presentation. Retrieved from <https://osse.dc.gov/assessmentresults2023>

DC Office of the State Superintendent of Education (2023). 2023-2025 OSSE Strategic Plan.

Retrieved from <https://osse.dc.gov/strategicplan>

DC Office of the State Superintendent of Education (2023). 2023 OSSE Annual Report:

Achieve Equitable Outcomes for all Students.

Retrieved from <https://osse.dc.gov/page/2023-osse-annual-report-achieve-equitable-outcomes-all-students>

DC Office of the State Superintendent of Education (2023). Academic Growth Business Rules.

Retrieved from <https://stossepublicdocsprod.blob.core.windows.net/report-card/business-rules/DC.School.Report.Card-101.pdf>

DC Office of the State Superintendent of Education (2017). An Excellent Teacher for Every

Child: District of Columbia Plan to Ensure Equitable Access to Excellent Educators.

Retrieved from

<https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Equitable%20Access%20Plan%20updated%20Feb.%201%2C%202018.pdf>

DC Office of the State Superintendent of Education (2023). Capital Quality (QRIS).

Retrieved from <https://osse.dc.gov/page/capital-quality-qris>

DC Office of the State Superintendent of Education (2024). DC CAPE.

Retrieved from <https://osse.dc.gov/dccape>

DC Office of the State Superintendent of Education (2024). DC school report card.

DC Office of the State Superintendent of Education (2022). District of Columbia Comprehensive Literacy Plan.

Retrieved from <https://osse.dc.gov/page/dc-state-wide-comprehensive-literacy-plan>

DC Office of the State Superintendent of Education (2022). District of Columbia Educator Workforce Report.

Retrieved from <https://osse.dc.gov/page/dc-educator-workforce-data>

DC Office of the State Superintendent of Education (2024). Dyslexia Legislation Overview.

Retrieved from <https://osse.dc.gov/page/dyslexia>

DC Office of the State Superintendent of Education (2023). Early Literacy Education Task Force Report.

Retrieved from <https://osse.dc.gov/literacytaskforce>

DC Office of the State Superintendent of Education (2023). Educator Preparation Providers and Subject Area Programs in the District of Columbia.

Retrieved from <https://osse.dc.gov/service/educator-preparation-providers-and-subject-area-programs-district-columbia>

DC Office of the State Superintendent of Education (2023). Every Student Succeeds Act.

Retrieved from <https://osse.dc.gov/node/1154152>

DC Office of the State Superintendent of Education (2023). Fiscal Year 2022 Pre-K Report.

Retrieved from

<https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE%20Annual%20Pre-K%20Report%202022.pdf>

Skill-Building Opportunities for DC Educators.

Retrieved from <https://osse.dc.gov/page/spedfoundations>

DC Office of the State Superintendent of Education (2024). High-Quality Science-Based Literacy Programs List for K-5.

Retrieved from

[https://osse.dc.gov/sites/default/files/dc/sites/osse/page\\_content/attachments/Science-Based%20HQIM%20Literacy%20Programs%20List.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Science-Based%20HQIM%20Literacy%20Programs%20List.pdf)

DC Office of the State Superintendent of Education (2024). My Child Care DC.

Retrieved from

<https://mychildcare.dc.gov/MyChildCare/home>

DC Office of the State Superintendent of Education (2024). OSSE Apprenticeship in Teaching.

Retrieved from <https://osse.dc.gov/page/osse-apprenticeship-teaching>

DC Office of the State Superintendent of Education (2022). OSSE Educator Preparation Provider and Subject Area Program Approval Standards.

Retrieved from <https://osse.dc.gov/page/osse-educator-preparation-provider-and-subject-area-program-approval-standards>

DC Office of the State Superintendent of Education (2024). OSSE's High-Impact Tutoring Initiative Supported Students in Special Populations in the 2022–23 School Year.

Retrieved from <https://osse.dc.gov/blog/osse%E2%80%99s-high-impact-tutoring-initiative-supported-students-special-populations-2022%E2%80%9323-school>

DC Office of the State Superintendent of Education (2023). OSSE Science of Reading

Retrieved from

[https://osse.dc.gov/sites/default/files/dc/sites/osse/page\\_content/attachments/OSSE%20Science%20of%20Reading%20Standards%20Rubric.fillable12062023.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/OSSE%20Science%20of%20Reading%20Standards%20Rubric.fillable12062023.pdf)

DC Office of the State Superintendent of Education (2022). OSSE's Special Education Performance Report (SEPR).

Retrieved from <https://osse.dc.gov/page/osse%E2%80%99s-special-education-performance-report-sepr>

DC Office of the State Superintendent of Education (2023). Quick Stats: Public Schools in the District of Columbia.

Retrieved from <https://osse.dc.gov/page/data-and-reports-0>

DC Office of the State Superintendent of Education (2024). Social Emotional Learning Standards.

Retrieved from <https://osse.dc.gov/page/social-emotional-learning>

DC Office of the State Superintendent of Education (2023). Social Studies Standards.

Retrieved from <https://osse.dc.gov/page/social-studies-0>

DC Office of the State Superintendent of Education (2024). The District of Columbia Approves Its First Citywide Registered Apprenticeship in Teaching.

Retrieved from <https://osse.dc.gov/release/district-columbia-approves-its-first-citywide-registered-apprenticeship-teaching>

DC Office of the State Superintendent of Education (2022). The State of Pre-K in the District of Columbia.

Retrieved from <https://osse.dc.gov/publication/pre-kindergarten-reports-state-pre-k-district-columbia>

DC Office of the State Superintendent of Education (2019). Students with disabilities in the District of Columbia landscape analysis.

Retrieved from <https://osse.dc.gov/page/students-disabilities-district-columbia-landscape-analysis>

DC Policy Center (2024). State of D.C. Schools, 2022-23: Challenges to pandemic recovery in a new normal.

Retrieved from <https://www.dcpolicycenter.org/publications/state-of-dc-schools-2022-23/>

Eccles, M.P. & Mittman, B.S. (2006). Welcome to Implementation Science. *Implementation Science*, 1(1). 10.1186/1748-5908-1-1

EmpowerK12 (2024). DC Math and Reading Recovery Update.

Retrieved from <https://www.empowerk12.org/research-source/covid-impact-achievement-dc>

Executive Office of the Mayor of the District of Columbia (2024). “Mayor Bowser announces new investments in high-impact tutoring and reimagining high school”.

Retrieved from <https://mayor.dc.gov/release/mayor-bowser-announces-new-investments-high-impact-tutoring-and-reimagining-high-school#:~:text=%244.8%20million%20to%20continue%20high,Program%20and%20Career%20Ready%20Internships>

Continued Growth in Public School Enrollment”.

Retrieved from <https://dc.gov/release/mayor-bowser-highlights-continued-growth-public-school-enrollment>

International Dyslexia Association (2018). Knowledge and practices.

Retrieved from <https://dyslexiaida.org/knowledge-and-practices/>

Fixsen, D. L., & Blase, K. A. (2008). Drivers framework. Chapel Hill, NC: University of North Carolina, The National Implementation Research Network, Frank Porter Graham Child Development Institute.

Fixsen, D.L., Blasé, K.A., Metz, A., & Van Dyke, M.K. (2013). Statewide implementation of evidence-based programs. *Exceptional Children*, 79(2), 213-230.

Fixsen, D., Naoom, S., Blase, K., Friedman, R., & Wallace, F. (2005). Implementation Research: A Synthesis of the Literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network. *Institute of Medicine (IOM)*. 2007. The Learning Healthcare System: Workshop Summary. Washington, DC: The National Academies Press.

National Council on Teacher Quality (2020). Early reading: Teacher prep review.

Retrieved from <https://www.nctq.org/review/search/standard/Early-Reading>

National Council on Teacher Quality (2020). Teaching reading national results. State teacher policy database: Data set elementary teachers.

Retrieved from <https://www.nctq.org/yearbook/national/Teaching-Reading-90>

National Council on Teacher Quality (2020). Teaching reading national results. State teacher

- Retrieved from <https://www.nctq.org/yearbook/national/Teaching-Reading-92>
- National Early Literacy Panel (2008). Developing early literacy: Report of the national early literacy panel. Washington, DC: National Institute for Literacy.
- Retrieved from <https://lincs.ed.gov/publications/pdf/NELPReport09.pdf>
- National Implementation Research Network (2013). Active Implementation Frameworks for Practice and System Implementation [Framework]. University of North Carolina at Chapel Hill, FPG Child Development Institute.
- National Literacy Center (2024). State Literacy Plan Resources.
- Retrieved from <https://literacycenter.ed.gov/2023-SLP/StateLiteracyPlanResources>
- Pianta, R.C., LaParo, K.M., & Hamre, B. K. (2008). Classroom Assessment Scoring System Manual: Pre-K. Baltimore, MD: Paul H. Brookes Publishing Co.
- Roland G., & Fryer J. (2017). The Production of Human Capital in Developed Countries: Evidence from 196 Randomized Field Experiments. *Handbook of Field Experiments*. Vol. 2. Amsterdam: North-Holland; 2017. pp. 95-322.
- Steiner, D. M. (2017). StandardsWork: A Narrative Research Review. Center for Research and Reform in Education; Institute for Education Policy. Baltimore, MD: Johns Hopkins University.
- Wasik, B.A. & Hindman, A.H. (2011). Improving vocabulary and pre-literacy skills of at-risk preschoolers through teacher professional development. *Journal of Educational Psychology*. 103(2), 455-469.
- Zwiers, J. (2008). Building academic language: Essential practices for content classrooms,

INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization:**

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

**Date:** March 31, 2022

**Agreement No:** 2022-511

**Filing Reference:** This replaces previous  
Agreement No. 2020-153

**Dated:** 9/25/2020

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

**Section I - Rates and Bases**

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Predetermined	10/1/2020	9/30/2022	15.6%	MTDC	Unrestricted
Predetermined	10/1/2020	9/30/2022	11.1%	MTDC	Restricted
Predetermined	10/1/2022	9/30/2026	15.6% *	MTDC	Unrestricted
Predetermined	10/1/2022	9/30/2026	11.1% *	MTDC	Restricted

\* In accordance with 2 CFR 200.414(g), the District of Columbia Office of the State Superintendent of Education requested an extension of its current rates for fiscal year 2022, and they are extended in accordance with this regulation.

