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APPLICATION FOR GRANTS
UNDER THE

Comprehensive Literacy State Development (CLSD) Program

CFDA # 84.371C

PR/Award # S371C240037

Grants.gov Tracking#: GRANT14195201

OMB No. , Expiration Date:

Closing Date: Jun 24, 2024

PR/Award # S371C240037

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Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/24/2024

4. Applicant Identifier:

5a. Federal Entity Identifier:

US DOE

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

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

* c. UEI:

d. Address:

* Street1:

Street2:

* City:

County/Parish:

* State:

Province:

* Country:

* Zip / Postal Code:

e. Organizational Unit:

Department Name:

Iowa Department of Education

Division Name:

Division of PK-12 Learning

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

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

Title: Literacy Education Program Consultant

Organizational Affiliation:

Iowa Department of Education

* Telephone Number:

Fax Number:

* Email:

PR/Award # S371C240037

Page e3

Application for Federal Assistance SF-424

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Comprehensive Literacy Development

* 12. Funding Opportunity Number:

* Title:

13. Competition Identification Number:

84-371C2024-1

Title:

Comprehensive Literacy State Development (CLSD) Program

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

* 15. Descriptive Title of Applicant's Project:

Attach supporting documents as specified in agency instructions.

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.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

☒ 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.☐ Yes☒ No

If "Yes", provide explanation and attach

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)**



** 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

Iowa Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: McKenzie Middle Name:
* Last Name: Snow Suffix:
* Title: Director

* SIGNATURE:

[REDACTED]

* 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: 1235-03 FINAL IA-CLSD Abstract.pdf

Add Attachment

Delete Attachment

View Attachment

Iowa Department of Education | Abstract

The IA-CLSD project has two long-term SMART goals: 1) By the end of the 2028-2029 school year, students in Grades 3 - 10 will have a 5% increase in reading achievement, as reported on the ISASP reading assessment, and 2) By the end of the 2028-2029 school year, incoming Kindergarten students will increase their fall Kindergarten composite literacy screening scores by 5%. All objectives and measures support the following subgoals: 1) Improve the internal systems of Iowa schools and early learning programs serving disadvantaged students to accelerate improvement in literacy and English Language Arts outcomes; 2) ensure disadvantaged students have equitable access to highly effective instructional leaders, and educators trained in the Science of Reading and evidence-based practices, and 3) ensure scientifically and evidence-based literacy resources and learning tools are accessible to all stakeholders, especially for disadvantaged families and caregivers of young children.

This IA-CLSD plan aligns with all Competitive Preference Priorities (CPP), and they are noted in parenthesis (e.g., CPP #1). The IA-CLSD plan and activities focus on the following: 1) coordinating with the Department of Higher Education to align college and university content and syllabi in early education programs to the Science of Reading and include evidence-based instruction and practices (CPP #1a); 2) developing strong community and family partnerships (CPP #3); 3) developing school-based literacy leadership teams (CPP#2); 4) advancing the literacy knowledge and skills of superintendents, principals, educators, directors, families, and caregivers (CPP #2, CPP #4); 5) providing job-embedded professional learning experiences for instructional leaders, educators, and early childhood caregivers (CPP #4); 6) ensuring all students engage with high-quality, grade-level, standards-aligned instructional materials (CPP #3), 7) ensuring that all educational systems served by this grant develop a coherent and comprehensive Multi-Tiered System of Support built around quality assessments and a tiered instructional and intervention model; and finally, and most importantly (CPP #3), 8) providing all students served by this grant comprehensive literacy instruction that includes evidence-based literacy instruction and support, especially for disadvantaged students across Iowa have not had access to quality materials or instruction, preventing them from achieving at high levels (CPP #2, CPP #3).

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:**

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

Comprehensive Literacy Development Grant Application | CFDA 84.371C

Iowa Department of Education | Project Narrative

June 24, 2024

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Iowa Comprehensive Literacy Development Grant Application Narrative | CFDA 84.371C

Introduction

Every child deserves to receive effective instruction that empowers them to become proficient readers by the end of third grade. The Iowa Department of Education (IDE) has made strengthening evidence-based reading instruction and interventions a top priority across Iowa's education system in partnership with all school districts, institutions of higher education and teacher preparation programs, the executive branch, and the Iowa Legislature.

Statewide LETRS Professional Learning. IDE has invested more than \$9 million in the critical work of equipping educators with knowledge of the Science of Reading to improve literacy outcomes for all students through providing LETRS professional learning to up to 6,600 educators at no cost. In May 2024, IDE expanded this work to include LETRS for Early Childhood Educators, focusing on administrators and teachers providing Statewide Voluntary Preschool Program, Shared Visions Preschool Program, and/or Early Childhood Special Education.

Revised Iowa Academic Standards Aligned to the Science of Reading. In June 2024, the Iowa State Board of Education (ISBE) adopted revised Iowa Academic Standards aligned to the Science of Reading and focused on increasing access to grade-level text and cognitive rigor. Iowa's ELA standards were first adopted in 2010 with minimal revisions in 2016 and no substantive revision since their initial adoption. These revised standards were supported by a robust public consultation process that included:

- A first review committee of educators, administrators, and content experts, especially those with backgrounds in the Science of Reading, to review the state's ELA standards and provide suggestions for revisions.
- Statewide public comment and listening sessions to collect feedback on the first revised ELA standards draft supported by the first review committee.
- A second review committee of educators, content specialists, administrators, families, industry and community partners, and representatives from higher education institutions to support the second revised ELA standards draft following the standards public comment process.

The second revised ELA standards draft was then presented to the ISBE for a first reading, providing another opportunity for public comment and a fourth public input step. The ISBE then adopted revised ELA standards. Moving forward, the IDE will support the ISBE in substantively reviewing and revising each set of standards at least every five years. The IDE is now providing standards overview and implementation of professional learning on the revised ELA standards for elementary, middle, and high school educators and administrators throughout the summer and school year 2024-2025.

ELA High-Quality Instructional Materials. The IDE recently issued an RFP to review and enter into statewide contracts with peer-reviewed curriculum options that received the highest reviews on EdReports. The IDE also supported the purchase and district-wide implementation of evidence-based curriculum and high-quality instructional materials in school districts with Extended Comprehensive Support and Improvement (E-CSI) schools, which are identified as CSI for three or more years.

Evidence-Based Summer Reading Programs. In Summer 2024, the IDE launched a new Summer Reading Grant that will provide up to \$2 million in competitive grants to support schools in creating, expanding, and sustaining evidence-based summer reading programs. These grants support school districts as they address summer learning loss with the goal of advancing student achievement and narrowing and closing achievement gaps. Schools serving students most in need were given priority consideration, including schools identified for additional support and improvement to meet the requirements of the federal Every Student Succeeds Act (ESSA), which is based on the overall performance of all students or a subgroup of students, such as students with disabilities or students who are English learners.

Additionally, the IDE is entering into a contract for an evidence-based digital literacy program aligned to the Science of Reading. The program's initial roll-out as a tool for summer school literacy programs will extend access for all students through the 2024-25 school year. IDE looks forward to announcing the intelligent reading assistant program that provides personalized, real-time tutoring based on automated analysis of students' verbal read aloud.

Legislation to Strengthen Early Literacy and Evidence-Based Reading Instruction. Building upon these administrative advancements, major legislation was recently enacted and will go into effect July 1, 2024.

House File (HF) 2612:

- Requires school districts to develop a personalized reading plan for a student in kindergarten through grade 6 who is not reading proficiently.
- Requires institutions of higher learning with a practitioner preparation program accredited by the State Board of Education to assess the foundational reading knowledge of teacher candidates utilizing the Foundations of Reading assessment.
 - Annually, each higher education institution with an accredited practitioner preparation program must report on the aggregate number of teacher candidates that scored above, at, and below the passing score established by the IDE.
- Requires school districts to provide written notice to the parent(s)/guardian(s) of a student in kindergarten through grade 6 who is not reading proficiently, including the option for the parent(s)/guardian(s) to elect to retain the student at grade-level. Requires school districts to retain the student at grade-level for the subsequent school year upon parent(s)/guardian(s) request.

HF 2545:

- Requires “statewide literacy plan to increase student proficiency using systematic and sequential approaches to teaching phonetic awareness, phonics, vocabulary, fluency, and text comprehension.”
- Requires standards for practitioner preparation programs “that promote evidence-based reading instruction and practical application that are direct, systematic, explicit, responsive, and that consist of phonetic awareness, phonics, vocabulary, fluency, and text comprehension. Such standards shall not include instruction or practical application that is designed to teach students using the instructional model commonly known as the three-cueing system.”

From the Governor's office and the Legislative floor to classrooms across Iowa's 329 school districts, Iowa's leaders are unified in the commitment to advance literacy for every student. IDE is grateful for the U.S. Department of Education's consideration of our CLSD grant application to continue to expand transformational investments in evidence-based literacy instruction and interventions.

To continue the strides in literacy support in Iowa, the Iowa Department of Education (IDE) is applying for \$24,117,902 to implement the Iowa Comprehensive Literacy State Development Project (IA-CLSD). The purpose of the project is to expand the use of evidence-based literacy practices and interventions that advance achievement for children from birth to Grade 12, prioritizing improving literacy outcomes for disadvantaged children. We have defined disadvantaged children as any child who is at risk of educational failure or is otherwise in need of special assistance and support, including an infant or toddler with developmental delays, a child living in poverty, a child with a disability, a child who is an English learner (EL), migratory children, or a child belonging to a subgroup that is otherwise underrepresented (i.e., Native American). This can also include a child who meets one or more of the following criteria: reading below grade level, at risk of graduating outside of their cohort, homeless, raised in foster care, and/or has a history of incarceration. These children will be referred to as disadvantaged children from this point forward.

The IA-CLSD plan has developed as a true partnership across IDE departments, including the Bureau of Learner Strategies and Supports, which includes the state literacy team, the Bureau of Early Childhood, the Division of Higher Education, the Bureau of School Improvement, and the Bureau of Federal Programs, which includes a specific focus on supporting English learners (ELs) and migratory children.

Based on official enrollment records for the 2023 - 2024 school year, Iowa's 325 public school districts served 508,107 students in grades PK-12. Iowa's historical and recent legislation demonstrates a dedication to improving literacy for disadvantaged youth across the state. The IA-CLSD plan is grounded in the following: 1) developing strong community and family partnerships; 2) developing school-based literacy leadership teams (LLTs); 3) advancing the literacy knowledge and skills of superintendents,

principals, educators, directors, and families; 4) providing job-embedded professional learning experiences for instructional leaders, educators, and early childhood caregivers; 5) ensuring all students are engaging with high-quality, grade-level, standards-aligned instructional materials; 6) ensuring that all educational systems served by this grant develop a coherent and comprehensive Multi-Tiered System of Support (MTSS) built around quality assessments and a tiered instructional and intervention model; and finally and most importantly; 7) providing all students served by this grant comprehensive literacy instruction that includes evidence-based literacy instruction and support, especially for disadvantaged students across Iowa who have not had access to quality materials or instruction, preventing them from achieving at high levels.

Competitive Preference Priorities

Competitive Preference Priority 1--Coordination with Institutions of Higher Education (IHE)

The IA-CLSD Grant Coordination Team (GCT) includes the IDE's Division of Higher Education. Through that division, the IDE is partnering with the Iowa Association of Colleges for Teacher Education (IACTE) to continue foundational work. They have begun working with IHEs across the state to align their early education programs to the Science of Reading (SoR) and evidence-based instruction and practices. Each year, a portion of the 5% of the state-level funds allocated in the CLSD grant will go toward this project.

Competitive Preference Priority 2--Addressing the Impact of COVID-19 on Students, Educators, and Faculty

The IDE is committed to ensuring that all subgrantees have access to consultants and teams of support that can provide them with the highest quality professional development, coaching, and ongoing support, which includes the ability to develop district and school LLTs, strategic literacy plans (SLPs), evidence-based coaching models, and effective models for MTSS. Historically, in schools with many disadvantaged students, the first tendency is to remediate when in fact these students need acceleration (TNTP, 2019). First and foremost, the focus for schools post-pandemic and schools with disadvantaged students needs to be on providing all students with quality Tier I universal instruction aligned to

grade-level standards. IA-CLSD subgrantees will evaluate their current materials and focus on providing high-quality instructional materials (HQIM) that provide all students with comprehensive literacy instruction, starting with universal instruction (Tier 1) and using effective assessment tools for universal screening, diagnostic purposes, and progress monitoring.

Competitive Preference Priority 3--Promoting Equity in Student Access to Educational Resources and Opportunities

As outlined above, providing all students, especially disadvantaged students, with scientifically aligned, evidence-based, and grade-level literacy instruction is one of the key facets of the IA-CLSD plan. This is a key component of a more equitable education system. In addition, the IDE will partner with the IMPACT Consortium (Impact, 2024). IMPACT is an eight-state consortium focused on helping migratory parents and caregivers be more directly involved in their children's learning. A detailed explanation of the partnership plan will be outlined in the "Project Design and Services" section of the narrative. In addition, individual consultants and consulting organizations will go through an application process to be approved to support subgrantees. Providers will be identified to support the needs of ELs and migratory students. Any school or district with students in these subgroups must contract with an approved consultant, certified to help the organization develop a plan to serve the needs of these students.

IA-CLSD also partners with Early Childhood Iowa (ECI), housed under Iowa's Health and Human Services Division. The state system comprises the ECI State Board and the Stakeholders Alliance, with involvement and partnership from hundreds of private entities to strengthen the system. The State Board provides oversight of state and local efforts while serving as an advisory group to the Iowa Legislature and the Governor's Office. The Stakeholders Alliance provides advice regarding coordinating early childhood activities in the state and includes public and private stakeholders; the Alliance branches into several component groups and subgroups focused on a range of expertise. The State Board and the Stakeholders Alliance Work together to further the strategic plan and vision for early childhood development in Iowa. The state ECI oversees local ECI boards. Subgrantees will be expected to partner

with Local ECI Area Boards to coordinate with current initiatives already in place or to develop healthy and sustainable CLSD plans to support early childhood literacy in the community.

Competitive Preference Priority 4--Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning

The IDE GCT will develop expectations for individual consultants and consulting groups, hereafter called Grant Service Providers (GSPs), for providing high-quality, job-embedded professional development. GSPs will be expected to provide high-quality, research-aligned adult learning experiences. In addition, all professional learning will be grounded in content and guide teachers and educational support personnel to provide evidence-based instruction across all levels: childcare, preschool, elementary school, and high school.

Need For the Project

The IDE does not have a current literacy needs assessment, and yet current state literacy legislation, other educational reports, and statistical information have helped identify a significant and immediate need for improved literacy support and funding from this grant. The following documents were the primary tools used to outline the significant need for CLSD funds for the state of Iowa:

- [Iowa Department of Education. \(2023\). *Condition of Education Report*](#)
- [Iowa Department of Education and Iowa Migratory Education Program. \(2023\). *Comprehensive Needs Assessment*](#)
- [State of Iowa. \(2023\). *Postsecondary Readiness Reports*](#)

In addition, the [IDE PK-12 Data and Reporting website](#) (updated 2023) provided information and reports to complete the following needs assessment.

Meeting Iowa's Legislation Expectations

Iowa's literacy policy, as outlined in Iowa Code sections [279.60](#) and [279.68](#), requires school districts to administer a valid and reliable universal screening instrument to all Kindergarten students by October 1 of each school year. (Iowa Code, 2023) This screening is part of a broader early literacy initiative legislated in 2012 that includes universal screening and progress monitoring for Kindergarten

through third-grade students. The policy mandates progress monitoring for students identified as at risk or persistently at risk in reading and requires at least 90 minutes of daily, research-based reading instruction for those persistently at risk. Additionally, parents must be notified if their child is persistently at risk, provided with strategies to support them at home, and informed of their child's progress in a language best understood by the parents. This comprehensive approach ensures all students achieve reading proficiency by the end of third grade. Finally, all preschool programs must administer the GOLD assessment, including Head Start programs.

As recently as 05/07/2024, Governor Kim Reynolds signed [House File 2618](#), adding the requirement that “A school district shall provide to students in Kindergarten through the end of grade six who are not reading proficiently with personalized reading plans until the student is reading at grade level, as determined by the student's consistently proficient performance on valid and reliable measures of reading ability” (Iowa HF 2618, 2024). IA-CLSD will help ensure LEAs have strong MTSS to develop personalized student reading plans. Future Kindergarten through grade six teachers in educator preparation programs will take the Massachusetts Foundation of Reading test, aligned with SoR. Educator preparation programs must provide remediation for candidates who do not reach the passing score and report to the IDE the percentage of passage/failure rates that will be published for public review.

On 05/14/2024, Governor Reynolds also signed [House File 2545](#), which requires the IDE to develop a statewide literacy plan “to increase student proficiency using systematic and sequential approaches to teaching phonetic awareness, phonics, vocabulary, fluency, and text comprehension. The statewide literacy plan shall address standards for practitioner preparation programs...that promote evidence-based reading instruction and practical application that are direct, systematic, explicit, responsive, and that consist of phonetic awareness, phonics, vocabulary, fluency, and text comprehension. Such standards shall not include instruction or practical application that is designed to teach students using the instructional model commonly known as the three-cueing system” (Iowa House File 2545, 2024). The IDE has contracted Sterling Literacy Consulting, as the SoR consultant group for the IDE, to support and manage the process of completing the Iowa State Literacy Plan alongside the State Literacy

Team, located under the Bureau of Learner and Learner Strategies and Supports. This process began on 06/04/2024 and will be finalized and published on the IDE website by 12/01/2024, providing time for IA-CLSD subgrantees to align their SLPs to it (the timeline for site-based SLPs is outlined in this narrative under the project design).

Enrollment, Demographics, and Geographic Diversity

Table 1 Percent of K-12 students enrolled by race/ethnicity for the 2022 - 2023 SY (from the <i>IDE Condition of Education Report</i> , Table 4-6, p. 127)	
Student Race / Ethnicity	Percent
All Minority Racial/Ethnic Groups	27.6
American Alaskan Native	0.3
Asian	2.5
Black or African American	6.8
Hispanic/Latino	12.6
Native Hawaiian or Other Pacific Islander	0.6
Two or More Races	4.9
White	72.4
Total	100

Iowa is experiencing an increase in diversity, as indicated by the number of students across the state (Iowa Department of Education [IDE], 2023). Iowa's performance data shows that they are being left behind academically. Students of color comprise 27.6% of the public-school K-12 enrollment, an increase from previous years (IDE). Additionally, students eligible for free or reduced-priced lunch increased from 40.7% in the 2021-2022 SY to 42.3 % in the 22-23 SY (IDE). In the 2022 - 2023 SY, 6.9% of public school students were identified as ELs, compared to 6.6% in the 2021-2022 SY (IDE). Table 1 provides the percentage of students in Iowa by reported race and ethnicity.

In the 2022-2023 SY, 65.5% of the districts had fewer than 1,000 students. Nearly a quarter (23%) of the student population was served by small rural schools. Iowa has many small rural school districts that do not always have access to the services, support, and professional development that more urban districts have. They may also have a more limited tax base, limiting their ability to quickly purchase scientifically aligned instructional materials for literacy and English language arts (ELA). These small rural districts are also comparable to the largest districts regarding the percentage of students eligible for the FRL program. In small districts with less than 300 students, 46.7% are eligible for the FRL program. This is nearing the percentage in districts with 7,500 students or more, with 51.3% of students eligible (IDE, 2023, Table 4-9, p. 129). In 2022-2023, students eligible for FRL increased to 42.3% from 40.7% in the prior year (IDE, Figure 4-3, p. 129). The IA-CLSD plan will include a geographic priority points system to help ensure rural districts are included and prioritized in this grant opportunity. The urban districts will automatically meet a large set of grant priority points and expectations; therefore, the IA-CLSD leadership team will ensure that outlying districts and Iowa's disadvantaged students, the teachers serving them, and families benefit from these funds. Additionally, many migratory students live in these rural areas, and their enrollment has increased steadily. In the 2015-2016 SY, there were 1,153 migratory students, equating to 0.24% of the Iowa public school enrollment. During the 2022-2023 SY, there were 3,668 migratory students, 0.51% of Iowa's total enrollment.

Student Performance and Inequities

While Iowa, on average, performs comparably well in reading achievement compared to other states across the nation, there are significant discrepancies for students of color, students eligible for FRL programs, students with disabilities, migratory students, and ELs. Statewide, 71.4% of Iowa's students are proficient in ELA as measured by the Iowa Statewide Assessment of Student Progress (ISASP) 2023 assessment. In stark contrast, 21.68% of ELs, 56.91% of students eligible for FRL program, and 25.56% of students with disabilities demonstrated proficiency in ELA. Additional disparities exist for students in certain racial/ethnicity categories. While 76.37% of White students tested proficient in ELA, only 43.31%

of Black/African American scored proficient, a gap of 33.06 percentage points. Hispanic/Latinx students tested 57.16% proficient in ELA, a gap of 19.21 percentage points. Multi-racial students tested 65.62% proficient, for a gap of 10.75 percentage points (IDE, 2023) . These significant gaps demonstrate severe inequities across schools and classrooms in Iowa. All of Iowa’s students can perform at high levels. Yet, our educational systems are not meeting their needs and providing them with the education they need to be successful.

Many of Iowa’s students fall into two or more subgroups that experience additional inequities within Iowa’s educational system. For example, Black/African American students had the highest FRL lunch eligibility percentage (80.8%) among race/ethnicity groups (Table 4-10, p. 130). In addition, 16.6% of Black/African American students are also identified as ELs, and 10.7% have a disability and qualify for IEPs, Individual Education Plans (IDE, 2023). Iowa’s education system is not serving any of these students well, and they are in the greatest need of improvement to literacy instruction and support.

Table 2 provides an overview of students’ performance on the 2023 ISASP ELA assessment for Grades 4, 8, and 10 by race/ethnicity and for migratory students (IDE, 2023). Across all grade levels, significant gaps exist between the following subgroups and the average proficiency level for all students: Black, Hispanic/Latino, American Indian or Alaskan Native, and Migratory students. This trend has been historically true as well.

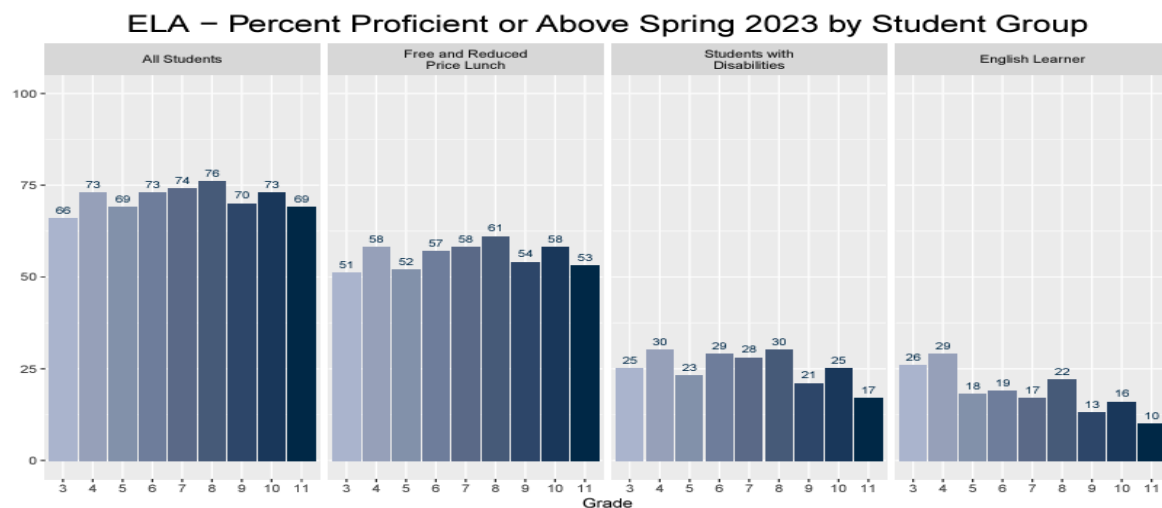
Table 2

Percent of students proficient and advanced in reading by selected subgroups and the total number of percentage points they score above or below “All Students” as measured by the ISASP ELA assessment 2022 - 2023 (IDOE, 2013, pp. 7 - 13).

	Grade 4 % proficient	Grade 4 percentage points above or below	Grade 8 % proficient	Grade 8 percentage points above or below	Grade 10 % proficient	Grade 10 percentage points above or below
All Students	71.9%		74.9%		71.5%	
White	77.3%	+5.4	80.5%	+5.6	77.1%	+5.6
Black	47.7%	-24.2	45.7%	-29.2	41.6%	-29.9
Hispanic/Latino	57.6%	-14.3	61.3%	-13.6	55.3%	-16.2
Native Hawaiian or Other Pacific Islander	34.9%	-37	41.3%	-33.6	48.9%	-22.6
American Indian or Alaskan Native	59.5%	-12.4	61%	-13.9	52.1%	-19.4
Migratory	35.6%	-36.3	39.3%	-35.6	19.6%	-51.9

Figure 1

From: IDE. (2023). Iowa 2023 spring student assessment results



Students with Disabilities

The special education students in Iowa public schools accounted for 12.8 % of the total certified enrollment in 2022-2023 (IDE, 2023, p.123). This trend continued from 2015 to 2016, when the percentage was 11.6. In 2021-2022, only 17% of fourth-grade students with an IEP scored basic or above on NAEP in reading compared to 72% of fourth-grade students without IEPs (p. 103). For eighth graders the same year, 23% of students with IEPs and 78% of eighth-grade students without IEPs scored at basic or above (p. 103). These gaps are extreme and do not allow Iowa's students with disabilities to be college or career-ready or even ready for basic life responsibilities. The IA-CLSD plan will prioritize LEAs that have clear plans to support their students with disabilities, their educators who serve them, and their families. These funds will not supplant current funding but allow LEAs to fill gaps they otherwise may not be able to fill.

Migratory Students

Based on the Iowa Migratory Education Program's Comprehensive Needs Assessment (MEP CNA) report (2023) and 2020-2021 assessment results, 30.7% of migratory students scored proficient or above in ELA compared to 68.1% of non-migratory students. Migratory students may be some of Iowa's most marginalized and disadvantaged students. In general, they fall below the federally defined poverty line. One of the greatest difficulties facing migratory students and their families is disrupted education as families move from system to system.

The MEP surveyed key stakeholders to identify specific priorities for the Comprehensive Needs Assessment (2023). Support for literacy and ELA rose to the top in multiple areas. MEP staff (n=90) identified that 83% of migratory students need support in reading/language arts, compared to 57% for math (p. 21). MEP staff identified the following as the top three professional development needs: 1) reading/literacy strategies, 2) EL/diverse learner strategies, and 3) involving migratory parents (p. 22). For parent/family needs, the MEP reported a need for parent training on increasing family literacy (82%) and locating community resources (65%) (p. 22). Parents (n=134) reported a need for strategies to help their child with homework (48%) and reading/writing (47%). Parents also reported a need for strategies to help

their child with math (43%). The IA-CLSD plan will require LEAs that support migratory students and families to work with their MEP coordinator to co-develop a plan for supporting migratory students and families around literacy. Multiple goals and concerns surfaced from the MEP CNA that support the need for the IA-CLSD plan, including concerns around school readiness, academic performance gaps between migratory students and non-migratory students, a lack of targeted intervention support, lower graduation rates, and limited access to grade-level materials and supplemental instruction (p. 13).

Postsecondary Readiness

Remedial Coursework. According to the State of Iowa's Postsecondary Readiness Report (2023), 14.9% of Black or African American students, 6.6% of students who qualify for FRL programs, and 5.9% of Hispanic/Latino students enrolled in an Iowa public college took a remedial course within one year of high school graduation as compared to 2.9% of White students and 2.3% of students who do not qualify for FRL programs. These statistics indicate an inequitable burden on these disadvantaged students who must take these extra courses, causing them to spend extra money and delaying their graduation dates. In addition, students eligible for FRL, students with disabilities, English learners, and migratory and male students had graduation rates lower than all students combined (p. 76).

Graduation & Dropout Rates

Graduation rates for disadvantaged subgroups in Iowa demonstrate the existing inequities for these subgroups across schools and districts. The overall four-year cohort graduation rate for the class of 2023 was 87.5%. Comparably, 19.6 percentage points below that was the graduation rate for students with disabilities (67.9%). Students living in poverty and who qualify for FRL programs graduate 8.8 percentage points below the average graduation rate (78.7%). The graduation rate for American Indian and Alaskan Native students was 74%; for ELs was 73.7%; for Black or African Americans was 75%; for Hispanic/Latino was 79.6%; for students who identify as two or more races, the rate was 79.6%, and for Native Hawaiian or other Pacific Islander students was a dismal 61.7%. The graduation rate for White students was 90.4%, 2.9 percentage points above the average graduation rate (IDE, 2023).

Dropout rates also indicate significant inequities between racial subgroups, as outlined in the 2023 Condition of Education Report (IDE, Table 1-23, p. 70). For the 2021-2022 SY, the dropout rate for

Table 1-23

Iowa Public School Grades 7-12 Dropout Rates (in Percent) by Race/Ethnicity, 2019-2020 to 2021-2022			
Race/Ethnicity	2019-2020	2020-2021	2021-2022
American Indian or Alaska Native	5.04	4.87	4.66
Asian	0.73	0.88	1.15
Black or African American	3.49	4.44	4.58
Hispanic/Latino	2.88	3.44	4.01
Native Hawaiian or Other Pacific Islander	2.60	4.61	6.60
Two or More Races	2.05	2.73	3.16
White	1.08	1.50	1.53
State Total	1.48	1.97	2.12

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa enrollment and dropout files.

Black/African American students was 4.58%; for Hispanic Latinos, it was 4.01%; for Native Hawaiian/Pacific Islanders, it was 6.60% compared to 1.53% for White students. (IDE) Literacy proficiency, especially by third grade, plays a key role in on-time graduation, especially for impoverished students (Fiester, 2010; Hernandez, 2011). Early reading success and high school graduation are milestones that provide students in poverty access to greater earning potential in the future (Feister, 2010). The IA-CLSD plan will work to ensure all students are reading proficiently by grade three and keeping up with grade-level expectations through Grade 12 to increase graduation rates and lifelong success. Increasing the literacy level of Iowa's citizens would significantly impact their livelihoods and the state's economic health (Rothwell, 2020).

Early Childhood Literacy

Only 65.95% of students are prepared to enter Kindergarten based on the Kindergarten benchmark assessment students take in the fall (IDE, 2023, Table 3-10, p. 119). Also, in the 2022-2023 SY, Iowa schools reported that 20.7% of students attend Kindergarten without prior pre-school experiences (Table 301, p. 111), yet most districts across the state offer preschool opportunities. Also,

50% of migratory parents (n= 16) who participated in the MEP Parent Needs Assessment Survey indicated that preparing their preschoolers for Kindergarten was a priority. Iowa must improve resources and practices for childcare providers, Head Start, Early Head Start, Statewide voluntary preschool programs, the Shared Visions Preschool Program, and private preschool programs to include literacy programs and resources for families. IA-CLSD is partnering with [Early Childhood Iowa](#) (ECI) and aligning IA-CLSD's grant expectations for subgrantees to [ECI's Strategic Plan](#) (ECI State Board, 2023).

Institutions of Higher Education: Literacy Coursework

Iowa's institutions of higher education are in the process of a comprehensive review to recommend revisions addressing practitioner preparation standards to transition literacy coursework and practical applications to align with the SoR. While the work has begun, critical steps remain to bring additional institutions and coursework into alignment. As noted earlier, recent legislation has outlined the expectation that all institutions of higher education promote evidence-based reading instruction and practical applications that promote preparation in the SoR. Currently, through an initial review of curriculum exhibits and syllabi submitted by institutions, 74% of IHEs expose future educators to the SoR, and 30% (8) of the institutions that prepare K-8 educators are fully aligned with the SoR. The next steps for the Department include a second review of the curriculum, using the Reading League's curriculum evaluation guidelines; code revision to disallow non-evidence-based practices; and the development of resources and training to update textbooks, syllabi, and curriculum for 100% literacy curricular alignment with the SoR. A SoR Summit for IHEs has been drafted to accomplish curriculum updates. This activity will be part of the state-level grant funds and will be outlined later in the narrative.

Project Design and Services

Goals, Objectives, Activities, and Outcomes

Note: Timelines will be outlined in a later section of the narrative.

The IA CLSD grant project has two long-term goals. First, by the end of the 2028-2029 school year (Grant Y5), students in Grades 3 - 10, will have a 5% increase in reading achievement, as reported on the ISASP reading assessment within the grant recipient buildings that received the award for all five

years. The second is that by the end of the 2028-2029 school year, incoming Kindergarten students will increase their fall Kindergarten composite literacy screening scores by 5% for grant-recipient buildings that received the award for all five years. The following outlines the goals, objectives, and outcomes that will help subgrantees meet these long-term goals for the IA-CLSD project and include the aligned research supporting them.

Goal 1: Improve Internal Systems to Accelerate Literacy Achievement

Goal 1 is to improve the internal systems of Iowa schools and early learning programs serving disadvantaged students to accelerate improvement in literacy and ELA outcomes, particularly targeting schools and early childhood education sites in high-need areas, including both urban and rural areas.

Objective 1 requires that subgrantees develop literacy leadership teams (LLTs), complete comprehensive literacy needs assessments (CLNA), and by 07/01/2026, 100% of subgrantees will develop and submit a five-year strategic literacy plan (SLP) by the end of the FY 25-26 grant cycle. The subgrantee's SLPs will align with the IA-SLP. The SLP must receive a score of proficient or above based on the IA-CLSD SLP rubric to count towards the goal. Subgrantees must align their instructional materials and instruction to the SoR and evidence-based practices as part of the SLP.

LLTs enhance collective efficacy, internal coherence, and common language around literacy and instruction (Morgan & Clonts, 2008; Stoisch et al., 2019), help refine instructional practices through purposeful practice, and foster continuous improvement and collaboration within organizations (Foorman et al., 2016). Transformational leadership within these teams encourages innovative teaching, leading to deeper learning experiences. LLTs help create a supportive environment within LEAs that helps develop effective literacy programs that meet diverse student needs (Morgan & Clonts, 2008). The development of an LEA's SLP is part of a school or entity's larger continuous improvement process, giving school leaders and educators clear direction to keep literacy initiatives moving forward based on the needs of students, teachers, and the overall system and grounded in research and evidence-based practices.

Goal 1 - Objective 1 - Activities. Phase I of the grant includes awarding a set of LEAs and early learning organizations subawards to develop LLTs, CLNAs, and SLPs. While we understand that LEA's

plans may change based on students' and educators' needs, we want grantees to apply for funds with a clear plan of action based on a comprehensive needs assessment developed with support by experts in the field. We do not plan to award LEAs a five-year award in the first year. Rather, they can receive a subsequent year 2 - 5 award based on the quality of the work they complete in Phase I and their SLP.

During the first few months of grant Year 1 (Y1) (09/2024-12/2024), the Grant Coordination Team (GCT), working with the Grant Support Team (GST), will develop a process for approving a set of literacy consultants and coaches to provide support for subgrantees, known as grant support providers (GSPs). Each subgrantee will select a GSP or set of GSPs to support their project. Training will be provided to GSPs and subgrantees on developing LLTs, completing the CLNA process, and developing SLPs. Before the end of the Y1 grant cycle, subgrantee SLPs will be submitted for review. Subgrantees can also include money in their budgets for time to work with their GSP to apply for the Y 2-5 extended grant awards. Virtual grant application support workshops will also be provided by the GST.

Y2-5 CLSD subgrants will be awarded through a competitive review process based on the quality and coherence of the SLPs created in Y1 and the commitment of the leadership and staff to developing the LLT and Y1 grant expectations. During the Y2 grant cycle, subgrantees will be expected to finalize their SLPs with their GSP, and subgrantees will submit them by 07/01/2026. These SLPs will be evaluated using a rubric developed by the GCT to meet Objective #1. During Y2, subgrantees may submit their SLP to the GST once for review before the deadline for feedback. The quality of the final SLP could result in reduced funding for subgrantees for Y3-5 if there is evidence of a lack of commitment to the process.

Objective 2 outlines that by the end of Y3, 100% of subgrantees will submit coherent MTSS plans that score proficient on the IA-CLSD MTSS rubric (to be developed) or will have a plan for revising it. These plans will enhance literacy outcomes for all students, specifically focusing on disadvantaged students. Iowa's MTSS framework is key to improving student achievement and addressing inequitable outcomes for disadvantaged students (Reedy & Lacireno-Paquet, 2015; Scott et al., 2019). Within the MTSS system, educators use data to identify students who need additional support,

either remedially or in an accelerative manner. IA-CLSD subgrantees will use their SLPs to guide their MTSS development or revision. Each LEA in Iowa should already have an MTSS framework; however, the significant achievement gaps between disadvantaged subgroups and students performing at grade level and above demonstrate that the current MTSS plans are not working to meet the needs of the students who need it the most. The IDE will conduct a usability study around Iowa's MTSS in the preschool model during the 24-25 school year. The study's results will impact the design and implementation of the MTSS process with subgrantees, including preschools if Iowa is awarded the CLSD grant.

Goal 1. Objective 2. Activities. The LLT will work with school leaders, interventionists, and other stakeholders to develop the literacy section of the LEAs MTSS model. The LLT will also use the CLNA and SLP to determine if the organization has the appropriate assessment tools, formative assessment processes, collaborative processes for reviewing data, and methods for engaging in data-informed decision-making. The GCT will provide a model, template, and process that subgrantees can use alongside their GSPs to develop their literacy MTSS components. The GST will provide GSPs with professional learning support along the way that will help them guide subgrantees through the process. Subgrantees' literacy MTSS model will be due on 07/01/2027. The GCT will develop a rubric that will be used to evaluate these models and provide subgrantees with feedback. This process will be aligned to the IDE Self-Assessment of MTSS Implementation (SAMI, outlined later in the narrative) process, which will also allow LEAs to reflect on their literacy MTSS components and continue to refine them in the future.

Objective 3 requires that by the end of Y5, 100% of subgrantees have ensured their site's literacy and ELA curriculum for grades PK - 12 includes HQIM aligned to the SoR and grade level standards by either a curriculum review process through their needs assessment or have adopted and subsequently implemented HQIM or have a plan to do so within their SLP. As Iowa LEAs and early childhood educational providers work to improve literacy achievement for Iowa's students, one key lever is providing HQIMs aligned to the SoR and embedding evidence-based instructional practices. Students of

color and students living in poverty have less access to high-quality, standards-aligned materials than their peers (Santelises & Dabrowski, 2015; TNTP, 2019). HQIMs, aligned to grade-level standards, help maintain high standards and expectations in the classroom (Chingos & Whitehurst, 2012; Opfer et al., 2016). Many Iowa schools are in the process of shifting to materials that are aligned with the SoR and may not yet be in the appropriate curriculum cycle. The IA-CLSD project can help LEAs select standards-aligned and research-aligned materials and have the professional learning support to improve implementation more quickly than normal and get HQIM into the hands of all Iowa's students. The IA-CLSD expectations will require that these funds do not supplant non-federal funds already designated for curriculum purchases.

Goal 1 - Objective 3 - Activities. During grant Y2, grantees will have a fully developed SLP and will have identified whether they need to adopt and purchase HQIM for literacy and ELA courses. The IA-CLSD funds will not be able to fund all HQIM adoptions; awards for this budget category will be based on an equitable review of all requests and on providing support for subgrantee sites with the highest need. The grantees' GSPs will use the IA-CLSD HQIM review process and rubrics to review materials that receive a "meets" rating from EdReports. These processes and rubrics will be co-created by the GCT and the GST. Adoption and implementation success will be monitored through monthly and annual subgrantee reports.