**Distribution Base:**

MTDC                      Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

**Applicable To:**

Unrestricted            Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted                Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

**Treatment of Fringe Benefits:**

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

## **Section II – Particulars**

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

### **Section III - Special Remarks**


Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

### **Section IV – Approvals**

#### **For the State Education Agency:**

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

  
\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

#### **For the Federal Government:**

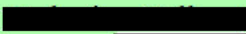

U.S. Department of Education  
OFO / OAGA / ICD  
400 Maryland Avenue, SW  
Washington, DC 20202-4500

\_\_\_\_\_  
Signature

Andre Hylton  
\_\_\_\_\_  
Name

Director, Indirect Cost Division  
\_\_\_\_\_  
Title

March 31, 2022  
\_\_\_\_\_  
Date

Negotiator:   
Telephone Number: 

**VAANI GUPTA**

[REDACTED]

[REDACTED]

[REDACTED]

**EDUCATION**

**Boston University**, Boston, MA  
*Counseling*

May 2009  
*Ed.M. School and Guidance*

- Cumulative GPA 3.73/4.0

**American University**, Washington DC  
*B.A. Elementary Education*

May 2005

- Deans List/Magna Cum Laude
- Overall GPA 3.7/4.0

**MA Provisional School and Guidance Counseling License**  
**Initial NYC Teaching Certificate**  
**Standard DC Teaching Certificate**  
**LETRS Volume 1 & 2 Completion Certificate**

May 2009  
August 2006  
May 2005  
May 2022

**PROFESSIONAL EXPERIENCE**

**Dorothy Height Elementary School**, Washington DC  
*ELA Instructional Coach*

August 2015-Present

- Develop and facilitate weekly professional development for teachers around Science of Reading, Structured Literacy, Close Reading, Writing Development, student data analysis
- Observe teachers weekly in different components of ELA block
- Develop high leverage action steps for teachers based on multiple data points
- Debrief weekly with teachers to share feedback, co plan literacy lesson and/or analyze student data to identify next steps
- Analyze school wide reading data to identify trends, gaps and next steps
- Lead benchmark data meetings with teachers to analyze data, group kids and plan out data based instruction
- Actively involved on the Academic Leadership Team to analyze school wide data, create action plans aligned to our Comprehensive School Plan and participate in instructional walk throughs.

**Hyde Addison Elementary**, Washington DC  
*3<sup>rd</sup> and 4<sup>th</sup> General Education Teacher*

August 2013-June 2015

- Collaborate with grade level teachers to plan and implement differentiated instruction in ELA, Math, Science and Social Studies
- Facilitate learning through investigative experiences as well as targeted small groups

- Analyze student data to redesign targeted instruction
- Communicate with parents through progress reports, phone calls and meetings

**Wheatley Education Center, Washington DC**

August 2009-June 2013

*3<sup>rd</sup> Grade Teacher*

- Develop, differentiate and teach Math, ELA, Science and Social Studies instruction according to students' varying academic levels and Common Core Standards
- Manage student behavior through consistent use of classroom behavior system
- Collaborate with special education teacher to implement lessons and routines that fit the learning style of all students in the classroom
- Analyze student data to monitor academic growth throughout the year
- Promote parent involvement through home visits, goal setting/data sharing meetings and phone calls

**PS 130: Parkside School, Brooklyn NYC**

August 2006-October 2006

*4<sup>th</sup> Grade Teacher*

- Established strong classroom community and assessed students' baseline reading levels
- Attended professional development for Readers and Writers Workshop

**Janney Elementary School, Washington DC**

August 2005-June 2006

*5<sup>th</sup> Grade Teacher*

- Planned Math, ELA, Science and Social Studies instruction to meet interest and needs of students of all ability levels
- Utilized a variety of assessment techniques and data to continue to inform instruction
- Participated in professional development and coaching cycles at school to support my 1<sup>st</sup> year of teaching.

**TEACHER/COACH LEADERSHIP**

**DCPS Office of Teaching and Learning, Washington DC**

August 2016-June 2017

*Leader of Professional Development*

- Led DCPS ELA professional development sessions for kindergarten teachers across the district

**DCPS Office of Teaching and Learning, Washington DC**

July 2014-August 2014

*Literacy Curriculum Designer*

- Created 4<sup>th</sup> grade ELA units of study based on common core standards
- Wrote close reading modules based of complex texts
- Analyzed complexity of multiple content based texts

# Dustin Tamsen

Creative, dynamic, and passionate education leader with over 14 years of commitment to high-needs schools and districts in the US and abroad. Adept at managing complex projects, leading programmatic shifts, and providing exceptional instruction from Pre-K to principals. Builder of collaborative narratives, driven by genuine connections and an investment in the individual: education, agency, equity.

## EXPERIENCE

### **Breakthrough Montessori, Washington, DC**

*Literacy Specialist, 2020 - 2023.*

- Developed and implemented a multi-tiered system of literacy support on a school wide level. Created a virtual curriculum that linked to instructional content for the explicit and research aligned teaching for grades K-3, leading to a --- increase in reading data despite being a virtual year of teaching.
- Created the content for the virtual curriculum, as well as systems to holistically support student growth, from assessments to daily lessons.
- Relentlessly developed staff, from leadership to classroom assistants, to ensure that students received comprehensive and targeted reading instruction despite the pandemic. This involved classroom observations, coaching meetings, to multi-week PD.
- Work with a roster of 18 of our highest need readers in small groups and 1:1s to establish foundational literacy skills, foster confidence, and help create a joy of reading. Midyear student data showed an 85% increase in progress toward annual goals.
- Member of several leadership teams and committees, from the Academic Leadership Team, the Nautilus behavioral response team, to the Hiring Committee for administrative leadership.

### **Peace Corps Response Keda, Georgia**

*Response Volunteer September, 2018 - 2019*

- Collaborated with the Ministry of Education's regional Education Resource Center to

support the quality of English instruction at 29 rural schools within the Keda Municipality of rural Georgia.

- Developed a system for routine school observations and onsite management that led to co-planned and co-facilitated workshops with local counterparts, emphasizing content tailored to the needs of remote teachers.
- Taught a middle school English class to directly apply the teaching methodologies I was promoting.
- Created and operated a range of extracurricular activities to develop student language and leadership skills, including English Club, Film Club, Competition Club and Girl's Basketball. Culminating in a region wide English Competition, which involved representatives from each of Keda's 29 schools.

### **New York City Department of Education New York, NY**

#### *Teacher Training Manager September 2017 – September, 2018*

- Managed a year-round portfolio of public school 'Teaching Academies' – intensive field-experience training sites for an annual cohort of nearly 2,000 pre-service teachers throughout New York City.
- Directed the data driven recruitment and selection of over 60 exceptional schools to become NYC Teaching Academies. Directly guided school administration through the process of nominating and selecting their team of teacher coaches, then coordinated and oversaw the hiring of over 300 Teaching Academy staff – a process multistep process involving written applications, two interviews, and lesson observations.
- Facilitated trainings for coaches and leadership covering cultural competence, mentorship, and the foundations of teaching a teacher how to teach.
- Led two week introductory trainings for incoming pre-service teachers on the rudiments of pedagogy.

### **Hudson River Sloop Clearwater Beacon, NY**

#### *Educator/Deckhand April 2017 – July 2017*

- Engaged over 1,000 students from the 4<sup>th</sup> through 12<sup>th</sup> grade with environmental-education programming focused on the history, biology and conservation of the Hudson River aboard the historic sloop Clearwater.
- Managed the daily operations of the sloop under the direction of the captain and first mate.
- Represented the organization at the World Ocean's Festival on Governor's Island,

NYC.

## **Reading Partners New York, NY**

*Senior Program Manager June 2016 - April 2017.*

- Developed and directed a program management team to deliver volunteer driven literacy instruction for over 500 students in 10 Title I schools across NYC.
- Led a newly structured community engagement team to onboard, orient and train over a 1,000 volunteer tutors, aging from 18 - 80. Created tutor training content and helped analyze and act upon data to improve the quality of our experience for volunteers.
- Collaborated with a peer Senior Manager to leverage data for the development of staff.
- Liaised with ten school partnerships to ensure the streamlined collaboration between Reading Partners, administrators and teachers.

*Program Manager February 2015 – June 2016*

- Managed the day-to-day operations of six reading centers, acted as a liaison for internal and external school relationships while leading a team of six emerging professionals.
- Oversaw the onboarding, training and ongoing support of over 300 volunteer tutors with a 92% volunteer satisfaction rate.
- Facilitated data driven interventions to maximize literacy development for 291 students aged K-5 using excel and tools from Renaissance Place.