Goal 1- Objectives 1 - 3 - Outcomes. Literacy leadership teams promote collaboration and informed decision-making, enhancing overall instructional quality. Comprehensive literacy needs assessments identify program strengths and weaknesses, enabling targeted interventions and effective resource allocation. Five-year strategic literacy plans provide a clear, sustained roadmap for literacy improvement, with measurable goals and benchmarks to track progress and maintain focus. High-quality instructional materials ensure that educators have access to the best resources, and they align their teaching practices with evidence-based strategies to enhance the effectiveness of instruction. Coherent MTSS frameworks ensure all students receive appropriate instruction and supplemental support based on

their individual needs, offering differentiated support and improving universal and intervention instruction.

These integrated efforts improve educator and leader efficacy as they become more adept at using data and research to inform instruction. Consequently, schools witness gains in student literacy achievement, particularly for disadvantaged students who benefit the most from targeted support. Overall, these strategies create a robust framework for literacy enhancement, resulting in higher-quality teaching, professional growth for educators and leaders, and notable improvements in student performance, ensuring equitable access to high-quality literacy instruction.

Goal 2: Access to Knowledgeable and Quality Professionals

Goal 2 is to ensure disadvantaged students have equitable access to highly effective instructional leaders, educators, and early care providers trained in the SoR and evidence-based practices. Quality principals matter and help improve students' academic performance (Dhuey & Smith, 2018; Grissom et al., 2021), and this is especially true for high-poverty schools (Branch et al., 2012). In addition, teachers play one of the most significant roles in improving student achievement (Opper, 2019). Superintendents set the vision and mission for a district with support from the school board. Without the backing from a superintendent, literacy initiatives fall short or get derailed by other initiatives that may take precedence at the district level. The IA-CLSD project will bolster the knowledge and skills of principals, teachers, and superintendents.

Objective 4: By the end of year 5, at least 300 educators will have received at minimum 30 hours of job-embedded, curriculum-based, professional learning experiences, including literacy coaching, that deepens participants' knowledge of the SoR and comprehensive literacy, to potentially include content area reading, and/or disciplinary literacy, and grows their ability to implement evidence-based literacy and language instructional practices and their application to the grades and age bands they are qualified to serve.

The IA-CLSD professional learning model is grounded in the seven features of effective professional development outlined by Darling-Hammond et al. (2017): 1) is content-focused, 2)

incorporates active learning, 3) supports collaboration, 4) uses models of effective practice, 5) provides coaching and expert support, 6) offers feedback and reflection, and 7) is of sustained duration. Ongoing professional development for teachers is essential to improve instructional practices. Teachers need training in evidence-based literacy strategies alongside the HQIM taught in their classrooms.

There is increasing evidence that student achievement increases when teachers receive curriculum-based professional development (Taylor et al., 2015). As LEAs adopt and implement new scientifically aligned HQIMs, they also need to ensure continuous coaching for educators to support the implementation of those materials. Teachers will often fall back on their previous instructional patterns, resort to using materials they have used in the past or reduce the level of rigor within the units and lessons in the new curriculum because they feel “our kids can’t do this.”

Evidence-Based Literacy Practices. The Focus for the IA-CLSD grant is on implementing evidence-based practices for children from birth to Grade 12 that support 1) early literacy development so children enter Kindergarten more prepared, 2) foundational literacy skills so students meet developmental reading benchmarks, and 3) the implementation of literacy instructional practices across disciplines to support disadvantaged children. Literacy achievement cannot be a burden solely placed on literacy and ELA teachers and interventionists.

For PK, the focus will be on 1) building children’s knowledge of letters and sounds (strong evidence, tier 1, [Burchinal et al., 2022](#)) and 2) using shared book reading to develop children’s language, knowledge of print features, and knowledge of the world (strong evidence, tier 1, [Burchinal et al., 2022](#)). For Grades K - 3 and foundational literacy the focus will be on 1) phonological awareness and phonics and developing awareness of the segments of sounds in speech and how they link to letters (strong evidence, tier 1, [Foorman et al., 2016](#)); 2) teaching students to decode words, analyze word parts, and write and recognize words (strong evidence, tier 1, [Foorman et al., 2016](#)); 3) ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence, tier 2, [Foorman et al., 2016](#)). For Grades K - 3, comprehension support will focus on teaching students how to use reading comprehension strategies (strong evidence, tier 3, [Shanahan et al., 2010](#)). For

literacy and English language instruction for ELs in elementary classrooms, the focus will be on providing high-quality vocabulary instruction throughout the day (strong, [Gersten et al., 2007](#)). For adolescent literacy, the focus will be on 1) providing explicit vocabulary instruction (strong, [Kamil et al., 2008](#)), 2) providing direct and explicit comprehension strategy instruction (strong, [Kamil et al., 2008](#)), and 3) providing opportunities for extended discussion of text meaning and interpretation (moderate, [Kamil et al., 2008](#)).

The following evidence-based practices can be implemented in literacy and ELA classrooms in Grades 4 - 9 and across disciplines. They can be used with large groups or in an intervention setting. These practices will be included in professional learning sessions for ELA and content area teachers: 1) build students' decoding skills so they can read complex multisyllabic words (strong, tier 1, [Vaughn et al., 2022](#)), 2) provide purposeful fluency-building activities to help students read effortlessly (strong, tier 1, [Vaughn et al., 2022](#)), 3) routinely use a set of comprehension-building practices to help students make sense of the text (strong, tier 1, [Vaughn et al., 2022](#)), 4) provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (moderate, tier 1, [Vaughn et al., 2022](#)).

The IA-CLSD project also supports literacy and language growth for ELs. The following evidence-based practices have shown to be effective for elementary and middle school students and will be emphasized throughout this project: 1) teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities (strong, [Baker et al., 2014](#)), and 2) integrating oral and written English language instruction into content-area teaching ([strong, Baker et al., 2014](#)). Refer to Appendix G: IA-CLSD Evidence Based Practices for an overview of research supporting each of these evidence based practices and the implications for their instruction as connected to the IA-CLSD project.

Goal 2 - Objective 4 - Activities. Regional IA-CLSD Literacy Collaboratives will be created to provide support and learning experiences across subgrantee organizations. The IA-CLSD Literacy Collaboratives will be the main avenue for providing professional development for LLTs. Convenings will occur three times a year. The size and number of these collaboratives will be determined after the

sub-grants are awarded and locations and sizes of subgrant organizations are established. The size of these collaboratives will allow for effective professional learning experiences and collaboration between entities. For example, leadership collaborations can occur separately from educator training. Subgrantee LLTs can also have time to work with their GSP, literacy, and implementation experts at the convening. Subgrantees will be surveyed to determine how they would like to participate, either virtually or in person, or a combination of both.

Historically, the IDE and Iowa LEAs have fostered a strong culture and practice of literacy coaching across the state. The IA-CLSD will continue to support these efforts by supporting literacy coaching through the Literacy Collaboratives. Training and collaboration will include a literacy coaching model based on prior statewide Iowa literacy coaching projects and efforts. GSPs must align their site-based support to state-level coaching content and expectations.

A series of workshops and professional learning modules will be developed for GSPs and subgrantee participants, aligned to the SoR and evidence-based practices outlined in the IA-CLSD grant expectations. GSPs will collaborate with LLTs to create a professional learning plan within their SLP. If LEAs have literacy coaches, supporting them will take priority. Any professional learning sessions will be followed up by curriculum-embedded coaching, modeling evidence-based practices, and creating a reflective learning environment. An external professional development provider can submit a request to the IA-CLSD Project Director to get approved as a CLSD-approved professional learning event. Subgrantees can attend these events as part of their professional learning plans if follow-up coaching is provided by either a school-based coach or a GSP. In addition, LETRS training will also be provided to a percentage of PK - 3 teachers each year to support an increase in the use of evidence-based practices for early childhood and elementary educators.

Part of the IA-CLSD grant activities includes a partnership with the IDE Division of Higher Education. The IDE Division of Higher Education has been working to support IHE educator preparation programs to develop courses aligned with the SoR. The Division and its initiatives are supported by the IACTE literacy group. The project for the IA-CLSD plan includes planning and hosting two-day summer

SoR Summits for IHE professors to develop syllabi and content for educator preparation programs aligned to the SoR. The program will reach 25 - 30 participants per summer each year of the grant. Grant funds will pay for the venue, materials, and content to support the learning activities and travel for up to 30 participants.

Objectives 5 and 6 focus on providing disadvantaged students with literacy-informed leaders who are knowledgeable about the SoR and comprehensive literacy so they can implement and sustain systematic change.

- **Objective 5:** By the end of grant year five, 85% of participating principals and directors will have attended the LETRS training for administrators or will have taken a minimum of 6 hours of documented training in the SoR, comprehensive literacy, or evidence-based literacy instructional practices, to include adolescent literacy or disciplinary literacy.
- **Objective 6:** Each year of the grant, participating principals and directors will receive job-embedded leadership coaching to support the implementation of their SLP, support their literacy coach (if applicable), and provide effective feedback for their teachers.

Goal 2—Objective 5 & 6—Activities. Objectives 5 and 6 specifically target PK-12 school and early childhood organizational leaders. Grantees will be expected to have a targeted plan within their SLP that outlines how leaders will improve their knowledge of the SoR evidence-based literacy and receive job-embedded coaching to help them understand what quality instruction looks like in action.

The IDE recently launched a statewide initiative to provide PK-5 educators and principals with access to LETRS training through state funding. These funds are limited, and the IA-CLSD plan will allow Iowa to continue providing these school supports and services. Subgrantees will be recommended to use a subset of their funds to take advantage of the LETRS administrator training. The LETRS training will allow leaders to bolster their knowledge of the SoR and evidence-based instructional practices.

High-quality, job-embedded professional development builds the capacity of principals to lead successful schools (Levin et al., 2020). Principals and educational leaders need to be able to work collaboratively through networking structures (Darling-Hammond et al., 2007, 2022; Sutchter et al., 2017).

The Literacy Collaboratives allow principals to engage in problem-solving discussions and share their successes. In addition, subgrantee leaders will be expected to work side-by-side with GSPs to observe classroom instruction via walkthroughs and other forms of learning walks and observations to develop a deeper understanding of the HQIMs being implemented, instructional look fors they need to attend to, and the type of feedback they should be providing educators to improve instruction.

As part of the grant expectations, all subgrantee plans need to include leadership coaching plans for their principals or directors. Principals who are already being coached or mentored may work with their GSP or the Project Director to determine if those coaching experiences will meet grant requirements. The GSP will also meet with the principal's coach to outline the expectations within the grant, the focus on literacy achievement, and shifting instructional practices within the organization. If principals or directors choose not to select the following option, they need to identify an alternate option that provides them with a similar level of content knowledge and coaching intensity.

The IA-CLSD plan will include a leadership coaching option for subgrantees to consider. The National Institute for School Leadership (NISL) is a leadership development program designed to enhance the skills of school leaders, such as principals and superintendents, to improve educational outcomes. Based on the [What Works Clearinghouse](#), one study by Nunnery et al. (2011) using a quasi-experimental design with 1,227 schools in Grades 3 - 8 in Massachusetts demonstrated moderate evidence (Tier 2) of the NISL program on student achievement in both ELA and mathematics. The program aims to boost student achievement by strengthening the leadership capabilities of educational leaders by focusing on strategic thinking, instructional leadership, and data-driven decision-making skills. The NISL program includes a series of modules covering topics like educational leadership, effective teaching practices, and change management, delivered through a blend of face-to-face workshops, online learning, and coaching sessions. The curriculum, which is research-based and aligns with national standards for school leadership, addresses areas such as school culture, instructional leadership, talent management, and community engagement. School leaders who have completed the program report increased confidence and competency in their roles.

Goal 2—Objectives 5 & 6—Outcomes. Schools implementing job-embedded professional learning for educators and leaders focused on comprehensive literacy instruction and evidence-based practices linked to the SoR see significant positive outcomes. These practices improve instructional quality, increase educator and leader efficacy, and increase student literacy achievement. Teachers become more proficient in delivering effective literacy instruction, and leaders are better equipped to sustain and support these efforts, resulting in notable improvements in student performance and equitable access to high-quality literacy education.

Goal 3: Access to SoR Resources

Goal 3 of the IA-CLSD plan is to ensure scientifically aligned and evidence-based literacy resources and learning tools are accessible to all stakeholders, especially for disadvantaged families and caregivers of young children. Parent involvement has a long history of research supporting its impact on improving student achievement outcomes (Gonzalez-DeHass et al., 2005; Hayakawa et al., 2013; Lee & Bowen, 2006; Wilder, 2014). Zhang et al. (2011) found that parent involvement didn't have to equate to active engagement with or at the school, but rather active engagement with their child at home for students with disabilities in special education programs had a positive impact on student success. Home environments are powerful learning opportunities for acquiring literacy and language skills (Dunst et al., 2013). This includes using technology to support parent involvement in their child's literacy growth (Guernsey et al. 2012). Many parents' involvement around literacy stops in the elementary grades, yet parent involvement in supporting literacy in adolescence is critical if schools are going to improve literacy achievement for students, especially disadvantaged students (National Urban League, 2008).

Objective 7 outlines that for Y2 - 5 of the grant, 100% of grantees will develop parent involvement plans as part of their SLP and complete a minimum of 3 hours of outreach or activities yearly to support and grow families' literacy knowledge and access to literacy resources, which could include additional support outside of school for their children, through partnerships with external community organizations as much as possible.

Goal 3 - Objective 7 - Activities.

Early Childhood Iowa Partnership: All Subgrantee SLPs will include family and community partnerships and involvement plans from birth to Grade 12. IA-CLSD is partnering with ECI and their local ECI boards. Subgrantees will be expected to connect with local ECI boards during the CLNA and SLP development process to determine the parent and community needs, current projects that could be advanced or built upon with CLSD funds, and new projects that could be developed in partnership with ECI. This requirement does not limit subgrantees from partnering with additional local partners that support the development of literacy knowledge for families. They may include as many partners as needed to achieve their goals.

IMPACT Consortium Partnership: Schools awarded CLSD subgrants with migrant students will be expected to include the toolkits from the IMPACT Consortium. A trainer from IMPACT will provide a 90-minute training to a cohort of 5 - 10 guides in Iowa who will work with the subgrantee's LLTs and their family and community liaisons to provide training on using the toolkit's resources. The organizations will be expected to track data on how these resources are provided and used with families as part of the grant reporting process.

The Toolkit of Resources for Engaging Families and the Community as Partners in Education is a four-part resource that combines research, promising practices, and useful tools and resources to guide educators in strengthening partnerships with families and community members to support student learning. The toolkit defines family and community engagement as an overarching approach to support family well-being, strong parent-child relationships, and students' ongoing learning and development. The primary audiences for this toolkit are administrators, teachers, teacher leaders, and trainers in diverse schools and districts.

Objective 8: Create an Iowa Literacy Clearinghouse (ILC) accessible to all educational entities that provide instruction for students from birth to Grade 12, including IHEs who are providing training for pre-service teachers and recertification for educators in Iowa that provides professional learning modules and resources aligned to the SoR and evidence-based literacy instructional practices.

Goal 3 - Objective 8 - Activities. The Iowa Literacy Clearinghouse (ILC) will include research findings, instructional materials, curriculum resources, assessment tools, professional development resources, best practices related to comprehensive literacy instruction, the SoR, evidence-based instructional practices, and literacy interventions. As subgrantees convene and connect within the Literacy Collaboratives, the GST will work to gather resources from across sites and teams to link to the ILC. The GCT will partner with the IRRC to ensure that the ILC includes the IRRC's comprehensive set of materials already in place.

Goal 3 - Objectives 7 & 8 - Outcomes. Improving parent involvement around literacy goals by providing families with the knowledge and skills to support their children's literacy growth at home leads to numerous positive outcomes, including improved Kindergarten readiness. When parents are equipped with effective strategies and resources, they can reinforce literacy skills outside of school, creating a supportive home environment for learning. This collaboration between school and home enhances students' reading and writing abilities, fosters a love of reading, and contributes to higher academic achievement. Additionally, increased parental engagement boosts student motivation and confidence as children see their families actively involved in their education. Improved Kindergarten readiness is critical, as early literacy support at home helps children develop the foundational skills needed for academic success. This partnership also helps build a stronger school community, fostering better communication and mutual support between educators and families.

Establishing an ILC on the IDE website featuring a comprehensive collection of research, resources, and tools for families, educators, and leaders will further enhance literacy outcomes across the state. This centralized repository will provide easy access to evidence-based practices, instructional strategies, and support materials, ensuring all stakeholders have the information to promote literacy effectively. The Clearinghouse will be a valuable professional development resource for educators and leaders, fostering continuous improvement and innovation in literacy instruction. For families, it will offer practical guidance and support, empowering them to play an active role in their children's literacy development, ultimately leading to improved student achievement across the state.

Additional Activities & Timeline

As outlined by the grant expectations, the IA-CLSD will distribute 15% of funds to entities providing services to children from birth through age 5, 40% for Grades K - 6, and 40% for Grades 7 - 12. School districts may apply as an entire system or may choose to select one school or a subset of schools to apply. Part of the 95% of subgrantee funds will be provided in services to districts (professional development and leadership support). The other section will be awarded directly to the schools' budgets that are expected to align with their SLPs. It will generally be spent on HQIMs, assessment tools, decodable books, classroom libraries, literacy coaching, professional development, and any contracted professional development needed to implement new materials or assessment products.

Year 1: 09/30/2024 - 09/30/2025: During Y1, from 09/30/2024 - 12/01/2024, state-level funding (5%) will focus on the following: 1) developing the grant application process and tools that include a scoring formula to ensure applicants who serve a high percentage of children with an income at or below 200 percent of the FPL or otherwise disadvantaged, LEAs with a high number or percentage of high need schools, LEAs in geographically diverse regions of the state, entities serving a high percentage of students with disabilities, and applicants implementing evidence-based activities that meet strong or moderate evidence standards receive subgrants; 2) developing the grant management tools, process, and scheduling grant support webinars and meetings; 3) training state-level literacy consultants and coaches to provide the support that subgrantees will need to complete their needs assessments and literacy plans (Y1, Phase I). As mentioned previously, the IDE has contracted SLC to support the development of the Iowa State Literacy Plan. The target date for the rollout of the plan is 12/01/2024. At that time, the IDE will open the subgrantee application process. Subgrantees will be required to contract with an approved GSP.

Foundational grants will be awarded to qualified LEAs and early childhood entities to partner with a GSP to develop LLTs, complete their CLNAs, and develop their SLPs that align with the IA State Literacy Plan. As part of the ESSA requirement that states support a school-level needs assessment within their accountability systems, the IDE requires that all schools identified in need of Comprehensive, Extended Comprehensive, Targeted or Extended Targeted Support and Improvement are required to use a

Self-Assessment of MTSS Implementation (SAMI) during Year One: Planning (first year of designation). The SAMI is a needs assessment tool that helps building leadership teams understand the status of MTSS implementation at the school level. The tool supports teams to engage in active discussions to identify strengths and challenges in current MTSS implementation. It is designed to help the local system identify current practices, areas of strength, and areas for growth and refinement and enable faculty and staff to prioritize and focus resources on those areas in need of the most attention or support. The development of a leadership team is required to complete the SAMI. This leadership team could be used as the LLT requirement for this grant. The SAMI must be completed and used as part of the grant application for all applicants. If a SAMI has not been completed by a subgrantee LEA, it will not disqualify them, but they will be required to complete the process before completing the subsequent CLNA, as it will build upon the foundations of the SAMI. Early childhood entities not required to complete the SAMI by the IDE will not be expected to complete it as part of the grant process and will only be required to complete the CLNA process outlined by the grant expectations.

From 09/30/2024 - 12/01/2024, GCT will finalize partnership details between Early Childhood Iowa, the IMPACT Consortium, and the IDE's Higher Education Division.

From 12/01/2024 - 01/31/2025, Phase I Foundational CLSD grant application applications will be open. The Iowa Literacy Leadership Team, which includes literacy leaders and experts from across Iowa, will be used to participate in a peer review process of the grant application, facilitated by SLC.

Subgrantees will be notified of awards by 02/28/2025. Funds will be then dispersed. Subgrantees will identify a GSP from the approved provider list. Subgrantees will work with a GSP or set of GSPs to develop their LLTs, complete their CLNA, and develop their SLPs from 03/01/2025 - 07/01/2025. As part of the needs assessment, schools must complete classroom observations using approved classroom observation tools and identify trends across grade levels and schools, with support from the GSP. These will need to be completed before the end of the school year. The IDE wants to ensure all subgrantees have a strong foundation to begin their literacy improvement journey. SLPs will be due on 07/01/2025. Plans will be reviewed by GCT, with support from the GST.

From 01/07/2025 - 08/31/2025, workshops and professional learning modules will be developed for GSPs and subgrantee participants, aligned to the SoR and evidence-based practices outlined in the IA-CLSD grant expectations. These supports will include a literacy coaching model based on prior statewide Iowa literacy coaching projects and efforts. GSPs must align their professional support to state-level content and expectations. IA-CLSD will also provide the required support and services that all subgrantees will be expected to participate in as part of their grant award. IA-CLSD-approved GSPs will be provided with continuous virtual support by the GCT - specifically the Project Director, Diverse Learners Specialist, and Literacy Specialist as well as the GST.

Y2-5 subgrant awards will be selected based the quality of literacy plans submitted in Y1 and how well LEAs and early childhood entities integrate comprehensive literacy instruction into a well-rounded education, including 1) meeting the needs of disadvantaged students, 2) alignment to the SoR, 3) use of evidence-based practices outlined in the grant expectations, 3) the plan for the integration of HQIMs, 4) the integration of job-embedded professional learning (including coaching), 5) literacy leadership development, 6) engagement of families and community partnerships, 7) integration of support for children from birth to age 5 (if applicable), 8) the development a coherent MTSS (which includes data-driven decision making and a tiered instructional model), and 9) the integration of after school or outside of school programs to support student literacy and/or increase family literacy knowledge or access to literacy supports.

Subgrantees must reassert their need for funds each year even though subgrants have been awarded for four years. Applications will continue to be based on the criteria outlined above and how well LEAs and early childhood entities adhere to their literacy plans or adapt their plans based on necessary changes in need. Subgrantees may meet with the project director if they need to change their SLP and grant budgets significantly. During the middle of year three, the Project Director will review subgrantee financial updates. If subgrantees are not spending their allotted funding and are incurring extensive carryover funding, their funds will be reduced and IA-CLSD will open up a secondary set of smaller professional development grant opportunities for additional LEAs with the parameters to be determined

from 09/30/2026 - 01/30/2027. The competitive grant process will open on 06/01/2027 and end on 08/01/2027. Awards will be announced on 09/01/2027, and funds will be released in the next FY grant cycle.

Years 2-5 will focus on subgrantees implementing their SLPs, including adopting and implementing HQIM, providing professional learning sessions aligned to the SoR and evidence-based practices from birth to Grade 12 and across content areas, integrating school-based literacy coaching or coaching through GSPs, developing a coherent MTSS framework, including bolstering universal instruction for all students and ensuring disadvantaged students have access to grade-level literacy across all disciplines, and especially in literacy courses, developing a strong assessment model that allows educators to collaborate and have data-informed informed discussions that improve future instruction.

Districts and schools need strong assessment practices embedded in their MTSS plans to ensure educators know their immediate literacy needs when migratory students enter their schools. A strong MTSS system will also require interventions to meet these students' immediate needs. These students and their families shouldn't wait weeks for a new intervention session to begin before they receive support. Students need support at school and in the classroom, and families should be provided tools and support at home.

Note: Please refer to Appendix F: Logic Model, Activities, and Timeline for an overview of the inputs, activities, timeline, products, and outcomes for this project.

Management Plan

Tom Wood, Bureau Chief of the Bureau of Learner Strategies and Supports serves as the **Principal Investigator** for this project. He will be responsible to supervise the Project Director to oversee all aspects of the grant, including coordinating activities and managing work across teams, implementation of grant activities, fiscal and programmatic reporting, and evaluation. Mr. Wood has extensive experience managing multi-million dollar budgets as a bureau chief and as a former superintendent of schools. He currently leads over 20 employees and ensures there is a strong vision for

excellence in education across his bureau and upholds members of his department to a high standard of work and provides them with the support they need to be successful.

Leigh Bellville, a Literacy Consultant within the Bureau of Learner Strategies and Supports, is the **Project Director**. She will oversee the project and report directly to Tom Wood, the Bureau Chief. Ms. Bellville has extensive knowledge of comprehensive literacy and evidence-based practices. She has been responsible for developing and providing professional learning experiences and resources aligned to both. Ms. Bellville has extensive experience leading teams and working collaboratively with others to create and sustain a vision for projects. She facilitates the Statewide Literacy Leadership Team, a team of literacy experts and leaders from across the state representing various organizations: area education agencies, school districts, colleges, universities, and state and national literacy organizations. She is leading the Iowa ELA and Literacy Standards Revision process. In addition, she served as the ELA Content Lead for the Educational Stabilization Fund–Rethink K12 Education Models Grant (ESF-REM) CDFA 84.425B: Iowa e-Learning Central. Grant funds will pay for 50% of her salary and she will dedicate this time to support this work.

As Project Director, Ms. Bellville will lead the **Grant Coordination Team (GCT)** and ensure the grant goals, objectives, and timelines are being met. Ms. Bellville will work with the Principal Investigator to oversee all aspects of the grant including coordinating activities and managing work across teams, implementation of grant activities, fiscal and programmatic reporting, and evaluation. Ms. Bellville will serve as co-lead across all aspects of the grant, including but not limited to: (a) all subgrantee grant application reviews, approvals and plan implementation, (b) GCT, and technical assistance in partnership with the Principal Investigator, (c) all work with the GST, (d) all evaluation activities in coordination with the Iowa Reading Research Center, and the GST, and (e) all reporting activities required within the grant.

Wanda Steuri, the state's K-12 Dyslexia and Reading Specialist, will serve as the **Diverse Learners Specialist**, and be part of the Grants Coordination Team. Ms. Steuri has a strong background in SoR, diverse learners, and evidence-based practices, serving in leadership and coaching roles in the areas of dyslexia and diverse learner teams. She will ensure all technical assistance and professional

development meet the needs of all Iowa's students, including accessibility, usability, efficacy and evidence-based practices for diverse learners.

April Gosselink-Lemke, Elementary Literacy Consultant will serve as the **Literacy Specialist**, and be part of the Grants Coordination Team. Ms. Gosselink-Lemke also has a strong background in SoR, as well as literacy and evidence-based practices, with experience as a teacher, literacy coach, and principal. Ms. Gosselink-Lemke will work directly with districts to effectively support the implementation of their developed plans, in coordination with the GCT and GST.

The GCT includes additional representatives across IDE departments: Mary Breyfogle, Administrative Consultant, Bureau of Early Childhood; Dr. Maryam Rod Szabo, Administrative Consultant, Educator Quality, Division of Higher Education; Dr. Stephanie TeKippe, Education Program Consultant, Educator Quality, Division of Higher Education; Terri Schuster, English Learner Assessment Consultant-ELPA21, Bureau of School Improvement; and Rachel Pettigrew, Education Program Consultant, Title III - English Learners, Immigrant Students, Title I, Part C - Education of Migratory Children, Federal Programs (Student & Family Support).

As Project Director, Ms. Bellville will lead grant management, working within the GCT and across all partners within the grant. Ms. Bellville will work closely with Eric Gebhart, fiscal support within the Bureau of Learner Strategies and Supports. Mr. Gebhart will be responsible for tracking all expenses as they pass through the business office, and will work directly with the Project Director to track the IA-CLSD budget. Additionally, Ms. Bellville will work with the Grant Support Team (GST) across all pertinent activities as described in this proposal; the GST is composed of members from SLC. Dr. Krista Morrison, Director of Literacy and Learning, will be the primary contact representing SLC (Project Support Lead). She has extensive grant experience as the former Director of Curriculum, Instruction, and Assessment for a school district, managing multi-million-dollar budgets, and as the project manager for the Building Bridges Grant project for the Rosebud Tribal Education Department (South Dakota). At SLC, she manages all large district projects by developing contract proposals, outlining professional learning plans, developing schedules, and liaising with the superintendents and principals to ensure a

collaborative and coherent delivery of services and support. Dr. Morrison also ensures that a continuous feedback loop is in place to adjust plans and activities.

Dr. Charles Dana Hall, CEO and Co-Owner of SLC is the SoR consultant on the GST. He provides guidance and oversight of the grant to ensure that all content, tools, and professional learning experiences align with the SoR and comprehensive literacy. Dr. Hall was Colorado's State Literacy Specialist during the implementation of Colorado's Strategic Literacy Plan in 2012. His expertise and guidance will be extremely valuable to the IA-CLSD project. SLC also has a team of individuals with experience in literacy, grant management (specifically with the CLSD grant in Colorado and other grants), webinar hosting, website content development, marketing, and school, state, and district-level literacy leadership experience.

The GCT, working closely with the GST, will be responsible for engaging in the continuous improvement process (PDSA cycles) to address any issues or concerns. They will develop the grant application process, protocol, templates, and technical aspects of the grant. The Project Director manages the project budget and liaises with Mr. Gebhardt who will track all grant expenditures through the IDE business office.

Additionally, the GCT and GST collaboratively develop content for the IDE website regarding the CLSD grant, grant awards, and announcements. They also work together to establish processes for literacy consultants and leadership consultants to become approved GSPs and maintain ongoing communication with GSPs throughout the grant cycle. The Project Director, GCT, and the GST will provide technical support to all subgrantees through webinars, phone calls, and emails, while ensuring the use of evidence-based practices and comprehensive literacy across all aspects of the grant, including professional learning sessions, materials, resources, website, GSP training and coaching, and leadership coaching.

The GCT, with support from the GST, develops and publishes all grant tools and templates including the Literacy Leadership Team Guidebook, Comprehensive Literacy Needs Assessment Guide and template, Strategic Literacy Plan template, classroom observation tools, classroom walkthrough tools,

literacy coaching observation tools and tracking systems, subgrantee reporting systems, and other forms and support tools as needed. GCT, with direct support from IRRC, will develop project evaluation constructs and measurement tools aligned to grant goals and objectives, collect project evaluation data throughout the grant lifecycle, as well as finalize project evaluation reports annually and at the end of the grant.

Furthermore, the GCT, with support from the GST, manages and reviews subgrantee reports, meets with subgrantees and GSPs to ensure adherence to IA-CLSD grant expectations and funding parameters, and develops reports for the GCT and US DOE. They also develop the Iowa Literacy Clearinghouse in partnership with the Iowa Reading Research Center (IRRC) and liaise with external partners, including Early Childhood Iowa, Head Start, the IMPACT Consortium, and IACTE. Appendix H outlines the roles and responsibilities of the Project Director, GCT, and GST.

Systems and Tools: Once IA-CLSD has received the grant award, from 09/30/2024 - 12/01/2024, the GCT, with support from the GST, will develop grant management systems and tools that subgrantees will use to submit monthly, semi-annual, and annual reports to monitor their activities and progress towards grant goals and SLPs. For example, monthly reports will consist of the number of days the consultants or coaches have worked with the subgrantees, the type of professional learning they engaged in, submission of any slide decks, coaching logs, handouts, or resources used. Each subgrantee site (school or early learning center) must have a grant manager and financial coordinator.

Grant Logistics Meetings: During grants Y1 and Y2, the GST will host three virtual regional grant leadership meetings, attended by subgrantee grant managers, superintendents (if the CLSD grant is districtwide or across multiple schools), principals, and any other school-based leadership representatives that play a significant role in ensuring the CLSD grant activities are implemented effectively. These meetings will align with the regional Literacy Collaborative meetings. They will be short opportunities to ensure all site-based leaders are clear on all grant requirements, data collection processes, and reporting expectations. Based on feedback from Y1 and Y2, the number of regional meetings will be adjusted for Years 3 - 5.

Feedback: A section of the IA-CLSD website will allow subgrantees to provide anonymous feedback that can be used to determine if there are significant trends surfacing across sites. Two two surveys will be administered soliciting feedback on IA-CLSD's grants on the tools and processes each grant year. One shorter survey will be sent out in February for a mid-cycle check-in, and a more in-depth survey will be administered in May/June at the end of the school year. Data will be collected on the processes supporting grant implementation for grant managers, superintendents, principals, literacy coaches, and GSPs.

Continuous Improvement Process: The GCT, with support from the GST, will employ a continuous improvement process using the Plan-Do-Study-Act (PDSA) cycles. The process begins by planning and establishing clear, measurable objectives and key outcomes. It is followed by implementing the plan and conducting regular data collection and analysis to monitor progress using both quantitative metrics and qualitative feedback. During the study phase, we will hold monthly/quarterly review meetings to assess performance against goals, identify gaps or challenges, and discuss potential adjustments. We will also solicit feedback from stakeholders, including grant recipients and program beneficiaries, to gain insights into the grant's impact and effectiveness. Finally, in the act phase, we implement data-driven changes to optimize strategies and resource allocation. Additionally, we document lessons learned and best practices to inform future grant cycles. This iterative PDSA process ensures that the grant remains aligned with its intended outcomes and continuously evolves to meet emerging needs and challenges.

Evaluation Plan

The IRRC will collaborate with the GCT to develop the constructs, measurement instruments, and data collection plan for the project. IRRC will conduct and analyze survey results, as well as coordinate the project evaluation plan throughout the lifecycle of the grant with support from GST. The IDE Bureau of Information and Analysis Services will support the IRRC and GST by providing state-level data reports from the ISASP results. As part of the grant requirements, all schools will include universal assessment data for grades K - 6 (and higher if available) fall, winter, and spring – both achievement and growth results.

Research Question

The following research question will guide the IA-CLSD project evaluation:

- How do student reading achievement and growth in CLSD schools and organizations compare to prior years' trends and performance data from 2020 - 2024 (if available) for disadvantaged subgroups?

The evaluation will use the following measures to answer the research question:

1. The Kindergarten readiness assessment will be selected in Y1 of the grant. The current contract with Renaissance and the Kindergarten readiness assessment is in flux. During Y1 of the grant, the GCT will identify a Kindergarten readiness assessment that all CLSD schools will use.
2. IA-CLSD sites will be expected to use GOLD to report children's oral language performance and progress from birth to age five before Kindergarten.
3. Kindergarten fall universal screening reading data. FASTbridge is the state-approved universal screening assessment tool, provided free for all Iowa LEAs for Grades K-6. Other screeners can be used based on an approved list.
4. FASTbridge fall to spring reading achievement and growth data for Grades K - 6.
5. The ISASP reading assessment Grades 3 - 10.
6. The ELPA21 is used to assess ELs.

IA-CLSD Project Objectives and Performance Measures

The IA-CLSD long-term goals of the grant are as follows:

1. By the end of the 2028-2029 school year, students in Grades 3 - 10, will have a 5% increase in reading achievement, as reported on the ISASP reading assessment; and
2. By the end of the 2028-2029 school year, incoming Kindergarten students will increase their fall Kindergarten composite literacy screening scores by 5%.

The annual report will track subgrantee's progress towards these goals. The annual report will also include a report on the following performance measures outlined under 34 CFR 75.110, for the CLSD program and as directed in the Federal Register CFDA 84.371C.

1. The percentage of participating four-year-old children who achieve significant gains in oral language skills as determined by an approved measure.
 - a. Note: The current contract is being negotiated with the currently approved assessment tool for Kindergarten readiness. By the end of grant Y1, the GCT will determine an appropriate assessment tool for CLSD grant evaluation and progress monitoring.
2. The percentage of participating fifth-grade students who meet or exceed proficiency ISASP.
3. The percentage of participating eighth-grade students who meet or exceed proficiency on ISASP.
4. The percentage of participating high school students who meet or exceed proficiency on ISASP.

Goal 1: Improve the internal systems of Iowa schools and early learning programs serving disadvantaged students to accelerate improvement in literacy and ELA outcomes, particularly targeting schools and early childhood education sites in high-need areas, including both urban and rural areas.

Objective 1: Subgrantees will develop literacy leadership teams (LLTs), complete comprehensive literacy needs assessments (CLNA), and by 07/01/2026, **100% of subgrantees will develop and submit a five-year strategic literacy plan (SLP) by the end of the FY 25-26 grant cycle.** The progress of LLTs will be monitored via biannual progress reports and reflections/surveys from LLT members. The mid-year survey will be shorter, while the end-of-year survey will be more extensive. The constructs and survey instruments will be developed by the GCT, IRRC, and GST from 09/30/2024 to 03/31/2025.

By 07/01/2026, 100% of subgrantees will develop and submit a five-year strategic literacy plan (SLP) and receive a score of proficient or above. The GCT, with support from the GST, will develop an IA-CLSD SLP Rubric that will be used to assess the quality and coherence of the site's SLPs. Subgrantees will submit their Y1 SLP by 07/01/2025. These will be used for Y2-5 subgrant awards. They will be revised during Y2 and resubmitted by 07/01/2026. If necessary, they may be returned to sites for revisions and resubmitted by 09/01/2026, with revisions. Y1-2 will include monthly progress monitoring completed by the subgrantee on grant goals and activities aligned to SLP with support from their GSP. More in-depth mid-cycle and end-cycle progress monitoring includes progress monitoring of the implementation of their SLP. Grant reporting will be based on each grantee site's SLP. The GCT & GST will develop a tool for

charting and tracking a site's progress (monthly, biannually, and annually) throughout the life of the grant to track a site's SLP alignment and progress, including issues and barriers that arise.

Objective 2: By 07/01/2027, subgrantees will develop a coherent MTSS framework that scores proficient on the IA-CLSD MTSS rubric. Subgrantee MTSS plans will be submitted by 07/01/2027, allowing the GCT to review them before the end of the grant Y3. Site-based MTSS frameworks will be assessed according to the IA-CLSD MTSS rubric (which will align with the IDE SAMI process and tools).

Objective 3: By the end of Y5, 100% of subgrantees have ensured their site's literacy and ELA curriculum for grades PK - 12 includes HQIM aligned to the SoR and grade level standards by either a curriculum review process through their needs assessment or have adopted and subsequently implemented HQIM or have a plan to within their SLP. The subgrantee reports will include a section on HQIM and implementation. Y2-3 will include the adoption and beginning implementation phases of HQIM. An educator survey will also be used to assess grant activities. All teachers implementing new instructional materials will be included in the survey administration. Between 01/15/2025 - 05/30/2025, constructs and survey instruments used to assess HQIM implementation and teachers' attitudes will be developed by the IRRC with guidance from the GCT, and support from the GST.

Goal 2: Ensure disadvantaged students have equitable access to highly effective instructional leaders, educators, and early care providers trained in the SoR and evidence-based practices.

Objective 4: By the end of grant year five, at least 300 educators will receive at least 30 hours of job-embedded, curriculum-based, professional learning experiences, including literacy coaching. All subgrantee sites will be provided with a tool for tracking attendance and the number of hours for professional learning sessions at their sites. If educators attend external CLSD-approved training, the providers will be expected to provide a certificate that includes the title and description of the session and the number of hours the participant attended. The site-based grant manager will then submit this information into the system for that educator and then attach the certificate. All literacy coaches will be trained by GSPs to keep an online coaching log that will be shared with the Project Director and GST and

used to track which educators receive coaching, in which content areas, at which grade level, and for how many hours. GSPs will also include a similar tracker for coaching educators at their sites. These coaching logs and tools will be created by the GCT and GST from 01/15/2025 - 03/30/2025.

Objective 5: By the end of grant year five, 85% of participating principals and directors will have attended the LETRS training for administrators or will have taken a minimum of 6 hours of documented training in the SoR, comprehensive literacy, or evidence-based literacy instructional practices, to include adolescent literacy or disciplinary literacy. As CLSD site principals and directors complete LETRS training, they will submit a copy of their certificates of completion to the Project Director for recording. Principals will also track their professional learning sessions via a monthly log that can be submitted electronically to collect this data. The Project Director and GST will track the type of professional development principals are taking and the number of hours they attend throughout the grant.

Objective 6: During Y2-5, participating principals and directors will receive job-embedded leadership coaching to support the implementation of their SLP, support their literacy coach (if applicable), and provide effective feedback for their teachers. CLSD Principals and directors will be expected to provide monthly reports on their coaching activities, including topics discussed, the number of classrooms visited, and the number of hours engaged with their coach. Principal and director surveys will also be provided twice a year. A short survey will be administered mid-grant cycle, and a more in-depth survey will be administered at the end of the grant cycle.