## **React To Film New York, NY**

*Curriculum Designer December 2014 – February 2015*

- Crafted documentary-based curriculum to engage middle and high school students on a range of pressing issues such as immigration, homelessness and representations of otherness in media
- Scripted lessons to facilitate discussion, debate and a sense of independent media literacy.

## **Long Distance Thru-Hiker Georgia – Maine**

*Appalachian Trail April - September 2014*

- Embarked on a continuous hike of the 2,185.3 mile Appalachian Trail, beginning on

Springer Mountain, GA and summiting on Mount Katahdin, ME after 5 1/2 months of rigorous hiking through adverse weather and trail conditions.

### **Beilin International School Beijing, China**

*ESL Teacher/Assessment Coordinator August 2012 - August 2013*

- Taught a class of 15 Pre-K students, prepared themed units covering eight “smarts” derived from Gardner’s theory of multiple intelligences with an emphasis on discovery based learning.
- Collaborated with peer teachers to plan school programming and events.
- Connected with parents weekly to review material covered in class, highlight upcoming areas of study, and recommend strategies for support at home.

### **United States Peace Corps Lesotho, Southern Africa**

*Resource Teacher Nov 2009 – Dec 2011*

- Collaborated with 33 rural teachers across three primary schools to integrate best instructional practices across the region, in rural Lesotho.
- Coordinated with teachers and administrators to schedule daily classroom observations, planning and feedback sessions.
- Hosted weekly workshops to highlight areas of improvement as suggested by teachers or gleaned from in-class observations.
- Established a Men's Health Club to promote exercise, healthy living, and HIV awareness.
- Active member of the Gender and Development Council, planned events to with peer volunteers and host-country counterparts to support workshops on gender and development.
- Opened a community library using donated books, desks and shelves and trained a network of sustainable volunteer librarians.
- Advocated for positive practices in local clinics that promoted confidentiality and sensitivity to mitigate the effects of HIV stigma, provided donated health literature, performed condom demonstrations.
- Worked alongside Peace Corps staff to plan and implement the training of incoming volunteers on areas ranging from behavior management, community integration and coping with the challenges of life and work in the Peace Corps.

### **Classroom teacher, NYC DOE**

*Third Grade Teacher at PS 325 September 2007 – August 2009.*

- Created dynamic lessons for a classroom of thirty-two students, covering an integrated curriculum of English Language Arts, Math, Social Studies and Science.
- Collaborated with peer teachers to create materials, draft unit plans and stage inter-class competitions.
- Collected and analyzed data to routinely assess individual student growth across all major subject areas.
- Differentiated group and individual instruction to ensure student progress.

## **EDUCATION**

**Pace University New York, NY** *Master of Elementary Education May 2009*

**Johns Hopkins University Baltimore, MD** *Writing Seminars/Psychology May 2007*

## **SPECIALIZED TRAINING**

**Columbia Graduate School of Business New York, NY**

*May 2017 Management Development for Leaders and Managers of education non-profits*

**Safety Trained**

**Coach Training**

## **VOLUNTEER EXPERIENCE.**

**Hudson River Sloop Clearwater Beacon, NY**

*Volunteer Crew June 2017 – Present.*

- Provided continuing service to the Clearwater as a volunteer crew member.
- Educated passengers on the Clearwater's flagship environmental efforts and ways to get involved with conservation.

**Included Beijing, China**

*6<sup>TH</sup> Grade Teacher February 2013 – August 2013.*

- Prepared and taught weekend English Language immersion lessons for a class of 15 migrant children at the Zhufang Community Center.

- Trained peer volunteers on elements of basic pedagogy, lesson preparation and the rudiments of class culture and behavior management.

## **ADDITIONAL SKILLS**

- Proficient in all Google platforms, Microsoft Word, Excel, PowerPoint
- Proven leadership ability, studied philosophy and psychology of leadership
- Extensive cross-cultural competence.

# Celina Ketelsen

---

## Objective

Exceptional leader with expertise in developing, coordinating, administering and overseeing professional development for stakeholders involved in increasing student achievement. Motivated administrator with solid experience managing at all levels of large-scale projects, including budgeting and project development. Personable and talented individual who stays up to date on trends and policies in education for adult and student learners.

## Education

### **ED. S | GEORGE WASHINGTON UNIVERSITY**

- Major: Special Education

### **M.ED | GEORGE WASHINGTON UNIVERSITY**

- Major: Special Education and Human Development

### **BA EDUCATION | ARIZONA STATE UNIVERSITY**

- Major: Elementary Education

## Skills

- Strategic leader
- Project planning
- Grants management
- Technical assistance
- Analytical problem solving
- Staff and team development
- Educational assessment
- Standards development
- Program evaluation
- Contract administration
- Fiscal budget analysis

## Experience

### **DIRECTOR, ACADEMIC EXCELLENCE AND TRAINING| OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION (OSSE)| JULY 2021-PRESENT**

- Coordinate, develop and implement a comprehensive training and technical assistance program for educators in public and charter schools across the District of Columbia
- Lead standards development in core content areas, to include adoption of new social studies standards for the District of Columbia
- Project leadership
- Provide technical assistance to Local Education Agencies (LEAs) to determine priorities and establish goals related to academic standards and curriculum
- Launch a new and innovative Learning Management System (LMS) and provide technical assistance for internal and external stakeholders
- Develop a vision and mission for content specialists for providing quality, culturally responsive professional learning
- Implement and communicate with external and internal stakeholders about policies, legislation, and programs set forth by OSSE
- Provide and maintain stakeholder engagement through multiple communication tools.

- Provide evidenced based trainings to all educators focused on literacy and science of reading
- Participate in the Literacy Task Force to provide recommendations for a literacy plan for the District of Columbia
- Regularly lead, coordinate, and monitor projects in excess of 500K with multiple stakeholders.

#### **ASSISTANT PRINCIPAL | DISTRICT OF COLUMBIA PUBLIC SCHOOLS | JUNE 2017-JULY 2021**

- Developed and implemented professional development sessions that instructed teachers on high quality research-based strategies focused on co teaching and special education.
- Implemented policies and procedures set forth by local and federal policies and laws.
- Provided formal and informal observations with actionable feedback to instructional staff.
- Provided feedback for in-person and virtual instruction.
- Developed and implemented Response to Intervention framework to support instruction for all students.
- Reviewed and analyzed student data to increase student achievement.
- Revised literacy curriculum to provide strategic support in foundational literacy, focused on the science of reading.
- Monitored instruction and developed instructional supports to increase student access.
- Managed day to day operations of a large elementary school, to include the instructional programming of a given day.
- Created an enjoyable and engaging learning environment for 500+students each year.

#### **TRAINING ADMINISTRATOR | OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION | JULY 2015-JUNE 2017**

- Developed and implemented a comprehensive training and technical assistance program.
- Provided training and technical assistance to Local Education Agencies (LEAs).
- Delivered and administered trainings focused on Response to Intervention framework, Student Support Teams, Secondary Transition, Section 504, Positive Behavior Interventions and Supports
- Provided resources on service delivery for school wide reform and systems improvement.
- Managed grants and government funds as a contract administrator.
- Assisted with the development and implementation of Restorative Practices initiative in the District of Columbia.
- Collaborated with compliance and monitoring specialists to support LEAs.
- Served as the state level point of contact for Section 504.
- Served as the state level point of contact for Restorative Practices across the District of Columbia.
- Provided strategic program evaluation and trainings to align with agency goals, educator needs and increasing student achievement district wide.

#### **ASSISTANT PRINCIPAL | DISTRICT OF COLUMBIA PUBLIC SCHOOLS | JULY 2013-JULY 2015**

- Developed and implemented professional development sessions that instructed teachers on high quality research-based strategies.
- Implemented policies and procedures set forth by local and federal policies and laws.
- Provided formal observations and feedback to instructional staff.

- Developed and implemented Response to Intervention framework to support instruction for all students.
- Reviewed and analyzed student data to increase student achievement.
- Monitored instruction and developed instructional supports to increase student access.
- Managed day to day operations of a large elementary school.
- Created an enjoyable and engaging learning environment for 400+students each year.

### **INSTRUCTIONAL COACH| DISTRICT OF COLUMBIA PUBLIC SCHOOLS | JULY 2009-JULY 2013**

- Partnered with teachers to deliver lesson planning strategies, behavior modification, and Response to Intervention support for all students.
- Developed general and special education curricula.
- Assessed classroom instruction and management to ensure student access and success to the core curriculum.
- Managed and monitored school projects through data and research.
- Coordinated and facilitated site-based workshops and professional development training.
- Facilitated Section 504 and Student Support Team meetings in accordance with school policies, district policies and federal regulations.

### **SUMMER SCHOOL PRINCIPAL | DISTRICT OF COLUMBIA PUBLIC SCHOOLS | SUMMER 2010, 2011, 2012**

- Provided leadership to summer school educators and guidance on daily plans. Staffed and supervised summer school site with 20 instructional positions.
- Managed enrollment of summer programming.
- Liaison with parents, school, and district offices.
- Monitored the daily implementation of lessons.
- Implemented positive behavior support system to be used school wide. Coordinated the logistics of running a summer school academic program.

### **TRAINING TEACHER | FAIRFAX COUNTY PUBLIC SCHOOLS | AUGUST 2005-JUNE 2009**

- Supervised a team of graduate-level interns.
- Delivered mentor support on the teaching and counseling of students with emotional disabilities.
- Led behavior modification techniques through instruction.
- Defined and modeled best practices for teaching students with disabilities.
- Provided feedback on instruction and lesson planning.

### **SPECIAL EDUCATION TEACHER | FAIRFAX COUNTY PUBLIC SCHOOLS | AUGUST 2005-JUNE 2009**

- Designed vocational and life skills lesson plans for students ranging from age 16 through 22.
- Participated in weekly staff training.
- Tracked student progress and medical needs.
- Implemented technology integration.
- Identified community resources for student employment.

- Developed and analyzed Individualized Education Plans.

## **GENERAL EDUCATION TEACHER | PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS | DECEMBER 2003-JUNE 2005**

- Administered cross-curricular instruction for classrooms with over 25 students. Developed culturally responsive lessons.
- Facilitated faculty in-service trainings.
- Collaborated with special education teachers to develop and implement individual education plans.
- Cotaught with peers to and lesson planned to implement district curriculums.

## **Volunteer Experience**

- 2018- Present      Gunston Soccer Age Group Commissioner- U8G and U10B
- 2023- Present      Ft. Hunt Basketball League Manager- Grade1/2
- 2023- Present      Girl Scout Troop 53151- Cookie Cupboard

# Clara Smith

## WORK EXPERIENCE

**Current Role: Comprehensive Literacy State Development Grant Manager**, State Education Agency in Washington, DC Present

Education Pioneers, DC Public Schools, Washington, DC

2022 – 2023

*Impact Fellow, Office of Data and Technology*

- **Systems and Process Improvement Research Initiative (SPIRI) for Central Services**
  - Piloting and researching cross-Office improvement opportunities in 5 domains, recommending impactful solutions prioritized by quick win, major projects, and parking lot, and creating custom implementation plans
  - Developing and managing a process audit for Coordinators across 11 teams, including analyzing initial diagnostic in 5 focus areas, identifying highest needs to senior leadership, and facilitating exchange of best practices across teams
  - Designing and driving research project on Equity Index in public education; conducting gap analysis given DCPS context

Home Chef, Chicago, IL

2021 – 2022

*Manager of Product Development, Retail & E-Commerce*

- **Strategic and operational category owner of new product development in Kroger's Deli department (>\$800M)**
  - Created annual strategic goals for 4 food categories and built project roadmaps to achieve 3-year growth vision
  - Designed and implemented cross-functional timelines by collaborating with 6 teams (design, culinary, marketing, operations, compliance, supply chain) to launch 25 new products with 100% success rate
  - Managed 2 analysts to assist with budget, finance projections, post-launch performance analysis, and operational roadblocks

Oliver Wyman Management Consulting, Chicago, IL

2017 – 2021

*Associate*

- **Pricing strategy assessment and process optimization for global Aerospace manufacturing company**
  - Managed 12 cross-department stakeholders in 3 business units to identify gaps in pricing processes and systems
  - Strategically realigned pricing methodology with company goals and standardized decision-making matrix across enterprise
  - Led training of 5 Sales and Finance teams on new pricing process and integration into new Salesforce system

*Senior Consultant*

- **Project management for global consumer goods coalition**
  - Piloted coalition roadmap between 15 major manufacturers/retailers and 10 local and public health organizations throughout the response to COVID-19; managed 4 initiatives from ideation to completion
  - Structured framework and curated content for launch of an open access database for critical insights on health-related activities with over 600 articles
- **Program management of IT transformation for global airline**
  - Created and implemented program management tools (i.e. roadmaps, metric dashboards, OKR strategic planning, Agile training) for over 40 senior and mid-level IT and Business leaders in an organizational effectiveness transformation
  - Facilitated significant budget shift and conducted daily problem-solving meetings across 4 teams throughout IT transition

*Consultant*

- **Staffing and training assessment and field studies for North American package shipping company**
  - Coordinated field studies at 10 sortation facilities across the country, leading a team of 4 clients to conduct interviews and shadows that drive insight into employee behavior and gauge impact of shifting staffing models
  - Synthesized findings, assessed solution impact/feasibility, and presented roadmap to recognize \$20M savings

## RELEVANT LEADERSHIP EXPERIENCE

As Told By Foundation (Non-profit in Cincinnati, OH amplifying Black Youth's voices through culturally relevant literature) 2021 – Present

- *Strategic Advisor* - support Founder on social media and fundraising tactics, budget management, and strategic direction

Oliver Wyman Management Consulting, Chicago, IL

2018 – 2021

- *Global Chief of Staff for Racial & Ethnic Diversity ERG* – piloted 5 global events celebrating cultural holidays
- *Recruitment Lead for Chicago office Entry-Level Recruiting* – exceeded +50% target for diverse candidates
- *Charity Auction Lead for office-wide annual event* – raised >\$100K for Chicago Children's Advocacy Center
- *Firm Contribution Award* – top ten contributors to positive office culture and engaging events (2018, 2019, 2020)

Breakthrough Collaborative – Teaching Fellow, Cincinnati, OH

Summer 2016

- *8<sup>th</sup> Grade Math Teacher* – Taught 4 classes of 15 low-income students in preparation for their next school year, crafted creative lesson plans, and hosted parent/teacher conferences on behavioral and academic performance
- *Civil Rights in Movies Teacher* – Created and piloted a class where students reflect on equity themes in cinema
- *High School/College Fair Manager* – Grew partnerships from 10 to 35 schools; reached 100% student participation

## EDUCATION

University of Virginia, McIntire School of Commerce, Charlottesville, VA

2013 – 2017

- *B.S. in Business with Distinction*, Management and Information Technology Concentrations with Leadership Minor, GPA: 3.88
- *Global Commerce Immersion Study Abroad Program*, South Africa Emerging Business Market & Democracy, May 2016
- *"Books Behind Bars" Leader* – Led small group Russian language class in Juvenile Detention Center, VA State Prison

# ELIZABETH K. ROSS

---

## EXPERIENCE

---

### Office of State Superintendent of Education (OSSE)

Washington, DC

*Assistant Superintendent, Division of Teaching and Learning*

December 2022 - Present

- Manage relationships and communications with external stakeholders, including advocates, community organizations, and political bodies such as the DC State Board of Education, City Council, and the Executive Office of the Mayor
- Represent OSSE as the government witness on topics related to teaching and learning, including literacy and educator retention, to the DC City Council and State Board of Education
- Oversee a large and diverse grants portfolio that includes high-priority grants related to flexible scheduling, teacher preparation, high-quality instructional materials
- Lead OSSE's academic acceleration and learning initiatives, including the: development and implementation of all academic content and social and emotional learning standards; implementation of targeted interventions and supports to improve the quality and capacity of educators, schools, and districts; and strategic use of funds to drive specific improvements
- Manage all aspects of a division of 35 managers, analysts, specialists, professional learning providers, and support staff, from hiring and promotion, to professional learning and support
- Provide guidance and counsel to the DC State Superintendent of Education as a member of her leadership team

*Deputy Assistant Superintendent, Division of Teaching and Learning*

May 2022 – December 2022

- Develop the vision, establish the policy priorities, and execute the strategy to ensure a strong, diverse educator pipeline, and high-quality educator preparation, licensure, mentoring, induction, and professional development in DC
- Manage a team of nine direct reports and sixteen indirect reports responsible for ensuring the development, quality, and equitable distribution of teachers, school leaders, and school services personnel across the District of Columbia Public Schools and Public Charter Schools systems, consistent with local and federal law
- Review, edit, and ensure the quality of all written communications and publications disseminated by the Division of Teaching and Learning
- Support the Division of Teaching and Learning in developing and implementing monitoring and compliance plans to ensure adherence to local and federal formula and discretionary grant programs
- Develop and execute a sophisticated strategy to leverage and responsibly manage the Division of Teaching and Learning's budget
- Serve as a mentor for junior staff and managers, supporting and guiding them in their career

*Director, Educator Quality and Effectiveness*

May 2020 – April 2022

- Supervise a team of five direct reports and five indirect reports in pursuit of an ambitious educator human capital agenda, designed to ensure that DC has a world class educator workforce
- Develop and implement DC's first "Grow Your Own" educator pipeline grant to create pathways for DC high school students and paraprofessionals to the teaching profession
- Lead the educator credentialing team to establish the guardrails for educator credentialing in DC and ensure efficient and effective execution of licensure functions by providing direct project management, guidance, mentoring, coaching, and support, ultimately ensuring that 5,000+ educator credentials are annually processed
- Draft and implement the regulations and guidance governing educator preparation in DC
- Manage educator preparation program approval staff to implement clear and consistent program approval criteria and establish systems and supports to help DC's 15 educator preparation programs strengthen their practice
- Oversee teacher workforce data collections, analyses, and reporting, including those related to educator preparation, retention, licensure, mentoring, induction, and equity in DC
- Lead OSSE's work to develop and support equity-centered school leaders through the Wallace Family Foundation-funded Equity Centered Pipeline Initiative (ECPI)

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

Washington, DC

*Adjunct Professorial Lecturer*

January 2018 - Present

- Design and teach two courses, Education and Public Policy and Education Law, covering implementation of core civil rights, including those protected by Title IV of the Civil Rights of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, to classes of up to 30 graduate students
- Mentor and advise students regarding scholastic and professional pursuits