A few outcomes of engaging principals and directors in job-embedded leadership coaching are to improve the quality of feedback provided to educators, increase principals' knowledge of the SoR, and improve their literacy leadership. The educator survey will inquire about administrator feedback to determine the quality of administrator feedback, the level of support educators receive, and how knowledgeable they feel their principals and directors are about the SoR and comprehensive literacy. Additionally, a section of the literacy coaches survey will include an inquiry into the level of support coaches feel they receive from the principal, the level to which principals maintain coaches' time for coaching duties, and the principal's ability to lead literacy initiatives alongside coaches in the building.

Objective 7: Y2-5 of the grant, 100% of grantee sites will develop family involvement plans as part of their SLP and complete a minimum of three hours of interactive activities yearly to support and grow families' literacy knowledge and access to literacy resources, which could include additional support outside of school for children through partnerships with external community organizations (like ECI). Throughout the grant's life cycle, subgrantee sites will track the number of hours, activities, and projects they complete as part of their family involvement plans. This will include any partnership work with the ECI and the IMPACT Consortium. The GCT and GST with support from the IRRC will create a survey to be administered annually to a sample of parents involved in these activities to measure a set of constructs to be co-developed by the IRRC, GST, ECI, and Early Childhood Bureau from 01/15/2025 - 05/30/2025.

Objective 8 is to create an Iowa Literacy Clearinghouse accessible to all educational entities that provide instruction for students from birth to Grade 12, including IHEs who are providing training for pre-service teachers and recertification for educators in Iowa that provide professional learning modules and resources aligned to the SoR and evidence-based literacy instructional practices. This will be a continuous process from Y1 - Y5. Many resources already exist on both the IDE and IRRC websites. Three main groups at the state level can provide feedback on the content and quality of the ILC. These groups are also being used to provide feedback and guidance on the Iowa State Literacy Plan: The Statewide Literacy Leadership Team, the Iowa Dyslexia Board, of which IDE Director Snow is a member, and the Iowa Reading Research Advisory Council, which includes the IRRC and Director Snow also sits on this Council.

Conclusion

The necessity of improving literacy achievement for Iowa's disadvantaged students from birth to Grade 12 cannot be overstated. The significant gaps between these students and their more advantaged peers highlight a pervasive inequity that undermines the principles of equal opportunity and social justice in both urban and rural areas across the state. These disparities are not merely academic; they have far-reaching consequences on disadvantaged students' socio-economic prospects and overall quality of life. Investing in literacy development from an early age through comprehensive and targeted

interventions is essential. We can create a more equitable learning environment by addressing the root causes of these gaps, such as lack of access to high-quality early childhood education, insufficient support for struggling readers, and disparities in educational resources. This will boost academic achievement and empower these students with the skills necessary to thrive in an increasingly complex world. Moreover, improved literacy outcomes are linked to higher graduation rates, better job prospects, and greater civic engagement, all of which contribute to our communities' broader social and economic health. Therefore, supporting literacy initiatives for disadvantaged students is not just an educational imperative but a societal one. The IA-CLSD plan commits to this cause with a clearly outlined plan backed by quality research and a competent team to develop necessary resources and tools to support grantees, oversee the plan, and evaluate it. We want to provide our neediest LEAs with the resources and support they need to ensure that every child, regardless of background, can succeed and contribute meaningfully to our shared future.

Acronyms

CLNA: Comprehensive Literacy Needs Assessment

CLSD: Comprehensive Literacy State Development (grant)

ECI: Early Childhood Iowa

EL: English Learner

ELA: English Language Arts

ELPA21: English Language Proficiency Assessment for the 21st Century

FRL: Free or Reduced Lunch (program)

FY: Fiscal Year

GCT: Grant Coordination Team

GST: Grant Support Team

GSP: Grant Service Provider

HQIM: High-Quality Instructional Materials

IA: Iowa

IACTE: Iowa Association of Colleges for Teacher Education

IDE: Iowa Department of Education

IHE: Institutions of Higher Education

ILC: Iowa Literacy Clearinghouse

IRRC: Iowa Reading Research Center

ISASP: Iowa Statewide Assessment of Student Progress

LEA: Local Education Association

LLT: Literacy Leadership Team

MTSS: Multi-Tiered System of Support

NISL: National Institute for School Leadership

PDSA: Plan-Do-Study-Act (cycles)

PK: Preschool

SAMI: Self-Assessment of MTSS Implementation

SLC: Sterling Literacy Consulting

SLP: Strategic Literacy Plan

SoR: SoR

SY: School Year

Y: Year

Other Attachment File(s)

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Appendix A

CLSD Application and Program Assurances

Pursuant to sections 2222-2224 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), an eligible state educational agency (SEA) receiving a grant under the CLSD program must provide the assurances described below.

As the duly authorized representative of the grantee, I certify to the following:

Application Assurances

An SEA must include in its application the following signed application assurances:

An SEA must include in its application the following assurances:

(1) State Funding Allocations.

(a) An SEA must assure that it will subgrant not less than 95 percent of grant funds to eligible entities (as defined in this notice), based on their needs assessment and a competitive application process, for comprehensive literacy instruction programs according to the funding allocations in Program Requirement (a).

(b) An SEA must assure it will use grant funds described in section 2222(f)(1) for comprehensive literacy instruction programs as follows:

(i) Not less than 15 percent of such grant funds must be used for State and local programs and activities pertaining to children from birth through kindergarten entry.

(ii) Not less than 40 percent of such grant funds must be used for State and local programs and activities, allocated equitably among the grades of kindergarten through grade 5.

(iii) Not less than 40 percent of such grant funds must be used for State and local programs and activities, allocated equitably among grades 6 through 12.

(2) Serving Low-Income and High-Need Students.

An SEA must assure that it will give priority in awarding subgrants to eligible entities that--

(i) Serve children from birth through age 5 who are from families with income levels at or below 200 percent of the Federal poverty line (as defined in this notice); or

(ii) Are LEAs serving a high number or percentage of high-need schools.

(3) Geographic Diversity.

An SEA must assure that it will provide subgrants to eligible entities serving a diversity of geographic areas, giving priority to entities serving greater numbers or percentages of children from low-income families.

Program Assurances

An SEA must include in its application the following signed program assurances:

State Funding Allocations.

(1) Grantees must use not less than 95 percent of grant funds to award subgrants to eligible entities, based on their needs assessment and a competitive application process;

(2) Grantees must subgrant funds as follows:

- (i) Not less than 15 percent of the funds awarded to subgrantees must be used for State and local programs and activities pertaining to children from birth through kindergarten entry;
- (ii) Not less than 40 percent of the funds awarded to subgrantees must be used for State and local programs and activities, allocated equitably among the grades of kindergarten through grade 5; and
- (iii) Not less than 40 percent of the funds awarded to subgrantees must be used for State and local programs and activities, allocated equitably among grades 6 through 12.

(b) State-Level Activities.

(1) A grantee may reserve not more than 5 percent of the CLSD funds it receives for activities identified through the needs assessment and comprehensive literacy plan, including, at a minimum, the following activities:

- (i) Providing technical assistance, or engaging qualified providers to provide technical assistance, to eligible entities to enable the eligible entities to design and implement literacy programs.
- (ii) Coordinating with IHEs in the State to provide recommendations to strengthen and enhance pre-service courses for students preparing to teach children from birth through grade 12 in explicit, systematic, and intensive instruction in evidence-based literacy methods.
- (iii) Reviewing and updating, in collaboration with teachers and IHEs, State licensure or certification standards in the area of literacy instruction in early education through grade 12.
- (iv) Making publicly available, including on the SEA's website, information on promising instructional practices to improve child literacy achievement.
- (v) Administering and monitoring the implementation of subgrants by eligible entities.

(2) After making awards to subgrantees and carrying out the State-level activities described in this notice, an SEA may use any remaining amount to carry out one or more of the following activities:

- (i) Developing literacy coach training programs and training literacy coaches.
 - (ii) Administration and evaluation of CLSD activities.
- (3) Collaboration requirement.

A grantee must collaborate with the State agency responsible for administering early childhood education programs, the State agency responsible for administering child care programs, and, if applicable, the State Advisory Council on Early Childhood Education and Care designated or established pursuant to section 642(b)(1)(A)(i) of the Head Start Act, in making and implementing subgrants under the early childhood education portion of the CLSD program, described in section 2222(d)(2)(D)(i).

Note: Section 2222(d)(1) of the ESEA specifically references childcare and early childhood programs within a State. Since the CLSD service population encompasses children from birth and includes pre-literacy services, applicants may collaborate with the State agencies administering the Part C program for infants and toddlers under the Individuals with Disabilities Education Act (IDEA) in their program planning, as some children being served under Part C would likely benefit from CLSD services.

(c) Requirements that Apply to Subgrants to Eligible Entities in Support of Birth through Kindergarten Entry Literacy.

(1) Subgrantee application requirements.

- (i) How the CLSD funds will be used to enhance the language and literacy development and school readiness of children, from birth through kindergarten entry, in early childhood education programs, which must include an analysis of data that support the proposed use of CLSD funds;
- (ii) How the CLSD funds will be used to prepare and provide ongoing assistance to staff in the programs, including through high-quality professional development;
- (iii) How the activities assisted with the CLSD funds will be coordinated with comprehensive literacy instruction at the kindergarten through grade 12 levels; and
- (iv) How the CLSD funds will be used to evaluate the success of the activities assisted under the subgrant in enhancing the early language and literacy development of children from birth through kindergarten entry.

(2) Priority.

In awarding subgrants to eligible entities in support of birth through kindergarten entry, sections 2222(d)(2)(E) and 2223(c) of the ESEA require that an SEA must provide an assurance that it will--

- (i) Give priority to an eligible entity that will use CLSD funds to implement evidence-based activities;
- (ii) Give priority to an eligible entity that will use CLSD funds to serve children from birth through age 5 who are from families with income levels at or below 200 percent of the Federal poverty line or is a local educational agency (LEA) serving a high number or percentage of high-need schools.

(3) Duration.

The term of a subgrant must be determined by the grantee and must not exceed five years.

(4) Sufficient size and scope.

Each subgrant must be of sufficient size and scope to allow the eligible entity to carry out high-quality early literacy initiatives for children from birth through kindergarten entry.

(5) Local uses of funds.

An eligible entity that receives a subgrant from the SEA must use the CLSD funds, consistent with the entity's approved application, to--

- (i) Carry out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders (as defined in this notice), paraprofessionals, specialized instructional support personnel, and instructional leaders;
- (ii) Train providers and personnel to develop and administer evidence-based early childhood education literacy initiatives; and
- (iii) Coordinate the 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.

(d) Requirements that Apply to Subgrants to Eligible Entities in Support of Kindergarten through Grade 12 Literacy.

(1) Subgrantee application requirements.

An eligible entity desiring to receive a subgrant from the SEA under the CLSD program must submit an application to the SEA at such time, in such manner, and containing such information as the SEA may require. Such application must include, for each school that the eligible entity identifies as participating in a CLSD program, the following information:

- (i) A description of the eligible entity's needs assessment conducted to identify how CLSD funds will be used to inform and improve comprehensive literacy instruction at the school.

- (ii) How the school, the LEA, or a provider of high-quality professional development will provide ongoing high-quality professional development to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school.
- (iii) How the school will identify children in need of literacy interventions or other support services.
- (iv) An explanation of how the school will integrate comprehensive literacy instruction into a well-rounded education (as defined in this notice).
- (v) A description of how the school will coordinate comprehensive literacy instruction with early childhood education programs and activities and after-school programs and activities in the area served by the LEA.

(2) Priority.

In awarding subgrants to eligible entities, sections 2222(d)(2)(E) and 2223(c) of the ESEA require that an SEA must provide an assurance that it will--

- (i) Give priority to an LEA that will use CLSD funds to implement evidence-based activities; and
- (ii) Give priority to an LEA serving a high number or percentage of high-need schools.

(3) Duration.

The term of a subgrant must be determined by the grantee and must not exceed five years.

(4) Sufficient size and scope.

Each subgrant must be of sufficient size and scope to allow the eligible entity to carry out high-quality comprehensive literacy instruction in each grade level for which the CLSD funds are provided.

(5) Local uses of funds for kindergarten through grade 5.

An eligible entity that receives a subgrant from the SEA under the CLSD program must use the CLSD funds to carry out the following activities pertaining to children in kindergarten through grade 5:

- (i) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that--
 - (A) Serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level;
 - (B) Provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and
 - (C) Supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.
- (ii) Providing high-quality professional development 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.
- (iii) Training principals, specialized instructional support personnel, and other LEA personnel to support, develop, administer, and evaluate high-quality kindergarten through grade 5 literacy initiatives.
- (iv) Coordinating the involvement of early childhood education 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) in the literacy development of children served.

(v) Engaging families and encouraging family literacy experiences and practices to support literacy development.

(6) Local uses of funds for grades 6 through 12.

An eligible entity that receives a subgrant from the SEA under CLSD must use CLSD funds to carry out the following activities pertaining to children in grades 6 through 12:

(i) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that--

(A) Serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level;

(B) Provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and

(C) Supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.

(ii) Training principals, specialized instructional support personnel, school librarians, and other LEA personnel to support, develop, administer, and evaluate high-quality comprehensive literacy instruction initiatives for grades 6 through 12.

(iii) Assessing the quality of adolescent comprehensive literacy instruction as part of a well-rounded education.

(iv) Providing time for teachers to meet to plan evidence-based adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education.

(v) Coordinating the involvement of principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), paraprofessionals, special educators, specialized instructional support personnel (as appropriate), and school personnel in the literacy development of children served.

(7) Additional local allowable uses of funds for kindergarten through grade 12.

An eligible entity that receives a subgrant from an SEA under CLSD may, in addition to carrying out the activities described in paragraphs 5 and 6 of this requirement, use subgrant funds to carry out the following activities pertaining to children in kindergarten through grade 12:

(i) Recruiting, placing, training, and compensating literacy coaches.

(ii) Connecting out-of-school learning opportunities to in-school learning in order to improve children's literacy achievement.

(iii) Training families and caregivers to support the improvement of adolescent literacy.

(iv) Providing for a multi-tier system of supports (as defined in this notice) for literacy services.

(v) Forming a school literacy leadership team to help implement, assess, and identify necessary changes to the literacy initiatives in 1 or more schools to ensure success.

(vi) Providing time for teachers (and other literacy staff, as appropriate, such as school librarians or specialized instructional support personnel) to meet to plan comprehensive literacy instruction.

(e) Supplement not Supplant.

Grantees must use CLSD funds to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under the CLSD program.

(f) Cooperation with National Evaluation.

Grantees must cooperate with a national evaluation of the CLSD program (34 CFR 75.591). The evaluation will include high-quality research that applies rigorous and systematic procedures to obtain valid knowledge relevant to the implementation and effect of the CLSD program. The

evaluation will directly coordinate with individual State evaluations of the CLSD program implementation.

(g) Subgrantees.

Under 34 CFR 75.708(b) and (c), a grantee under this grant competition must award subgrants -- to directly carry out project activities described in its application -- to eligible entities. The grantee must award at least 95% of the funds it receives for subgrants to eligible entities it selects through a competition under procedures established by the grantee and consistent with sections 2222-2224 of the ESEA.

McKenzie Snow

NAME OF AUTHORIZING OFFICIAL

Director

TITLE

SIGNATURE  

6/24/24
DATE

Iowa Department of Education

APPLICANT/ENTITY NAME

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, IA 50319-0146

Date: April 8, 2024

Agreement No: 2024-061

Filing Reference: This replaces previous
Agreement No. 2023-058
Dated: 7/12/2023

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>
Fixed	7/1/2023	6/30/2024	20.0%	MTDC	Unrestricted
Fixed	7/1/2023	6/30/2024	14.5%	MTDC	Restricted
Fixed	7/1/2024	6/30/2025	20.0%	MTDC	Unrestricted
Fixed	7/1/2024	6/30/2025	14.7%	MTDC	Restricted

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:

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, IA 50319-0146

For the Federal Government:

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



Signature

Julie Ntem

Name

Chief, Bureau of Accounting

Title

April 29, 2024

Date



Signature

Andre Hylton

Name

Director, Indirect Cost Division

Title

April 8, 2024

Date

Negotiator:

Telephone Number:

Appendix C: References | Iowa Department of Education

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

See Instructions. Use as many pages as necessary.

Applicant Information

Legal Name: Iowa Department of Education – Comprehensive State Literacy Grant Application – CFDA 84.371C

1. Project Objective:

Improve the internal systems of Iowa schools and early learning programs serving disadvantaged students to accelerate improvement in literacy and English Language Arts outcomes by targeting schools and early childhood education sites in high-need areas, including urban and rural areas.

1.a. Performance Measure	Measure Type	Quantitative Data		
By the end of the FY 25-26 grant cycle, 100% of subgrantees will develop and submit a five-year strategic literacy plan (SLP)	<div style="border: 1px solid black; padding: 2px;">GPRA</div> <div style="border: 1px solid black; padding: 2px;">PROGRAM</div> <div style="border: 2px solid red; padding: 2px;">PROJECT</div>	Target		
		Raw Number	Ratio	%
		100/100	100%	

1.b. Performance Measure	Measure Type	Quantitative Data		
By the end of year three, 100% of subgrantees will submit a coherent MTSS plan that scores proficient on the IA-CLSD MTSS rubric, or will have a plan for revising it.	<div style="border: 1px solid black; padding: 2px;">GPRA</div> <div style="border: 1px solid black; padding: 2px;">PROGRAM</div> <div style="border: 2px solid red; padding: 2px;">PROJECT</div>	Target		
		Raw Number	Ratio	%
		100/100	100%	

1.c. Performance Measure	Measure Type	Quantitative Data		
By the end of Y5, 100% of subgrantees have ensured their curriculum for grades PK - 12 includes HQIM aligned to the science of reading and grade-level standards by either a curriculum review process (through their needs assessment), have adopted and subsequently implemented HQIM, or have a plan to within their SLP.	<div style="border: 1px solid black; padding: 2px;">GPRA</div> <div style="border: 1px solid black; padding: 2px;">PROGRAM</div> <div style="border: 2px solid red; padding: 2px;">PROJECT</div>	Target		
		Raw Number	Ratio	%
		100/100	100%	



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

See Instructions. Use as many pages as necessary.

Applicant Information

Legal Name: Iowa Department of Education – Comprehensive State Literacy Grant Application – CFDA 84.371C

1. Project Objective:

Ensure disadvantaged students have equitable access to highly effective instructional leaders, educators, and early care providers trained in the SoR and evidence-based practices.

1.a. Performance Measure	Measure Type	Quantitative Data		
By the end of year five, at least 300 educators will have received at minimum 30 hours of job-embedded, curriculum-based, professional learning experiences, including literacy coaching, that deepens participants' knowledge of the Science of Reading, content area reading, and/or disciplinary literacy, and grows their ability to implement evidence-based literacy and language instructional practices and their application to the grades and age bands they are qualified to serve.	GPPRA ▼	Target		
	PROGRAM	Raw Number	Ratio	%
	PROJECT	300		

1.b. Performance Measure	Measure Type	Quantitative Data		
By the end of grant year five, 85% of participating principals and directors will have attended the LETRS training for administrators or will have taken a minimum of six hours of documented training in the science of reading, comprehensive literacy, or evidence-based literacy instructional practices, to include adolescent literacy or disciplinary literacy.	GPPRA ▼	Target		
	PROGRAM	Raw Number	Ratio	%
	PROJECT		85/100	85%

1.c. Performance Measure	Measure Type	Quantitative Data		
	GPPRA ▼	Target		
	PROGRAM	Raw Number	Ratio	%
	PROJECT		/	



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

See Instructions. Use as many pages as necessary.

Applicant Information

Legal Name: Iowa Department of Education – Comprehensive State Literacy Grant Application – CFDA 84.371C

1. Project Objective:

During Years 2 - 5 of the grant, ensure scientifically aligned and evidence-based literacy resources and learning tools are accessible to all stakeholders to grow families' literacy knowledge and access to literacy resources, especially for disadvantaged families and caregivers of young children.

1.a. Performance Measure	Measure Type	Quantitative Data		
Years 2 - 5: 100% of grantees will develop parent involvement plans as part of their SLP and complete a minimum of three hours of outreach or activities yearly (total of 12 by year 5) to support and grow families' literacy knowledge and access to literacy resources.		Target		
	GPRA ▼	Raw Number	Ratio	%
	PROGRAM		100/100	100%
	PROJECT			

1.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
	GPRA ▼	Raw Number	Ratio	%
	PROGRAM		/	
	PROJECT			

1.c. Performance Measure	Measure Type	Quantitative Data		
		Target		
	GPRA ▼	Raw Number	Ratio	%
	PROGRAM		/	
	PROJECT			



Department of
Management

STATE OF IOWA

KIM REYNOLDS, GOVERNOR

ADAM GREGG, LT. GOVERNOR

TO:

Z-Agency - Education

FROM:

Debra Scowther

Grants Enterprise Management Office

Iowa Department of Management

RE:

COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANT PROGRAM: CFDA 84.371C

GRANT CONTACT INFO:

Barbara Ohlund

Z-Agency - Education

[REDACTED]

[REDACTED]

You are receiving this letter as evidence that the Iowa Grants Enterprise Management (GEMS) requirements to meet executive order 12372 have been completed for the COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANT PROGRAM: CFDA 84.371C grant application.

If you have questions please contact Barbara Ohlund, as listed above.

Appendix G: IA-CLSD Evidence Based Practices

This document outlines the Evidence Based Practices (EBP) outlined in the application narrative. The chart includes links to the [What Works Clearinghouse](#) (WWC) Practice Guides where the practices are defined in more detail. In addition, specific studies are cited that support each EBP with a summary of the findings, an notation of any overlap in the settings or participant demographics that link to the IA-CLSD project, and implications from the studies that apply to the IA-SLSD plan.

Birth through Age Five Early Literacy

1. Build children's knowledge of letters and sounds (strong evidence, tier 1, [Burchinal et al., 2022](#)).
2. Use shared book reading to develop children's language, knowledge of print features, and knowledge of the world (strong evidence, tier 1, [Burchinal et al., 2022](#)).

Grades K - 3 Foundational Literacy

3. Develop awareness of the segments of sounds in speech and how they link to letters (strong evidence, tier 1, [Foorman et al., 2016](#)).
4. Teach students to decode words, analyze word parts, and write and recognize words (strong evidence, tier 1, [Foorman et al., 2016](#)).
5. Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence, tier 2, [Foorman et al., 2016](#)).

For Grades K - 3, Comprehension Support

6. Teach students how to use reading comprehension strategies. (strong evidence, tier 3, [Shanahan et al., 2010](#)).

English Learners: K - 5 Literacy and English Language Instruction

7. Provide high-quality vocabulary instruction throughout the day (strong, [Gersten et al., 2007](#)).

Adolescent Literacy

8. Provide explicit vocabulary instruction (strong, [Kamil et al., 2008](#)).
9. Provide direct and explicit comprehension strategy instruction (strong, [Kamil et al., 2008](#)).
10. Provide opportunities for extended discussion of text meaning and interpretation (moderate, [Kamil et al., 2008](#)).

Literacy Support Grades 4 - 9: ELA, Intervention, and Cross Disciplinary

11. Build students' decoding skills so they can read complex multisyllabic words (strong, tier 1, [Vaughn et al., 2022](#)).
12. Provide purposeful fluency-building activities to help students read effortlessly (strong, tier 1, [Vaughn et al., 2022](#)).
13. Routinely use a set of comprehension-building practices to help students make sense of the text (strong, tier 1, [Vaughn et al., 2022](#)).
14. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (moderate, tier 1, [Vaughn et al., 2022](#)).

English Learners: Elementary and Middle School

15. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities (strong, [Baker et al., 2014](#)).
16. Integrate oral and written English language instruction into content-area teaching ([strong, Baker et al., 2014](#)).

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Birth - Age 5 Early Literacy		
EBP #1: Build children’s knowledge of letters and sounds (strong evidence, tier 1, Burchinal et al., 2022).		
Research/Citation	Relevant Outcome(s)/Relevant Finding(s)	Project Component(s)/Overlap of Populations and/or Settings / IMPLICATIONS
Roberts, T. A., Vadasy, P. F., & Sanders, E. A. (2018). Preschoolers’ alphabet learning: Letter name and sound instruction, cognitive processes, and English proficiency [Experimental letter names and sounds instruction vs. typical letter names and sounds instruction]. <i>Early Childhood Research Quarterly</i> , 44, 257–274. https://eric.ed.gov/?id=ED583491	.34 Effect Size. significant growth in alphabet knowledge across all groups, with single-focus (letter names or sounds) and combined letter names and sounds instruction leading to greater gains compared to typical instruction. These findings support the effectiveness of explicit alphabet instruction, particularly when incorporating cognitive learning processes.	Suburban - Western US city that may have similar characteristics to an Iowa Midwestern city Low income preschool children 30 Dual language learners Implications: Integrate explicit alphabet instruction, particularly when incorporating cognitive learning processes.
Piasta, S. B., & Wagner, R. K. (2010). Learning letter names and sounds: Effects of instruction, letter type, and phonological processing skill. <i>Journal of Experimental Child Psychology</i> , 105(4), 324–344. https://eric.ed.gov/?id=EJ876203	Studied the effects of instruction on learning letter names and sounds, examining letter type and phonological processing skills. Explicit instruction significantly improved children’s knowledge of letter names and sounds. The impact varied by letter type, with greater gains for letters with consistent phoneme-grapheme correspondences. Children with stronger phonological processing skills benefited more from the instruction. This study highlights the importance of targeted letter instruction and phonological processing abilities in early literacy development.	Preschool aged children (3 - 4 year olds) 72%White 14%Black Mid size city Implications: Educators should focus on letters with consistent phoneme-grapheme correspondences and tailor instruction to individual phonological processing skills. This approach can maximize gains in letter knowledge and sound recognition, particularly benefiting children with varying phonological abilities. By emphasizing targeted and explicit letter instruction, teachers can enhance early reading development and prepare students for more advanced literacy tasks.

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<p>Roberts, T. A., Vadasy, P. F., & Sanders, E. A. (2019). Preschool instruction in letter names and sounds: Does contextualized or decontextualized instruction matter? <i>Reading Research Quarterly</i>, 54(3), 413–437. https://eric.ed.gov/?id=ED599352</p>	<p>WWC Effect Size: 0.31 Findings support explicit decontextualized alphabet instruction emphasizing the relationship between verbal letter labels and letter forms that enlists PAL processes</p> <p>Explored the impact of contextualized versus decontextualized instruction on preschoolers' learning of letter names and sounds. Both instructional methods led to significant growth in alphabet learning and phoneme awareness. However, children in the decontextualized instruction group, which focused on isolated letter learning, showed significantly higher gains in taught letter sounds and phonemic awareness compared to those in the contextualized group. Engagement levels were also higher in the decontextualized group. The findings support the effectiveness of explicit, decontextualized alphabet instruction for early literacy development.</p>	<p>127 Preschool children, low income eligibility 48 Dual language learners 83% of children were from families whose incomes were less than 40% of the state median income.</p> <p>Implications: explicit, decontextualized alphabet instruction for early literacy development</p>
<p>Ukrainetz, T. A., Nuspl, J. J., Wilkerson, K., & Beddes, S. R. (2011). The effects of syllable instruction on phonemic awareness in preschoolers. <i>Early Childhood Research Quarterly</i>, 26(1), 50–60. https://eric.ed.gov/?id=EJ906814</p>	<p>WWC Effect Size = 0.74</p> <p>Examined the impact of syllable instruction on phonemic awareness in preschoolers. The study found that explicit syllable instruction significantly improved phonemic awareness in young children. Preschoolers who received this instruction demonstrated greater ability to segment and manipulate phonemes compared to those who did not receive syllable-focused training. These results suggest that teaching syllable segmentation can be an effective strategy for developing foundational phonemic awareness skills in early childhood education, which is crucial for later reading success.</p>	<p>Laramie Wyoming - Rural City 4-5 year olds (typically developing children) - preschool age Childcare settings</p> <p>However, the aspects that do not match are that study participants were from middle income backgrounds and IA-CLSD is targeting low-income students with low reading achievement</p> <p>Implications: Teach syllable segmentation to help develop foundational phonemic awareness skills in early childhood education.</p>

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EBP #2: Use shared book reading to develop children’s language, knowledge of print features, and knowledge of the world (strong evidence, tier 1, Burchinal et al, 2022).		
Research/Citation	Relevant Outcome(s)/Relevant Finding(s)	Project Component(s)/Overlap of Populations and/or Settings / IMPLICATIONS
Blewitt, P., Rump, K. M., Shealy, S. E., & Cook, S. A. (2009). Shared book reading: When and how questions affect young children's word learning. <i>Journal of Educational Psychology</i> , 101(2), 294–304. https://eric.ed.gov/?id=EJ835037	WWC Effect Size = .12 Promising Finding: Intervention mean = 5.56, Comparison Mean = 3.30 (significant) Investigated the effects of different types of questions during shared book reading on young children's word learning. The study found that asking both low-demand (e.g., simple identification) and high-demand (e.g., explanation or prediction) questions significantly improved children's vocabulary acquisition compared to when no questions were asked. High-demand questions were particularly effective in enhancing word learning. These findings suggest that interactive questioning strategies during shared reading can greatly facilitate young children's vocabulary development and overall language skills.	Suburban Preschools (4) Experiment 2 consisted of 50 child participants: 24 girls and 26 boys. The study lacked information about the racial composition of the sample. Disconnect with target socioeconomic background of participants - children were from middle- to upper-middle-income backgrounds Implications: Importance of interactive questioning strategies during shared reading - support vocabulary and language development.
Collins, M. F. (2010). ELL preschoolers’ English vocabulary acquisition from storybook reading. <i>Early Childhood Research Quarterly</i> , 25(1), 84–97. https://eric.ed.gov/?id=EJ864528	WWC Effect Size = 1.22 Intervention Mean = 26.50; Comparison mean = 18.12 (Significant) Studied the effects of storybook reading on English vocabulary acquisition in EL preschoolers. The study found that EL children significantly improved their English vocabulary through regular storybook reading sessions. The research demonstrated that interactive storybook reading,	100% English Language learners - 50% female, 50% male - primarily white students, 80% Eligible for FRL - matches Iowa target population Implications: Incorporating interactive storybook reading into preschool programs can be a powerful tool for supporting English vocabulary development in EL children.

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	where children are engaged with questions and discussions about the story, was particularly effective in enhancing vocabulary growth.	
<p>Toub, T. S., Hassinger-Das, B., Nesbitt, K. T., Ilgaz, H., Weisberg, D. S., Hirsh-Pasek, K., Golinkoff, R. M., Nicolopoulou, A., & Dickinson, D. K. (2018). The language of play: Developing preschool vocabulary through play following shared book-reading. <i>Early Childhood Research Quarterly</i>, 45, 1–17. https://doi.org/10.1016/j.ecresq.2018.01.010</p>	<p>WWC Effect Size - Language .34</p> <p>Examined the impact of play on vocabulary development in preschoolers following shared book reading. The study found that incorporating guided play activities after reading sessions significantly enhanced children's vocabulary acquisition compared to reading alone. The interactive and engaging nature of play helped reinforce and extend the new vocabulary learned from the books.</p>	<p>249 3–5-year-old children Race/Ethnicity: 1% Asian 55% Black 23% Hispanic 14% White 7% Other Dual language learners: 15% Family income level: Majority of children are considered socioeconomically disadvantaged.</p> <p>Setting: 10 Head Start classrooms in Pennsylvania and 18 pre-kindergarten classrooms in Tennessee</p> <p>Implications: Integrating play with book reading can be an effective strategy to boost early language development and vocabulary learning in preschoolers.</p>

K - 3 Foundational Literacy		
EBP #3: Develop awareness of the segments of sounds in speech and how they link to letters (strong evidence, tier 1, Foorman et al., 2016).		
Research/Citation	Relevant Outcome(s)/Relevant Finding(s)	Project Component(s)/Overlap of Populations and/or Settings / IMPLICATIONS
Denton, C. A., Tolar, T. D., Fletcher, J. M., Barth, A. E., Vaughn, S., & Francis, D. J. (2013). Effects of Tier 3 Intervention for Students with Persistent Reading Difficulties and Characteristics of Inadequate Responders. <i>Journal of Educational Psychology</i> , 105(3), 633–648. https://eric.ed.gov/?id=EJ1054506	WWC Effect Sizes: Word reading = 0.49 Oral reading fluency = 0.17 Reading comprehension = 0.24 Evaluated the effects of Tier 3 interventions on students with persistent reading difficulties. The study found that intensive, individualized interventions significantly improved reading outcomes for many struggling readers, though a subset of students showed inadequate response. Key characteristics of these inadequate responders included lower initial levels of reading skill and cognitive ability, as well as higher levels of behavior problems.	Urban, Southwest The analytic intervention sample included 47 students; 51% were female, 28% African American, 57% were Hispanic, 13% were white, and 2% were American Indian. Of students in the analytic intervention sample, 79% were eligible for Free and Reduced Price Lunch; 31% were in special education (though data were missing for two students); 30% were classified as limited English proficiency, 21% were repeating first grade; and 43% were in the urban school district. Implications: While Tier 3 interventions can be effective, additional strategies may be necessary for the most persistently struggling readers to address their unique needs.
Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Herron, J., & Lindamood, P. (2010). Computer-assisted instruction to prevent early reading difficulties in students at risk for dyslexia: Outcomes from two instructional approaches. <i>Annals of Dyslexia</i> , 60(1), 40–56.	WWC Effect Size = Phonology = 0.69 Examined the effectiveness of computer-assisted instruction (CAI) to prevent early reading difficulties in students at risk for dyslexia. The study compared two instructional approaches: one focused on phonological awareness and decoding skills, and the other on comprehensive reading instruction. Both approaches significantly improved reading skills in at-risk students, but the phonological awareness and decoding approach	74 at risk 1st graders Florida Implications: The findings support the use of CAI as a valuable tool in early intervention for students at risk for dyslexia.

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	yielded slightly better outcomes in word reading accuracy and fluency. The findings support the use of CAI as a valuable tool in early intervention for students at risk for dyslexia.	
Blachman, B. A., Fletcher, J. M., Schatschneider, C., Francis, D. J., Clonan, S. M., Shaywitz, B. A., & Shaywitz, S. E. (2004). Effects of Intensive Reading Remediation for Second and Third Graders and a 1-Year Follow-Up. <i>Journal of Educational Psychology</i> , 96(3), 444–461. https://eric.ed.gov/?id=EJ685003	WWC Effect Size: Word reading = 0.88 Investigated the effects of intensive reading remediation for second and third graders with reading difficulties, along with a follow-up one year later. The study found that intensive, systematic phonics-based instruction significantly improved students' reading skills, including word reading accuracy, decoding, and reading comprehension. The gains were sustained one year later, although some skill areas showed a slight decline.	Second- and 3rd-grade children with poor word-level skills Implications: The findings highlight the long-term benefits of intensive early reading interventions, particularly those focusing on phonics and decoding, for improving the reading abilities of young struggling readers.
EBP #4: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence, tier 1, Foorman et al., 2016).		
Research/Citation	Relevant Outcome(s)/Relevant Finding(s)	Project Component(s)/Overlap of Populations and/or Settings / IMPLICATIONS
Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Herron, J., & Lindamood, P. (2010). Computer-assisted instruction to prevent early reading difficulties in students at risk for dyslexia: Outcomes from two instructional approaches. <i>Annals of Dyslexia</i> , 60(1), 40–56.	WWC Word reading = 0.40k Encoding = 0.54 Teachers implemented 140 lessons from the decoding strand of the Corrective Reading curriculum for groups of 3 students. The lessons focused on word identification and oral reading fluency. The intervention involved 55-minute sessions daily over 7 months.	74 at risk 1st graders Florida Implications: The findings highlight the long-term benefits of intensive early reading interventions, particularly those focusing on phonics and decoding, for improving the reading abilities of young struggling readers.
Walton, P. D., & Walton, L. M. (2002). Beginning Reading by Teaching in Rime Analogy:	WWC Effect Sizes: Letter names and sounds = 0.59; Phonology = 0.51; Word reading = 0.88	Urban Kindergarten

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Effects on Phonological Skills, Letter-Sound Knowledge, Working Memory, and Word-Reading Strategies. <i>Scientific Studies of Reading</i> , 6(1), 79–115. https://doi.org/10.1207/S1532799XSSR0601_04	Investigated the effects of teaching beginning reading using a rime analogy approach on phonological skills, letter-sound knowledge, working memory, and word-reading strategies. The study found that this instructional method significantly improved students' phonological awareness and letter-sound knowledge. Additionally, students taught with the rime analogy approach demonstrated better working memory performance and employed more effective word-reading strategies compared to those receiving traditional instruction.	Implications: Incorporating rime analogy into reading instruction can enhance early literacy skills and cognitive processes critical for reading development.
Wright, J., & Jacobs, B. (2003). Teaching phonological awareness and metacognitive strategies to children with reading difficulties: A comparison of two instructional methods. <i>Educational Psychology</i> , 23(1), 17–24. https://eric.ed.gov/?id=EJ670569	WWC Effect Size: Word reading = 0.14; Encoding = 0.63 Compared the effectiveness of two instructional methods for teaching phonological awareness and metacognitive strategies to children with reading difficulties. The study found that both methods significantly improved phonological awareness and reading skills. However, the method incorporating metacognitive strategies led to greater improvements in reading comprehension and self-monitoring abilities.	46 at risk students average age of 8 years, 8 months Implications: Integrating metacognitive strategies with phonological awareness instruction can enhance both reading skills and cognitive processes essential for reading development in children with reading difficulties.
Blachman, B. A., Fletcher, J. M., Schatschneider, C., Francis, D. J., Clonan, S. M., Shaywitz, B. A., & Shaywitz, S. E. (2004). Effects of intensive reading remediation for second and third graders and a 1-year follow-up. <i>Journal of Educational Psychology</i> , 96(3), 444–461. https://eric.ed.gov/?id=EJ685003	Evaluated the effects of intensive reading remediation for second and third graders with reading difficulties and followed up one year later. The study revealed that the intensive phonics-based instruction led to significant improvements in word reading accuracy, decoding, and reading comprehension. These gains were maintained one year later, although there was some regression in certain skills.	69 at risk 2nd- and 3rd-graders Implications: The findings emphasize the long-term benefits of early, intensive reading interventions, highlighting their effectiveness in improving foundational reading skills and sustaining those improvements over time.