**Georgetown University Law Center***Adjunct Professor of Law*

Washington, DC

August 2017 - Present

- Teach U.S. Legal Research, Writing, and Analysis, including core provisions of US jurisprudence, to classes of up to 15 foreign-trained lawyers earning their LLM degrees
- Mentor and advise students regarding scholastic and professional pursuits

**National Council on Teacher Quality (NCTQ)***Managing Director, Teacher Policy and Vice President, Partnerships*

Washington, DC

January 2017 – May 2020

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

**U.S. Department of Education, Office of Elementary and Secondary Education***Education Program Specialist*

Washington, DC

July 2011 – January 2017

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

**U.S. Department of Education, Office for Civil Rights***Legal Intern*

Boston, MA and Philadelphia, PA

May 2009 – May 2010

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

*Education Pioneers Fellow*

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

**Marybeth Musumeci, Reuschlein Clinical Teaching Fellow, VLS***Clinical Research Assistant*

Philadelphia, PA

August 2008 – May 2010

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

**Community Legal Services***Advocating on Behalf of Children, Legal Intern*

Philadelphia, PA

June 2008 – December 2008

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

PR#Award # S371C240024

**Project Northstar***Academic Case Manager*

Washington, DC

August 2006 – August 2007

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

**Abraham Simon Elementary School***Third Grade General Education Teacher*

Washington, DC

August 2004 – June 2006

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

**EDUCATION**

---

**Harvard University Graduate School of Education***Master of Education, Education Policy and Management*

Cambridge, MA

May 2011

- Zuckerman Fellow, Student Admissions Ambassador Program Representative

**Villanova University School of Law***Juris Doctor*

Villanova, PA

May 2010

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

**American University***Master of Arts in Teaching*

Washington, DC

August 2006

- 4.0/4.0 GPA

**Georgetown University***Bachelor of Arts*

Washington, DC

May 2004

- Double major in English Literature and Government

**OTHER**

---

*Bar Admission*

- Massachusetts, 2011

*Board and Alumni Affiliations*

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

*Volunteer & Pro Bono Work*

- Horton's Kids Tutor (2011-2017)
- DC Bar Pro Bono Advice & Referral Clinic Attorney (2012-2017)
- Serve as a mentor through Harvard University's Graduate School of Education Student-Alumni Mentoring Initiative (SAMI) program (2016-2022)
- Mentor graduate students through Georgetown University's McCourt School of Public Policy's GU Politics Mentorship Initiative (2017-2022)
- We the Action Pro Bono Attorney (2022-Present)

*Relevant Professional Coursework*

- Cambiar Catalyst Fellow (2022-2023)
- Managing to Change the World, The Management Center (Spring 2017, Spring 2022)
- Write to Change the World, The OpEd Project (Winter 2019)

## Budget Narrative File(s)

---

\* Mandatory Budget Narrative Filename:

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

---

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative



## District of Columbia Comprehensive Literacy State Development Grant Application:

### Budget Narrative

The Comprehensive Literacy State Development (CLSD) grant will enable the Office of the State Superintendent of Education (OSSE) to move toward its vision that all learners ages birth through grade 12 will have access to high-quality, evidence-based literacy instruction and early experiences. Ultimately, the District's mission is to improve student literacy outcomes through implementing high-quality instructional materials in literacy classrooms and delivering in-depth, on-the-job professional learning on evidence-based practices to all educators, administrators, and relevant school leaders. The District's CLSD grant proposal will allocate **95 percent of the award** to local education agencies (LEAs), community-based organizations (CBOs), and non-profit organizations to support:

- Creating and implementing local literacy plans rooted in the science of reading, as described in the Project Narrative - Part Three: Project Design,
- Adopting and implementing high-quality instructional materials (HQIM) and curriculum in literacy,
- Training educators, school leaders, instructional coaches, and other relevant school leaders in the science of reading, and
- Training and coaching educators to implement HQIM with fidelity.

The District's CLSD grant proposal will allocate **5 percent** of the award to state level programming to support:

- Hiring 2.5 full-time employees (FTEs) to manage reporting, monitoring, professional learning, technical assistance, and supporting alignment with high-priority, research-backed interventions, such as high-impact tutoring (HIT) and social-emotional learning (SEL) integration
- Contracting for workshops and professional learning for building local literacy plans,
- Establishing and conducting a coaching academy for CLSD instructional coaches and
- Coordinating and hosting semi-annual city-wide literacy convenings.

The activities detailed below are within the budget categories listed in the *U.S. Department of Education Budget Information: Non-Construction Programs*.

**Personnel:** OSSE will onboard two and a half FTEs to manage the grant and statewide activities. Two FTEs will be hired dedicated 100 percent from the time of award till the end of the award period. Another 0.5 FTE will be assigned 50 percent of their duties to CLSD grant implementation. One FTE will be the CLSD grant manager, supporting as the central point of contact and responsible for overall program management for the life of the grant. The other FTEs will be program analysts who will ensure high-quality implementation of proposed state professional learning and coaching programs. The following will outline the role of the personnel:

- **1.0 Grant Manager (GM)** will be the lead for all CLSD grant activities. Responsibilities of the grant manager include, but are not limited to, the following:
  - Designing and administering the Request for Applications (RFA) and conducting an equitable grants review process and aligned to the GEPA requirements

- Serving as the main point of contact for all District and Department of Education activities, collaborations, and reporting
  - Facilitating reporting activities – including but not limited to processing reimbursements, overseeing budgets, managing grants requirements with the Office of Grants Management and Compliance, collecting local literacy plan amendments, and collecting and analyzing data at least three times a year
  - Conducting monitoring – including but not limited to overseeing semi-annual site visits, establishing reflection rubrics and frameworks, facilitating monthly virtual check-ins with each subgrantee, distributing and analyzing quarterly surveys, and managing continuous improvement processes
  - Managing all technical assistance – including but not limited to drafting monthly newsletters, maintaining the online grants hub, conducting “All Hands” webinars, partnering on strategic thinking, and managing on demand support for subgrantees to complete grant requirements
  - Leading the coordination and partnership within the OSSE Literacy team, across the Division of Teaching and Learning, and with other divisions across OSSE (Division of Data, Assessment, and Research; Division of Early Learning; Division of K-12 Systems and Supports; and the Division of the Chief of Staff)
  - Managing the program analysts as described below, assisting with procurement and budget tasks central to the grant program
- **1.0 Program Analyst (PA1)** will be the lead for all citywide professional learning activities at the state level. Responsibilities of the program analyst include, but are not limited to, the following:

- Procuring, managing, and evaluating a vendor to conduct thorough evidence-based local literacy plan workshops and templates
  - Planning, coordinating, marketing, and hosting the semi-annual literacy convenings, including procuring speakers, content, and logistics
  - Providing technical assistance for CLSD LEAs with the adoption and implementation of evidence-based HQIM in alignment with the Literacy Task Force Report as cited in the Project Narrative
  - Partnering, leveraging, and incorporating literacy across other high-priority, research-backed interventions and supports, including, but not limited to, high impact tutoring programming, integration of social-emotional learning standards, and integration of social studies standards as it pertains to literacy
  - Facilitate and lead the statewide team of stakeholders to update DC's Comprehensive Literacy Plan by year five of the grant
  - Assisting grant manager with monitoring and reporting tasks as listed above
  - Memorializing and documenting resources from professional learning to share on the OSSE learning management system (LMS) to all educators
- **0.5 Program Analyst (PA2)** will be the lead for all coaching duties for the CLSD-funded programming. This program analyst will be dedicated 50% to the CLSD grant, with responsibilities including, but not limited to, the following:
    - Procuring, managing, and collaborating with a vendor to establish a coaching academy for CLSD instructional coaches that aligns with the evidence-based practices from the Literacy Task Force recommendations,

- Assisting with providing professional learning at the coaching academy and managing the coaches' cohort,
- Supporting the PA1 with citywide professional learning,
- Memorializing and documenting resources for evidence-based coaching, professional learning, and on-the-job support to share on the OSSE learning management system (LMS) with all LEAs

It is expected that both full-time employees (GM and PA1) will complete all duties assigned to the CLSD grant 100 percent of the time, while the PA2 will be dedicated at 50 percent. Two-and-a-half full-time positions are of great importance for the successful implementation of statewide activities and the continued success of the CLSD grant. The project budget allocates ██████ in year one for two FTEs, then ██████ for year two to year five for the 2.5 FTEs positions dedicated to the grant. These FTE positions are within the salary range for a Grade 13 non-managerial DC government employee at about ██████ per position.

**Fringe Benefits:** The fringe benefits for the grant manager position will be paid at a rate of 24.2 percent in accordance with the District's standard of employee pay. The project budget will allocate 24.2 percent of the personnel funding for all five years of grant funding.

**Travel:** Both FTEs (GM and PA1) will conduct regular site visits and other monitoring activities throughout the life of the grant. Due to the small geographic size of the District, ██████ is budgeted for travel in year two and year three as the subgrantees kick off the local literacy plans. In the following years, fewer monitoring activities will be conducted as fewer new activities will occur; ██████ and ██████ for year four and year five, respectively, have been budgeted.