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Hagans, K., & Good, R. (2013). Decreasing reading differences in children from disadvantaged backgrounds: The effects of an early literacy intervention. Contemporary School Psychology, 17(1), 103–117. https://eric.ed.gov/?id=EJ1040626	WWC effect Size = Phonology = 1.36 Investigated the impact of an early literacy intervention on reducing reading disparities in children from disadvantaged backgrounds. The study found that the intervention significantly improved early literacy skills, such as letter knowledge, phonemic awareness, and decoding abilities. Children who received the intervention demonstrated marked progress compared to those who did not, indicating that early, targeted literacy instruction can effectively bridge reading gaps for disadvantaged children. Intervention mean = 39.33, comparison mean = 39.33 (significant)	Low SES 50 first graders Implications: The findings underscore the importance of early interventions in promoting equitable literacy outcomes and supporting academic success for all students (MTSS).
Gunn, B., Smolkowski, K., Biglan, A., Black, C., & Blair, J. (2005). Fostering the development of reading skill through supplemental instruction: Results for Hispanic and non-Hispanic students. The Journal of Special Education, 39(2), 66–85. https://eric.ed.gov/?id=EJ693948	WWC Effect Size = Word reading = 0.41 Examined the effects of supplemental reading instruction on the reading skills of Hispanic and non-Hispanic elementary students. The study found that supplemental instruction significantly improved reading skills for both groups. Hispanic students, in particular, showed substantial gains in reading fluency and comprehension.	Hispanic Students K - 3 Aggressive social behaviors Implications: The results suggest that additional, targeted reading support can effectively enhance reading development in diverse student populations, helping to close achievement gaps between Hispanic and non-Hispanic students. This highlights the importance of providing supplemental instruction to support literacy development for all students, especially those from diverse backgrounds.
EBP #5: Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence, tier 2, Foorman et al., 2016).		
A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
O'Connor, R. E., Swanson, H. L., & Geraghty, C. (2010). Improvement in reading rate under	WWC Effect Sizes: Word reading = 0.4, Oral reading fluency = 0.98, Reading comprehension = 0.40	43 2nd Suburban California

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<p>independent and difficult text levels: Influences on word and comprehension skills. Journal of Educational Psychology, 102(1), 1–19. https://eric.ed.gov/?id=EJ876298</p>	<p>Explored the impact of reading rate improvement using independent and difficult text levels on word recognition and comprehension skills. The study found that students who practiced reading both independent-level and challenging texts showed significant gains in reading rate, word recognition, and comprehension skills. Notably, improvements were more pronounced when students read difficult texts, suggesting that exposure to challenging material can effectively enhance reading skills.</p>	<p>Implications: The results emphasize the importance of incorporating both independent and difficult text levels in reading practice to foster comprehensive literacy development.</p>
<p>O'Connor, R. E., White, A., & Swanson, H. L. (2007). Repeated reading versus continuous reading: Influences on reading fluency and comprehension. Exceptional Children, 74(1), 31–46.</p>	<p>WWC Effect Sizes: Word reading = 0.63m, Oral reading fluency = 0.93, Reading comprehension = 0.88</p> <p>Compared the effects of repeated reading and continuous reading on reading fluency and comprehension in elementary school students with reading difficulties. The study found that both repeated reading and continuous reading significantly improved reading fluency. However, repeated reading led to greater gains in reading comprehension compared to continuous reading. These findings suggest that while both methods are beneficial for improving reading fluency, repeated reading is particularly effective for enhancing comprehension skills in students with reading challenges. This underscores the importance of incorporating repeated reading practices into literacy instruction for struggling readers.</p>	<p>10 2nd graders in an unspecified location</p> <p>Implication: This underscores the importance of incorporating repeated reading practices into literacy instruction for struggling readers.</p>

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K - 3 Comprehension Support		
EBP #6: Teach students how to use reading comprehension strategies (strong evidence, tier 3, Shanahan et al., 2010)		
Research/Citation	Relevant Outcome(s)/Relevant Finding(s)	Project Component(s)/Overlap of Populations and/or Settings / IMPLICATIONS
<p>Brown, R., Pressley, M., Van Meter, P., & Schuder, T. (1995). A quasi-experimental validation of transactional strategies instruction with previously low-achieving, second-grade readers (Reading Research Report no. 33). National Reading Research Center. https://eric.ed.gov/?id=ED379636</p>	<p>Intervention was SAIL program for Reading Comprehension: Effect size was +1.65</p> <p>Quasi-experimental study to validate the effectiveness of Transactional Strategies Instruction (TSI) with previously low-achieving second-grade readers. The study found that students who received TSI showed significant improvements in reading comprehension compared to those who did not. TSI, which emphasizes teaching students to use a variety of cognitive and metacognitive strategies during reading, was particularly effective in helping low-achieving readers understand and retain what they read.</p>	<p>10 classrooms; 1st and 2nd grades, United States</p> <p>Implications: The results suggest that TSI is a valuable instructional approach for improving the reading abilities of young struggling readers. Key components of TSI include: Cognitive Strategies: These involve specific techniques to aid in understanding the text, such as summarizing, predicting, questioning, and clarifying. Metacognitive Strategies: These involve self-monitoring and regulating one's own reading process, such as planning how to approach reading a text, monitoring comprehension during reading, and evaluating the effectiveness of strategies used. Interactive Teaching: TSI involves teachers modeling these strategies and then guiding students as they practice using them. The instruction is interactive, with students actively participating and discussing their thought processes. Collaboration: Students often work in small groups to practice strategies, share their thinking, and support each other in learning how to comprehend texts more effectively.</p>
<p>Reutzel, D. R., Smith, J. A., & Fawson, P. C. (2005). An evaluation of two approaches for teaching reading comprehension strategies in the primary years</p>	<p>Evaluated two approaches for teaching reading comprehension strategies to primary school students using science information texts. The study compared a traditional strategy instruction approach with an interactive strategy approach.</p>	<p>4 classrooms; 2nd grade, high-poverty, low-performing elementary school, United States</p> <p>Implications: Interactive, student-centered methods may be more effective in teaching young children</p>

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using science information texts. Early Childhood Research Quarterly, 20, 276–305. https://psycnet.apa.org/record/2005-11754-002	The findings indicated that both methods significantly improved students' reading comprehension. However, the interactive strategy approach, which involved more student engagement and active learning, led to higher gains in comprehension.	how to comprehend informational texts. The study highlights the importance of engaging instructional techniques in early literacy education.
English Learners: K - 5 Literacy and English Language Instruction		
EBP #7: Provide high-quality vocabulary instruction throughout the day (strong, Gersten et al., 2007).		
Research/Citation	Relevant Outcome(s)/Relevant Finding(s)	Project Component(s)/Overlap of Populations and/or Settings / IMPLICATIONS
Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D., et al. (2004). Closing the gap: Addressing the vocabulary needs for English language learners in bilingual and mainstream classrooms. Reading Research Quarterly, 39, 188–215. https://eric.ed.gov/?id=EJ684719	Investigated the effects of targeted vocabulary instruction on English language learners (ELLs) in bilingual and mainstream classrooms. The study found that explicit and systematic vocabulary teaching significantly improved ELs' vocabulary knowledge and reading comprehension. The intervention helped close the vocabulary gap between ELs and native English speakers. Students who received the instruction showed substantial gains in both their understanding and use of academic vocabulary.	ELs Bilingual students Implications: These results highlight the importance of focused vocabulary instruction to support the language and literacy development of ELs in various educational settings (a consistent focus across content areas and grade levels).

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Adolescent Literacy		
EBP #8: Provide explicit vocabulary instruction (strong, Kamil et al., 2008).		
Research/Citation	Relevant Outcome(s)/Relevant Finding(s)	Project Component(s)/Overlap of Populations and/or Settings / IMPLICATIONS
Beck, I. L., Perfetti, C. A., & McKeown, M. G. (1982). Effects of long-term vocabulary instruction on lexical access and reading comprehension. <i>Journal of Educational Psychology</i> , 74(4), 506–21. https://eric.ed.gov/?id=EJ267794	Found that long-term vocabulary instruction significantly enhances vocabulary knowledge, speeds up lexical access, and improves reading comprehension. Their study emphasizes the lasting benefits of continuous vocabulary teaching and highlights effective instructional methods, such as varied contexts, repeated exposure, and active engagement, as crucial for developing reading skills	Elementary school students Implications: Highlights the importance of long-term, explicit vocabulary instruction in improving both lexical access and reading comprehension. For educators, this implies integrating sustained vocabulary teaching into their curriculum to enhance students' language skills and reading abilities, ultimately leading to better academic performance across subjects.
Baumann, J.F., Edwards, E.C., Boland, E.M., Olejnik, S., & Kame'enui, E.J. (2003). Vocabulary tricks: Effects of instruction in morphology and context on fifth-grade students' ability to derive and infer word meanings. <i>American Educational Research Journal</i> , 401 (2), 447-494. https://eric.ed.gov/?id=EJ782335	Instruction using word learning strategies, has the potential to increase vocabulary knowledge. Using morphemic analysis can assist in deriving meanings of novel words. Word learning instruction does not inhibit content learning. Pre Teaching specific, subject matter vocabulary can benefit the students' vocabulary knowledge. Word learning strategies can be used with all students regardless of previous vocabulary and subject matter knowledge.	5th grade social studies Implications: Teaching students both morphological analysis and context clues significantly enhances their ability to derive and infer word meanings. For educators, this implies incorporating explicit instruction in morphology (e.g., prefixes, suffixes, root words) and teaching students how to use contextual clues from surrounding text. These strategies can improve vocabulary acquisition, reading comprehension, and overall language proficiency, making them valuable additions to literacy curricula.

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EBP #9: Provide direct and explicit comprehension strategy instruction (strong, Kamil et al., 2008).		
Research/Citation	Relevant Outcome(s)/Relevant Finding(s)	Project Component(s)/Overlap of Populations and/or Settings / IMPLICATIONS
Katims, D. S., & Harris, S. (1997). Improving the reading comprehension of middle school students in inclusive classrooms. <i>Journal of Adolescent and Adult Literacy</i> , 41(2), 116–23. https://eric.ed.gov/?id=EJ556700	Targeted instructional strategies significantly improve the reading comprehension of middle school students in inclusive classrooms. These strategies include explicit teaching of comprehension skills, use of graphic organizers, and peer-mediated learning. The study demonstrated that students, including those with learning disabilities, showed marked improvements in understanding and interpreting texts when these methods were applied.	Implications: Importance of explicit teaching of comprehension skills, using graphic organizers, and fostering peer-mediated learning can enhance understanding for all students, including those with learning disabilities. Implementing these approaches can create a more inclusive and effective learning environment, promoting better academic outcomes for all students.
EBereiter, C., & Bird, M. (1985). Use of thinking aloud in identification and teaching of reading comprehension strategies. <i>Cognition and Instruction</i> , 2(2), 91–130. https://www.semanticscholar.org/paper/Use-of-Thinking-Aloud-in-Identification-and-of-Bereiter-Bird/e9435a8fda4ca82be901c51f49fd7de71facd103	The "thinking aloud" method effectively identifies and teaches reading comprehension strategies. This approach involves students verbalizing their thought processes while reading, which helps in diagnosing comprehension difficulties and modeling effective strategies. The study demonstrated that "thinking aloud" enhances students' metacognitive awareness and ability to employ strategies like summarizing, predicting, and questioning, leading to improved reading comprehension.	Grades 7 - 8 Implications: A focus on the use of think alouds to provide explicit strategy instruction: By verbalizing their thought processes while reading, teachers can model how to approach complex texts, making invisible strategies visible to students. This approach helps students develop metacognitive skills, improve their comprehension, and become more autonomous readers. Implementing "thinking aloud" can enhance students' ability to analyze, monitor, and regulate their reading comprehension strategies effectively.

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EBP #10: Provide opportunities for extended discussion of text meaning and interpretation (moderate, Kamil et al., 2008).		
Research/Citation	Relevant Outcome(s)/Relevant Finding(s)	Project Component(s)/Overlap of Populations and/or Settings / IMPLICATIONS
<p>Applebee, A. N., Langer, J. A., Nystrand, M., & Gamoran, A. (2003). Discussion-based approaches to developing understanding: Classroom instruction and student performance in middle and high school English. <i>American Educational Research Journal</i>, 40(3), 685–730. https://eric.ed.gov/?id=EJ782328</p>	<p>Discussion-based approaches in middle and high school English classes significantly enhance student understanding and performance. These approaches foster deeper comprehension, critical thinking, and engagement with texts compared to traditional methods. Classrooms that emphasized open-ended discussions and interactive dialogue showed improved student achievement in reading and writing. The study highlights the importance of interactive instructional strategies in developing students' analytical and interpretive skills.</p>	<p>middle school and high school classrooms Focus on discussion based approaches across 6 - 12 classrooms with the following factors: Promote Open-Ended Discussions: Encourage students to engage in discussions that require critical thinking and exploration of different perspectives, rather than simply recalling information. Interactive Dialogue: Foster a classroom environment where students feel comfortable sharing their thoughts and questioning each other's ideas, which enhances deeper comprehension and retention of material. Student-Centered Learning: Shift from teacher-led instruction to student-centered activities, allowing students to take more active roles in their learning process. Integrate Discussion with Text Analysis: Use discussions as a tool for analyzing texts, helping students to connect themes, infer meanings, and develop interpretations collaboratively.</p>
<p>Beck, I. L., & McKeown, M. G. (2006). Improving comprehension with questioning the author: A fresh and expanded view of a powerful approach. Scholastic. https://www.researchgate.net/publication/309358754_Questioning_the_Author_English_Language_Teachers'_Perspectives</p>	<p>"Questioning the Author" approach significantly improves reading comprehension by engaging students in deeper, more interactive discussions about texts. This method encourages students to question and understand the author's intent, leading to better critical thinking and comprehension. The approach promotes active learning, where students collaboratively explore and construct meaning, resulting in enhanced understanding and retention of the material.</p>	<p>Elementary and middle school students Focus on discussion based approaches across Implications: "Questioning the Author" (QtA) is an instructional approach designed to improve students' reading comprehension and critical thinking by encouraging them to engage with the text as an interactive dialogue with the author.</p>

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Literacy Support Grades 4 - 9: ELA, Intervention, and Cross Disciplinary		
EBP #11: Build students' decoding skills so they can read complex multisyllabic words (strong, Vaughn et al., 2022) - Should be used across disciplines.		
Research/Citation	Relevant Outcome(s)/Relevant Finding(s)	Project Component(s)/Overlap of Populations and/or Settings / IMPLICATIONS
Hock, M. F., Brasseur-Hock, I. F., Hock, A. J., & Duvel, B. (2017). The effects of a comprehensive reading program on reading outcomes for middle school students with disabilities. <i>Journal of Learning Disabilities, 51</i> (2), 195–212. https://eric.ed.gov/?id=EJ1129864	WWC Effect Size: Measures of general reading proficiency and English language arts: 1.28 Investigated the impact of a comprehensive reading program on middle school students with disabilities. The study demonstrated significant improvements in several key areas. Students exhibited enhanced reading fluency and better comprehension skills, indicating their improved ability to understand and interpret texts. Additionally, the comprehensive nature of the program, which included explicit instruction, practice opportunities, and motivational elements, led to increased student engagement and participation. The effect size of the differences were Hedges's $g = 1.66$ to $g = 1.04$ on standardized measures of reading achievement.	65% White 35% unknown/other 55% FRL 86% Learning Disabilities 4 % hearing impairment. Midwest (matches) 3 middle schools in a medium-sized urban school district located in the Midwest. 6th grade, and students were in special education with Individualized Education Plans. Implications: These findings highlight the effectiveness of multi-faceted instructional approaches tailored to the needs of struggling readers, suggesting that comprehensive reading programs can significantly boost reading outcomes for students with disabilities.
Kim, J. S., Capotosto, L., Hartry, A., & Fitzgerald, R. (2011). Can a mixed-method literacy intervention improve the reading achievement of low-performing elementary school students in an after-school program? Results from a randomized controlled trial of READ 180 enterprise. <i>Educational Evaluation and</i>	WWC Effect Size: Passage reading fluency–oral: 0.10, Reading comprehension: 0.33 Contrast READ 180 vs. Business as usual. READ 180 Enterprise students outperformed control group students on vocabulary ($d = 0.23$) and reading comprehension ($d = 0.32$) but not on spelling and oral reading fluency. Evaluated the effectiveness of the READ 180 Enterprise, a mixed-method literacy intervention, on improving the reading achievement of	297 grade 4–6 students with reading difficulties Race/Ethnicity 54% Black 12% Hispanic 28% White Setting: 4 schools in 1 urban district in southeastern Massachusetts Implications: The results suggest that a structured, comprehensive literacy intervention like READ 180 can effectively enhance the reading performance of low-performing students in an after-school setting,

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<p><i>Policy Analysis</i>, 33(2), 183–201. https://eric.ed.gov/?id=EJ927617</p>	<p>low-performing elementary school students in an after-school program. The randomized controlled trial revealed significant gains in reading achievement for students who participated in the READ 180 program compared to those in the control group. The intervention particularly benefited students' reading comprehension and vocabulary skills.</p>	<p>highlighting its potential as a valuable tool for addressing literacy gaps.</p>
<p>Vaughn, S., Roberts, G. J., Miciak, J., Taylor, P., & Fletcher, J. M. (2019). Efficacy of a word- and text-based intervention for students with significant reading difficulties. <i>Journal of Learning Disabilities</i>, 52(1), 31–44. https://eric.ed.gov/?id=EJ1199703</p>	<p>WWC Effect Size: Measures of general reading proficiency and English language arts: 0.11, Passage reading fluency–oral: 0.42, Passage reading fluency–silent: 0.02, Word and pseudoword reading: 0.12, Reading comprehension: 0.09</p> <p>Examined the efficacy of a word- and text-based intervention for students with significant reading difficulties. The study found that the intervention led to significant improvements in both word reading and reading comprehension. Students who participated in the intervention demonstrated notable gains compared to those in the control group, particularly in their ability to decode words and understand text.</p>	<p>Grades 4-5 21%EL - limited English proficiency 42% Black 51% White Urban/Suburban Students with severe reading difficulties</p> <p>FRL ranged from 2.6% to 96.1% (M=44.4%, SD=7.5%).</p> <p>Implications: These findings suggest that targeted, intensive interventions focusing on both word-level and text-level skills can effectively support students with significant reading challenges, enhancing their overall reading abilities and comprehension skills.</p>

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EBP #12: Provide purposeful fluency-building activities to help students read effortlessly (strong, tier 1, Vaughn et al., 2022).		
Research/Citation	Relevant Outcome(s)/Relevant Finding(s)	Project Component(s)/Overlap of Populations and/or Settings / IMPLICATIONS
<p>Therrien, W. J., Wickstrom, K., & Jones, K. (2006). Effect of a combined repeated reading and question generation intervention on reading achievement. <i>Learning Disabilities Research & Practice</i>, 21(2), 89–97. https://eric.ed.gov/?id=EJ736475</p>	<p>WWC Effect Size: Measures of general reading proficiency and English language arts: 0.67, Passage reading fluency–oral: 0.86</p> <p>Investigated the effects of a combined repeated reading and question generation intervention on reading achievement in students with learning disabilities. The study found that the intervention significantly improved students' reading fluency and comprehension. Participants who engaged in repeated reading practices, combined with generating questions about the text, demonstrated greater gains in reading performance compared to those who did not receive the intervention.</p>	<p>29 grade 4, 5, 7, and 8 students with reading difficulties Rural district in southwestern Ohio</p> <p>Implications: The results suggest that integrating repeated reading with active question generation can be an effective strategy for enhancing the reading skills of students with learning disabilities, improving both their fluency and comprehension abilities. Focus on the use of fluency building activities in ELA, literacy, and intervention classes</p>
<p>Vadasy, P. F., & Sanders, E. A. (2008). Benefits of repeated reading intervention for low-achieving fourth- and fifth-grade students. <i>Remedial and Special Education</i>, 29(4), 235–249. https://eric.ed.gov/?id=EJ802169</p>	<p>WWC Effect Size: Passage reading fluency–oral: 0.08, Reading comprehension: 0.49 "Quick Reads" - repeated reading procedure - with short nonfiction texts written on grade-appropriate science and social science topics. Examined the effects of a repeated reading intervention on low-achieving fourth- and fifth-grade students. The study found that students who participated in the repeated reading program showed significant improvements in reading fluency and comprehension compared to those who did not receive the intervention. The intervention was particularly effective in helping students increase their reading speed and accuracy, as well as their ability to understand and recall text.</p>	<p>Implications: These results suggest that repeated reading can be a beneficial instructional strategy for improving the reading skills of low-achieving students in the upper elementary grades. Focus on the use of fluency building activities in ELA, literacy, and intervention classes.</p>

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EBP #13: Routinely use a set of comprehension-building practices to help students make sense of the text (strong, tier 1, Vaughn et al., 2022).		
Research/Citation	Relevant Outcome(s)/Relevant Finding(s)	Project Component(s)/Overlap of Populations and/or Settings / IMPLICATIONS
Ritchey, K. D., Palombo, K., Silverman, R. D., & Speece, D. L. (2017). Effects of an informational text reading comprehension intervention for fifth-grade students. <i>Learning Disability Quarterly</i> , 40(2), 68–80. https://eric.ed.gov/?id=EJ1139515	WWC Effect Size: Reading comprehension: 0.46 20 hour intervention - 40 sessions Investigated the effects of an informational text reading comprehension intervention for fifth-grade students. The study found that the intervention significantly improved students' comprehension of informational texts. Specifically, students who received the intervention demonstrated greater gains in understanding and recalling factual information from the texts compared to those who did not participate in the program.	5th grade Students with reading difficulties - comprehension specific Working with informational texts Race/Ethnicity: 22% Black 61% White Setting: 4 schools in 1 district in the MidAtlantic region of the U.S. Implications: The results suggest that targeted interventions focusing on informational text comprehension can effectively enhance the reading skills of students, helping them better understand and retain complex information presented in these texts. Routine: Explicit instruction, strategy application, discussion and feedback, independent practice, assessment & reflection
Stevens, E. A., Vaughn, S., House, L., & Stillman-Spisak, S. (2020). The effects of a paraphrasing and text structure intervention on the main idea generation and reading comprehension of students with reading disabilities in grades 4 and 5. <i>Scientific Studies of Reading</i> ,	WWC Effect Size: Reading comprehension: 0.45 40 min./day, 2-3 days/week, 25 sessions Investigated the impact of a paraphrasing and text structure intervention on the main idea generation and reading comprehension of fourth and fifth-grade students with reading disabilities. The study found that the intervention significantly improved students' ability to generate main ideas	61 grade 4–5 students with reading difficulties Race/Ethnicity: 8% Black 90% Hispanic Setting: 2 schools in the south central region of the U.S. Implications: These findings suggest that teaching students to paraphrase and understand text structures

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24(5), 365–379. https://eric.ed.gov/?id=EJ1266581	and comprehend texts. Specifically, students who received the intervention showed greater gains in identifying and articulating the main ideas of texts, as well as overall reading comprehension, compared to those who did not receive the intervention.	can effectively enhance their reading comprehension skills, particularly for those with reading disabilities. Instruction addressed building background knowledge, finding the main idea, text structure, and monitoring for understanding
EBP #14: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (moderate, tier 1, Vaughn et al., 2022).		
Research/Citation	Relevant Outcome(s)/Relevant Finding(s)	Project Component(s)/Overlap of Populations and/or Settings / IMPLICATIONS
Stevens, E. A., Vaughn, S., House, L., & Stillman-Spisak, S. (2020). The effects of a paraphrasing and text structure intervention on the main idea generation and reading comprehension of students with reading disabilities in grades 4 and 5. <i>Scientific Studies of Reading</i> , 24(5), 365–379. https://eric.ed.gov/?id=EJ1266581	WWC Effect Size: Reading comprehension: 0.45 40 min./day, 2-3 days/week, 25 sessions Supports the use of challenging texts by demonstrating that students with reading disabilities can improve their comprehension skills when provided with appropriate interventions. The research focused on teaching students in grades 4 and 5 to paraphrase and recognize text structures, which significantly enhanced their ability to generate main ideas and overall reading comprehension. These findings suggest that challenging texts, when paired with effective instructional strategies, can promote deeper cognitive engagement and skill development. The study underscores the importance of scaffolding, showing that students benefit from tools and strategies that help them navigate complex material. Overall, the research highlights that challenging texts, supported by targeted	61 grade 4–5 students with reading difficulties Race/Ethnicity: 8% Black 90% Hispanic Setting: 2 schools in the south central region of the U.S. Implications: Using complex texts in classrooms can be beneficial for students, including those with reading disabilities, if accompanied by appropriate instructional strategies. Teaching students to paraphrase and recognize text structures can significantly improve their comprehension and main idea generation skills. This suggests that challenging texts, supported by effective interventions, can enhance cognitive engagement and foster better reading skills. The study highlights the importance of scaffolding, indicating that students can successfully navigate and benefit from complex materials when given the right tools and strategies.

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	interventions, can lead to better learning outcomes for struggling readers.	
<p>Thames, D. G., Reeves, C., Kazelskis, R., York, K., Boling, C., Newell, K., & Wang, Y. (2008). Reading comprehension: Effects of individualized, integrated language arts as a reading approach with struggling readers. <i>Reading Psychology</i>, 29(1), 86–115.</p> <p>https://eric.ed.gov/?id=EJ785594</p>	<p>Reading comprehension: 0.65</p> <p>51 students received individualized, integrated language arts as a reading approach once a week in place of basal reading instruction. Found that using an individualized, integrated language arts approach with struggling readers significantly improved their reading comprehension. The approach involved incorporating complex texts into the curriculum and tailoring instruction to meet individual student needs. Results showed that students exposed to these complex texts, along with personalized support, demonstrated notable gains in their ability to understand and interpret reading materials.</p>	<p>61 grade 4–8 students with reading difficulties</p> <p>Race/Ethnicity: 81% Black 11% White</p> <p>Setting: 1 school in the southeastern region of the U.S.</p> <p>Grades 4 - 8</p> <p>Implications: This suggests that integrating challenging texts into reading instruction, when paired with individualized strategies, can effectively enhance the reading skills of struggling readers.</p>

English Learners: Elementary and Middle School		
EBP #15: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities (strong, Baker et al., 2014)		
Research/Citation	Relevant Outcome(s)/Relevant Finding(s)	Project Component(s)/Overlap of Populations and/or Settings / IMPLICATIONS
Lesaux, N. K., Kieffer, M. J., Kelley, J. G., & Harris, J. R. (2014). Effects of academic vocabulary instruction for linguistically diverse adolescents: Evidence from a randomized field trial. <i>American Educational Research Journal</i> , 51(6), 1159-1194.	Randomized field trial to assess the impact of academic vocabulary instruction on linguistically diverse adolescents. The study found that targeted vocabulary instruction significantly improved students' vocabulary knowledge and reading comprehension. Effect sizes ranged from moderate to large, indicating substantial gains. The results demonstrate that explicit academic vocabulary teaching is effective in enhancing literacy skills among diverse student populations, highlighting the importance of vocabulary instruction in improving academic outcomes for linguistically diverse adolescents.	linguistically diverse adolescents, primarily middle school students substantial number ELs students from various socio-economic backgrounds focused on a diverse urban school district, ensuring a wide representation of ethnicities and language backgrounds Implications: Educators should prioritize explicit teaching of academic vocabulary. This approach can bridge language gaps and support students' understanding of complex texts, leading to better academic outcomes. Tailoring vocabulary instruction to diverse student needs and incorporating it into the broader curriculum can help address literacy disparities and promote equity in education.
Silverman, R., & Hines, S. (2009). The effects of multimedia-enhanced instruction on the vocabulary of English-language learners and non-English-language learners in pre-kindergarten through second grade. <i>Journal of Educational Psychology</i> , 101(2), 305-314. doi:10.1037/a0014217	WWC Effect Size: Vocabulary .53 <i>ns</i> Investigated the impact of multimedia-enhanced instruction on vocabulary acquisition in pre-kindergarten through second grade students, including both English-language learners (ELs) and non-English-language learners (non-ELs). The study found that multimedia-enhanced instruction significantly improved vocabulary knowledge for both groups. The effect sizes were moderate to large, indicating substantial gains in vocabulary acquisition. This suggests that incorporating	Implications: Educators should leverage multimedia tools, such as interactive videos, animations, and digital storytelling, to make vocabulary learning more engaging and effective. This method can help bridge the vocabulary gap early on, leading to improved reading comprehension and overall literacy. Adopting multimedia resources can provide a diverse and inclusive learning environment that supports all students' language development.

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	multimedia tools into early education can effectively enhance vocabulary learning for young children, benefiting both ELs and non-ELs alike	
Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D., . . . White, C. E. (2004). Closing the gap: Addressing the vocabulary needs for English language learners in bilingual and mainstream classrooms. <i>Reading Research Quarterly</i> , 39(2), 188-215. doi:10.1598/RRQ.39.2.3	WWC Effect Size: Vocabulary .34 <i>ns</i> (program study) Examined vocabulary interventions for English language learners (ELLs) in bilingual and mainstream classrooms. The study found that targeted vocabulary instruction significantly improved ELLs' vocabulary knowledge and reading comprehension. The results suggest that systematic vocabulary instruction can effectively close the vocabulary gap for ELLs, enhancing their overall academic performance and integration into mainstream education.	ELs CA, VA, MA 5th grade Implications: Practitioners should implement targeted, systematic vocabulary instruction to improve literacy achievement for English language learners (ELLs). Such interventions significantly enhance vocabulary knowledge and reading comprehension, as evidenced by substantial effect sizes. Educators should integrate explicit vocabulary teaching into their curriculum, using engaging and contextually rich methods. This approach can help close the vocabulary gap, leading to better academic outcomes and smoother integration of ELs into mainstream classrooms. Regular assessment and adaptation of strategies to meet individual student needs are also crucial for maximizing literacy achievement.
EBP #16: Integrate oral and written English language instruction into content-area teaching (strong, Baker et al., 2014).		
Research/Citation	Relevant Outcome(s)/Relevant Finding(s)	Project Component(s)/Overlap of Populations and/or Settings / IMPLICATIONS
Brown, B., Ryoo, K., & Rodriguez, J. (2010). Pathway towards fluency: Using “disaggregate instruction” to promote science literacy. <i>International Journal of Science</i>	WWC Effect Size: .83 The study found that this instructional approach, which involves breaking down complex scientific concepts into more manageable parts, significantly improved students' understanding and fluency in science. The approach was particularly effective for students from diverse linguistic and cultural	49 students in Grade 5 61% of sample were EL (30 out of 49 total students) Diverse urban school various linguistic and cultural backgrounds varied socio-economic backgrounds

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<p><i>Education</i>, 32(11), 1465-1493. doi:10.1080/09500690903117921</p>	<p>backgrounds. The findings suggest that disaggregate instruction can promote science literacy by making scientific concepts more accessible and comprehensible, ultimately leading to better educational outcomes in science for all students.</p>	<p>Implications: Practitioners should use disaggregate instruction to improve science literacy. This method simplifies complex concepts, making them more accessible, especially for diverse linguistic and cultural backgrounds. Implementing this approach can enhance understanding and fluency in science, supporting better educational outcomes for all students.</p>
<p>Ryoo, K. (2009). Learning science, talking science: The impact of a technology enhanced curriculum on students' science learning in linguistically diverse mainstream classrooms (Doctoral dissertation). Retrieved from ProQuest. (UMI No. 3364450)</p>	<p>Visual representations of science content help ELs better understand complex science concepts (technology enhanced curriculum that uses simulations, visual representations, etc.)</p>	<p>Implications: Visual representations of concepts and processes via simulations/videos - connected to student discussion and vocabulary development</p>



U.S. Department of Education
Evidence Form

OMB No. 1894-0001

Exp. 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
EBP #1 Build children's knowledge of letters and sounds. (strong, Burchinal et al., 2022) Roberts, T. A., Vadasy, P. F., & Sanders, E. A. (2018). Preschoolers' alphabet learning: Letter name and sound instruction, cognitive processes, and English proficiency [Experimental letter names and sounds instruction vs. typical letter names and sounds instruction]. <i>Early Childhood Research Quarterly</i> , 44, 257–274. https://eric.ed.gov/?id=ED583491	.34 Effect Size. Significant growth in alphabet knowledge across all groups, with single-focus (letter names or sounds) and combined letter names and sounds instruction leading to greater gains compared to typical instruction. These findings support the effectiveness of explicit alphabet instruction, particularly when incorporating cognitive learning processes.	Suburban - Western US city that may have similar characteristics to an Iowa Midwestern city Low income preschool children 30 Dual language learners Implications: Integrate explicit alphabet instruction, particularly when incorporating cognitive learning processes.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>EBP #1 Build children’s knowledge of letters and sounds. (strong, Burchinal et al., 2022)</p> <p>Piasta, S. B., & Wagner, R. K. (2010). Learning letter names and sounds: Effects of instruction, letter type, and phonological processing skill. <i>Journal of Experimental Child Psychology</i>, 105(4), 324–344. https://eric.ed.gov/?id=EJ876203</p>	<p>Studied the effects of instruction on learning letter names and sounds, examining letter type and phonological processing skills. Explicit instruction significantly improved children’s knowledge of letter names and sounds. The impact varied by letter type, with greater gains for letters with consistent phoneme-grapheme correspondences. Children with stronger phonological processing skills benefited more from the instruction. This study highlights the importance of targeted letter instruction and phonological processing abilities in early literacy development.</p>	<p>Preschool aged children (3 - 4 year olds) 72%White 14%Black Mid size city</p> <p>Implications: Educators should focus on letters with consistent phoneme-grapheme correspondences and tailor instruction to individual phonological processing skills. This approach can maximize gains in letter knowledge and sound recognition, particularly benefiting children with varying phonological abilities. By emphasizing targeted and explicit letter instruction, teachers can enhance early reading development and prepare students for more advanced literacy tasks.</p>
<p>EBP #1 Build children’s knowledge of letters and sounds. (strong, Burchinal et al., 2022)</p> <p>Roberts, T. A., Vadasy, P. F., & Sanders, E. A. (2019). Preschool instruction in letter names and sounds: Does contextualized or decontextualized instruction matter? <i>Reading Research Quarterly</i>, 54(3), 413–437. https://eric.ed.gov/?id=ED599352</p>	<p>WWC Effect Size: 0.31</p> <p>Findings support explicit decontextualized alphabet instruction emphasizing the relationship between verbal letter labels and letter forms that enlists PAL processes</p> <p>Explored the impact of contextualized versus decontextualized instruction on preschoolers' learning of letter names and sounds. Both instructional methods led to significant growth in alphabet learning and phoneme awareness. However, children in the decontextualized instruction group, which focused on isolated letter learning, showed significantly higher gains in taught letter sounds and phonemic awareness compared to those in the contextualized group. Engagement levels were also higher in the decontextualized group. The findings support the effectiveness of explicit, decontextualized alphabet instruction for early literacy development.</p>	<p>127 Preschool children, low income eligibility 48 Dual language learners 83% of children were from families whose incomes were less than 40% of the state median income.</p> <p>Implications: explicit, decontextualized alphabet instruction for early literacy development</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>EBP #2: Use shared book reading to develop children's language, knowledge of print features, and knowledge of the world (strong evidence, tier 1, Burchinal et al, 2022).</p> <p>Blewitt, P., Rump, K. M., Shealy, S. E., & Cook, S. A. (2009). Shared book reading: When and how questions affect young children's word learning. <i>Journal of Educational Psychology</i>, 101(2), 294–304. https://eric.ed.gov/?id=EJ835037</p>	<p>WWC Effect Size = .12</p> <p>Promising Finding: Intervention mean = 5.56, Comparison Mean = 3.30 (significant)</p> <p>Investigated the effects of different types of questions during shared book reading on young children's word learning. The study found that asking both low-demand (e.g., simple identification) and high-demand (e.g., explanation or prediction) questions significantly improved children's vocabulary acquisition compared to when no questions were asked. High-demand questions were particularly effective in enhancing word learning. These findings suggest that interactive questioning strategies during shared reading can greatly facilitate young children's vocabulary development and overall language skills.</p>	<p>Suburban Preschools (4)</p> <p>Experiment 2 consisted of 50 child participants: 24 girls and 26 boys. The study lacked information about the racial composition of the sample.</p> <p>Disconnect with target socioeconomic background of participants - children were from middle- to upper-middle-income backgrounds</p> <p>Implications: Importance of interactive questioning strategies during shared reading - support vocabulary and language development.</p>
<p>EBP #2: Use shared book reading to develop children's language, knowledge of print features, and knowledge of the world (strong evidence, tier 1, Burchinal et al, 2022).</p> <p>Collins, M. F. (2010). ELL preschoolers' English vocabulary acquisition from storybook reading. <i>Early Childhood Research Quarterly</i>, 25(1), 84–97. https://eric.ed.gov/?id=EJ864528</p>	<p>WWC Effect Size = 1.22</p> <p>Intervention Mean = 26.50; Comparison mean = 18.12 (Significant)</p> <p>Studied the effects of storybook reading on English vocabulary acquisition in EL preschoolers. The study found that EL children significantly improved their English vocabulary through regular storybook reading sessions. The research demonstrated that interactive storybook reading, where children are engaged with questions and discussions about the story, was particularly effective in enhancing vocabulary growth.</p>	<p>100% English Language learners - 50% female, 50% male - primarily white students,</p> <p>80% Eligible for FRL - matches Iowa target population</p> <p>Implications: Incorporating interactive storybook reading into preschool programs can be a powerful tool for supporting English vocabulary development in EL children.</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>EBP #2: Use shared book reading to develop children's language, knowledge of print features, and knowledge of the world (strong evidence, tier 1, Burchinal et al., 2022).</p> <p>Toub, T. S., Hassinger-Das, B., Nesbitt, K. T., Ilgaz, H., Weisberg, D. S., Hirsh-Pasek, K., Golinkoff, R. M., Nicolopoulou, A., & Dickinson, D. K. (2018). The language of play: Developing preschool vocabulary through play following shared book-reading. <i>Early Childhood Research Quarterly</i>, 45, 1–17. https://doi.org/10.1016/j.ecresq.2018.01.010</p>	<p>WWC Effect Size - Language .34</p> <p>Examined the impact of play on vocabulary development in preschoolers following shared book reading. The study found that incorporating guided play activities after reading sessions significantly enhanced children's vocabulary acquisition compared to reading alone. The interactive and engaging nature of play helped reinforce and extend the new vocabulary learned from the books.</p>	<p>249 3–5-year-old children Race/Ethnicity: 1% Asian 55% Black 23% Hispanic 14% White 7% Other Dual language learners: 15% Family income level: Majority of children are considered socioeconomically disadvantaged.</p> <p>Setting: 10 Head Start classrooms in Pennsylvania and 18 pre-kindergarten classrooms in Tennessee</p> <p>Implications: Integrating play with book reading can be an effective strategy to boost early language development and vocabulary learning in preschoolers.</p>
<p>EBP #3: Develop awareness of the segments of sounds in speech and how they link to letters (strong evidence, tier 1, Foorman et al., 2016).</p> <p>Denton, C. A., Tolar, T. D. Fletcher, J. M., Barth, A. E., Vaughn, S., & Francis, D. J. (2013). Effects of Tier 3 Intervention for Students with Persistent Reading Difficulties and Characteristics of Inadequate Responders. <i>Journal of Educational Psychology</i>, 105(3), 633–648. https://eric.ed.gov/?id=EJ1054506</p>	<p>WWC Effect Sizes: Word reading = 0.49 Oral reading fluency = 0.17 Reading comprehension = 0.24</p> <p>Evaluated the effects of Tier 3 interventions on students with persistent reading difficulties. The study found that intensive, individualized interventions significantly improved reading outcomes for many struggling readers, though a subset of students showed inadequate response. Key characteristics of these inadequate responders included lower initial levels of reading skill and cognitive ability, as well as higher levels of behavior problems.</p>	<p>Urban, Southwest</p> <p>The analytic intervention sample included 47 students; 51% were female, 28% African American, 57% were Hispanic, 13% were white, and 2% were American Indian. Of students in the analytic intervention sample, 79% were eligible for Free and Reduced Price Lunch; 31% were in special education (though data were missing for two students); 30% were classified as limited English proficiency, 21% were repeating first grade; and 43% were in the urban school district.</p> <p>Implications: While Tier 3 interventions can be effective, additional strategies may be necessary for the most persistently struggling readers to address their unique needs.</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>EBP #3: Develop awareness of the segments of sounds in speech and how they link to letters (strong evidence, tier 1, Foorman et al., 2016).</p> <p>Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Herron, J., & Lindamood, P. (2010). Computer-assisted instruction to prevent early reading difficulties in students at risk for dyslexia: Outcomes from two instructional approaches. <i>Annals of Dyslexia</i>, 60(1), 40–56.</p>	<p>WWC Effect Size = Phonology = 0.69</p> <p>Examined the effectiveness of computer-assisted instruction (CAI) to prevent early reading difficulties in students at risk for dyslexia. The study compared two instructional approaches: one focused on phonological awareness and decoding skills, and the other on comprehensive reading instruction. Both approaches significantly improved reading skills in at-risk students, but the phonological awareness and decoding approach yielded slightly better outcomes in word reading accuracy and fluency. The findings support the use of CAI as a valuable tool in early intervention for students at risk for dyslexia.</p>	<p>74 at risk 1st graders Florida</p> <p>Implications: The findings support the use of CAI as a valuable tool in early intervention for students at risk for dyslexia.</p>
<p>EBP #3: Develop awareness of the segments of sounds in speech and how they link to letters (strong evidence, tier 1, Foorman et al., 2016).</p> <p>Blachman, B. A., Fletcher, J. M., Schatschneider, C., Francis, D. J., Clonan, S. M., Shaywitz, B. A., & Shaywitz, S. E. (2004). Effects of Intensive Reading Remediation for Second and Third Graders and a 1-Year Follow-Up. <i>Journal of Educational Psychology</i>, 96(3), 444–461. https://eric.ed.gov/?id=EJ685003</p>	<p>WWC Effect Size: Word reading = 0.88</p> <p>Investigated the effects of intensive reading remediation for second and third graders with reading difficulties, along with a follow-up one year later. The study found that intensive, systematic phonics-based instruction significantly improved students' reading skills, including word reading accuracy, decoding, and reading comprehension. The gains were sustained one year later, although some skill areas showed a slight decline.</p>	<p>Second- and 3rd-grade children with poor word-level skills</p> <p>Implications: The findings highlight the long-term benefits of intensive early reading interventions, particularly those focusing on phonics and decoding, for improving the reading abilities of young struggling readers.</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>EBP #4: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence, tier 1, Foorman et al., 2016).</p> <p>Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Herron, J., & Lindamood, P. (2010). Computer-assisted instruction to prevent early reading difficulties in students at risk for dyslexia: Outcomes from two instructional approaches. <i>Annals of Dyslexia</i>, 60(1), 40–56.</p>	<p>WWC Word reading = 0.40k Encoding = 0.54</p> <p>Teachers implemented 140 lessons from the decoding strand of the Corrective Reading curriculum for groups of 3 students. The lessons focused on word identification and oral reading fluency. The intervention involved 55-minute sessions daily over 7 months.</p>	<p>74 at risk 1st graders Florida</p> <p>Implications: The findings highlight the long-term benefits of intensive early reading interventions, particularly those focusing on phonics and decoding, for improving the reading abilities of young struggling readers.</p>
<p>EBP #4: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence, tier 1, Foorman et al., 2016).</p> <p>Walton, P. D., & Walton, L. M. (2002). Beginning Reading by Teaching in Rime Analogy: Effects on Phonological Skills, Letter-Sound Knowledge, Working Memory, and Word-Reading Strategies. <i>Scientific Studies of Reading</i>, 6(1), 79–115. https://doi.org/10.1207/S1532799XSSR0601_04</p>	<p>WWC Effect Sizes: Letter names and sounds = 0.59; Phonology = 0.51; Word reading = 0.88</p> <p>Investigated the effects of teaching beginning reading using a rime analogy approach on phonological skills, letter-sound knowledge, working memory, and word-reading strategies. The study found that this instructional method significantly improved students' phonological awareness and letter-sound knowledge. Additionally, students taught with the rime analogy approach demonstrated better working memory performance and employed more effective word-reading strategies compared to those receiving traditional instruction.</p>	<p>Urban Kindergarten</p> <p>Implications: Incorporating rime analogy into reading instruction can enhance early literacy skills and cognitive processes critical for reading development.</p>
<p>EBP #4: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence, tier 1, Foorman et al., 2016).</p> <p>Wright, J., & Jacobs, B. (2003). Teaching phonological awareness and metacognitive strategies to children with reading difficulties: A comparison of two instructional methods. <i>Educational Psychology</i>, 23(1), 17–24. https://eric.ed.gov/?id=EJ670569</p>	<p>WWC Effect Size: Word reading = 0.14; Encoding = 0.63</p> <p>Compared the effectiveness of two instructional methods for teaching phonological awareness and metacognitive strategies to children with reading difficulties. The study found that both methods significantly improved phonological awareness and reading skills. However, the method incorporating metacognitive strategies led to greater improvements in reading comprehension and self-monitoring abilities.</p>	<p>46 at risk students average age of 8 years, 8 months</p> <p>Implications: Integrating metacognitive strategies with phonological awareness instruction can enhance both reading skills and cognitive processes essential for reading development in children with reading difficulties.</p>