**Equipment and Supplies:** There are no anticipated expenses related to equipment or supplies for the grant.

**Contractual:** The contractual items will include the following:

- **Year 1:** [REDACTED]
  - [REDACTED] – Conduct professional services to conduct local literacy plan workshops and provide intensive technical assistance to LEAs completing a literacy plan. This cost estimate is in line with current quotes from similar literacy contractual services (i.e., Lexia, Literacy Architects, AIM Institute for Learning and Research, American University, etc.).
- **Year 2 and Year 3:** [REDACTED]
  - [REDACTED] – Launch a coaching academy delivering intensive professional learning for instructional coaches at CLSD LEAs. This cost estimate aligns with current cohort models (i.e., Lexia, Foundations of Special Education, Literacy Architects, etc.) happening at OSSE.
  - [REDACTED] – Host a city-wide in-person convening with local literacy leaders to learn about evidence-based practices and collaborate with other organizations. This cost estimate is based on 2024 OSSE Literacy Conference.
- **Year 4:** [REDACTED]
  - [REDACTED] – Contract virtual coaching academy Community of Practice. This cost estimate aligns with current contracted virtual community of practice facilitations.

- [REDACTED] – Host a city-wide in-person convening with local literacy leaders to learn about evidence-based practices and collaborate with other organizations
- **Year 5:** [REDACTED]
  - [REDACTED] – Contract technical assistance for LEA literacy teams to update local literacy plans and sustainability planning, potentially in the form of a city-wide in-person convening

In pursuing all contracts, OSSE will follow all procedures for procurement under 2 CFR 200.317-200.326 and all DC regulations.

**Other:** CLSD funds will allocate 95 percent of funds for competitive subgrant programs, with [REDACTED] allocated each year in grant years two through four and [REDACTED] in year five, for a total of [REDACTED]. The breakdown of these funds includes fifteen percent for subgrants serving children birth to kindergarten ([REDACTED]), forty percent for subgrants serving grades K-5 students ([REDACTED]) and forty percent for subgrants serving grades 6-12 students ([REDACTED]). OSSE will competitively subgrant these funds to LEAs for K-5 and 6-12, and then to LEAs, CBOs, and non-profit organizations for birth to age 5, which serve the highest need and most underserved populations. The amount of each subgrant will be determined by the number of applicants but will not exceed 15 LEAs. Subgrant awards will be made at the start of project year two, and the funding will last through project year five of the CLSD grant.

**Early language and literacy skills for children birth to age five subgrants:** OSSE will competitively subgrant [REDACTED] of CLSD funds to CBOs and non-profit organizations. Subgrantees will use the funds to implement evidence-based local literacy plans, including

preparing and providing ongoing assistance in the literacy transformation. The funds can be used for the following activities that align with their LLP:

- **Adopting an evidence-based (aligned with the science of reading) early childhood curriculum**
- **Carrying out high-quality professional learning** opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders on the science of reading for birth to age 5
- **Training providers and personnel to develop and administer evidence-based** early childhood education literacy initiatives and curriculum and integrate whole-child standards to support literacy (i.e. integration of social emotional learning and literacy)
- **Hiring a program manager** to manage the grant programming
- **Providing coaching services** or administrative premium pay for current coaches to give on-the-job support to ensure the administration of evidence-based early childhood education initiatives
- **Refining and updating their LLP** to incorporate the latest research
- **Coordinating the indirect and direct involvement** of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel (as appropriate), and teachers in literacy development of children served under CLSD and LLP

**K-12 Subgrants:** OSSE will competitively subgrant forty percent of the total amount requested for a total of [REDACTED] of CLSD funds for LEAs serving students in K-5 and

██████████ for LEAs serving students grades 6-12. Subgrantees will use the funds to implement their local literacy plans, including preparing and providing ongoing assistance in the literacy transformation. The funds can be used for:

- **Forming a school literacy leadership team** to help implement, assess, and identify necessary changes to implement the LLP, including refining and updating their LLP to incorporate the latest research and ensure services to all students, including SWDs, ELs, and children who are reading or writing below grade level, and incorporate assessment data
- **Adopting and implementing high-quality instructional materials** and/or curriculum
- **Training** principals, specialized instructional support personnel, and other LEA personnel **to support, develop, administer, and evaluate high-quality literacy initiatives** in the LLP for either grades K through 5 or grades 6 through 12 respective to the grant grade band
- Providing **high-quality professional** learning opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff
- Providing **on-the-job support** (recruiting, placing, training, and compensating literacy coaches) to ensure educators can provide intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level, as it aligns with the LLP
- **Coordinating the whole-school involvement** in the literacy development of students, including program staff, principals, other instructional leaders, teachers, teacher literacy

teams, English as a second language specialists (as appropriate), special educators, school personnel, and specialized instructional support personnel (as appropriate), data teams and alignment of assessment tools

- **Providing time for teachers** (and other literacy staff, as appropriate, such as school librarians or specialized instructional support personnel) to meet to plan evidence-based adolescent comprehensive literacy instruction to be delivered with fidelity
- As needed, **after-school and out-of-school time literacy instruction** with high-need children as outlined in the LLP (i.e., high impact tutoring)

OSSE approximates that each K-12 school will need [REDACTED] **annually** to achieve grant goals. Given current quotes for professional learning and personnel costs at the grade K-12 level, the OSSE estimate for each school includes approximately [REDACTED] for personnel (e.g., administrative premium for educators' additional hours to attend trainings, program manager per LEA), [REDACTED] for professional services (i.e., trainings, coaching services, etc.), and \$95,000 for HQIM materials annually to reach the District's literacy transformation goals. In year five, cost estimates are closer to [REDACTED], given an estimated [REDACTED] decrease across materials and professional services accounting for the heavier investment during year two to four in the grant period. The cost estimates are subject to change, given the market. Given the smaller sizes, birth to 5 subgrantees will need slightly less materials and professional services funding per school. In the competitive subgrant process, OSSE will prioritize the LEAs that serve the highest-need students within the LLPs and at most 15 LEAs will be awarded. This budget is calculated based on transforming at least 35 schools or organizations (10% of total DC public schools).

**Indirect Costs:** The agency operates with a restricted indirect cost rate of 11.1%. According to the cost allocation guide (34 CFR 76.568) and an anticipated maximum of 15 subgrantees (LEAs), the indirect cost rate would be applied to [REDACTED] allowable costs, equaling [REDACTED] total indirect costs for the total of the grant. This estimate is subject to change based on how many subgrantees are awarded after the competition. Please see the Indirect Cost Rate Agreement for our state education agency in the Other Attachments section of the grant application.

Please review the below table (Table 1) for the total DC CLSD Grant Proposal Budget.

**Table 1**

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
	(a)	(b)	(c)	(d)	(e)	(f)
1. Personnel	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
2. Fringe Benefits	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
3. Travel		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
4. Equipment						\$0
5. Supplies						\$0
6. Contractual	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
7. Construction						\$0
8. Other		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
9. Total Direct Costs (lines 1-8)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
10. Indirect Costs	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
11. Training Stipends						\$0
12. Total Costs (lines 9-11)	\$527,078	\$12,873,254	\$12,873,254	\$12,739,379	\$10,763,267	\$49,776,233.89



U.S. Department of Education  
Grant Application Form for Project Objectives and Performance Measures Information  
See Instructions.

OMB Number: 1894-0017  
Expiration Date: 06/30/2026

Applicant Information

Legal Name:

DC State Education Office

1. Project Objective:

Provide the professional learning and technical assistance for LEAs to create comprehensive 3-5 year local literacy plans

1.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
				/		

1.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
				/		

2. Project Objective:

Adopt and implement high-quality instructional materials and evidence-based curricula in ELA classrooms

2.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By the end of year 3, 100 percent of schools have adopted high-quality, evidence-based literacy curricula in all ELA classrooms.	PROJECT			/		

**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**

2.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By the end of year 5, 90 percent of ELA classrooms within CLSD schools have fully implemented high-quality, evidence-based literacy curricula and corresponding instruction for Tier 1, Tier 2, and Tier 3.	PROJECT			/		

**3. Project Objective:**

Provide training in ELA evidence-based practices and curriculum to teachers, administrators, school leaders, families, and instructional coaches

3.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By the end of year 3, 50 percent of educators, school leaders, and other relevant roles (as defined in the LEA's local literacy plan) will complete an approved, comprehensive structured literacy training.	PROJECT			/		

3.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By the end of year 5, 100 percent of educators, school leaders, and other relevant roles (as defined in the LEA's local literacy plan) will complete an approved, comprehensive structured literacy training.	PROJECT			/		

3.c. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By the end of year 5, 100 percent of ELA educators will receive professional learning offerings and supports related to curriculum implementation and fidelity (including those serving SWDs, at-risk, and ELs)	PROJECT			/		

3.d. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By the end of year 2, OSSE will establish a coaching academy for ELA instructional coaches at subgrantee sites.	PROJECT			/		

**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**

<b>3.e. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>				
		<b>Target</b>				
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>		
				/		

---

**4. Project Objective:**

--

<b>4.a. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>				
		<b>Target</b>				
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>		
				/		

<b>4.b. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>				
		<b>Target</b>				
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>		
				/		

<b>4.c. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>				
		<b>Target</b>				
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>		
				/		

<b>4.d. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>				
		<b>Target</b>				
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>		
				/		

**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**

4.e. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
				/		
4.f. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
				/		
4.g. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
				/		

## INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

### PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

### GENERAL INSTRUCTIONS

#### Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting [www.Grants.gov](http://www.Grants.gov).

#### Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
  1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
  2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and
2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).



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

OMB Number: 1894-0008  
Expiration Date: 08/31/2026

Name of Institution/Organization

DC State Education Office

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)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
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)	527,078.00	12,873,255.00	12,873,255.00	12,739,379.00	10,763,268.00			49,776,235.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:  
Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2022 To: 09/30/2026 (mm/dd/yyyy)  
Approving Federal agency: ☒ ED ☐ Other (please specify):  
The Indirect Cost Rate is 11.10 %.
- (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 11.10 %.
- (6) For Training Rate Programs (check one) – Are you using a rate that:  
☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S371C240024

Page e145

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.	
DC State Education Office		

**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)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
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

Name of Institution/Organization <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">DC State Education Office</div>	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.
--	---

**IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES**

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Fringe Benefits Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Travel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Contractual Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Construction Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Other Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Total Direct Administrative Costs (lines 1-6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Indirect Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Total Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Total Percentage of Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

U.S. Department of Education Supplemental Information for the SF-424  
Application for Federal Assistance

OMB Number: 1894-0007  
Expiration Date: 04/30/2026

1. Project Director and Applicable Entity Identification Numbers:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Ms.	Clara		Smith	

\* Project Director Level of Effort (percentage of time devoted to grant): 100

Address:

* Street1:	1050 First Street NE
Street2:	Fifth Floor, 5115
* City:	Washington
County:	
* State:	DC: District of Columbia
* Zip Code:	20002-5859
* Country:	USA: UNITED STATES

\* Phone Number (give area code)      Fax Number (give area code)

--	--

\* Email Address:

--

Alternate Email Address:

--

OPE ID(s) (if applicable)

--

NCES School ID(s) (if applicable)

--

NCES LEA/School District ID(s) (if applicable)

--

2. New Potential Grantee or Novice Applicant:

☒ N/A. This item is not applicable because the program competition's notice inviting applications (NIA) does not include a definition of either "New Potential Grantee" or "Novice Applicant." This item is not applicable when the program competition's NIA does not include either definition.

For NIA's that include a definition of "New Potential Grantee" or "Novice Applicant," complete the following:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's NIA?

☐ Yes      ☐ No

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) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☐ No Provide Federal Wide Assurance #(s), 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

4. Infrastructure Programs and Build America, Buy America Act Applicability:

If the competition Notice Inviting Applications (NIA) in section III. 4. "Other" states that the program under which this application is submitted is subject to the Build America, Buy America Act (Pub. L. 117-58) (BABAA) domestic sourcing requirements, complete the following:

☒ This application does not include any infrastructure projects or activities and therefore **IS NOT** subject the BABAA domestic sourcing requirements.

☐ This application **IS** subject to the BABAA domestic sourcing requirements, because the proposed grant project described in this application includes the following infrastructure projects or activities:

☐ Construction

☐ Remodeling

☐ Broadband Infrastructure

If this application **IS** subject to the BABAA domestic sourcing requirements, please list the page numbers from within the application narrative where the proposed infrastructure project or activities are described:

## NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

**ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

Please respond to the following requests for information. Responses are limited to 4,000 characters.

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

The following is the Office of the State Superintendent of Education's (OSSE's) statement regarding Section 427 of the Department of Education's General Education Provisions Act (GEPA), enacted as part of the Improving America's Schools Act of 1994 (Public Law 103-382). OSSE does not discriminate in its programs and activities on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, disability, source of income, or place of residence or business. OSSE complies with all Federal civil rights laws and the District of Columbia Human Rights Act of 1977 (D.C. Law 2-38; D.C. Code 2-1401.01 et seq.). Discrimination will not be tolerated, and persons engaging in such will be subjected to disciplinary action. As stated in the 2023-2025 OSSE Strategic Plan, OSSE's vision is that DC learners of all ages and backgrounds are equipped with the knowledge and skills needed to pursue and thrive on the life path of their choice, regardless of gender, race, color, national origin, disability, and age. As DC's state education agency, OSSE will set high standards, build educator and system capacity to meet the set standards, expand educational opportunities for all learners with a focus on those underserved, and hold all stakeholders - including the Agency - accountable for results.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

OSSE will ensure equitable access to and participation in the CLSD program. OSSE will require all DC Public Schools, public charter schools, and community-based organizations applying for CLSD subgrants to assure adherence to applicable GEPA requirements. This assurance will be included in all grant applications and all subgrantees will be expected to adhere to GEPA requirements. In addition, 95 percent of CLSD grant funds will go towards a competitive subgrant process where priority preference points will be given to eligible entities serving a high percentage of most in need students, including students with disabilities, English learners, and economically disadvantaged students. However, CLSD subgrantees could face difficulty with implementation due to simultaneously prioritizing achievement gaps and overhauling literacy practices.

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

If there are CLSD subgrantee applicants who may feel that they cannot prioritize serving the most at-risk students in the District while

PR/Award # S371C240024

overseeing the planning and implementation of their new literacy programming, OSSE will provide additional targeted support to address the barrier. This support could be, but not limited to, technical assistance, school visits, and data analysis. The CLSD grant manager will hold bi-monthly check-ins with each subgrantee to ensure equitable access and fidelity to the grant. If these barriers continue to exist, the grant manager will step in with further technical assistance and support to restructure the local literacy plan to ensure alignment with the GEPA requirements. In semiannual reports, subgrantees will be required to provide evidence confirming the GEPA requirements. Please refer to Part Five: Project Services in the Project Narrative for additional details.

**4. What is your timeline, including targeted milestones, for addressing these identified barriers?**

The CLSD program will collect feedback from LEAs and provide ongoing technical assistance during the application phase in addition to the award phase. In semiannual reports, subgrantees will be required to provide evidence confirming the GEPA requirements. Please note Part Four: Implementation and Management Plan, sections on Monitoring, Reporting, Technical Assistance, and Continuous Improvement to understand better how OSSE will ensure adherence to all GEPA requirements and identify if there are any barriers to equitable access and participation.

**Notes:**

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

**Paperwork Burden Statement**

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. The valid OMB control number for this information collection is 1894-0005. Public reporting burden for this collection of information is estimated to average 3 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 a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.



U.S. Department of Education  
Evidence Form

OMB Number: 1894-0001  
Expiration Date: 07/31/2025

## 1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale    ☐ Promising Evidence    ☐ Moderate Evidence    ☒ Strong Evidence

## 2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Lonigan, C. J., Farver, J. M., Clancy-Menchetti, J., & Phillips, B. M. (2005, April). Promoting the development of preschool students' emergent literacy skills: A randomized evaluation of a literacy-focused curriculum and two professional development models. Paper presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA. Retrieved from: <a href="https://eric.ed.gov/?id=EJ915825">https://eric.ed.gov/?id=EJ915825</a>	Develop oral language proficiency in Early Childhood	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Strong evidence for students in PK (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WC_Elementary_Guides.pdf and https://ies.ed.gov/ncee/wwc/PracticeGuide/21) This is relevant to criteria for structured literacy trainings and high-quality instructional materials and curriculum.
Lonigan, C. J. (2006, July). Impact of preschool literacy curricula: Results of a randomized evaluation in a public prekindergarten program. Paper presented at the 13th annual meeting of the Society for the Scientific Study of Reading, Vancouver, British Columbia, Canada.	Phonological awareness and letter recognition in Early Childhood	What Works Clearinghouse published an intervention report on Literacy Express, the curriculum used in the research (https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Literacy_Express_071607.pdf) This is required criteria for structured literacy trainings and high-quality instructional materials and curriculum.
Farver, J. A. M., Lonigan, C. J., & Eppe, S. (2009). Effective early literacy skill development for young spanish-speaking english language learners: An experimental study of two methods. Child Development, 80(3), 703-719. Retrieved from: <a href="https://eric.ed.gov/?id=EJ840084">https://eric.ed.gov/?id=EJ840084</a>	Phonological awareness and letter recognition in Early Childhood with English learners	What Works Clearinghouse characterizes the level of evidence as Tier 1/Strong evidence ( https://ies.ed.gov/ncee/wwc/Study/25407 ) This is required criteria for structured literacy trainings and high-quality instructional materials and curriculum.
Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department	Decoding for K-3	What Works Clearinghouse Practice Guide characterizes the evidence for this practice recommendation as Strong evidence for students in K-3 grades (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf) This is required criteria for structured literacy trainings and high-quality instructional materials and curriculum.