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<p>EBP #4: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence, tier 1, Foorman et al., 2016).</p> <p>Blachman, B. A., Fletcher, J. M., Schatschneider, C., Francis, D. J., Clonan, S. M., Shaywitz, B. A., & Shaywitz, S. E. (2004). Effects of intensive reading remediation for second and third graders and a 1-year follow-up. <i>Journal of Educational Psychology</i>, 96(3), 444–461. https://eric.ed.gov/?id=EJ685003</p>	<p>Evaluated the effects of intensive reading remediation for second and third graders with reading difficulties and followed up one year later. The study revealed that the intensive phonics-based instruction led to significant improvements in word reading accuracy, decoding, and reading comprehension. These gains were maintained one year later, although there was some regression in certain skills.</p>	<p>69 at risk 2nd- and 3rd-graders</p> <p>Implications: The findings emphasize the long-term benefits of early, intensive reading interventions, highlighting their effectiveness in improving foundational reading skills and sustaining those improvements over time.</p>
<p>EBP #4: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence, tier 1, Foorman et al., 2016).</p> <p>Hagans, K., & Good, R. (2013). Decreasing reading differences in children from disadvantaged backgrounds: The effects of an early literacy intervention. <i>Contemporary School Psychology</i>, 17(1), 103–117. https://eric.ed.gov/?id=EJ1040626</p>	<p>WWC effect Size = Phonology = 1.36</p> <p>Investigated the impact of an early literacy intervention on reducing reading disparities in children from disadvantaged backgrounds. The study found that the intervention significantly improved early literacy skills, such as letter knowledge, phonemic awareness, and decoding abilities. Children who received the intervention demonstrated marked progress compared to those who did not, indicating that early, targeted literacy instruction can effectively bridge reading gaps for disadvantaged children. Intervention mean = 39.33, comparison mean = 39.33 (significant)</p>	<p>Low SES 50 first graders</p> <p>Implications: The findings underscore the importance of early interventions in promoting equitable literacy outcomes and supporting academic success for all students (MTSS).</p>

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<p>EBP #4: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence, tier 1, Foorman et al., 2016).</p> <p>Gunn, B., Smolkowski, K., Biglan, A., Black, C., & Blair, J. (2005). Fostering the development of reading skill through supplemental instruction: Results for Hispanic and non-Hispanic students. <i>The Journal of Special Education</i>, 39(2), 66–85. https://eric.ed.gov/?id=EJ693948</p>	<p>WWC Effect Size = Word reading = 0.41</p> <p>Examined the effects of supplemental reading instruction on the reading skills of Hispanic and non-Hispanic elementary students. The study found that supplemental instruction significantly improved reading skills for both groups. Hispanic students, in particular, showed substantial gains in reading fluency and comprehension.</p>	<p>Hispanic Students K - 3 Aggressive social behaviors</p> <p>Implications: The results suggest that additional, targeted reading support can effectively enhance reading development in diverse student populations, helping to close achievement gaps between Hispanic and non-Hispanic students. This highlights the importance of providing supplemental instruction to support literacy development for all students, especially those from diverse backgrounds.</p>
<p>EBP #6: K-3 Comprehension support: Teach students how to use reading comprehension strategies (strong evidence, tier 3, Shanahan et al., 2010)</p> <p>Brown, R., Pressley, M., Van Meter, P., & Schuder, T. (1995). A quasi-experimental validation of transactional strategies instruction with previously low-achieving, second-grade readers (Reading Research Report no. 33). National Reading Research Center. https://eric.ed.gov/?id=ED379636</p>	<p>Intervention was SAIL program for Reading Comprehension: Effect size was +1.65</p> <p>Quasi-experimental study to validate the effectiveness of Transactional Strategies Instruction (TSI) with previously low-achieving second-grade readers. The study found that students who received TSI showed significant improvements in reading comprehension compared to those who did not. TSI, which emphasizes teaching students to use a variety of cognitive and metacognitive strategies during reading, was particularly effective in helping low-achieving readers understand and retain what they read.</p>	<p>10 classrooms; 1st and 2nd grades, United States</p> <p>Implications: The results suggest that TSI is a valuable instructional approach for improving the reading abilities of young struggling readers.</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>EBP #6: K-3 Comprehension support: Teach students how to use reading comprehension strategies (strong evidence, tier 3, Shanahan et al., 2010)</p> <p>Reutzel, D. R., Smith, J. A., & Fawson, P. C. (2005). An evaluation of two approaches for teaching reading comprehension strategies in the primary years using science information texts. <i>Early Childhood Research Quarterly</i>, 20, 276–305. https://psycnet.apa.org/record/2005-11754-002</p>	<p>Evaluated two approaches for teaching reading comprehension strategies to primary school students using science information texts. The study compared a traditional strategy instruction approach with an interactive strategy approach. The findings indicated that both methods significantly improved students' reading comprehension. However, the interactive strategy approach, which involved more student engagement and active learning, led to higher gains in comprehension.</p>	<p>4 classrooms; 2nd grade, high-poverty, low-performing elementary school, United States</p> <p>Implications: Interactive, student-centered methods may be more effective in teaching young children how to comprehend informational texts. The study highlights the importance of engaging instructional techniques in early literacy education.</p>
<p>EBP #7: Provide high-quality vocabulary instruction throughout the day (strong, Gersten et al., 2007).</p> <p>Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D., et al. (2004). Closing the gap: Addressing the vocabulary needs for English language learners in bilingual and mainstream classrooms. <i>Reading Research Quarterly</i>, 39, 188–215. https://eric.ed.gov/?id=EJ684719</p>	<p>Investigated the effects of targeted vocabulary instruction on English language learners (ELLs) in bilingual and mainstream classrooms. The study found that explicit and systematic vocabulary teaching significantly improved ELs' vocabulary knowledge and reading comprehension. The intervention helped close the vocabulary gap between ELs and native English speakers. Students who received the instruction showed substantial gains in both their understanding and use of academic vocabulary.</p>	<p>ELs Bilingual students</p> <p>Implications: These results highlight the importance of focused vocabulary instruction to support the language and literacy development of ELs in various educational settings (a consistent focus across content areas and grade levels).</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>EBP #8: Provide explicit vocabulary instruction (strong, Kamil et al., 2008).</p> <p>Beck, I. L., Perfetti, C. A., & McKeown, M. G. (1982). Effects of long-term vocabulary instruction on lexical access and reading comprehension. <i>Journal of Educational Psychology</i>, 74(4), 506–21. https://eric.ed.gov/?id=EJ267794</p>	<p>Found that long-term vocabulary instruction significantly enhances vocabulary knowledge, speeds up lexical access, and improves reading comprehension. Their study emphasizes the lasting benefits of continuous vocabulary teaching and highlights effective instructional methods, such as varied contexts, repeated exposure, and active engagement, as crucial for developing reading skills</p>	<p>Elementary school students</p> <p>Implications: Highlights the importance of long-term, explicit vocabulary instruction in improving both lexical access and reading comprehension. For educators, this implies integrating sustained vocabulary teaching into their curriculum to enhance students' language skills and reading abilities, ultimately leading to better academic performance across subjects.</p>
<p>EBP #8: Provide explicit vocabulary instruction (strong, Kamil et al., 2008).</p> <p>Baumann, J.F., Edwards, E.C., Boland, E.M., Olejnik, S., & Kame'enui, E.J. (2003). Vocabulary tricks: Effects of instruction in morphology and context on fifth-grade students' ability to derive and infer word meanings. <i>American Educational Research Journal</i>, 401 (2), 447-494. https://eric.ed.gov/?id=EJ782335</p>	<p>Instruction using word learning strategies, has the potential to increase vocabulary knowledge. Using morphemic analysis can assist in deriving meanings of novel words. Word learning instruction does not inhibit content learning. Pre Teaching specific, subject matter vocabulary can benefit the students' vocabulary knowledge. Word learning strategies can be used with all students regardless of previous vocabulary and subject matter knowledge.</p>	<p>5th grade social studies</p> <p>Implications: Teaching students both morphological analysis and context clues significantly enhances their ability to derive and infer word meanings. For educators, this implies incorporating explicit instruction in morphology (e.g., prefixes, suffixes, root words) and teaching students how to use contextual clues from surrounding text. These strategies can improve vocabulary acquisition, reading comprehension, and overall language proficiency, making them valuable additions to literacy curricula.</p>
<p>EBP #9: Provide direct and explicit comprehension strategy instruction (strong, Kamil et al., 2008).</p> <p>Katims, D. S., & Harris, S. (1997). Improving the reading comprehension of middle school students in inclusive classrooms. <i>Journal of Adolescent and Adult Literacy</i>, 41(2), 116–23. https://eric.ed.gov/?id=EJ556700</p>	<p>Targeted instructional strategies significantly improve the reading comprehension of middle school students in inclusive classrooms. These strategies include explicit teaching of comprehension skills, use of graphic organizers, and peer-mediated learning. The study demonstrated that students, including those with learning disabilities, showed marked improvements in understanding and interpreting texts when these methods were applied.</p>	<p>Implications: Importance of explicit teaching of comprehension skills, using graphic organizers, and fostering peer-mediated learning can enhance understanding for all students, including those with learning disabilities. Implementing these approaches can create a more inclusive and effective learning environment, promoting better academic outcomes for all students.</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>EBP #9: Provide direct and explicit comprehension strategy instruction (strong, Kamil et al., 2008).</p> <p>Bereiter, C., & Bird, M. (1985). Use of thinking aloud in identification and teaching of reading comprehension strategies. <i>Cognition and Instruction</i>, 2(2), 91–130. https://www.semanticscholar.org/paper/Use-of-Thinking-Aloud-in-Identification-and-of-Bereiter-Bird/e9435a8fda4ca82be901c51f49fd7de71facd103</p>	<p>The "thinking aloud" method effectively identifies and teaches reading comprehension strategies. This approach involves students verbalizing their thought processes while reading, which helps in diagnosing comprehension difficulties and modeling effective strategies. The study demonstrated that "thinking aloud" enhances students' metacognitive awareness and ability to employ strategies like summarizing, predicting, and questioning, leading to improved reading comprehension.</p>	<p>Grades 7 - 8</p> <p>Implications: A focus on the use of think alouds to provide explicit strategy instruction: By verbalizing their thought processes while reading, teachers can model how to approach complex texts, making invisible strategies visible to students. This approach helps students develop metacognitive skills, improve their comprehension, and become more autonomous readers. Implementing "thinking aloud" can enhance students' ability to analyze, monitor, and regulate their reading comprehension strategies effectively.</p>
<p>EBP #11: Build students' decoding skills so they can read complex multisyllabic words (strong, Vaughn et al., 2022)</p> <p>Hock, M. F., Brasseur-Hock, I. F., Hock, A. J., & Duvel, B. (2017). The effects of a comprehensive reading program on reading outcomes for middle school students with disabilities. <i>Journal of Learning Disabilities</i>, 51(2), 195–212. https://eric.ed.gov/?id=EJ1129864</p>	<p>WWC Effect Size: Measures of general reading proficiency and English language arts: 1.28</p> <p>Investigated the impact of a comprehensive reading program on middle school students with disabilities. The study demonstrated significant improvements in several key areas. Students exhibited enhanced reading fluency and better comprehension skills, indicating their improved ability to understand and interpret texts. Additionally, the comprehensive nature of the program, which included explicit instruction, practice opportunities, and motivational elements, led to increased student engagement and participation. The effect size of the differences were Hedges's $g = 1.66$ to $g = 1.04$ on standardized measures of reading achievement.</p>	<p>65% White 35% unknown/other 55% FRL 86% Learning Disabilities 4 % hearing impairment. Midwest (matches)</p> <p>3 middle schools in a medium-sized urban school district located in the Midwest.</p> <p>6th grade, and students were in special education with Individualized Education Plans.</p> <p>Implications: These findings highlight the effectiveness of multi-faceted instructional approaches tailored to the needs of struggling readers, suggesting that comprehensive reading programs can significantly boost reading outcomes for students with disabilities.</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>EBP #11: Build students' decoding skills so they can read complex multisyllabic words (strong, Vaughn et al., 2022)</p> <p>Kim, J. S., Capotosto, L., Hartry, A., & Fitzgerald, R. (2011). Can a mixed-method literacy intervention improve the reading achievement of low-performing elementary school students in an after-school program? Results from a randomized controlled trial of READ 180 enterprise. <i>Educational Evaluation and Policy Analysis</i>, 33(2), 183–201. https://eric.ed.gov/?id=EJ927617</p>	<p>WWC Effect Size: Passage reading fluency–oral: 0.10, Reading comprehension: 0.33 Contrast READ 180 vs. Business as usual. READ 180 Enterprise students outperformed control group students on vocabulary (d = 0.23) and reading comprehension (d = 0.32) but not on spelling and oral reading fluency.</p> <p>Evaluated the effectiveness of the READ 180 Enterprise, a mixed-method literacy intervention, on improving the reading achievement of low-performing elementary school students in an after-school program. The randomized controlled trial revealed significant gains in reading achievement for students who participated in the READ 180 program compared to those in the control group. The intervention particularly benefited students' reading comprehension and vocabulary skills.</p>	<p>297 grade 4–6 students with reading difficulties Race/Ethnicity 54% Black 12% Hispanic 28% White</p> <p>Setting: 4 schools in 1 urban district in southeastern Massachusetts</p> <p>Implications: The results suggest that a structured, comprehensive literacy intervention like READ 180 can effectively enhance the reading performance of low-performing students in an after-school setting, highlighting its potential as a valuable tool for addressing literacy gaps.</p>
<p>EBP #11: Build students' decoding skills so they can read complex multisyllabic words (strong, Vaughn et al., 2022)</p> <p>Vaughn, S., Roberts, G. J., Miciak, J., Taylor, P., & Fletcher, J. M. (2019). Efficacy of a word- and text-based intervention for students with significant reading difficulties. <i>Journal of Learning Disabilities</i>, 52(1), 31–44. https://eric.ed.gov/?id=EJ1199703</p>	<p>WWC Effect Size: Measures of general reading proficiency and English language arts: 0.11, Passage reading fluency–oral: 0.42, Passage reading fluency–silent: 0.02, Word and pseudoword reading: 0.12, Reading comprehension: 0.09</p> <p>Examined the efficacy of a word- and text-based intervention for students with significant reading difficulties. The study found that the intervention led to significant improvements in both word reading and reading comprehension. Students who participated in the intervention demonstrated notable gains compared to those in the control group, particularly in their ability to decode words and understand text.</p>	<p>Grades 4-5 21%EL - limited English proficiency 42% Black 51% White Urban/Suburban Students with severe reading difficulties FRL ranged from 2.6% to 96.1% (M=44.4%, SD=37.5%).</p> <p>Implications: These findings suggest that targeted, intensive interventions focusing on both word-level and text-level skills can effectively support students with significant reading challenges, enhancing their overall reading abilities and comprehension skills.</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>EBP #12: Provide purposeful fluency-building activities to help students read effortlessly (strong, tier 1, Vaughn et al., 2022).</p> <p>Therrien, W. J., Wickstrom, K., & Jones, K. (2006). Effect of a combined repeated reading and question generation intervention on reading achievement. <i>Learning Disabilities Research & Practice</i>, 21(2), 89–97. https://eric.ed.gov/?id=EJ736475</p>	<p>WWC Effect Size: Measures of general reading proficiency and English language arts: 0.67, Passage reading fluency–oral: 0.86</p> <p>Investigated the effects of a combined repeated reading and question generation intervention on reading achievement in students with learning disabilities. The study found that the intervention significantly improved students' reading fluency and comprehension. Participants who engaged in repeated reading practices, combined with generating questions about the text, demonstrated greater gains in reading performance compared to those who did not receive the intervention.</p>	<p>29 grade 4, 5, 7, and 8 students with reading difficulties Rural district in southwestern Ohio</p> <p>Implications: The results suggest that integrating repeated reading with active question generation can be an effective strategy for enhancing the reading skills of students with learning disabilities, improving both their fluency and comprehension abilities. Focus on the use of fluency building activities in ELA, literacy, and intervention classes</p>
<p>EBP #12: Provide purposeful fluency-building activities to help students read effortlessly (strong, tier 1, Vaughn et al., 2022).</p> <p>Vadasy, P. F., & Sanders, E. A. (2008). Benefits of repeated reading intervention for low-achieving fourth- and fifth-grade students. <i>Remedial and Special Education</i>, 29(4), 235–249. https://eric.ed.gov/?id=EJ802169</p>	<p>WWC Effect Size: Passage reading fluency–oral: 0.08, Reading comprehension: 0.49</p> <p>"Quick Reads" - repeated reading procedure - with short nonfiction texts written on grade-appropriate science and social science topics. Examined the effects of a repeated reading intervention on low-achieving fourth- and fifth-grade students. The study found that students who participated in the repeated reading program showed significant improvements in reading fluency and comprehension compared to those who did not receive the intervention. The intervention was particularly effective in helping students increase their reading speed and accuracy, as well as their ability to understand and recall text.</p>	<p>Implications: These results suggest that repeated reading can be a beneficial instructional strategy for improving the reading skills of low-achieving students in the upper elementary grades. Focus on the use of fluency building activities in ELA, literacy, and intervention classes.</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>EBP #13: Routinely use a set of comprehension-building practices to help students make sense of the text (strong, tier 1, Vaughn et al., 2022).</p> <p>Ritchey, K. D., Palombo, K., Silverman, R. D., & Speece, D. L. (2017). Effects of an informational text reading comprehension intervention for fifth-grade students. <i>Learning Disability Quarterly</i>, 40(2), 68–80. https://eric.ed.gov/?id=EJ1139515</p>	<p>WWC Effect Size: Reading comprehension: 0.46 20 hour intervention - 40 sessions</p> <p>Investigated the effects of an informational text reading comprehension intervention for fifth-grade students. The study found that the intervention significantly improved students' comprehension of informational texts. Specifically, students who received the intervention demonstrated greater gains in understanding and recalling factual information from the texts compared to those who did not participate in the program.</p>	<p>5th grade Students with reading difficulties - comprehension specific Working with informational texts</p> <p>Race/Ethnicity: 22% Black 61% White Setting: 4 schools in 1 district in the MidAtlantic region of the U.S.</p> <p>Implications: The results suggest that targeted interventions focusing on informational text comprehension can effectively enhance the reading skills of students, helping them better understand and retain complex information presented in these texts.</p> <p>Routine: Explicit instruction, strategy application, discussion and feedback, independent practice, assessment & reflection</p>
<p>EBP #13: Routinely use a set of comprehension-building practices to help students make sense of the text (strong, tier 1, Vaughn et al., 2022).</p> <p>Stevens, E. A., Vaughn, S., House, L., & Stillman-Spisak, S. (2020). The effects of a paraphrasing and text structure intervention on the main idea generation and reading comprehension of students with reading disabilities in grades 4 and 5. <i>Scientific Studies of Reading</i>, 24(5), 365–379. https://eric.ed.gov/?id=EJ1266581</p>	<p>WWC Effect Size: Reading comprehension: 0.45</p> <p>40 min./day, 2-3 days/week, 25 sessions</p> <p>Investigated the impact of a paraphrasing and text structure intervention on the main idea generation and reading comprehension of fourth and fifth-grade students with reading disabilities. The study found that the intervention significantly improved students' ability to generate main ideas and comprehend texts. Specifically, students who received the intervention showed greater gains in identifying and articulating the main ideas of texts, as well as overall reading comprehension, compared to those who did not receive the intervention.</p>	<p>61 grade 4–5 students with reading difficulties Race/Ethnicity: 8% Black 90% Hispanic Setting: 2 schools in the south-central region of the U.S.</p> <p>Implications: These findings suggest that teaching students to paraphrase and understand text structures can effectively enhance their reading comprehension skills, particularly for those with reading disabilities.</p> <p>Instruction addressed building background knowledge, finding the main idea, text structure, and monitoring for understanding</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>EBP #15: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities (strong, Baker et al., 2014)</p> <p>Lesaux, N. K., Kieffer, M. J., Kelley, J. G., & Harris, J. R. (2014). Effects of academic vocabulary instruction for linguistically diverse adolescents: Evidence from a randomized field trial. <i>American Educational Research Journal</i>, 51(6), 1159-1194.</p>	<p>Randomized field trial to assess the impact of academic vocabulary instruction on linguistically diverse adolescents. The study found that targeted vocabulary instruction significantly improved students' vocabulary knowledge and reading comprehension. Effect sizes ranged from moderate to large, indicating substantial gains. The results demonstrate that explicit academic vocabulary teaching is effective in enhancing literacy skills among diverse student populations, highlighting the importance of vocabulary instruction in improving academic outcomes for linguistically diverse adolescents.</p>	<p>linguistically diverse adolescents, primarily middle school students substantial number ELs students from various socio-economic backgrounds focused on a diverse urban school district, ensuring a wide representation of ethnicities and language backgrounds</p> <p>Implications: Educators should prioritize explicit teaching of academic vocabulary. This approach can bridge language gaps and support students' understanding of complex texts, leading to better academic outcomes. Tailoring vocabulary instruction to diverse student needs and incorporating it into the broader curriculum can help address literacy disparities and promote equity in education.</p>
<p>EBP #15: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities (strong, Baker et al., 2014)</p> <p>Silverman, R., & Hines, S. (2009). The effects of multimedia-enhanced instruction on the vocabulary of English-language learners and non-English-language learners in pre-kindergarten through second grade. <i>Journal of Educational Psychology</i>, 101(2), 305-314. doi:10.1037/a0014217</p>	<p>WWC Effect Size: Vocabulary .53 <i>ns</i></p> <p>Investigated the impact of multimedia-enhanced instruction on vocabulary acquisition in pre-kindergarten through second grade students, including both English-language learners (ELs) and non-English-language learners (non-ELs). The study found that multimedia-enhanced instruction significantly improved vocabulary knowledge for both groups. The effect sizes were moderate to large, indicating substantial gains in vocabulary acquisition. This suggests that incorporating multimedia tools into early education can effectively enhance vocabulary learning for young children, benefiting both ELs and non-ELs alike</p>	<p>Implications: Educators should leverage multimedia tools, such as interactive videos, animations, and digital storytelling, to make vocabulary learning more engaging and effective. This method can help bridge the vocabulary gap early on, leading to improved reading comprehension and overall literacy. Adopting multimedia resources can provide a diverse and inclusive learning environment that supports all students' language development.</p>

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<p>EBP #15: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities (strong, Baker et al., 2014)</p> <p>Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D., . . . White, C. E. (2004). Closing the gap: Addressing the vocabulary needs for English language learners in bilingual and mainstream classrooms. <i>Reading Research Quarterly</i>, 39(2), 188-215. doi:10.1598/RRQ.39.2.3</p>	<p>WWC Effect Size: Vocabulary .34 <i>ns</i> (program study)</p> <p>Examined vocabulary interventions for English language learners (ELLs) in bilingual and mainstream classrooms. The study found that targeted vocabulary instruction significantly improved ELLs' vocabulary knowledge and reading comprehension. The results suggest that systematic vocabulary instruction can effectively close the vocabulary gap for ELLs, enhancing their overall academic performance and integration into mainstream education.</p>	<p>ELs CA, VA, MA 5th grade</p> <p>Implications: Practitioners should implement targeted, systematic vocabulary instruction to improve literacy achievement for English language learners (ELLs). Such interventions significantly enhance vocabulary knowledge and reading comprehension, as evidenced by substantial effect sizes. Educators should integrate explicit vocabulary teaching into their curriculum, using engaging and contextually rich methods. This approach can help close the vocabulary gap, leading to better academic outcomes and smoother integration of ELs into mainstream classrooms. Regular assessment and adaptation of strategies to meet individual student needs are also crucial for maximizing literacy achievement.</p>
<p>EBP #16: Integrate oral and written English language instruction into content-area teaching (strong, Baker et al., 2014).</p> <p>Brown, B., Ryoo, K., & Rodriguez, J. (2010). Pathway towards fluency: Using “disaggregate instruction” to promote science literacy. <i>International Journal of Science Education</i>, 32(11), 1465-1493. doi:10.1080/09500690903117921</p>	<p>WWC Effect Size: .83</p> <p>The study found that this instructional approach, which involves breaking down complex scientific concepts into more manageable parts, significantly improved students' understanding and fluency in science. The approach was particularly effective for students from diverse linguistic and cultural backgrounds. The findings suggest that disaggregate instruction can promote science literacy by making scientific concepts more accessible and comprehensible, ultimately leading to better educational outcomes in science for all students.</p>	<p>49 students in Grade 5 61% of sample were EL (30 out of 49 total students) Diverse urban school various linguistic and cultural backgrounds varied socio-economic backgrounds</p> <p>Implications: Practitioners should use disaggregate instruction to improve science literacy. This method simplifies complex concepts, making them more accessible, especially for diverse linguistic and cultural backgrounds. Implementing this approach can enhance understanding and fluency in science, supporting better educational outcomes for all students.</p>

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<p>EBP #16: Integrate oral and written English language instruction into content-area teaching (strong, Baker et al., 2014).</p> <p>Ryoo, K. (2009). Learning science, talking science: The impact of a technology enhanced curriculum on students' science learning in linguistically diverse mainstream classrooms (Doctoral dissertation). Retrieved from ProQuest. (UMI No. 3364450)</p>	<p>Visual representations of science content help ELs better understand complex science concepts (technology enhanced curriculum that uses simulations, visual representations, etc.)</p>	<p>Implications: Visual representations of concepts and processes via simulations/videos - connected to student discussion and vocabulary development</p>



U.S. Department of Education Evidence Form

OMB No. 1894-0001

Exp. 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
EBP #5: Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence, tier 2, Foorman et al., 2016). O'Connor, R. E., Swanson, H. L., & Geraghty, C. (2010). Improvement in reading rate under independent and difficult text levels: Influences on word and comprehension skills. Journal of Educational Psychology, 102(1), 1–19. https://eric.ed.gov/?id=EJ876298	WWC Effect Sizes: Word reading = 0.4, Oral reading fluency = 0.98, Reading comprehension = 0.40 Explored the impact of reading rate improvement using independent and difficult text levels on word recognition and comprehension skills. The study found that students who practiced reading both independent-level and challenging texts showed significant gains in reading rate, word recognition, and comprehension skills. Notably, improvements were more pronounced when students read difficult texts, suggesting that exposure to challenging material can effectively enhance reading skills.	43 2nd grade students Suburban California Implications: The results emphasize the importance of incorporating both independent and difficult text levels in reading practice to foster comprehensive literacy development.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>EBP #5: Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence, tier 2, Foorman et al., 2016).</p> <p>O'Connor, R. E., White, A., & Swanson, H. L. (2007). Repeated reading versus continuous reading: Influences on reading fluency and comprehension. <i>Exceptional Children</i>, 74(1), 31–46.</p>	<p>WWC Effect Sizes: Word reading = 0.63m, Oral reading fluency = 0.93, Reading comprehension = 0.88</p> <p>Compared the effects of repeated reading and continuous reading on reading fluency and comprehension in elementary school students with reading difficulties. The study found that both repeated reading and continuous reading significantly improved reading fluency. However, repeated reading led to greater gains in reading comprehension compared to continuous reading. These findings suggest that while both methods are beneficial for improving reading fluency, repeated reading is particularly effective for enhancing comprehension skills in students with reading challenges. This underscores the importance of incorporating repeated reading practices into literacy instruction for struggling readers.</p>	<p>10 2nd graders in an unspecified location</p> <p>Implication: This underscores the importance of incorporating repeated reading practices into literacy instruction for struggling readers.</p>
<p>EBP #10: Provide opportunities for extended discussion of text meaning and interpretation (moderate, Kamil et al., 2008).</p> <p>Applebee, A. N., Langer, J. A., Nystrand, M., & Gamoran, A. (2003). Discussion-based approaches to developing understanding: Classroom instruction and student performance in middle and high school English. <i>American Educational Research Journal</i>, 40(3), 685–730. https://eric.ed.gov/?id=EJ782328</p>	<p>Discussion-based approaches in middle and high school English classes significantly enhance student understanding and performance. These approaches foster deeper comprehension, critical thinking, and engagement with texts compared to traditional methods. Classrooms that emphasized open-ended discussions and interactive dialogue showed improved student achievement in reading and writing. The study highlights the importance of interactive instructional strategies in developing students' analytical and interpretive skills.</p>	<p>middle school and high school classrooms Focus on discussion-based approaches across 6 - 12 classrooms with the following factors:</p> <p>Promote Open-Ended Discussions: Encourage students to engage in discussions that require critical thinking and exploration of different perspectives, rather than simply recalling information.</p> <p>Interactive Dialogue: Foster a classroom environment where students feel comfortable sharing their thoughts and questioning each other's ideas, which enhances deeper comprehension and retention of material.</p> <p>Student-Centered Learning: Shift from teacher-led instruction to student-centered activities, allowing students to take more active roles in their learning process.</p> <p>Integrate Discussion with Text Analysis: Use discussions as a tool for analyzing texts, helping students to connect themes, infer meanings, and develop interpretations collaboratively.</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>EBP #10: Provide opportunities for extended discussion of text meaning and interpretation (moderate, Kamil et al., 2008).</p> <p>Beck, I. L., & McKeown, M. G. (2006). Improving comprehension with questioning the author: A fresh and expanded view of a powerful approach. Scholastic. https://www.researchgate.net/publication/309358754_Questioning_the_Author_English_Language_Teachers'_Perspectives</p>	<p>"Questioning the Author" approach significantly improves reading comprehension by engaging students in deeper, more interactive discussions about texts. This method encourages students to question and understand the author's intent, leading to better critical thinking and comprehension. The approach promotes active learning, where students collaboratively explore and construct meaning, resulting in enhanced understanding and retention of the material.</p>	<p>Elementary and middle school students Focus on discussion-based approaches across</p> <p>Implications: "Questioning the Author" (QtA) is an instructional approach designed to improve students' reading comprehension and critical thinking by encouraging them to engage with the text as an interactive dialogue with the author.</p>
<p>EBP #14: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (moderate, tier 1, Vaughn et al., 2022).</p> <p>Stevens, E. A., Vaughn, S., House, L., & Stillman-Spisak, S. (2020). The effects of a paraphrasing and text structure intervention on the main idea generation and reading comprehension of students with reading disabilities in grades 4 and 5. <i>Scientific Studies of Reading</i>, 24(5), 365–379. https://eric.ed.gov/?id=EJ1266581</p>	<p>WWC Effect Size: Reading comprehension: 0.45</p> <p>40 min./day, 2-3 days/week, 25 sessions</p> <p>Supports the use of challenging texts by demonstrating that students with reading disabilities can improve their comprehension skills when provided with appropriate interventions. The research focused on teaching students in grades 4 and 5 to paraphrase and recognize text structures, which significantly enhanced their ability to generate main ideas and overall reading comprehension. These findings suggest that challenging texts, when paired with effective instructional strategies, can promote deeper cognitive engagement and skill development. The study underscores the importance of scaffolding, showing that students benefit from tools and strategies that help them navigate complex material. Overall, the research highlights that challenging texts, supported by targeted interventions, can lead to better learning outcomes for struggling readers.</p>	<p>61 grade 4–5 students with reading difficulties Race/Ethnicity: 8% Black 90% Hispanic Setting: 2 schools in the south-central region of the U.S.</p> <p>Implications: Using complex texts in classrooms can be beneficial for students, including those with reading disabilities, if accompanied by appropriate instructional strategies. Teaching students to paraphrase and recognize text structures can significantly improve their comprehension and main idea generation skills. This suggests that challenging texts, supported by effective interventions, can enhance cognitive engagement and foster better reading skills. The study highlights the importance of scaffolding, indicating that students can successfully navigate and benefit from complex materials when given the right tools and strategies.</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>EBP #14: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (moderate, tier 1, Vaughn et al., 2022).</p> <p>Thames, D. G., Reeves, C., Kazelskis, R., York, K., Boling, C., Newell, K., & Wang, Y. (2008). Reading comprehension: Effects of individualized, integrated language arts as a reading approach with struggling readers. <i>Reading Psychology</i>, 29(1), 86–115. https://eric.ed.gov/?id=EJ785594</p>	<p>Reading comprehension: 0.65</p> <p>51 students received individualized, integrated language arts as a reading approach once a week in place of basal reading instruction. Found that using an individualized, integrated language arts approach with struggling readers significantly improved their reading comprehension. The approach involved incorporating complex texts into the curriculum and tailoring instruction to meet individual student needs. Results showed that students exposed to these complex texts, along with personalized support, demonstrated notable gains in their ability to understand and interpret reading materials.</p>	<p>61 grade 4–8 students with reading difficulties Race/Ethnicity: 81% Black 11% White Setting: 1 school in the southeastern region of the U.S. Grades 4 - 8</p> <p>Implications: This suggests that integrating challenging texts into reading instruction, when paired with individualized strategies, can effectively enhance the reading skills of struggling readers.</p>



KIM REYNOLDS
GOVERNOR

OFFICE OF THE GOVERNOR

ADAM GREGG
LT GOVERNOR

June 2024

U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Dear Sir or Madam,

I am writing to express my support for the application for funds to implement Iowa's Comprehensive Literacy State Plan. This grant will advance Iowa's literacy outcomes for all students by addressing identified gaps in the state's infrastructure for literacy supports and services.

Improving literacy outcomes for all students in Iowa is of critical importance as it supports our graduates in meeting their future goals as active and informed citizens. Data for the 2022-2023 academic year indicates that 30% of Iowa's grade 3-11 students are not proficient on the Iowa Statewide Assessment of Student Progress, with that percentage doubling for various subgroup populations. Addressing these challenges requires the comprehensive efforts outlined in this proposal.

As Governor, I recognize the valuable work the Iowa Department of Education is undertaking to support literacy instruction in the state. The Department has implemented LETRS professional learning, published a Science of Reading definition, conducted a recent review of the Iowa Academic Standards for English language arts and literacy in history/social studies, science, and technical subjects, supported the Statewide Literacy Leadership Team, assisted multiple subgroup populations with literacy instruction, and supported the work at the Iowa Reading Research Center. The grant will help us advance these efforts by providing the systems, materials, and professional learning needed for deeper implementation of literacy instruction aligned to the Science of Reading. It will also foster deeper collaboration with organizations that support literacy instruction throughout Iowa.

I believe that this proposal addresses the urgent needs outlined and that enhancing partnerships among literacy experts across Iowa is critical for the success of our students. We appreciate your consideration of this proposal and look forward to your continued support of the Iowa Department of Education to implement literacy programs that will improve student achievement in our state.

Sincerely,

A black rectangular box redacting the signature of Kim Reynolds.

Kim Reynolds
Governor of the State of Iowa



**Iowa Reading
Research Center**

Iowa Reading Research Center

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June 10, 2024

U.S. Department of Education
400 Maryland Avenue SW
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Washington, DC 20202-6450

Dear Sir or Madam,

On behalf of myself and the Iowa Reading Research Center (IRRC), I am writing to express our support of the Iowa Department of Education's application for funds to implement Iowa's Comprehensive Literacy State Plan. This grant will advance Iowa's literacy outcomes for all students by addressing the identified gaps in the state's infrastructure for literacy supports and services.

Improving literacy outcomes for all students in Iowa is of critical importance as it supports our graduates in meeting their future goals as active and informed citizens of our state. Data from the Iowa Department of Education for the 2022-2023 academic year indicates that 30% of Iowa's students Grade 3-11 students are not proficient on the Iowa Statewide Assessment of Progress, with that percentage doubling for various subgroup populations. Addressing these challenges requires the comprehensive efforts outlined in this proposal.

The IRRC is a state-funded center for research, technical assistance, and dissemination for evidence-based practices in PreK to 12 literacy. We recognize the valuable work the Iowa Department of Education (IDoE) is currently undertaking to support literacy instruction in the state. The IDoE has implemented LETRS professional learning, published a Science of Reading definition, conducted a recent review of the Iowa Academic Standards for English language arts and literacy in history/social studies, science, and technical subjects, supported the Statewide Literacy Leadership Team, assisted multiple subgroup population with literacy instruction, and supported our work at the Iowa Reading Research Center. The grant will empower the IDoE to advance these efforts by providing the systems, materials, and professional learning needed for deeper implementation of literacy instruction based on the Science of Reading in school systems statewide. It will also foster deeper collaboration with various organizations dedicated to supporting literacy instruction throughout Iowa.

The Iowa Reading Research Center believes that this proposal addresses the urgent needs outlined and that enhancing partnerships among literacy experts across Iowa is critical for the success of our students. We appreciate your consideration of this proposal and look forward to working collaboratively with the IDoE to implement literacy programs that will improve student achievement throughout Iowa.

Sincerely

A solid black rectangular box used to redact the signature of Shawn Datchuk.

Shawn Datchuk, PhD
Director of the Iowa Reading Research Center
Associate Professor of Special Education
University of Iowa
350A Blank Honors Center
Iowa City, IA 52245

A solid black rectangular box used to redact contact information, likely a phone number or email address.

Nicole Eisbach

Assistant Professor of Teacher Education, University of Dubuque

Iowa Association of Colleges for Teacher Education (IACTE)

2000 University Ave.

Dubuque, IA 52001-5099



May 31, 2024

United States Department of Education
400 Maryland Avenue SW, Room 3E243
Washington, DC 20202-6450

Dear Reviewers,

On behalf of the Iowa Association of Colleges for Teacher Education (IACTE), I am writing to express our strong support for the Iowa Department of Education's (IDoE) application for the Comprehensive Literacy State Development (CLSD) grant. IACTE is a dedicated organization that represents the collective interests of institutions of higher education (IHE) in Iowa that prepare educators. Our mission is to ensure high standards in teacher education and to support the continuous improvement of teacher preparation programs.

This letter of support is submitted by the Literacy Working Group within IACTE, which is specifically focused on enhancing literacy education across the state. Objective 1.4 of the grant proposal, which includes the engagement and support of IHEs, is of particular importance. This objective supports IHEs through comprehensive professional development opportunities, resources and collaborative initiatives; and highlights the critical role that teacher preparation programs play in fostering literacy skills among pre-service teachers. By integrating evidence-based literacy practices into teacher preparation curricula, we can ensure that future educators are well-equipped to address the diverse literacy needs of all students.

IACTE is committed to supporting this initiative through collaborative efforts with the IDoE and other stakeholders. Our member institutions are prepared to actively participate in the proposed professional development activities, contribute to the development of literacy curricula, and engage with initiatives that inform best practices in literacy education.

In conclusion, IACTE strongly supports the IDoE's application for the Comprehensive Literacy State Development grant. We believe that this grant will significantly advance literacy education across Iowa, particularly through the involvement of higher education

institutions. We are eager to collaborate and contribute to the successful implementation of this comprehensive literacy plan.

Thank you for considering this letter of support. We look forward to the opportunity to support the Iowa Department of Education in this vital endeavor.

Sincerely,

A black rectangular box redacting the signature of Nicole Eisbach.

Nicole Eisbach
Assistant Professor of Teacher Education
Iowa Association of Colleges for Teacher Education (IACTE)



June 14, 2024

U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202–6450

Dear Sir or Madam,

As the IMPACT Consortium Coordinator, I am writing to express support of the Iowa Department of Education's application for funds to implement Iowa's Comprehensive Literacy State Plan. This grant will advance Iowa's literacy outcomes for all students by addressing the identified gaps in the state's infrastructure for literacy support and services.

IMPACT is an eight-state consortium, of which Iowa is an active member, committed to improving migratory parents' capacity to support learning at home, including language and literacy development. IMPACT's resources and professional learning opportunities are founded on evidence-based strategies and support Iowa's Migrant Education Program staff's knowledge and implementation of best practices.

As IMPACT's Coordinator, I recognize the valuable work the Iowa Department of Education (IDoE) is undertaking to support literacy instruction in the state, especially for highly mobile students. The IDoE has implemented a number of strategies to ensure comprehensive, research-based literacy professional development and learning that include consultation with a Statewide Literacy Leadership Team. The grant would enable IDoE to advance statewide literacy efforts by supporting the systems, materials, and professional learning needed for deeper implementation of literacy instruction. It will also support collaboration with various organizations dedicated to literacy instruction throughout Iowa like IMPACT.

I believe that this grant addresses the literacy needs in Iowa, especially for vulnerable populations like migratory and English learner students. It would support enhanced partnerships among literacy experts across Iowa which is critical for the success of the students.

Sincerely,

[Redacted signature]

Michele Cheney
IMPACT Coordinator

[Redacted contact information]



*Institute for the Development of
Educational Advancement*

Fort Scott
Community College
2108 S Horton
Fort Scott, KS 66701

620-223-2700 office
620-223-4927 fax

www.fortscott.edu

I am writing on behalf of the Institute for the Development of Educational Advancement (IDEA) in support of the Iowa Department of Education's proposal for the Comprehensive Literacy State Development grant to the United States Department of Education. IDEA supports the advancement of the educational opportunities for at risk students. It is my pleasure to write this letter in support of the Iowa Department of Education's application for the Comprehensive Literacy State Development grant.

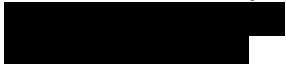
IDEA serves migrant education and supports underserved students in many areas. IDEA is the fiscal agent for several MEP Consortium grants and is the fiscal agent for other states for their ID&R compliance programs. IDEA is a PASS distribution center for non-migrant students, and is home to the National PASS Center. IDEA through our partnership with Fort Scott Community College, has a history with the Migrant Education Program and is committed to all MEP programs.

IDEA is committed to partnering with the Iowa Department of Education to continue developing innovative interventions to ensure success among our disadvantaged children.

On behalf of the Institute for the Development of Educational Advancement, I strongly support funding the Iowa Department of Education for the Comprehensive Literacy State Development grant from the United States Department of Education.

Sincerely,

National PASS Center Director
Institute for the Development of Educational Advancement
Executive Director
2108 S. Horton
Fort Scott, ks 66701
Fort Scott Community College



2108 S Horton
Fort Scott, KS 66701



Angela Hunter
Director of Teacher Education Programs, Buena Vista University
President, Iowa Association of Colleges for Teacher Education (IACTE)
610 W. 4th Street
Storm Lake, Iowa 50588
[REDACTED]

June 3, 2024

United States Department of Education
400 Maryland Avenue SW, Room 3E243
Washington, DC 20202–6450

Dear Reviewers,

On behalf of the Iowa Association of Colleges for Teacher Education (IACTE), I am writing to express our strong support for the Iowa Department of Education's (IDoE) application for the Comprehensive Literacy State Development (CLSD) grant. IACTE is a dedicated organization that represents the collective interests of institutions of higher education (IHE) in Iowa that prepare educators. Our mission is to ensure high standards in teacher education and to support the continuous improvement of teacher preparation programs.

This letter of support is submitted by the Literacy Working Group within IACTE, which is specifically focused on enhancing literacy education across the state. Objective 1.4 of the grant proposal, which includes the engagement and support of IHEs, is of particular importance. This objective supports IHEs through comprehensive professional development opportunities, resources and collaborative initiatives; and highlights the critical role that teacher preparation programs play in fostering literacy skills among pre-service teachers. By integrating evidence-based literacy practices into teacher preparation curricula, we can ensure that future educators are well-equipped to address the diverse literacy needs of all students.

IACTE is committed to supporting this initiative through collaborative efforts with the IDoE and other stakeholders. Our member institutions are prepared to actively participate in the proposed professional development activities, contribute to the development of literacy curricula, and engage with initiatives that inform best practices in literacy education.

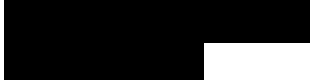
In conclusion, IACTE strongly supports the IDoE's application for the Comprehensive Literacy State Development grant. We believe that this grant will significantly advance literacy education across Iowa, particularly through the involvement of higher education institutions. We are eager to collaborate and contribute to the successful implementation of this comprehensive literacy plan.

Thank you for considering this letter of support. We look forward to the opportunity to support the Iowa Department of Education in this vital endeavor.

Sincerely,

A large black rectangular box redacting the signature of Angela Hunter.

Angela Hunter
Director of Teacher Education Programs, Buena Vista University
President, Iowa Association of Colleges for Teacher Education (IACTE)

Papae Wymore
President and Co-Founder
Pending Iowa Chapter of The Reading League
2721 Gambell Ave
Oskaloosa, IA 52577


May 30, 2024

United States Department of Education
400 Maryland Avenue SW, Room 3E243
Washington, DC 20202-6450

Dear Reviewers,

On behalf of the pending Iowa chapter of The Reading League, I am writing to express our enthusiastic support for the Iowa Department of Education's application for the Comprehensive Literacy State Development (CLSD) grant. The Reading League is a national nonprofit organization, and we are looking forward to serving Iowa educators as their local chapter. Our shared mission is to advance the awareness, understanding, and use of evidence-aligned reading instruction.

This letter of support is particularly focused on Objective 1.4 of the statewide literacy plan proposed in the grant application, which emphasizes the involvement of institutions of higher education. We firmly believe that this objective is crucial for the integration of the science of reading in teacher preparation programs.

The statewide literacy objectives align perfectly with the goals of the pending Iowa chapter of The Reading League. It aims to provide comprehensive professional development, resources, and collaborative initiatives that will directly involve institutions of higher education. By doing so, it ensures that pre-service teachers are thoroughly equipped with the knowledge and skills necessary to implement evidence-based literacy instruction.

The inclusion of the science of reading within Objective 1.4 is particularly noteworthy. This focus will enable future educators to understand the cognitive processes involved in reading and to apply instructional strategies that are grounded in scientific research. As a result, they will be better prepared to address the diverse literacy needs of students in Iowa.

In conclusion, the pending Iowa chapter of The Reading League supports the Iowa Department of Education's application for the Comprehensive Literacy State Development grant. We believe that this grant will have a transformative impact on literacy education in Iowa, particularly through the incorporation of the science of reading in teacher preparation programs as outlined in Objective 1.4. We are eager to contribute to successfully implementing this comprehensive literacy plan.

Thank you for considering this letter of support. We look forward to the opportunity to support the Iowa Department of Education in this critical endeavor.

Sincerely,

Papae Wymore
President and Co-founder

Stephanine Edgren
Vice President and Co-founder

Lisa Williams

Treasurer and Co-founder
The Reading League Iowa

Megan Kruse
Secretary and Co-founder

Rhonda Nelson
Board Member



June 20, 2024

U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Dear Sir or Madam,

On behalf of the Iowa Head Start State Collaboration Office (HSSCO) and Iowa Head Start community, I am writing to express support of the Iowa Department of Education's (IDoE) application for funds to implement Iowa's Comprehensive Literacy State Plan. This grant will advance Iowa's literacy outcomes for all students by addressing the identified gaps in the state's infrastructure for literacy supports and services.

Improving literacy outcomes for all students in Iowa is of critical importance as it supports Iowa's graduates in meeting their future goals as active and informed citizens of our state. Data from the IDoE for the 2022-2023 academic year indicates that 30% of Iowa's students Grade 3-11 students are not proficient on the Iowa Statewide Assessment of Progress, with that percentage doubling for various subgroup populations. Addressing these challenges requires the comprehensive efforts outlined in their proposal.

As educators of the neediest population of children in Iowa, Head Start recognizes the valuable work the IDoE is currently undertaking to support literacy instruction in the state. The IDoE has implemented LETRS professional learning, published a Science of Reading definition, conducted a recent review of the Iowa Academic Standards for English language arts and literacy in history/social studies, science, and technical subjects, supported the Statewide Literacy Leadership Team, assisted multiple subgroup populations with literacy instruction, and supported the work at the Iowa Reading Research Center. The grant will empower the IDoE to advance these efforts by providing the systems, materials, and professional learning needed for deeper implementation of literacy instruction based on the Science of Reading in school systems statewide. It will also foster deeper collaboration with various organizations dedicated to supporting literacy instruction throughout Iowa.

The HSSCO believes the IDoE proposal addresses the urgent needs outlined and that enhancing partnerships among literacy experts across Iowa is critical for the success of our students. Your consideration of the IDoE proposal is appreciated and the Head Start community looks forward to working collaboratively with the IDoE to implement literacy programs which will improve student achievement throughout Iowa.

Sincerely,

A black rectangular box redacting the signature of Monica Garner.

Monica Garner, MEd

**Iowa Head Start State Collaboration Office,
Bureau of Early Childhood**

Iowa Department of Education
400 E. 14th Street
Grimes State Office Building
Des Moines, IA 50319



Website: www.educateiowa.gov

U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

June 17, 2024

Dear Sir or Madam,

On behalf of the Iowa Department of Health and Human Services and our Early Childhood Iowa (ECI) initiative, I am writing to express our support of the Iowa Department of Education's application for funds to implement Iowa's Comprehensive Literacy State Plan. This grant will advance Iowa's literacy outcomes for all students by addressing the identified gaps in the state's infrastructure for literacy supports and services.

Improving literacy outcomes for all students in Iowa is of critical importance as it supports our graduates in meeting their future goals as active and informed citizens of our state. Data from the Iowa Department of Education for the 2022-2023 academic year indicates that 30% of Iowa's students Grade 3-11 students are not proficient on the Iowa Statewide Assessment of Progress, with that percentage doubling for various subgroup populations. Addressing these challenges requires the comprehensive efforts outlined in this proposal.

Through ECI, every community in the state shares a vision to collaborate towards progress across five legislatively mandated result areas: school readiness, secure and nurturing early learning environments, secure and nurturing families, safe and supportive communities, and healthy children. In partnership, Early Childhood Iowa would provide local connections to community leaders to engage in shared decision-making to increase opportunities for reaching families with children birth through age five.

As the Iowa Department of Health and Human Services, we recognize the valuable work the Iowa Department of Education (IDoE) is currently undertaking to support literacy instruction in the state. The IDoE has implemented LETRS professional learning, published a Science of Reading definition, conducted a recent review of the Iowa Academic Standards for English language arts and literacy in history/social studies, science, and technical subjects, supported the Statewide Literacy Leadership Team, assisted multiple subgroup population with literacy instruction, and supported the work at the Iowa Reading Research Center. The grant will empower the IDoE to advance these efforts by providing the systems, materials, and professional learning needed for deeper implementation of literacy instruction based on the Science of Reading in school systems statewide. It will also foster deeper collaboration with various organizations dedicated to supporting literacy instruction throughout Iowa.

The Iowa Department of Health and Human Services believes that this proposal addresses the urgent needs outlined and that enhancing partnerships among literacy experts across Iowa is critical for the success of our students. We appreciate your consideration of this proposal and look forward to working collaboratively with the IDoE to implement literacy programs that will improve student achievement throughout Iowa.

Sincerely,



Kelly Garcia
Director, Iowa Health and Human Services

Appendix F: IA-CLSD Logic Model, Activities, and Timeline

Logic Model
Inputs
<ul style="list-style-type: none">• Iowa State Literacy Plan (To be completed 12/01/2024)• IA-CLSD Grant Coordination Team: Cross Department Collaboration - Experience, Knowledge, & Expertise• Grant Support Team - Experience, Knowledge, & Expertise• Iowa CLSD Grant Partners (Early Childhood Iowa, IMPACT Consortium, Iowa Reading Research Center, Iowa Association of Colleges for Teacher Education (IACTE)• Time: October 2024 – September 2029• State Level Literacy Feedback Loop: Iowa State Dyslexia Board, Iowa Statewide Literacy Leadership Team, and IRRC Advisory Council.• Grant Funds



**Please see the end of this document (page 9) for a list of acronyms.*

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Outputs			
Activities	Timeline	Participants	Products
Develop subgrant application process and priority points system including geographical points	09/30/2024 - 12/01/2024	GCT GST P-I review	-Grant Public Announcement -Grant Application Package and forms -Grant Application Webinar -Grant Application Process
Develop criteria for GSPs	10/01/2025 - 10/10/2025	GCT GST P-I review	-GSP Role Description
Posting application for GSPs and rolling interview process	10/10/2025 - 12/31/2025	P-D GST	-List of GSPs with qualifications on website
Finalize partnership details with Early Childhood Iowa, IMPACT Consortium, Iowa Head Start, IDE Higher Education Division w/IACTE	09/30/2024 - 12/01/2024	P-D GCT GST participants from each partner organization P-I review	-Summer IHE Science of --Reading Institutes -Partnership Plans -Family and community engagement strategies -Early childhood strategies
Develop grant implementation tools, protocols, & Infrastructure	09/30/2024 - 12/01/2024	P-D GCT GST P-I review	- LLT development guide -Literacy coaching protocols and reporting supports -Comprehensive Literacy Needs Assessment Protocol and Template -School Literacy Plan template -Curriculum review process, tools, and rubrics -Instructional observation tools -IA-CLSD SLP rubric -recorded webinar on website

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Develop grant evaluation constructs, measurement instruments, and timelines.	09/30/2024 - 12/01/2024	IRRC GCT GST Report to P-I	-Administrator surveys -GSP surveys -Educator Surveys -Literacy Coach Surveys -Monthly Reporting Forms -Mid Grant Cycle Reporting Form -End Grant Cycle Reporting Form
Training of GSPs to support grantees to develop LLTs, CLNA, and SLP for Grant Year 1) - Virtual	Study materials will be available 12/01/2024 Virtual sessions begin 01/15/2025	P-D GST GCT	-Training materials -Slide Decks -Webinars -Videos -Online Modules
Grant applications are open and IDE technical support provided	12/01/2024 - 01/31/2025	P-D GST LEAs	-Technical support webinars -Virtual grant application support sessions hosted by GST.
Review grant applications, select grant recipients, and Announce Subgrant Awards	02/01/2025 - 02/25/2025 02/28/2025 (announce)	P-D GCT GST State Literacy Leadership Team for peer review process	-Award letters -Press release -Social media announcement -Website Content
Complete initial subgrantee informational meeting (virtual)	03/01/2025 - 03/14/2025	P-D GCT GST LEA-Point of Contact	-Initial subgrantee meeting agenda & recording for participants
Provide implementation support for subgrantees based on questions that surface from grant coordinators and GSPs	02/28/2025 - 09/29/2025	P-D GCT GST	-Tip Sheets -Q/A on website

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Disperse funds	02/28/2025 - 03/31/2025	P-D, IDE business office GCT LEA - accounting	-Subgrantee plans are funded
Subgrantees identify an approved grant service provider	02/28/2025 - 03/31/2025	P-D GST LEAs GSPs	-Subgrantee & GSP initial -contract letters
Develop cohorts for Literacy Collaboratives	02/28/2025 - 03/31/2025	P-D GCT GST	-Cohorts for Literacy Collaboratives
Identify Literacy Collaborative members’ preferences for meeting, either virtual or in person or a hybrid of both	04/01/2025 - 04/11/2025	P-D GCT GST LEA-GC LEA-LLT	-Preference Survey
Convene Literacy Collaboratives either virtually or in person	05/05/2025 - 05/16/2025 (1st) 3X a year in September, April, June thereafter Y2 - 3)	P-D GCT GST LEA-LLT LEA-GC	-Content for learning sessions pulled from previously developed materials (SoR)
Subgrantees create LLTs, complete CLNA, and complete SLP.	03/01/2025 - 07/01/2025	P-D GSP LEAs	-100% LLTs -100% CLNAs -100% SLPs
Develop workshops and professional learning modules for GSPs and subgrantee participants, aligned to the SoR and evidence-based practices outlined in the IA-CLSD	01/07/2025 - 08/31/2025	P-D GCT GST	-Slide Decks with facilitator notes -Learning modules -Literacy Coaching Guides to include literacy coaching model based on prior Iowa coaching work

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grant expectations			-Coaching tools/logs
Review subgrantee SLPs	01/07/2025 - 08/31/2025	P-D GCT GST Report to P-I	Feedback on SLPS Report for P-I
Monitor subgrantee progress on grant goals and outcomes	Y1, #1 due = 05/16/2025 end year due 08/15/2025 Y2-5 Monthly reports (mid school year) due 02/15 End school year reports due 06/15	P-D GCT IRRC LEA-GC GST	-Subgrantee Reports -Data gathered -Biannual reports created for IDE Director, and Board of Ed.
Write mid cycle reports (after LEAs reports have been submitted and reviewed for trends)	April of each grant year	P-D GCT GST Submit to P-I	Mid cycle IA-CLSD Report
Write end of year grant reports	October after the end of grant cycle	P-D GCT IRRC GST Submit to P-I	End Year IA-CLSD Report
Site visits as needed	04/01/2025 - ongoing	P-D GCT GST	Outcome: Support implementation of grant goals
Compile Scientifically Based Reading Research and evidence-based resources in a central location on the IDE website.	Ongoing	GCT GST Support from IRRC	Iowa Literacy Clearinghouse

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Solicit feedback from state level feedback loop groups on Iowa Literacy Clearinghouse	Y3-5 Spring - annually	P-D GST Iowa State Dyslexia Board, Iowa Statewide Literacy Leadership Team, and IRRC Advisory Council.	
IHE SoR Summits with a focus on aligning literacy coursework to the SoR, comprehensive literacy, and evidence-based practices	Summers 2025 - 2029	IDE Division of Higher Ed IACTE IHE professors Support from GST	IHE revised syllabi and course content
Attend IRRC Summer SoR Summit	One per summer 2025 - 2029	GCT GST GSPs LEA: School leaders, literacy coaches, educators, early childhood service providers, and partners	Outcome: Increased knowledge
Complete financial review of overall grant spending by LEAs to determine if the IA-CLSD plan should continue to fund current subgrants at the same level or reduce funding and open a new set of subgrants awards for professional development for the last two years of the grant.	09/30/2026 - 01/30/2027	P-I P-D GCT GST	Potentially - professional development grant awards

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If needed, the new competitive grant process will open.	06/01/2027 - 09/01/2027		Professional Development Grant Awards
Awards will be announced	08/01/2027		
Release new PD grant funds	FY 4 10/01/2027	P-D, IDE Business Office LEA Accounting	LEAs are funded to support plans to provide stakeholders with literacy professional development



Outcomes
Short Term Outcomes: Year 1, Sept. 2024 - Sept. 2025
<ul style="list-style-type: none"> Increased capacity to apply for the CLSD grant through technical support and webinars LEAs develop Literacy Leadership Teams that help advance the literacy knowledge and collaboration across colleagues and departments within the educational system LLTs work with a consultant to complete a literacy needs assessment in conjunction with the IDE SAMI and focus on the following needs: assessment, literacy curriculum/instructional materials, instruction, professional learning (knowledge across the system), and family involvement. Increased local capacity to develop literacy plans through templates, trained consultants, and state-level technical support Increased professional learning through state-developed resources, Increased capacity and collaboration through cross-system via Literacy Collaboratives

Mid-Term Outcomes: Years 2 - 4

- High standards are always expected for all students in all literacy classrooms
- High quality instructional materials, aligned to grade-level standards are being used in all literacy and ELA classrooms from PK - Grade 12.
- Assessment systems provide meaningful data for providing data informed instruction and progress monitoring for students who need it the most.
- Increased use of scientifically aligned, and standards-aligned curriculums at grades PK-12
- Family and community involvement plans that boost parents' and caregivers' literacy knowledge and access to resources and support to increase their children's literacy development at home (Birth - Grade 12).
- Improved literacy coaching frameworks and expectations that allows literacy coaches more contact and time with educators to support the increased use of evidence-based practices in the classroom.
- Increased knowledge for instructional leaders including superintendent, administrators, directors, and literacy coaches around the Science of Reading and comprehensive literacy across Iowa, that in turn, supports the increased knowledge of educators.
- Increased knowledge in the science of reading and comprehensive literacy for educators.
- Tier 1 universal instruction includes evidence-based practices to support literacy growth and achievement for disadvantaged students.
- Improved MTSS demonstrate clear expectations, processes, and procedures for universal, tiered, and supplemental instruction and support.
- Students performing below grade level in reading have individualized reading plans in place until they have consistently performed at grade level using multiple pieces of data to confirm they are achieving at that level.

- Educators receive improved feedback on their literacy instruction that improves their pedagogy and content knowledge.
- Data-informed decision making improves targeted and supplemental instruction and support for students.
- Educators and instructional leaders demonstrate improved literacy knowledge and convey increased feelings of efficacy.
- A clearinghouse of literacy resources on the IDE website is used by a variety of stakeholders: leaders, educators, families, caregivers, and childcare providers.



Long Term Outcomes: By Year 5

1. By the end of the 2028-2029 school year, students in Grades 3 - 10, will have a 5% increase in reading achievement, as reported on the ISASP reading assessment; and
2. By the end of the 2028-2029 school year, incoming Kindergarten students will increase their fall Kindergarten composite literacy screening scores by 5%.

Acronyms:

Comprehensive Literacy Needs Assessment (CLNA)

Early Childhood Iowa (ECI)

Grant Coordination Team (GCT)

Grant Coordinator (GC)

Grant Support Team (GST)

Comprehensive Literacy Development Grant Application | CFDA 84.371C

Grant Service Providers (GSP)

Iowa Association of Colleges for Teacher Education (IACTE)

Iowa Reading Research Center (IRRC)

Literacy Leadership Team (LLT)

Local Education Agency (LEA)

Principal Investigator (P-I)

Project Director (P-D)

Strategic Literacy Plans (SLP)



PROFESSIONAL LICENSE/CERTIFICATION

State of Iowa Board of Educational Examiners Master Educator License, authorized to serve in the following areas:

5-12 English/Language Arts
K-12 English as a Second Language
Folder Number 363519
Expiration Date 5/31/2027

Certificate in Online Teaching Pedagogy
Drake University
2018

PROFESSIONAL EXPERIENCE

2019-Present Iowa Department of Education, Literacy Consultant
Supervisors: Tom Wood, Bureau Chief, Bureau of Learner Strategies and Supports

Responsibilities:

- Serve as the Education Program Consultant (Literacy) by leading student achievement of the Iowa Literacy Standards: the development of evidence-based professional learning, the identification and dissemination of evidence-based resources, and the development and administration of aligned assessments
- Coordinate the larger literacy learning community in the State of Iowa
- Facilitate the Statewide Literacy Leadership Team by developing and maintaining professional working relationships with area education agencies, school district personnel, faculty from college and university teacher preparation programs, non-profits, and relevant state and national organizations
- Lead English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Standards Revision
- Serve as the ELA Content Lead for the Educational Stabilization Fund–Rethink K12 Education Models Grant (ESF-REM) CDFA 84.425B: Iowa e-Learning Central

Professional Development:

CCSSO English Language Arts Collaborative, Seattle, Washington, May 14-15, 2024
CCSSO English Language Arts Collaborative, Virtual, January 23-25, 2024
CCSSO English Language Arts Collaborative, Dallas, Texas, Sept. 19-20, 2023
The Path Forward Summit, Cary, North Carolina, July 18-19, 2023
Teaching for Impact Training, Des Moines, Iowa, June 13-15, 2023
CCSSO English Language Arts Collaborative, Chicago, Illinois, May 16-18, 2023
CCSSO English Language Arts Collaborative, Virtual, January 24-26, 2023
CCSSO English Language Arts Collaborative, Indianapolis, Indiana, Sept. 20-21, 2022
CCSSO English Language Arts Collaborative, Jacksonville, Florida, May 25-27, 2022
CCSSO English Language Arts Collaborative, Virtual, January 18-20, 2022
CCSSO English Language Arts Collaborative, Virtual, September 28-30, 2021
CCSSO English Language Arts Collaborative, Virtual, May 25-27, 2021
MTSS Innovations Conference in Education 2021, Innovations in Ed. Consortium, Virtual, February 17, 2021 - May 17, 2021
CCSSO English Language Arts Collaborative, Virtual, January 26-28, 2021
2020 Tri-State Regional Special Education Law Conference, Technical Assistance for Excellence in Special Education (TAESE), Virtual, November 5-6, 2020
Teaching Lab, *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive*
PR/Award # S371C240037

Literacy, Facilitators: Adrienne Williams, Director of ELA Content Design, and Adrienne Sublett, September 8-October 6, 2020

CCSSO English Language Arts Collaborative, Virtual, September 29-October 1, 2020

Renewed Harmony, *Erasing White Fragility, A Diversity, Equity, & Cultural Competence Course for Educators*, Instructor: Mona Elleithee, MA Ed., NBCT, June-August 2020

Equitable Instruction: Assessing Student Needs with the Standards as a Foundation (Module 1); Focusing Lessons to Match the Curriculum with Student Needs (Module 2); Accelerating Student Learning by Scaffolding for Equity (Module 3), AEA PD Online, July 26-27, 2020

CCSSO English Language Arts Collaborative, Virtual, June 18-22, 2020

CCSSO English Language Arts Collaborative, New Orleans, Louisiana, February 18-20, 2020

Standards Institute: ELA II for Grades 6-8 Workshop, UnboundEd, Orlando, Florida, February 10-14, 2020

The Leading Equity Virtual Summit, Leading Equity Center, January 2-22, 2020

Iowa ASCD Fall Academy: Creating Trauma Responsive Schools, Ankeny, Iowa, November 13, 2019

CCSSO English Language Arts Collaborative, Minneapolis, Minnesota, October 29-30, 2019

Professional Service:

CCSSO English Language Arts Collaborative Planning Team, 2021-Present

Teaching for Impact Training, Literacy Strand Lead, Des Moines, Iowa, June 13-15, 2023

Iowa BEST: Behavioral, Equitable, Social-Emotional, Trauma-Informed Healthy in School Summit
Presenter, Iowa Events Center, November 2-3, 2021

Iowa Academic Standards Team, Des Moines, Iowa, 2019-Present

Statewide Assessment System Advisory, Des Moines, Iowa, 2019-2020

CCSSO English Language Arts Collaborative Member, 2019-Present

Statewide School Improvement Team Member, Des Moines, Iowa, 2019-Present

Division of Learning and Results Social Committee, Des Moines, Iowa, 2019-Present

Guest Instructor, University of Northern Iowa, present to pre-service teachers, "Equitable Instruction: ELA/Literacy and the Shifts," September 2020, March 2021, October 2021, April 2022

Iowa Teacher Librarian Leadership Team, Des Moines, Iowa, 2019-2021

2015-Present EdReports.org, ELA Team Lead Facilitator/Technical Assistant/Trainer/Reviewer Supervisors: Jamilah Hicks, Managing Director, Literacy

Provide the following deliverables to Rockefeller Philanthropy Advisors:

- Support teams during the review process
- Provide high-level coaching and feedback
- Provide training support for Content Review Team members and the EdReports network
- Report writing assistance
- Review team support
- Review with a team at least three grade levels of one series of ELA curriculum
- Participate in virtual training held via webinar and one in-person training which will require travel
- Review instructional series for an average of 3-5 hours a week, depending on the number of materials to review and timeline for review
- Attend publishers' orientation virtually for all series to be reviewed
- Participate in weekly cluster PLC calls with CRT lead and team virtually during the materials review process
- Submit written evidence electronically as directed by CRT lead
- Share feedback with Anchor Educator Working Group members and EdReports.org staff to make recommendations for revisions to the evaluation tool, methodology, or communications

Professional Development:

2022 Summer Summit, Virtual, July 26, 2022

2021 Summer Symposium, Virtual, July 13, 2021

ELA 2020 Summer Training, Virtual, July 8-10, 2020

July 2018 Writer, Lead, and Review Team Training, Minneapolis, Minnesota, July 13-16, 2018

Summer 2017 Review Team Training, Rosemont, Illinois, June 28-30, 2017

High School ELA Inaugural Training 2017, Chicago, Illinois, March 25-26, 2017

ELA Review Team Training, Dallas, Texas, December 6-7, 2015

PR/Award # S371C240037

Professional Service:

Presenter, Iowa Core Advocates ELA/Literacy Webinar, Present materials to build knowledge relating to EdReports.org for our Iowa Core advocates (adapted slides shared by Lauren Weisskirk), 2018

Presenter, Iowa Statewide Literacy Leadership Team, Co-lead with Carolyn Glicklich, present resources by Student Achievement Partners and content to build knowledge relating to EdReports.org (adapted slides shared by Liisa Potts and Lauren Weisskirk), April 11, 2017

Secondary ELA Content Reviewer Trainer, Summer 2016 Review Team Training, Create Professional Development Materials and Facilitate Training Session, St. Louis, MO, July 2016

2015-2019

Indianola Community Schools, Instructional Coach
Supervisor: Cindy Slauson, Curriculum Director

Responsibilities:

- Model instructional practices and co-teach lessons when needed
- Collect data for teachers using instructional practices at their request and provide feedback
- Collaboratively problem-solve or plan for instruction to implement new routines, procedures, or technology
- Support teachers in enhancing their use of assessments, planning, instructional routines, and technology
- Create professional development plans and lead training sessions for administrators and educators
- Plan and facilitate building leadership team meetings when needed

Professional Development:

Standards Institute: ELA I for Grades 6-8 Workshop, UnboundEd, Los Angeles, California, February 11-15, 2019

Iowa Core Science Standards Module 4, Grades 6-12, Instructor: Peggy Christensen, Heartland AEA, Indianola, Iowa, 2018

Teaching Learning Coaching Conference 2018, Instructional Coaching Group, Henderson, Nevada, October 9-12, 2018

Intensive Instructional Coaching Institute, ICG, Lawrence, Kansas, July 23-27, 2018

Future Ready Learning Conference, Iowa Department of Education, Ankeny, Iowa, June 13, 2018

2018 National Core Convening: *Learn, Lead, Impact*, Student Achievement Partners, Denver, Colorado, May 19-20, 2018

Iowa Core Science Standards Module 3, Grades 6-12, Instructor: Peggy Christensen, Heartland AEA, Johnston, Iowa 2017-2018

Teaching Learning Coaching Conference 2017, Indianapolis, Indiana, September 27-28, 2018

Cognitive Coaching, Levels I and II, Instructor: Sue Schirmer, Heartland AEA, Johnston, Iowa 2016-2017

Navigating the Coaching Curriculum with Technology, Instructor: Tyler Youngers, Heartland AEA, Johnston, Iowa 2015-2016

Smarter Balanced Assessments Consortium, Summative Test ELA Item Reviewer and Writer Training, Measurement, Inc., Durham, North Carolina, January 12-14, 2016.

Building Literacy in Social Studies, Train the Trainer, Instructor: Stefanie Wager, Iowa Department of Education, Des Moines, Iowa, December 1-2, 2015

Iowa Culture and Language Conference 2015, Advocacy for culturally and/or linguistically diverse students and their families, Coralville, Iowa, November 8-11, 2015

AIW Focus on Instruction: Higher Order Thinking and Substantive Conversation, Instructors: Wahlert, Johnston AEA Office, Johnston, Iowa, September 29, 2015-February 19, 2016

Coaching, Learning, and Leading Literacy for All, Literacy and Focused Instruction, Emily Calhoun, Indianola Community Schools, Norwalk, and Winterset, Iowa, August 2015-May 2016

Introduction to Coaching for Student Learning, Instructor: Schlomer, Indianola Community Schools, Iowa, August 27, 2015-November 5, 2015

Instructional Coaching Level I - Instructional Coaching, Instructor: Robinson, DMACC/FFA Enrichment Center, Ankeny, Iowa, July 28-29, 2015

2nd Annual Leveraging Teacher Leadership: An Institute for Teacher Leaders and Administrators, Communication and Teacher Leadership, Instructors: Jennifer Abrams, Steve Barkley, et al., Veteran's Memorial, Des Moines, Iowa, July 16, 2015

Our Kids Summer Institute 2015 Strategies for working with EL students, Instructors: Robinson,

Jones-Vo, Lawrence, Waukee Sr. School, Waukee, Iowa, June 16-17, 2016
Instructional Leadership Symposium, Instructional Coaching, Waukee, Iowa, June 9, 2015
Jacobson Visiting Scholar Symposium - Dr. Doug Fisher, Access points for reading complex texts and the purposeful classroom, State of Iowa Historical Building, 600 East Locust, Des Moines, IA, April 11, 2015

Professional Service:

Keynote Speaker, Secondary Literacy Symposium, "Equity in Today's Classrooms" and "Shifting from Theory to Practice" Northwest AEA, 1520 Morningside Ave, Sioux City, Iowa, June 21, 2018
English Language Arts/Literacy Standards Professional Learning Modules Content Developer and Education Consultant, Iowa Department of Education and AEA Learning Online, 2017-2019
ELA/Literacy Co-lead and Steering Committee for Iowa Core Advocates and the Iowa Department of Education, Create and Facilitate Professional Development for K-12 ELA/Literacy Iowa Core Advocates and assist math consultant as needed, 2017-2019
Iowa ELA/Literacy Standards Trainer and Materials Alignment/Adoption Coordinator, Create and Facilitate Professional Development for 6-8 English Language Arts and Coordinate Materials Alignment/Adoption, Indianola Community School District, 2017-2019
Iowa Science Standards Trainer, Create and Facilitate Professional Development for 6-8 Science, Indianola Community School District, 2017-2019
Statewide Literacy Leadership Team, Standards Group Lead and Planning Committee, Iowa Department of Education, 2016-2019
Iowa Department of Education Statewide Assessment Advisory, Des Moines, Iowa, 2016-2019
Iowa Association of School Boards (IASB) Presenter, Iowa, 2016
Iowa Culture and Language Conference (ICLC) Presenter, Iowa, 2016
SBAC, Summative Test ELA Item Writer, Measurement, Inc., January 2016
Iowa Building Literacy in Social Studies Trainer and Materials Alignment/Adoption Coordinator, Create and Facilitate Professional Development for 6-8 Social Studies and Coordinate Materials Alignment/Adoption, Indianola Community School District, Iowa, 2015-2019
District Leadership Team, Indianola Community School District, Iowa, 2015-2019
Reconsideration Committee, Indianola Community School District, Iowa, 2015-2019
Writing Team, Indianola Middle School, Iowa, 2015-2019

Volunteer Work:

Guest Speaker, Grand View University, Present to a graduate class regarding creating equitable opportunities for all students, including SAP and EdReports.org resources, April 25, 2018
The Art Educators of Iowa Emerging Excellence Event, Volunteer at Community Event, Processing and Technical Support, Indianola, Iowa, April 22, 2017
Urban Dreams, Volunteer at an event for underprivileged youth, Des Moines, IA, September 5, 2015
Ingersoll Live, Volunteer at an event to raise funds for Devine Dancers National Competition, Des Moines, IA, August 29, 2015

Awards:

Spotlight July 2018 Core Advocate, Student Achievement Partners, New York, NY, Recognition of Instructional Advocacy Actions to Align Instructional Practice, Materials, and Assessment
2018 National Core Convening: *Learn, Lead, Impact*, Award Recipient to Attend National Convening, Student Achievement Partners, New York, NY, March 15, 2018
Spotlight December 2017 Core Advocate, Student Achievement Partners, New York, NY, Recognition of Instructional Advocacy Actions to Align Instructional Practice, Materials, and Assessment

2005-2015

**Indianola Community Schools, English Language Arts Teacher
Supervisor: Annette Jauron, Principal**

Responsibilities:

- Grade 8 Language Arts teacher (five classes)
- Grade 8 Guided Study teacher (one class)
- Grade 8 Advanced READ & Quadrant 1 teacher (one class)

PR/Award # S371C240037

- Team planning daily
- Other supervisory duties as required

Professional Development:

Professional Learning Communities in Action: Year 1-3, Indianola Schools, Indianola, Iowa, August 2012-2015

Smarter Balanced: Iowa State Network of Educators. Common Assessment and Digital Library Consortium, Attributes of Formative Assessment/Creating and Reviewing Instructional Resources and Professional Development Resources for Educators Nationwide, Iowa Department of Education and Amplify Insight, Des Moines, Iowa, 2013-2014

Authentic Intellectual Work (AIW) Kick-off Institute, Indianola, Iowa, August 13-14, 2014

Our Kids Summer Institute, Strategies for working with EL students, Waukee Sr. High School, Waukee, Iowa, June 24-25, 2014

Celebrating Diversity: Latino Culture, Johnston AEA Office, Iowa, July 29-August 2, 2013

Our Kids Summer Institute, Strategies for working with EL students, Waukee Sr. High School, Waukee, Iowa, June 18-19, 2013

Instructional Practice Inventory (IPI) Workshop, Jerry Valentine, Ph.D., Professor, Emeritus, Indianola Middle School, September 2012