PR/Award # S371C240024

Page e122

of Education. Retrieved from the NCEE website: <a href="http://whatworks.ed.gov">http://whatworks.ed.gov</a> . Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C.A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="http://whatworks.ed.gov">http://whatworks.ed.gov</a> .	Phonemic awareness for K-3	What Works Clearinghouse Practice Guide characterizes the evidence for this practice recommendation as Strong evidence for students in K-3 grades ( <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf</a> )
Ransford-Kaldon, C., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallagher, B. (2010). Implementation of effective intervention: An empirical study to evaluate the efficacy of Fountas & Pinnell's Leveled Literacy Intervention system. Memphis, TN: Center for Research in Educational Policy, University of Memphis. Retrieved from: <a href="https://eric.ed.gov/?id=ED544374">https://eric.ed.gov/?id=ED544374</a>	Reading fluency for K-2	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Strong evidence for students in K-2 ( <a href="https://ies.ed.gov/ncee/wwc/Study/78712">https://ies.ed.gov/ncee/wwc/Study/78712</a> )
Pinnell, G. S., DeFord, D. E., & Lyons, C. A. (1988). Reading Recovery: Early intervention for at-risk 1st graders. Arlington, VA: Educational Research Service. Retrieved from: <a href="https://eric.ed.gov/?id=ED303790">https://eric.ed.gov/?id=ED303790</a>	Elementary reading comprehension	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Strong evidence for students in 1st grade ( <a href="https://ies.ed.gov/ncee/wwc/Study/77687">https://ies.ed.gov/ncee/wwc/Study/77687</a> )
Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U. S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/publications/practiceguides/">http://ies.ed.gov/ncee/wwc/publications/practiceguides/</a> .	Tiered instruction in K-12	What works Clearinghouse Practice Guide characterizes the level of evidence for this practice recommendation as Strong evidence for students in K-2 grades ( <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf</a> ).
Borman, G.D., Slavin, R. E., Cheung, A., Chamberlain, A.M., Madden, N. A., & Chambers, B. (2007). Final reading outcomes of the national randomized field trial of Success for All. American Educational Research Journal, 44(3), 701-731. Retrieved from: <a href="https://eric.ed.gov/?id=EJ782058">https://eric.ed.gov/?id=EJ782058</a>	Beginning reading in grade 3-5	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Strong evidence for students in 3-5 grades ( <a href="https://ies.ed.gov/ncee/wwc/Study/81478">https://ies.ed.gov/ncee/wwc/Study/81478</a> )
Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). Teaching elementary school students to be effective writers: A practice guide (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	Writing process in K-6	What Works Clearinghouse Practice Guide characterizes the level of evidence of teaching the writing process as Strong evidence for students in K-6 grades <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec182018.pdf#page=18">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec182018.pdf#page=18</a> .

Retrieved from <a href="http://ies.ed.gov/ncee/wwc/">http://ies.ed.gov/ncee/wwc/</a>		
Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="http://ies.ed.gov/ncee/wwc/publications_reviews.aspx">http://ies.ed.gov/ncee/wwc/publications_reviews.aspx</a> .	Vocabulary for English learners in K-8	What Works Clearinghouse Practice Guide characterizes the level of evidence of teaching the writing process as Strong evidence for students in Elementary and Middle School ( <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learner_s_pg_040114.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learner_s_pg_040114.pdf</a> )
"National Reading Panel (U.S.) & National Institute of Child Health and Human Development (U.S.). (2000). Report of the National Reading Panel: Teaching children to read : an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development. "	Efficacy of instructional methods that address phonemic awareness, phonics, fluency, and comprehension.	The National Reading Panel ( <a href="https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/documents/report.pdf">https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/documents/report.pdf</a> ) establishes the core components of effective literacy instruction for developing literacy for all learners.
Ray, Jennifer (2020) Structured Literacy Supports All Learners: Students At-Risk of Literacy Acquisition - Dyslexia and English Learners	Structured literacy is a blueprint for effective literacy instruction for students learning English as a second language and students at risk for reading difficulties.	The research summary indicates how structured literacy can support English Learners and students at risk for dyslexia ( <a href="https://files.eric.ed.gov/fulltext/EJ1286919.pdf">https://files.eric.ed.gov/fulltext/EJ1286919.pdf</a> )
Bhatt, R., & Koedel, C. (2012). Large-Scale Evaluations of Curricular Effectiveness: The Case of Elementary Mathematics in Indiana. Educational Evaluation and Policy Analysis, 34 (4), 391-412.	Curriculum is a critical factor in student academic success.	The Johns Hopkins Center for Research and Reform in Education conducted a research review ( <a href="https://journals.sagepub.com/doi/10.3102/0162373712440040">https://journals.sagepub.com/doi/10.3102/0162373712440040</a> ) on the effects of curricular choices in K-12 education for the Knowledge Matters Campaign, a project of StandardsWork, Inc. That review surfaced several important findings, including that curriculum is a critical factor in student academic success.
"Steiner, David, (2017) Curriculum Research: What We Know and Where We Need to Go, StandardsWork"	The cumulative impact of a high-quality curriculum is significant	The research summary ( <a href="https://standardswork.org/wp-content/uploads/2024/06/sw-curriculum-research-report-fnl.pdf">https://standardswork.org/wp-content/uploads/2024/06/sw-curriculum-research-report-fnl.pdf</a> ) identifies that the cumulative impact of high quality curriculum compounds on student learning.
Kirabo Jackson & Alexey Makarin, 2018. "Can Online Off-the-Shelf Lessons Improve Student Outcomes? Evidence from a Field Experiment," American Economic Journal: Economic Policy, vol 10(3), pages 226-254.	Providing teachers with access to high-quality, off-the-shelf lessons on the Internet is a viable and cost-effective alternative to the typical policies that seek to improve the skills of the existing stock of teachers through training, selection, or changes in incentives.	The working paper (Kirabo Jackson & Alexey Makarin, 2018. "Can Online Off-the-Shelf Lessons Improve Student Outcomes? Evidence from a Field Experiment," American Economic Journal: Economic Policy, vol 10(3), pages 226-254) found that high-quality curriculum is a cost effective and more scalable than other policies aimed at improving teacher quality.
TNTP. (2018). The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down--and How to Fix It. <a href="https://tntp.org/tntp_the-opportunity-myth_web/">https://tntp.org/tntp_the-opportunity-myth_web/</a>	In classrooms where students had greater access to grade-appropriate assignments, they gained nearly two months of additional learning compared to	The TNTP report (TNTP. (2018). The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down--and How to Fix It. <a href="https://tntp.org/tntp_the-opportunity-myth_web/">https://tntp.org/tntp_the-opportunity-myth_web/</a> ) identified the impact of high-quality, grade-

		appropriate, and engaging materials on student learning could equal nearly two months of additional learning
"Parsons, Vaughn, 2017 Teachers' Instructional Adaptations: A Research Synthesis, Review of Educational Research Vogt, F., & Rogalla, M. (2009). Developing Adaptive Teaching Competency through coaching. Teaching and Teacher Education, 25(8), 1051-1060. <a href="https://doi.org/10.1016/j.tate.2009.04.002">https://doi.org/10.1016/j.tate.2009.04.002</a> "	Components of effective teaching include teacher adaptations, e.g. instructional decision-making, scaffolding, reflective teaching, adaptation, and teacher metacognition. Teacher coaching has been found to enable adaptive teaching.	Effective teaching includes adaptive techniques ( <a href="https://journals.sagepub.com/doi/10.3102/0034654317743198">https://journals.sagepub.com/doi/10.3102/0034654317743198</a> ) that can be developed through coaching ( <a href="https://psycnet.apa.org/record/2009-17762-008">https://psycnet.apa.org/record/2009-17762-008</a> )
Didion, L., Toste, J. R., & Filderman, M. (2019). Teacher professional development and student reading achievement: A meta-analytic review of the effects. Journal of Research on Educational Effectiveness. <a href="https://doi.org/10.1080/19345747.2019.1670884">https://doi.org/10.1080/19345747.2019.1670884</a>	Research-based instruction is necessary to support students' reading development, and professional development (PD) is a critical avenue to ensuring high-quality instructional practices. Results indicate that teacher PD has a moderate and significant, positive average effect on reading achievement.	Teacher Professional Development can positively impact Student Reading Achievement ( <a href="https://www.researchgate.net/publication/338061553_Teacher_Professional_Development_and_Student_Reading_Achievement_A_Meta-Analytic_Review_of_the_Effects">https://www.researchgate.net/publication/338061553_Teacher_Professional_Development_and_Student_Reading_Achievement_A_Meta-Analytic_Review_of_the_Effects</a> )
Yi, Liyan, Jie Yu, Jane, 2023 Social-Emotional Skills Correlate with Reading Ability among Typically Developing Readers: A Meta-Analysis	Results showed a significantly positive correlation between social-emotional skills and reading ability among typically developing readers,	Social Emotional Learning correlates to reading ability ( <a href="https://www.mdpi.com/2227-7102/13/2/220">https://www.mdpi.com/2227-7102/13/2/220</a> ) with a strong correlation with reading comprehension.
Robinson, Carly D., and Susanna Loeb. (2021). High-Impact Tutoring: State of the Research and Priorities for Future Learning. (EdWorkingPaper: 21-384). Retrieved from Annenberg Institute at Brown University: <a href="https://doi.org/10.26300/qf76-rj21">https://doi.org/10.26300/qf76-rj21</a>	"Tutoring interventions increase student learning outcomes by over one-third of a standard-deviation (Dietrichson et al., 2017; Nickow et al., 2020). The average effects of tutoring interventions are considered large for educational interventions (Kraft, 2020) and translate to between three and fifteen additional months of learning for students (Bloom et al., 2008)."	The research summary ( <a href="https://studentsupportaccelerator.org/sites/default/files/Accelerator_Research_Agenda.pdf">https://studentsupportaccelerator.org/sites/default/files/Accelerator_Research_Agenda.pdf</a> ) illustrates the overall effectiveness of high impact tutoring interventions when the tutoring programs increase instructional time, customize learning, and improve pedagogy.

## Instructions for Evidence Form

- 1. Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
- 2. Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
  - a. Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
  - b. Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
  - c. Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

*EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)*

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/22">https://ies.ed.gov/ncee/wwc/PracticeGuide/22</a> . This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from <a href="https://ies.ed.gov/ncee/wwc/Intervention/1043">https://ies.ed.gov/ncee/wwc/Intervention/1043</a>. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., &amp; Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at <a href="https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf">https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</a></p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (<a href="http://ies.ed.gov/ncee/wwc/Study/72030">http://ies.ed.gov/ncee/wwc/Study/72030</a>).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

**Paperwork Burden Statement:** 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. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

PR/Award # S371C240024