Connect the Dots: Respect, Motivation, Leadership, Johnston AEA Office, Iowa, June 2012

Professional Learning Communities at Work Institute, Minneapolis, MN, July 7-9, 2011

Our Kids Summer Institute, Strategies for working with EL students, Summit Middle School, Johnston, Iowa, June 23-24, 2011 and June 28-June 29, 2010

Introduction to Sheltered Instruction for Teachers of ELs, Johnston AEA Office, Iowa, January 29 and February 19, 2011

21st Century Technology for the Classroom, Indianola Schools, August 24, 2010-May 24, 2011

Vocabulary Instruction and Assessment Workshop, Indianola, July 27-July 28, 2010

Instructional Decision Making for Advanced Proficiency Students, Knoxville, Iowa, July 2010

Instructional Decision Making Cohort, Heartland AEA 11, Iowa, 2008-2010

Professional Service:

Beginning Teacher Mentor, Indianola Schools, Iowa, 2014-2015

Reconsideration Committee, Indianola Schools, Iowa, 2012-2015

Success Center Supervisor, Indianola Middle School, Iowa, 2010-2015

Literacy Team (IDM/RTI), Indianola Middle School, Iowa, 2008-2015

Live Action Filming Instructional and Professional Learning Resource Content Modules for Educators, 8th grade ELA exemplar lesson, including the attributes of the formative assessment process; extensive collaboration with the Iowa Department of Education, Amplify Insight, and Teaching Channel, June-Dec. 2014; Four content modules posted with distinction to Smarter Balanced Assessment Consortium Digital Library through this collaboration, Dec. 2014

Smarter Balanced Network of Educators Summer Workshop, Special invitation from Colleen Anderson of the Iowa Department of Education and Amplify Insight to attend the national workshop as a master reviewer; Topic: Reviewing 1000 Resources in the Digital Library, Hard Rock Hotel, Las Vegas, Nevada, July 14-July 17, 2014

Smarter Balanced: Iowa State Network of Educators. Common Assessment and Digital Library Consortium, State Network Educator (SNE) reviewer, and contributor to the Smarter Balanced Assessment Consortium Digital Library, Iowa DE, Des Moines, Iowa, 2013-2014

District Leadership Team, Indianola Schools, Iowa, 2009-2014

Building Leadership Team, Indianola Middle School, Iowa, 2009-2014

Student Teacher Mentor, Indianola Middle School, Iowa, 2010-2011

Volunteer Work:

Book/Film Club Sponsor, Created standards-driven ongoing collaboration with new business sponsor Renea Burg of Fridley Theatres: *The Hobbit* (2012), *Ender's Game* (2013), and *Divergent* (2014)

Post-show Discussion Panelist, *To Kill a Mockingbird*, Invited by the Des Moines Community Playhouse to serve as a discussion panelist for a Q&A session with audience members regarding the literature and play adaptation, Des Moines, Iowa, January 29, 2012

KaBoom Playground Build, Wright Elementary School, Des Moines, IA, June 9, 2011

Scholastic Book Warehouse Sale, West Des Moines, IA, 2010-2011

Awards:

Posted with Distinction, Live Action Filming Instructional and Professional Learning Resource Content Modules for Educators, 8th grade ELA exemplar lesson, including all attributes of the formative assessment process, a collaboration with the Iowa Department of Education, Amplify Insight, and Teaching Channel, December 11, 2014, and December 23, 2014

Phyllis Yager Memorial Diversity Teaching Award, University of Iowa, Iowa, City, Iowa, 2013-2014
Spotlight Literacy Award, Des Moines Playhouse, Des Moines, Iowa, 2012

Memberships:

Professional Educators of Iowa, 2005-2019

2005

Long-term Substitute Teacher, Des Moines Public Schools, McCombs Middle School (one semester)
Supervisor: Barbara Mullahey, Principal

Responsibilities:

- Grade 6 Science teacher (three blocks)
- Grade 6 Language Arts teacher (one class)
- Grade 6 Social Studies (one class)
- Team planning daily: interdisciplinary units
- Other supervisory duties as required

2002-2004

Reader/Tutor, Academic Success Center, Grand View University
Supervisor: Carolyn Wassenaar, Director of Academic Success

Responsibilities:

- Read textbooks or tests directly to undergraduate students or tape record readings for students acquiring English as an additional language or students who are blind or visually impaired
- Tutor undergraduate students in various subjects upon request

EDUCATION

2005-2018

Drake University

Des Moines, Iowa

Online Teaching Pedagogy

08/2018

ESL/ELL K-12 Endorsement

08/2014

Total Credits: 56.00

2008-2011

Skidmore College

Saratoga Springs, New York

Master of Arts in Liberal Studies

08/2011

Focus: Teaching Pedagogy and Literacy

Total Credits: 30.00

Honors:

Master of Arts in Liberal Studies Scholar Award: Skidmore College, Saratoga Springs, New York, 2008-2009, 2009-2010, and 2010-2011

2002-2004

Grand View University

Des Moines, Iowa

Bachelor of Arts

12/2004

Secondary Education/English

Total Credits: 146.00

Honors:

Summa Cum Laude, 12/2004

Grand View University President's List, Fall 2002-Fall 2004
Appreciation Award, Contribution to Grand View University Academic Success, Carolyn Wassenaar,
Director of Academic Success, April 04, 2003
All-American Scholar, Conferment of the honor of All-American Scholar, and certificate in
Recognition, Dr. George Stevens, Executive Director, The United States Achievement
Academy, Fall 2002
The National Dean's List 2001-2002, Honoring America's Outstanding College Students, Parke H.
Davis, Publisher, Educational Communications Incorporated

Academic Activities:

Grand View University Education Club, Secretary: Organize senior banquets, Scholastic Book Fairs, LSS
and Toys for Tots, Fall 2002-Spring 2004
Iowa State Education Association 2003 Summer Leadership Conference, Professional Development,
Buena Vista University, Storm Lake, Iowa
Iowa State Education Association Executive Board Conference, Fall 2002 and Spring 2003

Volunteer Work:

Spanish Club: Work involved teaching Spanish to 4-6th grade students at Altoona Elementary for six weeks;
Supervisor: Coralie Turner, Dean, Modern Languages Department, Grand View University, Fall
2003
Junior Achievement, Work involved preparing and teaching a five-day unit, Ourselves®, to Katey Sharpe's
class at Wright Elementary in Des Moines, Iowa, April-May 2003

Memberships:

National Education Association and Iowa State Education Association
Alpha Chi: National College Honor Scholarship Society
Alpha Sigma Lambda's Lambda Eta Chapter: A National Honor Society for Adult Learners

2000-2002

University of Holy Cross

**New Orleans, Louisiana
No Degree Received (Transfer)
Total Credits: 63.00**

Honors:

Drama Award, Honors Convocation, Spring 2002
Certificate of Excellence, Helping One Student To Succeed (HOSTS), McDonough Elementary, 2001
First Place in Oratory, Speech Contest, Spring 2001
President's List, Fall 2000-Fall 2001

Academic Activities:

Speech and Drama Club, Secretary, Spring 2001-Summer 2002
Speech Contest Judge, Fall 2001 and Spring 2002
Speech Contest Participant, Spring 2001

Volunteer Work:

HOSTS Mentor, McDonough Elementary, Fall 2000

SKILLS:

Creating and leading professional development, project management, integrating pedagogical and andragogical approaches, public speaking, instructional coaching, curriculum design, experience with Apple and Microsoft, Google Apps and Extensions, Screencastify, Blendspace by TES, Swivl, MovieMaker, Mentimeter, Moodle, EdPuzzle, Zoom, GoToMeeting, Doodle and Doodle 1:1, Cisco WebEx, PowerSchool, Schoology, Outlook, STI, Infinite Campus, Adobe Acrobat, Focus, Naps, Internet research, ten key, office equipment (switchboard, fax, photocopier, scanner...), supervisory and training skills, and decision-making.

REFERENCES:

1. Tom Wood, Bureau Chief, Iowa Department of Education, [REDACTED]
2. Dr. Kim Buryanek, Former Division Administrator, Iowa Department of Education, 3815 Pierce St., Sioux City, IA 51104, [REDACTED]
3. Jamilah Hicks, Former Managing Director for Literacy, EdReports.org, [REDACTED]
4. Erika Cook, Managing Director, Instruction Partners, 604 Gallatin Ave., Suite 202, Nashville, TN 37206, [REDACTED]



Objective To serve in a leadership position in an improvement focused organization that values service, collaboration, innovation, and personal growth for all employees.

Education Drake University, Des Moines, Iowa; Specialist in Education Degree, May 2013
License/Endorsement: Superintendent/AEA Administrator

Drake University, Des Moines, Iowa; Master of Science Degree, August 2008
Major: PK-12 Educational Leadership
License: PK-12 Principal/PK-12 Special Education Supervisor

Simpson College, Indianola, Iowa; Bachelor of Arts Degree, May 1996
Major: Elementary Education
Endorsements: Early Childhood and Coaching

Leadership

Experiences

Bureau Chief, Learner Strategies and Supports

Iowa Department of Education

Des Moines, Iowa; October 2022-present

- Lead bureau of 20+ staff
- Manage budgets of over \$16 million
- Regularly evaluate staff
- Create and revise Position Description Questionnaires
- Implement policy and provide technical assistance
- Manage a variety of contracts and agreements with outside entities
- Perform needs assessments to inform hiring decisions
- Completed over 30 management training courses
- Interpret and apply legal codes and executive orders
- Set goals and direct work to help accomplish agency mission and vision

Superintendent of Schools/Special Education Director,

Martensdale-St. Marys CSD

Martensdale, Iowa; July 2013-October 2022

- Led school of 550+ students and over 100 employees
- Developed district mission and vision with stakeholders
- Used Needs Assessment Surveys to guide continual improvement
- Managed a budget of over \$14 million
- Led human resources activities including recruitment, hiring, onboarding, and employee assistance
- Successfully negotiated contracts with certified employees each year
- Collaborated with service providers from state, local, and federal agencies
- Cultivated relationships with businesses and partners outside the school

- Prepared and presented needs proposals to the community and school board
- Planned and delivered professional learning to employees
- Led staff through continual quality improvement based on work by W. Edwards Deming

Superintendent of Schools/PK-6 Principal/Special Education Director, Martensdale-St. Marys CSD
Martensdale, Iowa; July 2013-2015

PK-6 Principal/Director of Technology, Martensdale-St. Marys CSD Martensdale, Iowa; July 2007-2013

- Supervised and evaluated a PK-6 staff of 30 people and serving 300+ students
- Served as PK-12 special education program administrator
- Planned and led PK-12 special education professional development
- Analyzed student achievement data to plan for ongoing professional development including PK-12 Instructional Decision Making
- Reported student achievement data, action plans, and elementary activities monthly to the school board
- Researched, compared, and purchased technology equipment
- Troubleshoot technology issues across the district

Professional Development, Martensdale-St. Marys Community Schools
Martensdale, Iowa; 2007-2022

- Iowa Leadership Academy
- Balanced Leadership
- Science Content Area Capacity Building (CAB)
- Quality Learning by David Langford
- District Administration Leadership National Conference

Teaching

Experience First Grade Teacher, Norwalk Community Schools
Norwalk, Iowa; August 2004-July 2007

Sixth Grade Teacher, Madrid Community Schools
Madrid, Iowa; August 2001-June 2004

Kindergarten Teacher, Ballard Community Schools
Slater, Iowa; August 1996-May 2001

Coaching

Experience Coach, Madrid Community Schools

- Head Coach: Varsity baseball 2002-2004

Coach, Ballard Community Schools

- Head Coach: Varsity baseball 1999-2001

- Assistant Coach/Head 9th grade: baseball 1997-1998
- Assistant Coach: 7th and 8th grade girls' basketball 1997-1998 season

References

Dr. Kim Buryanek
Former Division Administrator, Iowa Department of Education
3815 Pierce St.
Sioux City, IA 51104
[REDACTED]

Ms. Beth Happe
Elementary Principal/Curriculum Director
Martensdale-St. Marys Community School District
390 Burlington Avenue, Martensdale, IA 50160
[REDACTED] [REDACTED]

Mrs. Elizabeth Winjum
School Psychologist, Heartland AEA
115 West Salem
Indianola, IA 50125
[REDACTED] [REDACTED]

Mrs. Jodi Noga
Facilitator of Teaching and Learning
Martensdale-St. Marys CSD
390 Burlington Avenue, Martensdale, IA 50160
[REDACTED] [REDACTED]

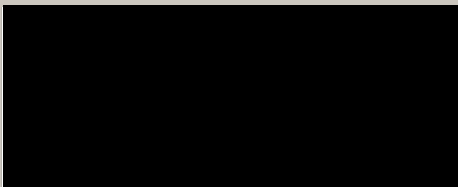
KRISTA MORRISON, ED.D.

LEADING FOR EQUITY CURRICULUM VITAE

CORE COMPETENCIES

Fostering Educational Equity | Analyzing and Solving Problems
Advancing the District's Visions and Goals | Developing Instructional Leaders
Short and Long-Term Action Planning | Project Management | Data Informed Decision Making
Developing Understanding Around and Implementing Evidence Based Instructional Practices

CONTACT



EDUCATION

UNIVERSITY OF SOUTH DAKOTA

Educational Specialist | Educational Administration and Leadership, Superintendent

August 2023

UNIVERSITY OF COLORADO DENVER

Educational Doctorate | Leadership in Educational Equity with an emphasis on Instructional Leadership

May 2013

UNIVERSITY OF COLORADO DENVER

Master of Arts in Education | Curriculum Instruction in Secondary English

May 2006

CHADRON STATE COLLEGE

Bachelor of Science in Education | Secondary Education, Grades 7 - 12, Endorsed in English and Speech/Theater

May 1999

EXPERIENCE

STERLING LITERACY CONSULTING

Director of Literacy and Learning

June 2023 - Present

September 2018 - December 2019

Contracted Literacy Consultant

January 2020 - May 2023

- Create coherent professional development offerings that support students' literacy needs.
- Develop and differentiate professional learning experiences for teachers based on student data, classroom walkthroughs, and district needs.
- Monitor professional development to assess levels of implementation, instructional improvement, and teacher and student attitudes.
- Specialize in 1) developing rigorous, student-centered, and standards-aligned English language arts curriculum and instruction; 2) creating and supporting discussion-based classrooms; 3) supporting disciplinary literacy: helping teachers engage students with complex texts, cognitively demanding tasks, and academically productive talk across the disciplines, 4) engaging PLCs in PDSA cycles (continuous improvement); 5) developing and supporting a system of teacher leadership, 6) training literacy coaches to develop effective practices for using video as a coaching and reflection tool, 7) advancing literacy or ELA instruction via distance or face-to-face coaching, and 8) developing quality formative assessment practices.
- Contracting with the Rosebud Sicangu Tribal Education Department as project manager of two grants for their Building Bridges project to develop parent networks in all community schools.

TODD COUNTY SCHOOL DISTRICT

Director of Curriculum, Instruction, and Assessment, Todd County School District, Mission, SD on the Rosebud Sioux Indian Reservation

January 2020 - June 2023

- Collaborated with and advised the TCSD superintendent, school board, and principals on curriculum, instruction, and assessment matters.
- Developed a vision for curriculum and instruction for TCSD aligned to state standards and evidence-based practices.
- Coordinated and facilitated the curriculum review process with teachers and administrative teams.
- Identified professional development needs for staff and administrators and created systems of support, both internally and externally, to meet those needs.
- Developed a Multi-Tiered System of Support by collaborating with district and school leaders.
- Created a systematic approach to assessment by following state expectations, using effective diagnostic assessments and formative assessment practices.
- Advocated for and advanced culturally sustaining instructional materials and pedagogy.

EXPERIENCE

INSTITUTE FOR LEARNING, UNIVERSITY OF PITTSBURG

Research Associate, English
Language Arts Fellow

March 2016 - September 2018

- Designed and delivered high-quality, learner-centric professional development to district and school partners.
- Developed proposals and quotes for district partners based on curriculum and professional development needs and budget limitations.
- Collaborated with fellows from across departments to develop products and tools.
- Specialized in ELA instruction and pedagogy, curriculum design and implementation, and disciplinary literacy.
- Facilitated sessions including curriculum institutes, unit writing boot camps, cognitively demanding writing tasks, text complexity, text-dependent questions and task sequences, writing, learning walks, using descriptive feedback, and using PDSA cycles (continuous improvement).

INQUIRY BY DESIGN

Director of Professional
Development

May 2014 - February 2016

Lead Professional Developer

August 2013 - April 2014

- Developed proposals and quotes for current and prospective clients based on curriculum and professional development needs and budget limitations.
- Designed and facilitated inquiry-based professional development for clients across the country. Supported Inquiry By Design professional developers with educational and training needs. Supported revision of curriculum materials and rubric development.
- Streamlined client communication, aligned professional development materials to an updated marketing image, and planned for online product development.
- Managed all professional development projects by assigning professional developers, ensuring high quality professional learning experiences, and following up on client feedback.
- Session examples: Curriculum orientation, peer learning labs, student work study sessions, disciplinary literacy, working with complex texts, text complexity, text-dependent questions, and scaffolding.

ADAMS 12 FIVE STAR SCHOOL DISTRICT

High School Literacy Liaison for
the District Literacy Team in the
Learning Services Department

Fall 2010 - Spring 2013

- Facilitated the development of the PK-12 Adams 12 Language and Literacy Foundations document (literacy framework).
- Facilitated the high school ELA alignment to the Colorado Academic Standards for Reading, Writing, and Communicating, including developing units of study.
- Collaborated with high school principals, assistant principals, instructional leaders, and teachers to acquire and implement knowledge about content literacy instruction and effective ELA instruction.
- Facilitated professional learning experiences for various purposes and audiences around the following topics: Common Core State Standards, writing to learn across content areas, literacy leadership, text-based discussion, independent reading, and literacy intervention.

COLORADO DEPARTMENT OF EDUCATION

Member of the Colorado Content
Collaborative

Spring 2012 - 2013

- 2012 Colorado Content Collaborative included PK-12 educators from around the state who came together to identify and create high-quality assessments aligned to the new Colorado Academic Standards to be used in the context of educator effectiveness evaluations.

UNIVERSITY OF COLORADO DENVER

Instructor, Colorado Reading
Project

June 2007 & June 2011

- The Colorado Reading Project (CRP) is a two-week, 3 credits, graduate-level course for secondary educators. CRP participants participate in a collaborative learning model grounded in adolescent literacy theory and instruction.

EXPERIENCE

LITTLETON HIGH SCHOOL

Literacy Coordinator

August 2005 - May 2010

- Provided literacy coaching for content-area teachers and Professional Learning Community groups.
- Literacy Committee facilitator: planned and facilitated LHS staff development literacy goals.
- Analyzed universal screening, diagnostic, progress monitoring, and state assessment data for interventions, individual literacy plans, and school improvement processes.
- Development and implementation of LHS's Critical Reading Power Standard.
- Member of the LHS Curriculum Council and advocated for literacy issues at LHS.
- Facilitated school-wide literacy professional development.
- Member of the Adolescent Literacy Committee (districtwide): Developed recommendations for adolescent literacy for secondary schools.

Response to Intervention
Coordinator

January 2010 - May 2010

- Coordinated the Response to Intervention (RtI) process.
- Organized committee work by creating agendas and coordinating weekly meetings.
- Supported student achievement through an understanding of research-based instructional practices and intervention options.
- Tracked student data and interventions.

English Teacher

August 2003 - May 2010

- Taught the following courses: IB Comparative World Literature (11), IB Advanced Literature Studies (12), Advanced Language Arts 1-4 (9), Language Arts 1-2 (9), and Science Fiction Literature (11-12).

ELIZABETH HIGH SCHOOL

English Teacher

August 2003 - May 2010

- Taught the following courses: Language Arts 100 (9th), Advanced LA 100 (9th), Language Arts 200 (10th), Advanced LA 200 (10th), Fundamentals of Reading (9-12), Mass Communications (11-12), Speech Communications (9-12), Introduction to Theater (9-10), Oral Interpretation (10-12), and Science Fiction Literature (11-12).
- Committees and Responsibilities. EHS Leadership Advisory Committee, 2001-2003; English Department Chair, 2001-2003; Bridgestone Resource Teacher: Seniors, 2002-2003; District Language Arts Curriculum Committee, 2000-2002; CSAP Strategy Committee, 2000-2001; CSAP Coach, 2000-2001; Bully Prevention and Education Committee, 2001-2002; District In-Service Facilitator, MAP Interpreting Reports, Fall 2002

RESEARCH

Educational Doctorate Dissertation & Monograph August 2011 - May 2013

Disciplinary Literacy Apprenticeship in Secondary Science | This study explored the transition of a Disciplinary Literacy Apprenticeship instructional model in science classrooms in a large district in Colorado in sixth, seventh, and ninth grades within the district's STEM continuum. The study included up to 400 participants.

Action Research, University of South Dakota May 2022

Teachers from the Philippines in Todd County School District: Perceptions on Current and Future Support (unpublished) | This action research project was a culmination of the expectations for EDAD 770, Action Research in Educational Leadership as part of my ED.S degree. The purpose of this action research study was to identify which professional learning experiences, systems, and administrative or collegial actions were most helpful for Todd County School District's teachers from the Philippines. This action research study also helped to identify what supports Filipino teachers need in the future to support their success as educators in Todd County.

AWARDS

- 2006 | The School of Education & Human Development Outstanding Graduate Award, Curriculum and Instruction in Secondary English
- 2015 | Nominated for the CPED Dissertation in Practice Award by Niko Z. Shoklin, Ed.D. My monograph was included on the CPED website as an example of Dissertations in Practice from CPED-Influenced EdD Programs

PUBLICATIONS

- Morrison, K. (2013). Disciplinary Literacy Apprenticeship Model of Instruction in Secondary Science Classrooms within a K-12 STEM Continuum. The Carnegie Project on the Education Doctorate (CPED), <http://cpedinitiative.org/resource-library/dissertations>
- McDaniel, K., Spare, A., Summers, A., Pazol, J. (2009). ACT 36: Aiming for the Perfect Score. Barron's Educational Series, Inc.
- McDaniel, K. (2007). Valuing learners and enhancing critical thinking through student-led discussions. *Colorado Reading Council Journal*, 19(1), 17 – 32.
- McDaniel, K. (2006). Create some thunder – Or at least a low roar. *Colorado Reading Council Journal*, 17(2), 30 – 31.
- International Reading Association. Nancy Shanklin interview with Krista McDaniel. Literacy Coaching Clearinghouse Website. Forum 1: Building Relationships of Coaches and Principals. www.literacycoachingclearinghouse.org
 - Note: McDaniel is my former married name.

PROFESSIONAL ORGANIZATION

- ASCD
- National Indian Education Association
- Learning Forward
- Literacy Research Association
- NCTE, National Council of Teachers of English
- CCIRA, Colorado Council of the International Reading Association
- Co-Chair Secondary Reading Committee for the CCIRA 2009 conference, 2008-2009
- SMIRA, South Metro International Reading Association, Secretary, Fall 2006
- Colorado Secondary Literacy Network
- Denver Writing Project Fellow, National Writing Project, Summer 2004

CONFERENCE PRESENTATIONS

And Special Projects

2021, December | Lakota Nations Education Conference | **Building Cultural Competence and Responsiveness: One District's Strategic Approach** | Presented with RoseMary Clairmont, Tribal Education Specialist; Running Horse Livingston, consultant; Roberta Bizardie, principal; and Kaylamae Emery, teacher | We shared the processes in Todd County School District for integrating Lakota culture and language using the Oceti Sakowin Essential Understandings and the Sicangu Indigenous Principles of Learning.

Institute for Learning Annual Conference, Sessions

- 2018, May | **Formative Data, High-Level Tasks, presented with Kristin Klingensmith, IFL Mathematics Fellow** | Data, data, everywhere, but... How much of it captures students' understanding during the sense-making process? Cognitively demanding tasks provide opportunities for student thinking to become visible. We will consider the role and design of tasks that provide real-time opportunities for formative assessment.
- 2018, May | **Supporting Continuous Improvement in Interdisciplinary PLCs** | presented with Tony Farina, principal at Oneida Middle School, Schenectady City School District | Interdisciplinary PLCs advance teacher practice and support student achievement. This poster session outlines the IFL's work with an urban district to support interdisciplinary PLCs. This series of professional development supports PLC members in the use of PDSA cycles and high-leverage practices to maintain a focus on academic success for all students.
- 2018, May | **Leveraging Teacher Agency to Build Teacher Leadership** | Presented with Laurie Speranzo, IFL Mathematics Fellow | Teacher leaders are a critical part of school environments. Where are the greatest opportunities for teacher voice and leadership to emerge? This session explores structures and systems in school environments that foster teacher leadership.
- 2017, May | **Critical Literacy and the Single Story** | Presented with Allison Escher, IFL English Language Arts Fellow | This session introduces participants to the problem of a single story and the stereotypes and biases promoted by not critically questioning texts. Through the examination of trade books, participants utilize their cultural experiences and perspectives to question the message in the texts related to the social construction of knowledge and issues of equity, power, and justice.

2018, December | National Council of Teachers of English Conference | **Hamilton, Hurston, Heck Tate, & Hurricane Katrina: Exploring Text-Based Grammar Study** | Presented with Allison Escher, IFL English Language Arts Fellow. Participants engaged in various text-based grammar lessons around perspective, bias, dialect, and pronoun usage. This workshop concluded with participants designing their own text-embedded grammar lessons.

2017, July | Write for Texas, Texas Education Service Center, Region 13, Austin, Texas | **Keynote Address, Apprenticing Literacy Across the Disciplines: Writing to Learn** | Participants developed an understanding of current research on writing instruction, formed a definition of apprenticeship and the role that writing-to-learn plays in an apprenticeship model of instruction, text-based inquiry, and text-based writing.

2013, November | Literacy Research Association Conference | **Comparing 6th, 7th, & 9th Grade Science Instruction in a STEM Context: A Disciplinary Literacy Apprenticeship Lens** | Presented research findings based on Ed.D. dissertation.

2010, May | Harding High School, St. Paul, MN | **School-Wide Literacy Consultation** | Met with school-based leaders to enhance the current school-wide literacy plan and action steps. Facilitated conversations with instructional leaders from a range of discipline areas to identify students' literacy needs in the school and instructional practices to meet those needs.

2010, June | Homewood-Flossmoor Community High School, District 233, Illinois | **Literacy Coach Training** | In coordination with Nancy Shanklin, Ed.D., from the University of Colorado Denver. Trained high school literacy coaches prior to a school-wide implementation of secondary literacy coaching effort in a large suburban high school.

2010, April | International Literacy Coaching Summit | **Secondary Literacy Coaching & School-Wide Instructional Change** | This interactive presentation guides participants through the necessity of collaboration between and among secondary educators to implement school-wide shifts in instructional practices and the role of a literacy coach in facilitating collaborative efforts.
·2010, April 17 |

Text-Based Group Discussion: Fostering Critical Thinking | This demonstration outlines the importance of student discussion in the classroom and provides a discussion rubric, protocol, and recommendations for scaffolding to enhance students' critical thinking and communication skills.

- 2007 March | Colorado Language Arts Conference
- 2006, March | Colorado Language Arts Conference
- 2006, November | South Metro International Reading Association
- 2005, March | Northglenn High School
- 2004, July | Denver Writing Project

Stop Fishing! Student-led Questioning: An Empowering Reading Strategy | This presentation teaches teachers about the importance of explicitly teaching students how to self-question a text and how to use students' questions to increase relevancy, rigor, and student engagement.

- 2009, February | Colorado Council for the International Reading Association
- 2006, March | Colorado Language Arts Society Conference

2007, Fall | Sponsored by the Secondary Literacy Network and Douglas County School District, CO. | **Literacy Coaching Panel** | Member of a four-person panel discussing and presenting implementation of Literacy Coaching within secondary classrooms.

REFERENCES

- **RoseMary Clairmont**, Rosebud Tribal Education Department, Tribal Education Specialist and Liber Institute, Partnership and Outreach Lead | [REDACTED]
- **Jane Shelbourn**, Director of Federal Programs, Todd County School District | [REDACTED]
- **Running Horse Livingston**, Consultant | [REDACTED]
- **Charles (Dana) Hall**, Owner and CEO of Sterling Literacy Consulting | [REDACTED]

PROFESSIONAL PROFILE

Proven leader with a 20+ year record of achievement as a teacher, literacy coach, instructional coordinator, state department of education executive, consultant, and university instructor • Expertise in collecting, analyzing, and utilizing data to systematically improve processes, policies, procedures and create and build sustainable systems • Experience using research and theory to drive outcomes and promote excellence in teaching, learning, and assessment • Exceptional mentor and coach who successfully collaborates with diverse groups of people to build capacity, community, and high-performance teams.

EDUCATION

University of Virginia , Charlottesville, VA	2013
Doctor of Education: Curriculum & Instruction. Major: Reading & Literacy Acquisition	
University of Virginia , Charlottesville, VA	2007
Master of Education: Reading & Literacy Acquisition	
Miami University , Oxford, OH	1998
Bachelor of Science: Education	

PROFESSIONAL EXPERIENCE

Sterling Literacy Consulting , Denver, CO	2004-present
<i>Co-Founder, Chief Academic Officer</i>	

Sterling Literacy Consulting (SLC) provides state, district, school, and private sector clients with a wide range of professional development, technical assistance, research, and evaluation services. SLC partners with clients to develop highly-contextualized, research and evidence-based plans, as well as long-term implementation strategies. SLC excels in identifying and responding to client needs, and working collaboratively to create a comprehensive set of strategies designed to facilitate buy-in at all levels.

Major responsibilities include:

Program Design

- Setting overall vision, direction, and execution of SLC's policies, processes, frameworks, and procedures.
- Consulting with states and districts to effectively design contextualized, research-based professional development solutions.
- Monitoring implementation of programming and provide ongoing support for clients and employees.
- Designing, implementing, and refining all aspects of SLC instructional programs and implementation processes.

Content Expertise

- Evaluating current issues in education policy and research in order to incorporate relevant findings into all relevant SLC programming and services.
- Networking and coordinating with other stakeholders to provide comprehensive, aligned services.
- Creating and customizing SLC online learning modules that reflect the current research and best practices.

Capacity Building

- Providing initial training and ongoing professional coaching for SLC employees.
- Creating employee and client surveys, needs assessments, and satisfaction surveys for all professional development and evaluation.
- Directing and coordinating the mentor program and support programs for all SLC team members.

Management and Operations

- Recruiting, hiring, training, supervising, evaluating, and providing on-going support to all SLC employees.
- Leading and managing all SLC employees, organizational processes, and professional development products.
- Modeling and coaching best practices for implementing SLC programs and systems.

Communication

- Representing the organization by presenting at state, national, and international literacy conferences.
 - Organized and provided a free conference for over 200 Colorado educators titled *Equity in Education* in February 2017.
 - Keynote - Dr. Yemi Stenbridge: educational consultant specializing in school-improvement through equitable practices, presented a session titled *Are We Asking the Right Questions About Equity?*
 - Dr. Hall presented a session titled, *Connecting Cognitive Science to Equitable Instruction*.
 - Cindy Ward: CO Turnaround Specialist, presented *Creating Equitable Systems for School Leaders*.
 - Louise El Yaafouri: author of The Newcomer Student: An Educator's Guide to Aid Transition, presented *Exploring Trauma Informed Instruction*.
- Writing proposals, grants, and bid responses.
- Maintaining clear and effective client communication and relationships
- Composing and presenting all SLC reports to internal and external stakeholders (service summaries, data analyses, research, audits, etc.).

PALS (Phonological Awareness Literacy Screening) Marketplace, Denver, CO 2014-2015 *Director of Literacy*

- Provided nationwide leadership in education policies, research, and best practices.
- Successfully managed client relationships and new business acquisition.

- Represented the organization in high level meetings with district and state-level legislators.
- Developed 50 state early literacy policy summary used to target and drive sales and marketing.
- Provided face to face and online professional development services to PALS clients.

State of Colorado, Colorado Department of Education, Denver, CO

2012-2014

State Literacy Specialist – Loaned Executive, Colorado Legacy Foundation

- Led the initial rollout and implementation of Colorado’s Reading, Writing, and Communicating Standards from Kindergarten through grade 12.
- Provided content knowledge and expertise in meetings with legislators and policymakers.
 - Assisted in the creation and implementation of key pieces of literacy-based legislation and state level policy.
- Recruited, trained, and managed teams of teachers, instructional coaches, principals, and district-level leaders from across the state (totaling over 100 educators) as they translated the Colorado’s state standards (Common Core State Standards - CCSS aligned) into curricula.
- Created a set of curricular resources for voluntary-use across the state of Colorado, providing options for differentiating and sequencing the requisite concepts, skills, and content across courses and school years.
- Responsible for the implementation and communication of Colorado’s Strategic Literacy Plan, which serves as the Colorado Department of Education’s guiding document to support districts, schools, and communities as they seek to collaboratively improve student outcomes.
- Represented the state of Colorado in collaborations with Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced assessment consortia.

UNIVERSITY TEACHING EXPERIENCE

Department of Curriculum, Instruction, and Special Education,
University of Virginia, *Adjunct Professor (Curry School Online)*

2007-2008, 2016-Current

- Currently teaching on-line classes for practicing teachers (K-12) seeking professional development and/or Master’s degree credit. Courses being taught:
 - **Adolescent Literacy. 3 credits.** This course provides an overview of adolescent learners' characteristics, and the stages of literacy development. It addresses the key components to good upper level instruction (grades 4-12), including interactive comprehension engagement, explicit and systematic word work, dynamic vocabulary exploration, and writing assignments that connect with content. Best-practices for struggling readers and language learners are integrated within course activities and discussions. Additionally, participants explore the role and value of technology as related to the multiple literacies of the 21st century.
 - **Reading in the Content Areas. 3 credits.** Reading in the Content Areas is a course that explores how students comprehend and learn through nonfiction text and how teachers assist them in these processes. The focus is on students in the

upper elementary grades and higher. Participants will explore the nature and meaning of comprehension, strategic teaching and learning, and what it means to learn through texts. In addition, participants learn to consider the specialized use(s) of reading, writing, and communicating in their subject area, or disciplinary literacy. Course curriculum includes facilitating engagement, word work, vocabulary, comprehension instruction, and developmentally appropriate research-based best practices for instruction.

Department of Early Childhood and Elementary Education,
James Madison University, *Adjunct Professor*

2008-2010

- Taught undergraduate and graduate courses in Reading for Elementary and Secondary Education programs, including:
 - **Foundations of Early Literacy Development and Elementary Literacy. 3 credits.** This course teaches the developmental research, cognitive science, developmental theories, and instructional practices that form the foundation of effective preK-12 literacy education. Participants examine how particular theories of literacy inform the best practices in reading and literacy instruction.
 - **Literacy Across the Curriculum. 3 credits.** This course explores literacy-based learning across the preK-12 curriculum, and helps students understand the fundamental, interdisciplinary nature of literacy. Additionally, this course examines disciplinary literacy and the unique ways of reading, writing, and speaking in different content areas.
- Mentored and advised pre-service and practicing teachers.

Reading First in Virginia, Curry School of Education,
University of Virginia, *Lead Graduate Assistant*

2006-2008

- Coordinated professional development opportunities for Virginia teachers (K-3) in collaboration with the Virginia Department of Education.
- Assisted the principal investigator and research scientists with school observations, data collection, and analysis and manuscript preparation.
- Facilitated and coordinated all aspects of Virginia's Reading First Professional Development federal grant, including academy and workshop materials development, editing, teacher training, and preparation of the annual report presented to the Virginia Department of Education.
- Presented at state and national conferences.
- Managed, supervised, and trained new graduate assistants.

K-12 EXPERIENCE

Augusta County Schools, Verona, VA

2009-2011

Literacy Coach and District Instructional Coordinator: K-5

- Provided research-based, job-embedded professional development to teachers in 12 elementary and preK-8 schools.
- Managed all aspects of the elementary reading program, collaborating with over 100 teachers and 1300 elementary school students.

Hall CV p. 4

Providence High School, Charlotte, NC

1999-2005

English / Reading Teacher: Grades 9, 11, 12

- Taught English Language Arts and Freshman Focus (literacy intervention) classes at a public high school of proximately 2500 students.
- P.H.S. repeatedly ranked as one of Newsweek's top 200 public high schools in the nation.

K-12 Leadership:

Freshman Focus Coordinator / Transition 9

1999-2005

- Led an initiative to ensure all incoming 9th grade students in the school passed the North Carolina 8th grade English Language Arts state competency exam.
- Served on the *Freshman Focus* course development committee.
- Boosted student success on the 8th grade competency exam by an average of 17 points, resulting in a 98% pass rate from 2000-2005.
- Organized monthly speakers, facilitated staff/parent conferences, and coordinated all applicable educational and legal documentation.

Senior Exit Steering Committee Member

1999-2005

- Facilitated, organized, and managed the district-mandated Senior Exit Project.
 - Selected, trained, and supervised evaluation teams consisting of faculty and community volunteers.
 - Chaired the Student Appeals Committee.

Echo Foundation School Administrator

2003-2005

- Coordinated all details for visiting Nobel Prize winning presenters.
- Supervised student leadership committee.
- Designed lesson plans and organized training for breakout groups totaling over 350 high school students from across Charlotte, NC and the surrounding area.

ACADEMIC CONTRIBUTIONS

Hall, C. D. (February, 2017). *Connecting cognitive science to equitable instruction*. Presented at the 2017 Equity in Education Conference, Denver, CO.

- SLC organized and sponsored this FREE conference for Colorado Educators on Equity.

Hall, C. D. (Selected to present July, 2016). *Untangling classroom confusion: High frequency words, sight words, and best practices for instruction based on cognitive science*. 2016 International Literacy Association (ILA) Conference, Boston, MA.

Austin, O., & Hall, C. D. (Selected to present July, 2016). *Building the bridge to literacy: Why literacy teams are a key foundational support*. 2016 International Literacy Association (ILA) Conference, Boston, MA.

Hall, C. D., & Mathews, S. (February, 2015). *Concept of word: A watershed event in early literacy development*. Presented at the Colorado Council of the International Literacy Association, Denver, CO.

- Hall, C. D. (May, 2014). *The phonological awareness literacy screener (PALS): Universal screening, diagnosis, and progress monitoring*. Presented at the CEI-PEA Showcase, New York City, NY.
- Hall, C. D. (August, 2013). *Understanding policy implementation: District-level leaders' perceptions of reading policy implementation efforts*. (Doctoral dissertation). Retrieved from Virgo at the University of Virginia. (call number: Diss. Educ. 2013 .H34.)
- Hall, C. D. (October, 2013). *Using reading assessment data to drive instruction*. Presented at the inaugural PALS / Dept. of Public Instruction Early Literacy Conference, Madison, WI.
- Hall, C. D., Tanner, J. (April, 2010). *Teaching content using multiple texts: How media specialists help meet the needs of diverse student populations*. Presented at the 4th annual James Madison University Elementary Teacher Conference, Harrisonburg, VA.
- Hall, C. D., McCray, A. (April, 2010). *Beyond the basal: Using data to create a differentiated reading program*. Presented at the 4th annual James Madison University Elementary Teacher Conference, Harrisonburg, VA.
- Hall, C. D., McCray, A. (May, 2010). *Beyond the basal: Using data to create a differentiated reading program*. Presented at the fall conference for the Association of Teacher Educators in Virginia, Sweet Briar, VA.
- Ivey, G., Hall, C. D. (February, 2009). *Building adolescent literacy interventions at the local level*. Presented at the Virginia State Reading Conference, Arlington, VA.
- Hall, C. D., Massey, S. (April, 2008). *Teaching content using multiple levels of text*. Presented for the Virginia Department of Education at the 2008 Early Reading Intervention Symposium, Charlottesville, VA.
- Perini, R., Abouzeid, M., Thacker-Gwaltney, S. & Hall, C. D. (May, 2008). *Fidelity to the basal and assessment-based instruction: Reconciling the instructional gap in Reading First schools*. Presented at the 53rd annual meeting of the International Reading Association, Atlanta, GA.
- Perini, R., Abouzeid, M. & Hall, C. D. (2007). *The evolving role of the reading coach throughout the era of Reading First*. Unpublished manuscript, University of Virginia.

PROFESSIONAL AFFILIATIONS

Board Member for nonprofit Book Give
 International Reading Association
 Literacy Research Association
 The Reading League – Founding Member of the Colorado Chapter
 Association for Supervision and Curriculum Development



Education

EdS in Educational Administration – Drake University – 2016

MA Educational Administration-Drake University-2002

B.S. in Elementary Education- Concordia University- 1988

Educational Licenses and Endorsements

Iowa Professional Administrators License- K-6 Principal and Evaluator Approval (new)

Iowa Master Educator License- K-6 Teacher-Elementary Classroom

K-12 Reading Specialist (2016)

PK-12 Dyslexia Specialist (2022)

Employment History

Iowa Department of Education

Grimes State Office Building

400 E. 14th Street

Des Moines, Iowa 50319

2023 – present

Science of Reading and Dyslexia Consultant

Key responsibilities

- *Dyslexia leadership*
- *Product development, scaling and implementation of evidence-based early literacy practices*
- *Facilitate and membership on statewide development and delivery teams*
- *Contract Management*
- *Participation on internal and stakeholder teams related to evidence-based instruction and MTSS*

Grant Wood AEA

4401 6th Street SW

Cedar Rapids, Ia 52405

319-399-6700

2017 - 2023

Curriculum Consultant

Key responsibilities

- *Curriculum leadership*
- *Professional development*
- *MTSS implementation support*
- *Collaboration within organization and with stakeholder groups*

Iowa Reading Research Center

103 S. Lindquist Center

University of Iowa

Iowa City, Ia 52242

319-384-2233

2016-2017

Temporary Professional Research Assistant

Key responsibilities

- *Research coding*

Dubuque Community School District
2300 Chaney Rd.
Dubuque, Ia 52001
563-552-3061
2010-2016

Curriculum Coordinator

Key responsibilities

- *Curriculum development and program management*
- *Assessment coordinator for literacy*
- *Professional development creation and delivery*
- *Other district duties as assigned (Such as building site councils, district site council, analyzing data, supporting district initiatives, state committees, community presentations and trainings)*

Dubuque CSD / Eisenhower Elementary
3170 Spring Valley Rd.
Dubuque, Ia 52001
563-552-3500
2006-2010

Instructional Coach

Key responsibilities

- *Support evidence-based practices*
- *Support for struggling learners*
- *Data collection, interpretation and distribution*
- *Supporting building Principal*
- *Supporting district initiatives*

Springville CSD
400 Academy Street
Springville, Ia 52336
319-854-6196
2003 – 2006

Curriculum Director/MS/HS TAG Coordinator

Key responsibilities

- *Curriculum development and review cycle (K-12 all content areas)*
- *Coordinate district assessments*
- *State and federal data reporting*
- *State and AEA event representative*
- *Community outreach and meetings*

Monticello Middle School
217 S. Maple
Monticello, Ia 52310
319-465-3575
1999-2002

6th Grade Teacher

Key responsibilities

- *Grade 6 Language Arts and Math Teacher*
- *Building leadership team*
- *Building Curriculum Mapping Leadership Team*

Trinity Lutheran School
1200 N. 56th St.
Lincoln, Ne 68504
402-466-1800
1990-1993
6th Grade Teacher

Trinity Lutheran School
705 West 6th Street
PO Box 969
Madison, Ne 68748
402-454-2651
1988-1990
1-2 Grade Teacher

Professional Organizations

International Dyslexia Association
International Reading Association
Association for Supervision and Curriculum Development

Skills

Leadership and facilitation
Curriculum, instruction and assessment
Data interpretation and synthesis
Collaboration
Communication
Learning systems and supports

References

Kim Buryanek, Superintendent
Denison Community School District
38 North 20th Street
Dennison, Iowa 51442

[REDACTED]

[REDACTED]

Tom Wood, Learner and Supports Bureau Chief
Iowa Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, Iowa 50319

[REDACTED]

[REDACTED]

April Gosselink-Lemke, Elementary Literacy
Consultant
Iowa Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, Iowa 50319

[REDACTED]

[REDACTED]

APRIL GOSSELINK-LEMKE

EXPERIENCE

JULY 2023 - PRESENT

ELEMENTARY LITERACY CONSULTANT, IOWA DEPARTMENT OF EDUCATION

Supports stakeholders with literacy initiatives and collaborates with external partners to support school districts. Supports schools with the Iowa Programs for At-risk Elementary Students and the Early Literacy Initiative. Co-leads Statewide Literacy Leadership Team and the Iowa Literacy Standards Review process. Collaborates across bureaus to support school districts and assist in leading professional learning opportunities.

AUGUST 2016 – JULY 2023

INSTRUCTIONAL COACH, DAVIS ELEMENTARY SCHOOL

Supports teachers with curriculum, analyzing data, implementing instructional resources, creating positive learning environments, social-emotional learning, and differentiating instruction. Instructs professional development to staff in the multiple curricular areas. Supports teachers through becoming national board certified. Creates coaching tools which align to the Danielson's Framework for Teaching.

JUNE 2022 – NOVEMBER 2022

SCIENCE OF READING INSTRUCTOR, CENTRAL RIVERS AEA

Assisted educators in a clear understanding of the principles of the Science of Reading. Helped educators identify the components of a literacy block that supports the Science of Reading. I also explicitly taught Scarborough's Rope to help make the connection between language comprehension and word recognition. I also covered explicit and systematic instruction, including instructional hierarchy, research-based intervention plans and gradual release of responsibility. Lastly, I walked educators through applying their new learning, analyzing classroom data, and supported them through coaching cycles and PLC collaboration.

JUNE 2015 – JUNE 2017

PRINCIPAL, CENTRAL IOWA CHRISTIAN SCHOOL

Provided daily leadership and supervision for students and staff members. Developed and organized activities to address students' and teachers' needs. Managed the school's budget to ensure all goals were met. Maintained communication with parents or guardians regarding school programming, student achievement and placement. Continually worked to improve the operating effectiveness of the school. Met regularly with the school board to advise on school needs.

2007-2016

TEACHER, DAVIS ELEMENTARY 4TH/CENTRAL IOWA CHRISTIAN K-4 /VERRADO 2ND & 3RD

Created lessons according to students' individual needs. Administered and analyzed various assessments to provide tailored instruction to students in both whole and small groups. Regularly conferred with students about academic progress. Maintained excellent relationships with parents and colleagues to support learning of all students.

EDUCATION

MAY 2013

MASTER'S IN EDUCATIONAL LEADERSHIP AND SUPERVISION, ARIZONA STATE UNIVERSITY

MAY 2007

BACHELOR OF ARTS IN EDUCATION, ARIZONA STATE UNIVERSITY

ACHIEVEMENTS

- Gifted and Talented Endorsement – 2019
- Instructional Coaching Certification - 2018
- PLTW Lead Teacher Trainer - 2017
- Educator of the Year - 2014
- Iowa State Chapter P.E.O. Sisterhood - 2012
- National Board Certified Teacher – 2011

GRANTS

- Grinnell Newburg School Foundation Recipient 2022
- Big Yellow School Bus 2015
- Iowa State Chapter P.E.O. Sisterhood 2012
- Westside Impact Mini-Grant 2011
- McDonald's Grant 2009
- Target Grant 2008

REFERENCES:

Sarah Seney
Bureau of School Improvement
Iowa Department of Education

[REDACTED]

Staci Harms
Instructional Coach
Fairview Elementary School

[REDACTED]

Wanda Steuri, EdS
Science of Reading and Dyslexia Consultant

[REDACTED]

Mary Breyfogle

Objective	To serve as an effective educational leader who positively impacts the lives of students, families and communities
Education	MA Drake University, Educational Leadership, 2008 University of Dubuque, Special Education Endorsement, 1996 BA Cornell College, Elementary Education, 1990
Leadership Experience	<p>Administrative Consultant, Iowa Department of Education, Des Moines</p> <ul style="list-style-type: none"> • Collaborated Across Bureaus and Teams to Streamline Support for the Field <ul style="list-style-type: none"> ○ Serve as the main contact for Session ID Information ○ Support district staff entering preschool information in SRI ○ Serve as a member of the Network support ESSA and MTSS ○ Provided data support for IDEA DA ○ Led the team of consultants reviewing Implementation of IQPPS Desk Audits • Provided Technical Assistance and Oversight <ul style="list-style-type: none"> ○ Statewide Voluntary Preschool Program ○ MyTeachingStrategies GOLD ○ Iowa Quality Preschool Program Standards ○ myIGDIs • Organized and Managed Professional Learning for Early Childhood Educators <ul style="list-style-type: none"> ○ LETRS for Early Childhood Educators ○ Preschool 4 All: High-Quality Universal Tier in Preschool <p>Elementary Principal/School Improvement Coordinator, Panorama CSD, Panora, IA</p> <ul style="list-style-type: none"> • Facilitated district level committees <ul style="list-style-type: none"> ○ Teacher Leaders ○ District Leadership Team ○ School Improvement Advisory Committee • Coordinated professional development opportunities for the district <ul style="list-style-type: none"> ○ Served as Authentic Intellectual Work Local Coach ○ Created learning opportunities with AIW Lead Team ○ Served as a Project CRISS trainer ○ Led new teacher mentoring program • Implemented an elementary master schedule to provide targeted literacy instruction • Served as Director of Special Education for the district • Collaborated with team to write and submit Teacher Leadership Compensation Grant • Acted as Equity Coordinator • Collaborated as member of administrative team on state accountability <ul style="list-style-type: none"> ○ CASA ○ Student data reporting ○ Differentiated Accountability pilot 2015-2016 • Coordinated application for State Wide Voluntary Preschool Program • Co-designed Iowa Core aligned standards-based report card
Professional Experience	<p>Administrative Consultant, Iowa Department of Education, January 2023 to present</p> <p>Education Program Consultant, Iowa Department of Education, August 2018 to January 2023</p> <p>Lead Teacher, Grundy Center CSD, Grundy Center, IA 2017-2018</p> <p>5/6 Special Education Teacher, Grundy Center CSD, Grundy Center, IA 2016-2018</p> <p>Elementary Principal/School Improvement Coordinator, Panorama CSD, Panora, IA 2013-2016</p> <p>School Improvement Coordinator, Panorama CSD, Panora, IA 2007-2013</p> <p>Special Education Teacher, Panorama CSD, Panora, IA 2002-2007</p> <p>Self-Employed, Marketing, Training and Sales Support, Mary Kay Cosmetics 1996-2002</p> <p>Special Education Teacher, Cedar Rapids CSD, Cedar Rapids, IA 1994-1996</p> <p>Special Education Teacher, Tanager Place, Cedar Rapids, IA 1992-1994</p>

Appendix H: IA-CLSD Roles and Responsibilities

Iowa Department of Education

IA-CLSD Roles and Responsibilities

Principal Investigator: Tom Wood, Bureau Chief of Learner Strategies and Supports

- Strong leadership skills
- Extensive experience coordinating work within complex agencies
- Classroom and supervisory experience in early literacy

Responsibilities:

- Supervises Project Director to oversee all aspects of the grant
- Works with the Project Director to coordinate activities and manage work across teams,
- Ensures implementation of grant activities, including fiscal and programmatic reporting, and evaluation.

Project Director: Leigh Bellville, Literacy Consultant, Bureau of Learner Strategies and Supports

- Strong knowledge of comprehensive literacy, Science of Reading, and evidence-based practices
- Extensive experience leading teams and
- Effective at working collaboratively with others to create and sustain a vision for projects
- Warm, strong leadership skills

Responsibilities:

- Ensures all grant goals, objectives, and timelines are met
- Reports grant activities to the Bureau Director and possibly to the IDOE Board of Education
- Develop all grant reports for the US Department of Education
- Reviews financial statements and monthly reports
- Meets monthly across teams to ensure all deadlines and grant goals are being tracked and met
- Liaises with the US DOE technical team.

Diverse Learners Support: Wanda Steuri, K-12 Dyslexia and Reading Specialist, Bureau of Learner Strategies and Supports

- Strong knowledge of Science of Reading, diverse learners, dyslexia, and evidence-based practices
- Extensive experience in leadership and coaching in the areas dyslexia and diverse learner teams

Responsibilities:

- Ensures all technical assistance and professional development meet the needs of all Iowa's students, including accessibility, usability, efficacy and evidence-based practices for diverse

learners.

Literacy Specialist: April Gosselink-Lemke, Literacy Consultant, Bureau of Learner Strategies and Supports

- Strong knowledge of Science of Reading, literacy, and evidence-based practices
- Experience as a teacher, literacy coach, and principal

Responsibilities:

- Work directly with districts to effectively support the implementation of their developed plans, in coordination with the GCT and GST.

Grant Coordination Team (GCT)

Bureau of Learner Strategies and Supports | State Literacy Team (SLT)

- Tom Wood, Bureau Chief
- Wanda Steuri, Science of Reading and Dyslexia Consultant
- Leigh Bellville, Literacy Consultant
- April Gosselink-Lemke, Elementary Literacy Consultant.

Bureau of Early Childhood

- Mary Breyfogle, Administrative Consultant

Division of Higher Education

- Dr. Maryam Rod Szabo, Administrative Consultant, Educator Quality
- Dr. Stephanie TeKippe, Education Program Consultant, Educator Quality

Bureau of School Improvement

- Terri Schuster, English Learner Assessment Consultant-ELPA21

Bureau of Federal Programs

- Rachel Pettigrew, Education Program Consultant, Title III - English Learners, Immigrant Students, Title I, Part C - Education of Migratory Children

Responsibilities:

- Develop the vision, goals, objectives, activities, and outcomes for the grant.
- Monitor the progress of grant goals and objectives with support from the GST.
- Collaboratively develop training and support materials as needed with the GST.
- Engage in the continuous improvement process (PDSA cycles) to solve any issues or concerns that arise.
- Develop the grant application process, protocol, templates, and technical aspects in coordination with the GCT.

- Travel to Literacy Collaborative Events and help facilitate events as needed.
- Manage the project budget and liaise with Eric Gebhardt, an Education Program Consultant in the Bureau of Learner Strategies and Supports who is responsible for tracking all grant expenditures through the IDOE business office.
- Liaise with the US DOE technical team.
- Help manage the grant timeline as guided by the Project Director
- Provide science of reading expertise and oversight to ensure comprehensive literacy and evidence-based practices are used across all aspects of the grant, including the professional learning sessions, materials, resources, website, GSP training and coaching, leadership coaching, etc.
- Lead the development of the Literacy Leadership Team Guidebook, Comprehensive Literacy Needs Assessment Guide and template, Strategic Literacy Plan template, classroom observation tools, classroom walkthrough tools, literacy coaching observation tools, and tracking systems, subgrantee reporting systems, and other forms and support tools as needed.
- Lead the development of the Iowa Literacy Clearinghouse in partnership with IRRC.

IDOE Support for Grant Management

(Not paid for through the IA-CLSD grant funds)

Eric Gebhart, Education Program Consultant, Bureau of Learner Strategies and Supports

- Has extensive experience tracking grant expenditures for prior and current IDOE federal grants.

Responsibilities

- Tracking all grant expenditures through the IDOE business office.

Grant Support Team (GST)

Dr. Krista Morrison, Project Support Lead

- Director of Literacy & Learning for Sterling Literacy Consulting
- Experience with grant management and reporting
- Has extensive experience working with various educational stakeholders in her role as a literacy consultant, Director of Curriculum, Instruction, and Assessment, and as a district and school-based literacy coach.

Dr. Charles Dana Hall

- Chief Academic Officer and Owner, SLC
- Science of Reading and Comprehensive Literacy Expert
- Former Literacy Specialist for the State of Colorado during the initial implementation of the READ Act

- Approved provider for CLSD grant in Colorado

Other Team Members

- Andi Weigel - Educational Coordination and district-level CLSD grant management experience (Birth - Grade 12)
- Bethany Massey - Leadership Consultant with experience leading a district that received a CLSD grant as superintendent in Colorado (Birth - Grade 12)
- Karen Hart, PK - 5 Literacy Consultant
- Kristi Schumacher, PK - 5 Literacy Consultant, 95% group trainer

Responsibilities

- Engage in the continuous improvement process (PDSA cycles) to solve any issues or concerns.
- Support the development of content for IDE website about CLSD grant, grant award, and announcement.
- Work with IDE to develop processes for literacy and leadership consultants to become approved grant support providers (GSPs).
- Liaise with GSPs throughout the grant cycle as directed by the Project Director.
- Provide technical support to all subgrantees, including technical support (webinars, phone calls, emails) as guided by the Project Director.
- As needed, provide science of reading and comprehensive literacy expertise.
- Help develop and publish all grant tools and templates in coordination with the GCT: Literacy Leadership Team Guidebook, Comprehensive Literacy Needs Assessment Guide and template, Strategic Literacy Plan template, classroom observation tools, classroom walkthrough tools, literacy coaching observation tools, and tracking systems, subgrantee reporting systems, and other forms and support tools as needed.
- Support the IRRC with project evaluation data collection and goals.
- Help the Project Director manage and review subgrantee reports and meet with subgrantees and GSPs as needed to ensure subgrantees adhere to IA-CLSD grant expectations and funding parameters.
- Help develop the Iowa Literacy Clearinghouse in partnership with IRRC.
- Liaise with external partners: Early Childhood Iowa, the IMPACT Consortium, and IACTE at the direction of the Project Director.

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

FY 2024 APPLICATION

COMPREHENSIVE LITERACY STATE DEVELOPMENT PROGRAM - CFDA 84.371C

Iowa Department of Education | Budget Narrative

The Iowa Department of Education (IDE) is applying for \$24,117,902 to implement the Iowa Comprehensive Literacy State Development Project (IA-CLSD) to expand the use of evidence-based literacy practices and interventions that advance achievement for children from birth to Grade 12, with a priority to improve literacy outcomes for disadvantaged children. The IA-CLSD project focuses on the following goals: 1) Improve the internal systems of Iowa schools and early learning programs serving disadvantaged students to accelerate improvement in literacy and English Language Arts outcomes, particularly targeting schools and early childhood education sites in high-need areas, both urban and rural, 2) ensure disadvantaged students have equitable access to highly-effective instructional leaders, educators, and early care providers trained in the Science of Reading and evidence-based practices, and 3) ensure scientifically and evidence-based literacy resources and learning tools are accessible to all stakeholders, especially for disadvantaged families and caregivers of young children.

We anticipate providing 10 - 20 Local Education Agencies (LEAs) in urban and rural settings with subgrants equaling 95% of the total budget to be spread across age/grade levels as follows: birth to age 5 = 15%; Grades K - 5 = 40%; Grades 6 - 12 = 40%. The number of LEAs served is highly dependent on the number of applications in the competitive process. We are committed to spreading the funding across schools and educational institutions serving educationally disadvantaged children, including students from low-income backgrounds and students with high-needs, from birth to Grade 12 across all nine of Iowa's geographic superintendents regions. Subgrantees may also include early childhood organizations and there is support for LEAs to partner with Early Childhood Iowa, Head Start, childcare organizations, and the IMPACT Consortium. The funding for state-level activities is 5%, a portion of that funding is budgeted for a partnership between the IDE's Division of Higher Education to advance their current efforts to work with institutions of higher education across Iowa to align their curriculum and

Project Director, Leigh Bellville (.5 FTE: Grant Coordination Team). Ms. Bellville will work with the Principal Investigator to oversee all aspects of the grant (Goals 1-3, objectives, and related activities) including coordinating activities and managing work across teams, implementation of grant activities, fiscal and programmatic reporting, and evaluation. Ms. Bellville will serve as co-lead across all aspects of the grant, including but not limited to: (a) all subgrantee grant application reviews, approvals and plan implementation, (b) Grant Coordination Team, (c) coordination with the Grant Support Team (GST), (d) all evaluation activities in coordination with the Iowa Reading Research Center, and the GST, and (e) all reporting activities required within the grant.

Diverse Learners Specialist, Wanda Steuri (.3 FTE: Grant Coordination Team). As the state's K-12 Dyslexia and Reading Specialist, Ms. Steuri will serve as a member of the Grant Coordination Team, working directly with the Project Director across all goals, objectives and activities to ensure materials are applicable and usable for Iowa's diverse learners. Ms. Steuri's primary responsibility will be to ensure technical assistance and professional development meet the needs of all Iowa's students, including in regards to accessibility, usability, efficacy and evidence-based practices for diverse learners.

Literacy Specialist, April Gosselink-Lemke (.2 FTE: Grant Coordination Team). As one of the state's literacy consultants, Ms. Gosselink-Lemke will serve as a member of the Grant Coordination Team to support all goals, objectives and activities. Ms. Gosselink-Lemke's primary responsibility will be to work with districts to effectively support the implementation of their developed plans.

In addition, the Department is in the process of hiring a full-time literacy administrative consultant to serve the needs of the state; this person will serve as part of the Grant Coordination Team once hired. See Appendix H: IA-CLSD Roles and Responsibilities regarding the scope of IDE personnel supporting this project.

Salary: Grant Funded-Project Director

Salary	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
██████████ ██████	██████	██████	██████	██████	██████	██████
██████	██████	██████	██████	██████	██████	██████

Salary: In-Kind

Salary	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
██████ ██████████	██████	██████	██████	██████	██████	██████
██████████ ██████████	██████	██████	██████	██████	██████	██████
██████████ ██████	██████	██████	██████	██████	██████	██████
██████	██████	██████	██████	██████	██████	██████

2 - Fringe Benefits - ██████

See fringe for grant-funded and in-kind contributions below.

Fringe: Grant Funded-Project Director

Salary	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
██████████ ██████	██████	██████	██████	██████	██████	██████
██████	██████	██████	██████	██████	██████	██████

Fringe: In-Kind

Salary	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
██████████ ██████████████████	██████████	██████████	██████████	██████████	██████████	██████████
██████████████████ ██████████████████	██████████	██████████	██████████	██████████	██████████	██████████
██████████████████ ██████████	██████████	██████████	██████████	██████████	██████████	██████████
██████████ ██████████████████	██████████	██████████	██████████	██████████	██████████	██████████

3 - Travel Total: ██████████

Y1	Y2	Y3	Y4	Y5	Total
██████████	██████████	██████████	██████████	██████████	██████████

The IA-CLSD project also includes a partnership with the IDE Higher Education Division to provide one, two-day Science of Reading Summit event to align to the revised teacher preparation program requirements articulated in the recently enacted HF2545 for all five years of the grant. These events help IHEs align syllabi to the Science of Reading and evidence-based practices. The grant funds will pay for up to 30 professors from institutions of higher education from across Iowa to attend each year. The current location is unknown. The goal is to help develop syllabi and content for educator preparation programs aligned to the Science of Reading. Up to 30 participants for the IHE Science of Reading Institute, a two-day event at approximately ██████████ per participant for meals, hotel, and mileage reimbursement using Iowa's state rates, equals ██████████ per year.

Travel funds are included for the IDE Grant Coordination Team representatives to attend CLSD events: Literacy Collaboratives, Leadership events hosted by IRRC, and any other regional meetings that may surface for large subgrantee projects. Up to six IDE employees on the Grant Coordination team may travel to and from grant-related events (up to two-day long events) three times a year, at a rate of

approximately [REDACTED] per person, for a total cost of [REDACTED] per year. Between these two costs, we increased the budget to [REDACTED] to accommodate any flights for the Project Director and to attend the initial grant meeting and any additional nights in hotels, additional meals, or additional mileage that may need to be reimbursed during the year.

4 - Equipment: Not applicable.

5 - Supplies Total: [REDACTED]

Y1	Y2	Y3	Y4	Y5	Total
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

The supply budget includes funds to purchase paper, binders, pencils, pens, and notebooks for meetings and the IHE Science of Reading Summit (annual summer event).

6 - Contractual Total: [REDACTED]

Contractual: Grant Management

Y1	Y2	Y3	Y4	Y5	Total
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

The IDE Grant Coordination Team, with members from a cross section of IDE Departments, will provide regular collaboration and effort to ensure all activities and timelines for this grant are completed and monitored (See Appendix H: IA-CLSD Roles and Responsibilities). Project Director, Leigh Bellville, Literacy Consultant in the Bureau of Learner Strategies and Supports, and member of the IDE literacy team is dedicating 50% of her time to oversight of the grant, as well as several in-kind contributions: the Bureau Chief of Learner Strategies and Supports Tom Wood, providing 15% in-kind contributions, Wanda Steuri dedicating 30% and April Gosselink-Lemke at 20%. The IDE will also leverage support from its Educator Quality and Teacher Preparation Program approval and monitoring team, the Iowa Reading Research Center at the University of Iowa, and Sterling Literacy Consulting (SLC) including Dr. Charles Dana Hall and Dr. Krista Morrison.

The Department's Project Director Leigh Bellville, will work with the Grant Support Team to manage all grant tasks, including (1) developing the application process for grant support providers, (2) managing the grant timeline, (3) creating the IDE website regarding the CLSD grant and its announcements, (4) creating grant processes, templates, and tools, (5) building and delivering professional development content, modules, slide decks, and other supports, (6) providing direct support across all subgrantees, and grant support providers (literacy and leadership consultants), (7) hosting technical webinars, phone calls, and emails, (8) reviewing all subgrantee reports and (9) organizing any necessary professional learning events.

The Project Director, with the support of the Grant Support Team and the Iowa Reading Research Center, will ensure, (1) the use of comprehensive literacy and evidence-based practices across all grant aspects, including professional learning sessions, materials, and resources, (2) the development of the Iowa Literacy Clearinghouse of resources on the IDE website, and (3) the grant's project evaluation, including developing project evaluation constructs, evaluation tools, data collection (within the IDE system), data review, and annual reporting.

The Department and its partners will maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts (2 CFR 200.318). The IDE has a long-time Memorandum of Understanding with the Iowa Reading Research Center, which it established at the University of Iowa. The IDE has followed procurement procedures under 2 CFR 200.317-200.326. Further, SLC is currently contracted with the IDE. The IDE will review SLC's performance at the end of their current two-year contract and review the requirements under 2 CFR 200.317-200.326 to determine whether a new RFP is required. SLC is owned by Dr. Charles Dana Hall and Christine Hall and is considered a small business.

IDE MOU with the IRRC in collaboration with SLC: Program Evaluation Statistical Analysis

Y1	Y2	Y3	Y4	Y5	Total

IRRC will utilize all partnerships to finalize the project evaluation and statistical analysis. They will identify graduate students or other organizations within the University of Iowa and other institutions that would benefit from learning about grant management and statistical analysis to ensure a mutually beneficial relationship between organizations. These funds are used annually to support the statistical analysis of the results of quantitative data from the program evaluation.

IDE Contractual with SLC in coordination with IRRC: Facilitators/Presenters for the IHE Science of Reading Summit (summer)

Y1	Y2	Y3	Y4	Y5	Total

The average cost for an educational presenter or facilitator is per day, and this is a two-day event. A facilitator would cost for this event. Many experts on the Grant Coordination Team can help develop the content and agenda for the event; however, we would like to hire someone to facilitate the event or at least co-facilitate the event alongside members of the IDE's Division of Higher Education, including the IDE's Educator Quality and Teacher Preparation Program approval and monitoring team. The content experts including Project Director Leigh Bellville and IDE Administrator Consultant of Educator Quality Maryam Rod Szabo and IDE Education Program Consultant of Educator Quality Stephanie TeKippe.

7 - Construction: Not applicable to this program

8 - Other Total:

Other: Sub Grant Awards

Y1	Y2	Y3	Y4	Y5	Total

Of the [REDACTED] in direct funds requested in this application, 95% is budgeted for subgrant awards for Local Education Agencies. Per grant requirements, 15% of the subgrant award will go towards Birth to age 5, 40% to grades K-5, and 40% to grades 6 - 12, supports and activities. All projects must focus on increasing achievement for LEAs' disadvantaged student populations and supplement, not supplant, their non-federal funds.

For grant year one, subgrantees will use their funds for the following activities: hiring literacy consultant(s)/coach(es), also called grant support providers (GSPs), to facilitate the development of Literacy Leadership Teams, the completion of Comprehensive Literacy Needs Assessments, and the development of site-based Strategic Literacy Plans. Year one funds will also be used to develop Literacy Leadership Team members' and literacy leaders' knowledge around the Science of Reading, comprehensive literacy, and evidence-based practices outlined in the grant expectations. Site-based budgets will also include costs for attending Literacy Collaborative events if the members of Collaboratives select to meet in person, external professional learning events like IDE-supported LETRS training - which the IDE leveraged federal COVID-19 relief funds to offer statewide at no cost to teachers or administrators, hiring trainers to present onsite, attending the IRRC summer Science of Reading Summit, and other IA-CLSD-approved professional learning events. The subgrantee year one budget may also include money to work with a GSP for years two through five grant funding.

For year two and beyond, subgrantee funds will be spent on the following: 1) required training and professional development for literacy leadership teams through regional Literacy Collaboratives (if these collaboratives select to meet in person), including travel to and from the events; 2) regional literacy coaching events and site-based professional learning support from GSPs, including professional learning sessions and coaching; 3) external professional learning events like LETRS training, hiring trainers to

present onsite aligned to grant goals, attending the IRRC summer Science of Reading Summit, and other IA-CLSD-approved professional learning events, 4) parent-involvement projects and activities that help increase parents' and caregivers' knowledge of literacy development for children and how to support it in the home, 5) grant management tasks (less than 5%), 6) reviewing and adopting high-quality instructional materials for universal and supplemental instruction aligned to the Science of Reading that will help educators provide quality comprehensive literacy instruction, 7) purchasing quality assessment materials to support the site's MTSS process, and 8) support for implementation of recently enacted evidence-based literacy instruction legislation (HF 2618), including provisions which extend the requirement to provide Personalized Reading Plans to students who are not proficient through 6th grade in partnership with families.

Other: Venues for Events

Y1	Y2	Y3	Y4	Y5	Total
██████	██████	██████	██████	██████	██████

The partnership with the IDE Higher Education Division includes a Summer Science of Reading Institute, outlined under the travel line item above. Each summer, there will need to be a venue to host the event. Each year, ██████ has been budgeted for that event, the average cost for a room to host up to 30 people, including technology, setup, and support. The additional ██████ for Y2-5 is for venue rentals and anticipated regional in-person events for literacy collaboratives. We are unsure if the participants will select to have these virtual collaboratives. We anticipate some meetings will need to be in person. Therefore, we have reserved some funds to pay for rental space at libraries or hotels if we cannot find a school district or institution of higher education to donate a location for these events.

Other: Development of the Summer Science of Reading Higher Education Summit

Y1	Y2	Y3	Y4	Y5	Total
██████	██████	██████	██████	██████	██████

The Division of Higher Education will partner with IRRC and the Iowa Association of Colleges for Teacher Education (IACTE) to develop the content for the two-day summer Science of Reading Higher Education summit for up to 30 participants to attend to support activities to revise teacher preparation program requirements articulated in the recently enacted HF2545. These funds will be used to develop materials and books for attendees.

Total Direct Costs: [REDACTED]

Y1	Y2	Y3	Y4	Y5	Total
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Indirect Costs: [REDACTED]

Y1	Y2	Y3	Y4	Y5	Total
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

IDE's restricted indirect cost rate is 14.7% from 07/01/2024-6/30/2025. Only the first [REDACTED] of contracted services is included in indirect cost calculations, and we don't collect on pass-through funds, like subawards to LEAs, which would include the 95% awarded to subgrantees in the IA-CLSD grant award.

Training Stipends: Not allowable for this grant.

Grand Total for IA-CLSD Project: [REDACTED]

Y1	Y2	Y3	Y4	Y5	Total
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]



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:

Iowa Department of Education

1. Project Objective:

To improve the internal systems of Iowa's schools and early learning programs serving disadvantaged students to accelerate improvement in literacy and English language arts outcomes, particularly targetting schools and early childhood education sites in high need areas, both urban and rural.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By the end of 2025-2026, all subgrantees will develop and submit a 5-year strategic literacy plan.	PROJECT			/	100.00

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By the end of Year 3, all subgrantees will submit a coherent MTSS plan that scores proficient on the IA-CLSD MTSS rubric, or will have a plan for revising it.	PROJECT			/	100.00

1.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By the end of Year 5, all subgrantees have ensured their curriculum for grades PK-12 includes HQIM aligned to the science of reading and grade level standards by either a curriculum review process (through their needs assessment), have adopted and subsequent implemented HQIM, or have a plan to do so within their SLP.	PROJECT			/	100.00

2. Project Objective:

Ensure disadvantaged students have equitable access to highly effective instructional leaders, educators, and early care providers trained in the science of reading and evidence-based practices.

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

2.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By the end of Year 5, at least 300 educators will have received a minimum of 30 hours of job-embedded, curriculum-based professional learning experiences, including literacy coaching, that deepens participants' knowledge of the science of reading, content area reading, and/or disciplinary literacy, and grows their ability to implement evidence-based literacy and language instructional practices as they apply to their age- and grade-bands they are qualified to serve.	PROJECT	300		/		

2.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By the end of Year 5, 85% of participating principals and directors will have attended the LETRS training for administrators or will have taken a minimum of 6 hours of documented training in the science of reading, comprehensive literacy, or evidence-based literacy instructional practices, to include adolescent literacy or disciplinary literacy.	PROJECT		85	/	100	85.00

3. Project Objective:

During Years Two-Five of the grant, ensure scientifically aligned and evidence-based literacy resources and learning tools are accessible to all stakeholders, for the purpose of growing families, literacy knowledge and access to literacy resources, especially for disadvantaged families and caregivers of young children.
--

3.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
For Years Two-Five of the grant, all grantees will develop parent involvement plans as part of their SLP and complete a minimum of 3 hours of outreach or activities yearly to support and grow families' literacy knowledge and access to literacy resources (Total of 12 hours by Year 5).	PROJECT		100	/	100	100.00

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.

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

Iowa Department of Education

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)	4,021,975.00	5,023,656.00	5,023,870.00	5,024,089.00	5,024,312.00			24,117,902.00

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2024 To: 06/30/2025 (mm/dd/yyyy)
Approving Federal agency: ☒ ED ☐ Other (please specify):
The Indirect Cost Rate is 20.00 %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 14.70 %.
- (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 # S371C240027

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.
Iowa Department of Education	

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)	113,233.00	115,497.00	117,807.00	122,076.00	125,017.00			593,630.00
SECTION C - BUDGET NARRATIVE (see instructions)								

Name of Institution/Organization <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Iowa Department of Education</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.
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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								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								

DISCLOSURE OF LOBBYING ACTIVITIES

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

OMB Number: 4040-0013

Expiration Date: 02/28/2025

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text" value="IA: Iowa"/> Zip <input type="text" value="50319-0146"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text"/>	7. * Federal Program Name/Description: <input type="text" value="Comprehensive Literacy Development"/> CFDA Number, if applicable: <input type="text" value="84.371"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text"/> Middle Name <input type="text"/> * Last Name <input type="text"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text" value="50319-0146"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text"/> Middle Name <input type="text"/> * Last Name <input type="text"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text" value="IA: Iowa"/> Zip <input type="text" value="50319-0146"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="REDACTED"/> *Name: Prefix <input type="text"/> * First Name <input type="text"/> Middle Name <input type="text"/> * Last Name <input type="text"/> Suffix <input type="text"/> Title: <input type="text" value="Director"/> Telephone No.: <input type="text" value="REDACTED"/> Date: <input type="text" value="06/24/2024"/>		

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

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:
<input type="text"/>	<input type="text" value="Leigh"/>	<input type="text"/>	<input type="text" value="Bellville"/>	<input type="text"/>

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

Address:

* Street1:	<input type="text" value="400 East 14th Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Des Moines"/>
County:	<input type="text"/>
* State:	<input type="text" value="IA: Iowa"/>
* Zip Code:	<input type="text" value="50319-0146"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>

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

<input type="text"/>	<input type="text"/>
----------------------	----------------------

* Email Address:

<input type="text"/>

Alternate Email Address:

<input type="text"/>

OPE ID(s) (if applicable)

<input type="text"/>

NCES School ID(s) (if applicable)

<input type="text"/>

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

<input type="text"/>

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?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

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 Iowa State Board of Education's vision is to build an excellent education system that empowers all students to achieve their full potential by increasing options for families and students within the public school system. The mission is to ensure all students experience a world class education. The Iowa Comprehensive State Literacy Development Project has three main priorities: 1) Improve the internal systems of Iowa schools and early learning programs serving disadvantaged students to accelerate literacy and English Language Arts outcomes for disadvantaged students; 2) ensure disadvantaged students have equitable access to highly effective instructional leaders, and educators trained in the Science of Reading and evidence-based practices, and 3) ensure scientifically and evidence-based literacy resources and learning tools are accessible to all stakeholders, especially for disadvantaged families and caregivers of young children. These goals prioritize equitable access for Iowa's most vulnerable and disadvantaged children and families. The competitive application process will prioritize high-needs students and schools that need support.

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

Barriers may include access to and participation in grant-required activities. However, the Iowa Department of Education (IDE) takes seriously the requirement to ensure equitable access to - and participation in educational opportunities. The IDE adheres to all federal and state requirements, and IA-CLSD will ensure all materials and training will be accessible across formats that includes, but is not limited to: webinars, email, mailings, conferences calls, the use of closed captioning, and posting on the IDE site, adhering to accessibility standards. Subgrantees will be expected to provide parent, caregiver, and family communication in their first language when needed.

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?

The IDE will ensure equitable access to and participation in the IA-CLSD project through a competitive grant application process and through clearly defined grant expectations requiring subgrant recipients to ensure funding through grant activities and services meet the needs of diverse learners (e.g., students with special needs, English learners, homeless, foster

care). IDE will require all subgrantees to complete a comprehensive literacy needs assessment during the first year of the grant to identify root causes for the significant inequities for disadvantaged subgroups of students in regards to literacy achievement and growth. Subgrantees are then expected to develop Strategic Literacy Plans that include activities that target the inequities within their organizations to support all students and students' families regardless of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, ancestry, or disability. The IDE will use numerous strategies to ensure equitable access to all grant activities and outcomes. We are providing training to grant service providers who will provide support aligned to grant expectations for all subgrant recipients. The IDE also provides technical support via webinars, email, and other technology and the following supports to ensure equitable access for participants: (1) using appropriate technology commensurate with participant needs (e.g., text telephone service, closed captioning, audio-support), (2) employing the use of translation services to translate materials to different languages as needed (3) ensuring posted materials are accessible, and (4) all other strategies to ensure accessibility. We also expect subgrant recipients to ensure the same type of support for interactions with their stakeholders and families.

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

Identified barriers will be immediately addressed. The IDE has contracted with translation services, and have technology expertise on staff to address identified barriers. Steps to address barriers include:

1. Identification of existing barriers. At the current time, the IDE does not anticipate systemic barriers.
2. Identification and implementation of solutions. The IDE has many existing solutions that can be implemented quickly and easily.
3. Evaluation of efficacy. IA-CLSD will continually evaluate the efficacy of not only the project, activities, and outcomes, but also the usability of materials - which includes accessibility across users.

Therefore the timeline is that once barriers are identified, solutions will be developed and implemented as soon as possible. Monthly reports are provided by subgrant recipients, which will alert the IDE grant management team of any inequities and issues and concerns will be addressed immediately at those times.

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 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.

☐☐

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
Added as attachments: 06J IA-CLSD Evidence Form STRONG 6.22 and 06K IA-CLSD Evidence Form MODERATE 6.22	Added as attachments: 06J IA-CLSD Evidence Form STRONG 6.22 and 06K IA-CLSD Evidence Form MODERATE 6.22	Added as attachments: 06J IA-CLSD Evidence Form STRONG 6.22 and 06K IA-CLSD Evidence Form MODERATE 6.22

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: https://ies.ed.gov/ncee/wwc/PracticeGuide/22 . 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 https://ies.ed.gov/ncee/wwc/Intervention/1043. 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., & 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 https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</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 # S371C240037